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The Relationship Among Emotional Intelligence and Leadership Styles of Female Law Enforcement Executives

Durriyyah Drummond
Walden University

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Walden University

College of Health Sciences and Public Policy

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Walden University
2024

Abstract

The Relationship Among Emotional Intelligence and Leadership Styles of Female Law

Enforcement Executives

by

Durriyyah Drummond

MA, Albany State University 2018

BS, Albany State University 2016

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Administration

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November 2024

Abstract

Effective leadership within police organizations has contributed to challenges in retention, recruitment, and increased negative public attention. While researchers have proposed a relationship between emotional intelligence (EI), leadership effectiveness, and leadership styles, limited research has explored these dynamics within law enforcement, particularly among female law enforcement executives. This study utilized transformational leadership theory, the full-range leadership model, and trait EI theory as its theoretical frameworks. The primary objective of this quantitative research was to assess the relationship between gender, EI, and leadership styles, building on previous studies that examined similar correlations among African American and Caucasian law enforcement executives. The study addressed the relationship between EI, and leadership styles, collecting data from 50 female law enforcement executives through the Women in Federal Law Enforcement (WIFLE) organization using the Multifactor Leadership Questionnaire (MLQ-5X) and the Trait Emotional Intelligence Questionnaire (TEIQue-SF). Correlation analyses revealed a significant relationship between EI and both transformational and laissez-faire leadership styles among these female executives, while no relationship was found between EI and transactional leadership. These findings highlight differences in how EI and leadership styles manifest among female law enforcement executives compared to their male counterparts. The study's social change implications include supporting the potential expansion of leadership training and development programs aimed at enhancing EI competencies and skills among female law enforcement executives, which could improve organizational effectiveness.

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Dedication

I dedicate this dissertation to my family and friends whose unwavering support has been the cornerstone of this journey toward my doctoral degree. Your encouragement, prayers, phone calls, and timely texts have kept me motivated and focused, and I can never fully express my gratitude.

To my mom, Maryum Dixon, this dissertation is dedicated to you. Proverbs 22:6 says, "Train up a child in the way he should go: and when he is old, he will not depart from it." Your guidance and dedication to my education have shaped who I am today. From the very beginning of this PhD journey, you have been my steadfast supporter, sacrificing so much to help me succeed. Your love, both physical and emotional, has been my greatest strength. I am blessed to have you as my mother, and this dissertation is a testament to your incredible influence.

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Chapter 1: Introduction to the Study

Policing in the 21st century has become more complex than ever before. Law enforcement executives have been exposed to new challenges such as racial injustice, recruitment and retention, police accountability, and the negative attention of law enforcement. When looking at these challenges, they have caused a recruitment and retention crisis for law enforcement agencies (Terra, 2009). Police officers are usually seen as the heroes but now, the negative public attention toward police officers have also caused future candidates to reconsider pursuing a career in law enforcement (Arcuri, 2020). During summer 2019, the murders of George Floyd, Breonna Taylor, and other Black Americans sparked a national dialogue around the failings of the U.S. criminal justice system. People nationwide joined together in protest of police violence, calling for a new approach to safety and justice. Negative media attention increased officers' fears that they will be the victims of false allegations (Nix & Pickett 2017). Consequently, this contributed to the concern on retention and recruitment.

In 2021, the Police Executive Research Forum (PERF) did a research surveying different agencies of all sizes on how recruitment and retention has a 18% increase in resignations and a 45% increase in retirement compared to 2020 (PERF, 2021). The acceleration of the negative attention from the public that law enforcement has undergone is exposing how organizations are losing their communities' trust (Marier & Moule, 2019). This goes back to leadership. police officers are experiencing a crisis in their leadership (El Sayed et al., 2019).

Law enforcement today needs leaders who are aware of the internal and external surroundings, and capable to adapt to any uncertain challenges. If the right individuals are placed in the leadership positions, they can lead and pivot when different obstacles are thrown their way. It is easy for leaders to use their positional power to guarantee that employees do what is asked, but actually getting employees to go above and beyond their minimum commitment to support the vision of the leader requires a leader that connects with their employees emotions (Engle & Nehrt, 2011; Lee & Yang, 2012; Liang & Chi, 2013; Siebert-Adzic, 2012; Theil et al., 2012). Campbell (2012) studied that there was a relationship between emotional intelligence, leadership styles, and law enforcement executives.

This study furthered the research of Campbell (2012) and Ferguson (2014) on how law enforcement executives with transformational leadership have proven to have a relationship with emotional intelligence. Transformational leaders use emotional support to motivate their followers by understanding their follower's emotion and being transparent about their emotions (Lopez-Zafra et al., 2012). Emotional intelligence is described as the most effective quality for leadership effectiveness (Chan, 2022). Wong and Law (2012) investigated the relationships between emotional intelligence, interaction, well-being, and involvement characteristics in a population of 193 (32% female and 68% male) law enforcement officers and found that.

Emotional intelligence is critical to officer wellbeing and organizational effectiveness. Mayer et al. (2000) created a model that shows the four basic levels of emotional intelligence. The first level is the ability to perceive one's emotions. The

second level is the ability to take in different information or conflicts and using your emotion to make the best decision on solving the problem of conflict. The third level is the ability to understand and understand the emotion of a person. The fourth level is the ability to manage and control one's own emotion (Mayer et al., 2000). If more law enforcement executives knew there was a relationship between the type of leadership styles and if they possess' emotional intelligence effected the leader it could positively influence the challenges we face like retention and recruitment, police accountability, and help that negative attention by the types of trainings law enforcement executives received.

If law enforcement executives could positively influence the climate and culture of their agency, they can improve how long their employees stay in the job, shorten the turnover rate, save money, and increase the knowledge that is learned through training and experiences for their employees (Mosala-Bryant & Hoskins, 2017; Paoline & Gua, 2020). The intent of this study was to explore the relationship between EQ and leadership style of women law enforcement executives. Chapter 1 contains the background of the study, which examined the issues law enforcement executives faced. This chapter consist of the problem statement, purpose of the study, nature of study, theoretical framework, and introduced the research questions and hypothesis have been s

Background

Law enforcements executives are facing a new reality due to social injustice, retention and recruitment, and negative attention from communities. According to the Department of Justice, statistics show that in 2019, 12.8% of fulltime law enforcement

officers were females nationwide (U.S. Department of Justice, 2021). Although women are in law enforcement executive positions, women continue to be underrepresented in the profession (Matusiak & M. Matusiak, 2018). The results of this study provided law enforcement executives with a full range of leadership and EI capabilities to implement in different situations.

This new reality law enforcement executives are facing, the lack of trust from the community, brings up the question on the leadership of those officers. For example, law enforcement executives over the officers that were in the George Floyd and Breonna Taylor cases. The failure to employ the right leader with emotional intelligence and the right leadership style is largely to blame for the challenges that the American society is experiencing today. Schafer (2014) observed that despite the widespread consensus on the importance of effective leadership, researchers and police agencies have conveyed their preference of a supportive and involved approach to leadership. Other leaders have shown their ability to employ leaders with different leadership styles. Goleman (1997) argued that individuals with an average intelligence quotient (IQ) sometimes outperform individuals with a greater IQ often in their EI abilities. People can learn these EI skills from childhood, which gives them a better chance of using any natural intellectual abilities they may have. Chan (2022) described EI as the most effective quality for leadership effectiveness.

Transformational leaders can adapt and lead through obstacles and different issues. These leaders can communicate with employees effectively (Wang, 2011). Schafer (2014) observes that despite the widespread consensus on the importance of

effective leadership, researchers and police agencies have struggled to determine the answers to several key questions. These include the most common leadership styles employed by police executives, the circumstances under which executives are most effective at influencing the performance and output of their subordinates, and the characteristics that distinguish effective from ineffective police executives.

Sarver and Miller (2014) determined that personality characteristics of police chiefs were significant predictors of their effectiveness and that a transformational leadership approach was most effective when police chief personalities, style of leadership, and effectiveness were evaluated. Zaher et al. (2022), Shim and Hoover (2015), and Baek et al. (2018) recognize the police force's limited openness to new ideas or methods of operation or management and recommend the adoption of transformational leadership among police executives.

Ferguson (2014) studied how there was a relationship between gender, EI, and leadership styles. His research showed that there was a significant relationship between emotional intelligence and African American law enforcement executives who had transformational and laissez-faire leadership styles (Ferguson, 2014). He did not really see a relationship between transactional leadership and law enforcement executives in general, but it did indicate through the *t* test that between African American law enforcement and Caucasian law enforcers there was a difference between their emotional intelligence and leadership styles. This showed that there is a relationship between EI, leadership styles, and gender.

Campbell (2012) filled in the gap by exploring if there was a relationship in law enforcement executives. His study found that there was a relationship between EI and law enforcement executives with a transformational leadership style. He found that no law enforcement executive had a correlation between EI and laissez-faire leadership styles (Campbell, 2012). This helped understand the different kind of leadership skills and trainings law enforcement executives should address to benefit the United States communities and societies. My research will further Campbell (2012) and Ferguson (2014) study by looking at the relationship between EI, leadership style, and female law enforcement executive.

Problem Statement

Since 2018, law enforcement executives have been facing new issues and problems of racial injustice, recruitment and retention, police accountability, and the negative attention of law enforcement. With this new era of technology, media has exposed law enforcement being dishonest on the job, ethical issues, and officer misconduct. This has caused the most critical problems law enforcement executives are facing today. George Floyd and Breonna Taylor's case has shifted the way communities view law enforcement, the amount of trust they don't have in law enforcement, and retention and recruitment numbers decreasing like never before. These cases as as others have impacted the ability of police departments to maintain staffing levels and recruit new officers nationwide (Copeland et al., 2022). This brings difficulty in officer recruitment, but its impact is relatively small when compared with traditional recruitment challenges such as limited budgets and competitive job markets (Copeland et al., 2022).

This means the right law enforcement executives must be in place to be more dynamic and complex (Fischer, 2009). Although there is research of law enforcement executives, EI and leadership styles (Campbell, 2012; Ferguson, 2014), the problem this study addressed was the gap in the literature on the exploration of female law enforcement executives. The findings of this quantitative correlational study on the relationship between all around leadership skills, gender, and emotional intelligence traits could help law enforcement executives address the challenges that their organizations are facing. Currently, law enforcement officers appear to be faced with more complex issues compared to previous generations (Palmiotto, 2016). Law enforcement executives can do this by creating trainings that can improve different leadership styles (Black, 2019).

Purpose of the study

The purpose of this quantitative study was to examine whether a relationship exists between gender, EI, and leadership styles of female law enforcement executives assigned to police organizations throughout the United States who are also active members of the Women in Federal Law Enforcement (WIFLE). The general problem is that leaders of the police organizations are facing more complex challenges than ever before. Challenges like racial injustice, recruitment and retention, and the negative attention of law enforcement have never been seen like this before (Copeland et al., 2022). This indicates that there is a need for full range leadership and EI traits to address the operational, political, and economic challenges by an organization who climate is constantly changing.

Research Question(s) and Hypotheses

The quantitative correlational study examined what, if any, relationships exist among EI, leadership style, and female law enforcement executives. The overarching question is does gender effect the leadership style of female law enforcement executives who acquire high levels of Emotional Intelligence? The following research questions were addressed:

Research Question 1: What, if any, correlation exist between transformational leadership style and EI among Female law enforcement executives?

H₀₁: There is no correlation between a transformational leadership style and EI among female law enforcement.

H_{a1}: There is a correlation between a transformational leadership style and EI among female law enforcement executives.

Research Question 2: What, if any, correlation exist between transactional leadership style and EI among female law enforcement?

H₀₂: There is no correlation between transactional leadership style and EI among female law enforcement executives.

*H_{a2}*There is a correlation between a transactional leadership style and EI among Female law enforcement executives.

Research Question 3: What, if any, correlation between a laissez-faire leadership style and EI among female law enforcement executives?

H₀₃: There is no correlation between a laissez-faire leadership style and EI among female law enforcement executives.

H_{a3}: There is a correlation between a laissez-faire leadership style and EI among female law enforcement executives.

Research Question 4: What, if any, correlation exists between leadership style, EI, and gender among female law enforcement executives?

H₀₄: There is no correlation between gender, EI and leadership style among female law enforcement executives.

H_{a4}: There is a correlation between gender, EI, and leadership style among female law enforcement executives.

Theoretical Framework

The theories that will ground this study are transformational leadership, transactional leadership and Laissez-faire leadership. Hersey and Blanchard's (1977) situational leadership model indicate there is a different type of leader depending on the situation. This will be used to underpin the study to show which leadership style will work best with different situations. The premise of the leadership model is that no single leadership style is effective for every encounter between leader and follower. Situational leaders can adapt to their environment (Funk, 2022). Showing that the leader's behavior is solely depended on the situation at hand (Funk, 2022). Hersey and Blanchard (1977) argued that the situational trait is adaptability, changing the leadership style based on the situation. This study examined the various leadership styles used by female law enforcement executives to assess whether gender influences the leadership style of individuals who also rate high in EI.

The assessments in this study looked at leadership styles and compared them to Bass and Avolio's (1994) full range leadership approach. This leadership model indicates that every leader possesses transformational, transactional, and laissez-faire leadership styles. This model is still applicable to the leadership tools of today. Among transactional behaviors are laissez-faire (hands-off leadership), management by exception (putting out fires), and contingent compensation (Arenas et al., 2017). Transformational behaviors consist of individualized consideration (compassionate leadership), intellectual stimulation (outside-the-box thinking), inspiring motivation (exciting the masses/sharing the goal), and idealized influence (Arenas et al., 2017). This study involved exploring the extent to which female law executives show each of the three leadership styles producing organizational change.

In this study, I investigated Petrides's (2010) EI theory. This theory was used to support the study in relation to the influence EI has on a leader. Petrides and Furnham (2006) explain trait EI as "a constellation of emotion-related self-perceptions and dispositions tested through questionnaires." (p. 554) Such a scientific description of EI vastly contrasts with the EI theories of Bar-On (2006), Goleman (1995), and Mayer and Salovey (1997), all of whom, Petrides argued, attempted to explain this phenomenon purely through dictionary contexts rather than offering scientific definitions. Further, trait EI may account for criterion variance and incremental validity beyond that of the giant three and big five personality models (Petrides & Furnham, 2006).

The research methodology that I used in this study was Bass and Avolio's (1994) MLQ. The MLQ is an instrument created to measure several leadership styles varying

from individuals capable of inspiring others, to individuals identified as being passive, to individuals who have established workplace relationships linked to contingent reward systems (Ferguson, 2014). Researchers have questioned the validity of the MLQ, but Avolio and Bass's MLQ manual shows strong evidence for validity (Tepper & Percy, 1994).

Nature of study

The nature of the quantitative correlational design was to examine whether, and to what extent, a relationship exists between independent variables (leadership styles), the intervening variable (gender), and the dependent variables (emotional Intelligence). The independent variable consisted of transformational, transactional, and laissez- faire leadership styles that are from the nine leadership components from the full range leadership model. This study examined whether, and to what extent, a relationship exists between the independent variable (leadership styles), the intervening variable (gender), and the dependent variable (EI). The independent variable consisted of the nine leadership components of the full range leadership model, including transformational, transactional, and laissez-faire leadership styles. Conducting quantitative research involves examining the relationship between the different variables to assess on a hypotheses or research questions.

Correlational design is a type of descriptive quantitative research that includes investigating if and to what extent a relationship exists between multiple variables (Creswell, 2009). Singleton and Straits (2010) described descriptive research as a process of gathering data within a contextual framework. When gathering data, descriptive

research is effective in allowing researchers to describe problems, situations, or groups accurately. The study took place in a natural environment and did not include control groups. Correlational studies confirm or reject hypothesis rather than prove them. This made a correlational design the most suitable method of research for this study.

Descriptive research is best used when testing the relationship between different variables which allows the researcher to distinguish a problem or situation in a correct and detailed matter. Descriptive research is collecting data in a contextual framework for a specified phenomenon (Simon, 2006). Descriptive research is best when utilizing surveys (Crewswell, 2007). When conducting a survey, researchers usually depict the data of the population through characteristics, attitudes, and or experiences.

The target population for this study consisted of law enforcement leaders from small, medium, and large police departments, as well as leaders from international, federal, state, and local law enforcement agencies throughout the United States, who are also active members of the WIFLE. The various sections that I selected for this study represented a cross section of small, medium, and large police departments, as well as executives from federal, state, municipal or local, and military law enforcement agencies. The sampling frame included the membership listings of WIFLE member which can consist of several law enforcement executives who can provide their contact information to the organization.

Data collection entailed of a self-administered Internet survey that included demographic questions, Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) questions, and Multifactor Leadership Questionnaire (MLQ 5X-Short) questions. The

TEIQue-SF is a 30-item instrument developed by Petrides and Furnham (2006) based upon the theoretical framework of its full-length assessment. I used a questionnaire that combined questions from the two interview instruments into one survey instruments using survey monkey. A purposeful sampling method with participants being identified through WIFLE.

The convenience sampling method is a form of nonprobability sampling that involves selecting participants based upon their convenience and availability (Creswell, 2009). Nonprobability sampling includes two common weaknesses: (a) researcher bias due to the exclusion of sections of a population and (b) inability to predict variability, which eliminates the ability to determine sampling error or precision (Singleton & Straits, 2010). This study was strictly voluntary, and I ensured the confidentiality and anonymity of research participants. I used the Institutional Review Board approval and once granted, an Internet survey and e-mail was used to go to all the members of the target population.

The MLQ is a certified instrument created by Bass and Avolio (1995) to measure transformational, laissez-faire, and transactional leadership styles. This study consisted of a 45-item MLQ 5x short form that was used to measure nine various leadership components. The nine components that was measured are idealized influence attributed, idealized influence behavior, inspirational motivations, intellectual stimulations, individual consideration, contingent reward, management by exception[active], management by exception [passive], and laissez- faire leadership. These were categorized into three leadership styles. The surveys were sent out via email to be completed online.

The hypotheses of this study were tested using Pearson's correlation Coefficient and stepwise multiple linear regression analysis. This entailed of a two- tailed test with a 0.5 alpha level.

Definitions

Below are conceptual and operational definitions to define the use of key terms in the context of the study.

Emotion: "A feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act" (Goleman, 1995, p. 289).

Emotional intelligence (EI): The current study involved measuring EI using the most current model, trait EI, designed in a manner that compensates for noted shortcomings found in earlier models. The operational definition of trait EI is "a constellation of emotion-related self-perceptions and dispositions (e.g., emotion perception, emotion management, empathy, impulsivity) assessed through self-report questionnaires" (Petrides & Furnham, 2006, p. 554).

Intelligence: Possessing the capacity to carry out abstract thought and to learn from and adapt to changes reflective of the surrounding environment (Mayer & Salovey, 1997).

Laissez-faire leadership: Passively managing employees using a hands-off approach where group members can make the decisions (Bass & Avolio, 2004).

Law enforcement executives: Law enforcement officers with executive authority

or its equivalent such as commissioners, superintendents, chiefs, directors, assistant chiefs of police, deputy chiefs of police, executive heads, and commanding officers (IACP, 2011; NOBLE, 2012).

Leadership: The ability to create direction, alignment, and commitment across organizational boundaries toward a higher vision or goal achievement (Volckmann, 2012).

Leadership style: The manner in which followers perceive the task or relationship behaviors of leaders (Hersey & Blanchard, 1977).

Multifactor Leadership Questionnaire (MLQ): A validated instrument created by Bass and Avolio (1994) to measure transformational, transactional, and laissez-faire leadership styles.

Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF): A 30-item instrument developed by Petrides and Furnham (2006) based upon the theoretical framework of its full-length assessment. TEIQue-SF provides a total trait EI score by examining the subscales of emotionality, self-control, sociability, and well-being.

Transactional leadership: An agreement, transaction, or exchange between a leader and follower, whereby the leader specifies the reward or punishment the follower will receive commensurate with task fulfillment (Bass & Avolio, 1994).

Transformational leadership: A process where a leader's behavior influences subordinates in a positive way (Bass & Avolio, 2004).

Assumptions

The research topic that I examined is the relationship between gender, leadership styles, and trait EI of female law enforcement executives. One assumption is that my sample will be a larger population of WIFLE. Also, due to this study being an extension of Campbell (2012) and Ferguson (2014) by including gender as a variable in a potential correlation between EI and leadership styles of law enforcement executives, the third assumption is that this study is valid and reliable.

Scope and Delimitations

The scope of this quantitative correlational study involved the use of a self-administered survey taken on the internet to examine the relationship between EI, Transactional leadership, transformational leadership, and laissez-faire. I used the TEIQue-SF questions to measure the overall EI of female law enforcement executives (Petrides & Furnham, 2006). Also, I used that survey to include the questions from the MLQ 5x- Short. This measured the transformation, transactional, and the laissez- faire leadership style (Bass & Avolio, 2004).

Limitations

Using a correlational design can be one limitation of the study. Although a relationship exists between the intervening, independent, and dependent variables, causation might not be determined. A second limitation of the study was the use of a self-report questionnaire that might have increased the risk that an individual might not answer all the questions accurately, which could pose a threat to the construct validity of the study. Further, the TEIQue and MLQ questionnaires might only record Female law

enforcement executives' perception, and it would be helpful to have feedback from those with knowledge of the executive's leadership style such as stakeholders internal and external to the organization, direct reports, and higher-level managers. A third limitation might pertain to using convenience sampling, this can involve selecting participants from conveniently available cases, associations, or organizations (Singleton & Straits, 2010). Although a nonprobability sample may weaken the external validity of a study (Singleton Straits, 2010), the use of this method provided an appropriate cross section of Female law enforcement executives. Another thing I considered is having similar populations using qualitative measures to explore further participant responses that could provide insight into the significant finding in the current study relative to EI test score differences between these two groups.

Significance

The significance of this study was that female law enforcement executives could use the research results to expand leadership development programs that leverage full range leadership skills and EI traits to address the new reality of American policing. Although the prevailing generation gap found in the workforce adds to the complexity faced by police leaders, it also provides significant opportunities for law enforcement. For example, as computer crimes continue to evolve, so must the technological knowledge of the law enforcement community in a way that facilitates police organizations being capable of combating crimes involving suspects committing Internet-based offenses while seemingly protected by remoteness. Expanding training and leadership development programs for emerging leaders and developing EI competencies

and skills of executives within law enforcement. Increase awareness of law enforcement executives on how certain leadership styles and EI skills contribute to organizational effectiveness. Promote future research in gender, EI and leadership. Therefore, it is vitally important that police organization leaders are adaptable to the changing work environment and possess a full range of leadership skills that will allow them to better connect with contemporary workers.

Summary

Law enforcement executives are facing new challenges in the 21st century than ever before. Leadership of law enforcement executives become more and more vital as agency problems become more complex and dynamic. With lack of community trust, negative notation, and retention and recruitment issues; law enforcement executives are faced with issues like never before. Bass and Avolio's (1994) theory on transformational leadership shoes the theory behind how leadership styles can be applied to leadership, organizations, and management. Petrides (2009) is an EI theory that shows the trait model on a leaders EI. This study is a correlational design using the correct methodology to examine if there is a correlation between leadership styles, gender, and EI in law enforcement executives. Chapter 2 is a literature review that will include a summary of current research related to the research question and hypotheses. Chapter 3 is an explanation for picking a quantitative correlation deign for this study.

Chapter 2: Literature Review

Policing in the 21st century has become more complex than ever before dealing with new challenges such as racial injustice, recruitment and retention, police accountability, and the negative attention of law enforcement. The purpose of this quantitative study was to examine whether a relationship exists between gender, EI, and leadership styles of female law enforcement executives assigned to police organizations throughout the United States who are also active members of the National Organization of Black Law Enforcement Executives Women in Federal Law Enforcement (WIFLE). The general problem was that leaders of the police organizations are facing more complex challenges than ever before. Challenges like racial injustice, recruitment and retention, and the negative attention of law enforcement have never been seen like this before (Copeland et al., 2022). As cited in a 2022 survey conducted by researchers at the Police Executive Research Forum (PERF), resignations have increased by 18% and retirement has increased by 45% compared to the previous year in 2020. Further explaining how the new challenges such as negative attention from the public cause law enforcement to lose the communities' trust (Marier & Moule, 2019). The effectiveness of a law enforcement organization essentially depends on the leadership and the quality of the executive leadership an organization possess. The current study involved examining the relationship among EI and leadership styles of female law enforcement. There was a rise in challenges because police officers are experiencing a crisis in their leadership (EL Sayed et al., 2019).

Research conducted by Richardson (2020) states that law enforcement today requires a thorough examination of EI and the different leadership models and theories. This study may provide law enforcement executives with in-depth knowledge on becoming more effective leaders examining the internal and external factors that influence law enforcement executives' ability to adapt to certain things. This literature review contains an exploration of theories in relation to leadership effectiveness, organizational change, and organizational outcomes.

Chapter 2 contains analyses and syntheses of empirical research on EI and leadership styles that inform the understanding of pragmatic research and leadership styles that inform the understanding of the challenges female law enforcement executives are facing. The first section consisted of the of foundation, history of EI, and models. The second section conclude with the Theoretical Foundation of leadership styles examining Transformational, transactional, and Laissez- faire leadership. The third section include the history of law enforcement in the united stated and ends with how organizational change, trends, leadership, and organizational outcomes have an effect on law enforcement executives. The final sections consist of a discussion on the relationship between prior research and the qualitative study of this research.

Literature Search Strategy

The literature review consists of primary sources such as books, peer- reviewed journal articles, dissertations, professional websites, and federal government publications. Articles were accessed through Google Scholar and the following Walden University research databases: ABI/Inform, Business Source Complete, International Security &

Counterterrorism Reference Center, PsycInfo, PsycArticles, and SocIndex. My extensive database searches included the following key words and phrases: *emotional intelligence, leadership styles, leadership, transformational leadership, transactional leadership, laissez-faire leadership, law enforcement executives, executives, executives, police chiefs, law enforcement directors, police commissioners, police administrators, female, and gender*. To locate articles that I might have overlooked, variations on term were included in the search (e.g., leadership, leader, leadership style, leadership styles, and gender). Using this search strategy, it yielded over 150 articles, of which 105 were germane to the topic.

Theoretical Foundation

Hersey and Blanchard's (1977) situational leadership model indicate there is a different type of leader depending on the situation. This was used to underpin the study to show which leadership style will work best with different situations. The premise of the leadership model is that no single leadership style is effective for every encounter between leader and follower. Situational leaders can adapt to their environment (Funk, 2022). Showing that the leader's behavior is solely depended on the situation at hand (Funk, 2022). Hersey and Blanchard (1977) argued that the situational trait is adaptability, changing the leadership style based on the situation. This study involved examining the various leadership styles used by female law enforcement executives to assess whether gender influences the leadership style of individuals who also rate high in EI.

The assessments in this study looked at leadership styles and compare them to Bass and Avolio's (1994) full range leadership approach. This leadership model indicates that every leader possesses transformational, transactional, and laissez-faire leadership styles. This model is still applicable to the leadership tools of today. Among transactional behaviors are laissez-faire (hands-off leadership), management by exception (putting out fires), and contingent compensation (Arenas et al., 2017). Transformational behaviors consist of individualized consideration (compassionate leadership), intellectual stimulation (outside-the-box thinking), inspiring motivation (exciting the masses/sharing the goal), and idealized influence (Arenas et al., 2017). This study involved exploring the extent to which female law executives show each of the three leadership styles producing organizational change.

Theoretical Foundation of Leadership Styles

Organizational behavior, which entails influencing and inspiring people or groups to achieve common goals and objectives, is fundamentally about leadership (Virgiawan et al., 2021). Any organization's success and survival depend on effective leadership, which may be achieved by utilizing a variety of leadership philosophies. The main topics of this conversation will be the basis of leadership and the many leadership philosophies, such as transformational, transactional, and laissez-faire. It highlights the traits of each leadership approach, its results, and the circumstances in which it works best. To assist organizations in choosing the best leadership strategy for reaching peak performance, it is important to have a thorough understanding of the various leadership philosophies. It will draw from relevant literature, including scholarly articles and dissertations, to provide a

detailed analysis of the different leadership styles and their impact on organizational behavior.

The study of leadership dates to the late 1700's (Stogdill, 1974), with researchers such as Bass, Hersey, and Blanchard (1977) attempting to identify the fundamental characteristics of effective leaders. They identified two primary leadership styles: task-oriented and relationship-oriented. A Task-oriented leaders focus on achieving specific goals and objectives, while relationship-oriented leaders prioritize developing strong relationships with employees (Ahmed et al., 2023). The foundation of leadership theory is often attributed to Kurt Lewin, a German-American psychologist who is widely regarded as one of the pioneers of social psychology. Lewin's work laid the groundwork for modern leadership theory by emphasizing the importance of understanding group dynamics and the impact of social context on individual behavior (Cherry, 2020). He proposed that effective leadership involved a combination of both directive and supportive behaviors, and that leaders must be able to adapt their approach based on the needs of their followers and the situation at hand.

According to Gutas (2023) in modern times, leadership theories have been developed by various researchers and scholars. The foundation lies in the ability of a leader to inspire, motivate, and influence their followers toward achieving shared objectives. A good leader should possess various traits to lead their followers effectively. These traits include honesty, integrity, confidence, empathy, and excellent communication skills.

Wilson (2020) argues that effective communication skills are essential for leaders to communicate their vision and goals effectively to their followers. Leaders must be able to properly express and convey to their followers their vision and objectives (Al Dulaimi, 2021). Their followers may then comprehend the significance of their duties in attaining the organization's goals. Their followers' needs, goals, and motivations should be crystal evident to leaders. They can then modify their leadership style to suit the requirements and preferences of their followers. Effective leaders should also be able to adjust to changing conditions and make decisions that align with the organization's aims and goals (Kabeyi, 2019). This requires leaders to be flexible, open-minded, and willing to take calculated risks (Al Dulaimi, 2021). They should also be able to anticipate potential challenges and develop strategies to mitigate them. Leaders who successfully navigate change and uncertainty can inspire confidence and trust in their followers and achieve optimal results (Ferguson, 2011).

Transformational Leadership

Transformation Leadership was first introduced by James MacGregor Burns (1978) with a concept of research based on political leaders (Burns, 1978). According to Burns, transformational leadership is the process when “leaders and followers help each other both advance to higher level of morality and motivation (Burns, 1978). This approach in leadership creates a major change with people and organization. It’s not based on a give and take relationship but on the leader’s personality, traits and ability by leading by example, motivating through vision and goals. Transformational was then extended in 1978 by Burns to explain how transformational leadership could be measured

and how it could impact performance. Bass, B. M, (1985), *Leadership and Performance*, N.Y. Free Press. Transformational leaders are measured by his influence on his followers; do they trust their leader, admire, and respect their leader. Transformational leadership is composed of four elements: individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence. These components can be measured using a survey called the Multifactor Leadership Questionnaire (MLQ Form 5x). this is what measures each component of leadership starting with Bass (1985) factors and analysis. In 1990 Bass and Avolio revised and revamp versions due to critics.

Transformational leadership theory, on the other hand, was first introduced by James MacGregor Burns in 1978. This theory emphasizes the role of leaders in inspiring and motivating followers to achieve shared goals and visions. Transformational leaders are characterized by their ability to communicate a compelling vision, provide individualized consideration, and support, and empower followers to take ownership of their work and contribute to the organization in meaningful ways as stated by Samuel and Engelbrecht (2021).

It Is often associated with the development of a positive organizational culture. According to Bakker (2022) followers of transformational leaders are motivated and inspired to own their job and hone their talents. They cultivate a supportive workplace that encourages innovation, growth, and creativity, which can raise employee motivation and satisfaction. The capacity of the leader to uplift and encourage their people is one of the most noteworthy traits of transformational leadership (Ekizler & Bolelli, 2020). They achieve this by creating a compelling vision for their followers, which inspires them to

work towards a common goal. The vision should be challenging yet achievable and appeal to the followers' values and aspirations. In the opinion of Udovita (2020) doing so, the leader can generate enthusiasm and commitment among their followers, increasing productivity and performance.

Transformational leaders also prioritize the development of their followers. They invest time and resources in training and development programs, coaching and mentoring, and providing feedback and recognition. This investment in their followers' growth and development can lead to increased job satisfaction and motivation and organizational commitment and loyalty (Ekizler & Bolelli, 2020). Another key characteristic of transformational leadership is building trust and rapport with followers. With reference to Lateef (2020) transformational leaders are approachable, supportive, and empathetic, consciously understanding their followers' needs and concerns. Doing so can create a sense of psychological safety where their followers feel comfortable sharing their thoughts and ideas without fear of retribution. This leadership style has been popularized by Bass and Avolio (1994), who identified four primary components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Transactional Leadership

Transactional leadership theory was first proposed by Max Weber, a German sociologist, and further developed by Bernard Bass in the 1980s. This theory emphasizes the importance of clear and structured roles and responsibilities, as well as the use of rewards and punishments to motivate and manage followers. Transactional leaders are

focused on maintaining order and achieving specific goals, often through the use of contingent rewards and disciplinary measures as proposed by Nurlina (2022).

It is based on rewards and punishments to motivate followers. Leaders who adopt this style focus on setting clear expectations, goals, and objectives for their followers and providing them with regular performance feedback (Le Tan et al., 2021). The leader's role in this style is to ensure that things are done according to the established rules, procedures, and performance standards. They tend to be more directive and task-oriented, and their leadership is usually based on a clear exchange between the leader and the followers. One of the key features of transactional leadership is the emphasis on maintaining the status quo (Breevart & Zacher, 2019). These types of leaders are typically interested in something other than upending the organization's established structures and procedures or making significant changes. Instead, they concentrate on ensuring that tasks are completed quickly and effectively and that the organization's goals and objectives are satisfied. According to Udovita (2020) this leadership style is frequently adopted when stability, dependability, and productivity are required in an organization with a steady and predictable environment.

Additionally, Hopkins (2023) contends that transactional leaders frequently take a more reactive stance. They react to issues and obstacles as they come up, concentrating on finding efficient solutions. In contrast, they are more proactive, concentrate on developing a future vision, and motivate their followers to work towards it (Breevart & Zacher, 2019). Another important aspect of transactional leadership is contingent rewards and punishments. Leaders who adopt this style reward their followers when they meet

specific performance standards and provide punishments when they fail to meet them (Breevart & Zacher, 2019). This approach assumes that followers are primarily motivated by extrinsic rewards such as bonuses, promotions, or recognition. However, it should be noted that this approach has limitations and may only work for some types of followers or in some situations.

Laissez-Faire Leadership

Finally, Laissez-faire leadership, also known as hands-off leadership, is characterized by a lack of direction or guidance from the leader. This style of leadership is often associated with a lack of engagement and motivation among followers, as there is no clear direction or expectations set by the leader (Taouil & Arapoğlu, n.d). While this approach can be effective in situations where followers are highly skilled and motivated, it can also lead to confusion and inefficiency if not managed properly.

The team members are given the authority to make decisions while the leader stays out of the way. According to Ali and Ullah (2023), it may be a successful management style when employees are highly trained, driven, and capable of making decisions independently. This leadership approach may promote employee autonomy, creativity, and innovation, enhancing performance and work satisfaction (Austin, 2021). Laissez-faire leadership may also pose issues in some circumstances, particularly when staff members require more guidance, inspiration, or the knowledge and abilities needed to make wise judgments. In these circumstances, the leader's lack of direction and leadership can result in disorientation, loss of concentration, and subpar performance (Austin, 2021). Therefore, Laissez-Faire leadership should be used judiciously, and

leaders should be aware of the needs and capabilities of their followers before adopting this style.

Leadership theories have evolved from the foundation of understanding group dynamics and social context by Kurt Lewin to the more recent development of transformational, transactional, and laissez-faire leadership styles (Anwer et al., 2022). Each theory provides a unique perspective on effective leadership and the different approaches leaders can take to motivate and guide their followers. However, Gunawan and Thoha (n.d.) argue that it is essential to note that no single leadership style is universally effective, and leaders must be able to adapt their approach based on the needs of their followers and the situation at hand. Effective leadership requires various skills and behaviors, including communication, motivation, decision-making, and adaptability.

Emotional Intelligence (EI) Models

While there are many definitions of emotional intelligence, it generally refers to an individual's ability to recognize the meaning of emotions and reason strategically based on them (Zhang & Adegbola, 2022). It helps in one's capacity to perceive their emotions, assimilate the emotion-related feelings, understand their information and effectively manage them. Different theorists also define the concept of emotional intelligence differently (Kanesan & Fauzan, 2019, P.2). Goleman, Bar-On and Petrides categorize EI as non-cognitive. According to Salovey and Mayer (1990), emotional intelligence refers to one's ability to monitor their emotions and those of others to discriminate among them as they use the information to direct their thoughts and actions. Bar-On (1997) views emotional intelligence as non-cognitive competencies, capabilities

and skills tasked with influencing one's ability to handle and cope with environmental pressures and demands effectively. Goleman (1995) described emotional intelligence as the underlying individual characteristics that cognitive intelligence does not represent. On the other hand, Petrides and Furnham (2001) define emotional intelligence as a trait that is also a constellation of one's emotional self-perceptions that are at the lower levels of their personality hierarchies. There are three categories of models of emotional intelligence namely trait model, mixed model, and ability model while theorist give different explanations for their definitions.

Goleman's Mixed Model

As Suleman et al. (2020) states Goleman's model depicts emotional intelligence as a broad range of competencies and dispositions that range from an individual's traits to their learned abilities. Initially, the model comprised of five models that were later revised into the four domains of self-awareness, social awareness, self-management and relationship management. The four domains are categorized into social competencies and personal competencies (Dhani and Sharma, 2016 P.193). According to the model, an emotionally intelligent individual should be in a position to motivate themselves and also survive in the face of adversities and frustrations. They should further manage their moods as they ensure that distress does not swamp their cognitive ability to think, hope and empathize.

Self-management; leaders with self-management display transparency, initiative, optimism, self-control, achievement and adaptability.

Self-awareness: refers to one's ability to identify their individual emotions as they recognize their impact through gut feelings and informs and guides their decisions (Gimbert et al., 2023). With self-management, one is able to control their impulses and emotions which makes it easier for them to adapt to changes and changing circumstances. An emotionally intelligent person is socially aware (Dhani & Sharma, 2016 p. 192). This means that they are capable of sensing, understanding and appropriately reacting to the emotions of other people as they effectively comprehend the social networks.

Social awareness: This is concerned with leaders who express service, organizational awareness and empathy.

Relationship management: this involves a person's ability to influence, inspire and also develop other people as they manage conflicts. Goleman's model has a set of emotional competencies along the constructs of emotional intelligence. The model posits that emotional competence is not an innate talent (Dhani & Sharma, 2016 P.193). On the contrary, it is a learned capability that one has to work on in order for it to develop and facilitate the achievement of outstanding performance.

Bar- ON Mixed Model

Developed by Reuven Bar-On, Bar-On model (1997a) is one of the mixed models of emotional intelligence that comprises 15 interrelated social and emotional competencies. The competencies determine how human beings understand themselves, relate to others and also cope with and handle their daily challenges and demands. The competencies are divided into major factors and measured by the Emotional Quotient Inventory (EQ-i). EQ-I comprises of 133 items in form of sentences while using a five-

point Likert scale that participants use to answer on scales (Kanesan & Fauzan, 2019 p.5). Results are then computed into EQ score on the five factors and the 15 sub-factors.

The figure below illustrates the components that make up Bar-On's mixed model of EI.

Figure 1

Bar-On Mixed Model

Intrapersonal Independence, self-regard, self-actualization, assertiveness, emotional self-awareness		Interpersonal Social responsibility, empathy, interpersonal relationships	
Adaptability Flexibility, problem-solving, reality testing	Stress Management Impulse control; stress tolerance	General Mood Optimism; happiness	

As per Resnik and Dewaele (2020) Mixed theory, as the name suggests, is made up of the components of both ability and trait theory in examining emotional intelligence. It was first introduced by Goleman in the year 1995 and represents the features of one's personality and their ability to motivate oneself particularly in emotional and social situations.

In a research study conducted by De Bruin (2012, P.540), the relationship between EQ-I and personality was tested. Inter-battery factor analysis was conducted to identify the common factors that existed in two separate analyses. Overall, both studies

revealed that there were similar factors which suggested that the mixed model of emotional intelligence and general human personality portrayed common focal aspects in behavior among them dominance, interpersonal functionality, positive affectivity, and internal constraint. Illustrated in a five -factor terminology, the results constituted narrow facets of the broader personality dimensions of extraversion. Agreeableness, neuroticism, and conscientiousness (De Bruin 2012, P .540). The study results confirmed that EQ-I is connected with an individual's personality.

Mayer- Salovey- Caruso's Ability Model

In the year 1990, Salovey and Mayer published two articles on emotional intelligence. The study suggested that some individuals reasoned with emotions better than others, and that some individuals reasoning was amplified by emotions rather than others (Mayer, 2002). Proposed the existence of emotional intelligence as a new intelligence (Audrin & Audrin, 2023). They suggested that some individuals may present higher intelligence about emotions as compared to others. They suggested that skills such as ability to solve problems associated with emotions such as reading emotions in faces, understanding emotion words and being able to manage feelings among others portrayed the existence of a wider yet overlooked ability and capacity to understand and reason about emotions which is referred to as emotional intelligence (Caruso et al., 2015 P. 2). They set a set of principles to guide theorizing about EI representing how they perceived it. The Four-Branch model developed by Mayer and Salovey (1997) proposed that there are four fundamental emotional abilities of EI;

Emotion perception

Researchers Eskritt and Zupan, (2023) defines emotional perception as an individual's ability to identify their own emotions and also the emotions of other people with the help of their body language, facial expressions and tone of voice. When skilled in the perception of emotions, a person is able to express their emotions effectively and also communicate their emotional needs (Conte, 2005 p 436). For instance, if an individual is turned away in a ticket booth, they may feel disappointed and sad. A person who meets them in that state can be able to perceive their emotions based on their facial expressions and perceive that something is wrong with them. Through facial expressions, body language, and tone of voice, an emotionally intelligent person is able to tell when another person is sad, excited, or worried.

Emotion Facilitation

An emotionally intelligent person can use emotions to enhance their cognitive activities as they adapt to different situations. When skilled in this area, an individual is able to understand that there are certain emotional states that appear more optimal for the targeted outcomes as compared to others (Caruso et al., 2015 p.3). They actively generate respective emotions that will support certain objectives and tasks. For instance, a domain-skilled teacher is able to recognize that her student needs to experience some positive emotions such as excitement and joy, for them to effectively carry out certain tasks such as collaborative artwork or brainstorming. Their emotions play an important role in facilitating thoughts and deriving solutions to challenges (Kuo et al., 2021).

Emotion Understanding

Emotional intelligence concerns the ability to distinguish between different emotional states including their causes and trajectories (Conte, 2005, p. 436). For instance, one may feel sad or disappointed because they lost a job, a pet or a relative. One may feel unfairly treated if someone else prioritizes another individual based on other factors such as race or religion. Successfully distinguishing emotions and understanding the source emotions helps to handle a person based on different situations (Torres et al., 2020).

Emotion Management

The fourth branch is the management of emotions. It is concerned with a person's ability to be open to a variety of emotions, recognize the value of having such emotions and know how to effectively deal with them (MacCann et al., 2020). In this case, an emotionally intelligent individual identifies the particular short-term and long-term strategies that are most efficient in regulating emotions under certain circumstances (Caruso et al., 2015, p. 2). For instance, anger often applies as an appropriate response to the inadequacy or failure to achieve certain goals. At some point, it gets valuable to allow oneself to experience such feelings like anger but in an intelligent manner that will prevent unwanted and aggressive behavior as a reaction.

Emotional intelligence is a standard type of intelligence that aims at utilizing distinct set of mental capacities that are not only intercorrelated but also relate to other intelligences and develop as age and experience develop (Davaei et al., 2022). In

contrast, the trait and mixed models measure and define EI as perceived skills, abilities and personality traits.

Petrides Trait EI Model

The trait emotional intelligence (Trait EI) model was developed in 2001 by Petrides. The model describes people's perceptions of the emotional world, what their emotional dispositions are and how good they believe they are in perceiving, managing, understanding as well as utilizing not only their emotions but also the emotions of other people (Kähli, 2021). Its facet of EI measurements corresponds to the factors of emotionality, sociability, self-control, and well-being.

Emotionality; this focuses on people who are not only in touch with their personal feelings but also those of other people. It is characterized by the facets of emotional perception, empathy, relationships, and emotional expression.

Self-control: this factor addresses individuals who are able to control their impulses and desires, as stated by Packard (2021). It is characterized by the facets of stress management, impulsiveness, and emotional regulation.

Sociability; this is about individuals who engage in social relationships as well as influence. The facets comprise of assertiveness, emotional management, and social awareness Packard (2021).

Wellbeing; Individuals under this factor feel happy, positive, and fulfilled depending on their past actions and future expectations. Kähli (2021) contends that the facets include happiness, self-esteem, and optimism.

The trait EI roots are founded on the role of personality perspective in the study of emotions. The theory has been found to be relevant to the developing work on General Factor of Personality (GFP) (Petrides et al., 2016, P.5). GFP can be developed from a combined personality trait EI datasets which suggests that trait EI may be integrated into various personality hierarchies between specific traits both at their base and at their apex. Trait EI has also been found to present some biological traits. Neuroscientific, neuroendocrinological and behavioral-genetic studies have pointed towards a strong biological foundation of the theory (Petrides et al., 2016, p. 5). There are phenotypic correlations that present between the Big Five personality dimensions and trait EI which can be attributed to the correlated genetic factors primarily and to correlated but unshared environmental factors secondarily. In this case, most of the genes responsible for the existence of individual differences in the Big Five may also be responsible for the existence of the differences in trait EI. A study by Petrides et al (2016, p. 5) suggests that trait EI presents both functional and structural neurobiological correlation. As a result, it is applicable in various settings including clinical settings.

The difference between ability EI and trait EI is predicted based on the process that measures the construct as opposed to the elements that the models have been hypothesized to encompass. Consequently, it is not related to the distinction between ability and mixed EI models (Perez et al., 2005 P. 126). According to Petrides and Mavroveli, (2018 P.28), high trait EI facilitates prosocial behavior in addition to preventing anti-social behavior particularly in children. At the same time, the study revealed that the model is applicable in school settings, peer relations as well as in other

organizations. The study posited that pupils who present high scores would also receive more nominations from their peers. This is because they were considered and found to be highly co-operative, exhibiting leadership skills while they would receive fewer nominations for being aggressive, dependent, and disruptive (Petrides and Mavroveli, 2018 P. 30). In an organizational setting, trait EI predicted significant outcomes in the workplace where there were positive effects on the employees' job performance. In a study of participants who involved employed adults conducted by Correia-Foster (2023) it was identified that high trait EI in the employees corresponded to lower stress levels but higher loves of commitment, satisfaction, and job control. Further, high trait EI individuals present themselves as highly flexible individuals who can easily adapt to new environments and who have firm control in terms of their emotional reactions (Petrides and Mavroveli, 2018 P.31). This demonstrates the applicability of trait EI in different life settings and the positive impact it has on them.

In conclusion, emotional intelligence (EI) has proven to be an integral attribute to the ability of an individual to function and cope well within their society. However, measuring it is reasonably complex. Each of the models has both its strengths and its weaknesses. As a result, a model should be selected based on the specific preferences and objectives that are presented in a particular evaluation. However, the development of EI is incredibly valuable for relevant scientific sectors and will be more exciting as its research develops over time.

History of Law Enforcement in America

According to Hilal and Litsey (2020) Policing in the 21st century has changed and became more complex than ever before. Law enforcement executives have been exposed to new challenges such as racial injustice, recruitment and retention, police accountability, and the negative attention toward law enforcement. According to Alfonso (2019) law enforcement executives have experienced continuous change. In recent years, after protest have arisen due to police brutality, the role of law enforcement changed from a community policing era to the current era. With major cases of George Floyd, Trayvon Martin, and Sandra Bland, among others, has caused law enforcement executives to face significance changes such as racial injustice, retirement and retention, and police brutality. Although leaders in law enforcement have changed to meet the changes in the United States. This current study may provide law enforcement executives with transformational leadership skills to generate collaborative organizational skills.

Law Enforcement in the United States

Law enforcement executives have been responsible for enforcing laws, stopping crime, keeping the peace, and protecting the liberty of the people. Some historians consider slave patrols to be America's first systematic attempt at policing, while others place that milestone in the middle of the 1800s, when police agencies in numerous large cities were unified. Slave patrols, according to Turner, Giacomassi, and Vandiver (2006), were high-tech, government-sponsored units with the goal of preventing crimes and insurrection by slaves against the Caucasian community. This helps to prove that there was a form of law enforcement in the United States prior to the Civil War that was

specifically designed to keep slave owners in power. Police commanders have historically played crucial roles in law enforcement's ability to adapt to the shifting environmental conditions that have characterized policing in America throughout its history.

The Political Era

Between the years 1800 and 1900, politicians used to hire and retaining police officers as a means of maintaining their political influence, and in exchange for employment, police officers urged citizens to vote for those politicians. Also, politicians managed the police force's top brass, as well as its personnel, budget, and goals (Lombardo, 2013; Marks & Sun, 2007).

During this time period, police departments operated in a decentralized fashion, giving officers less direct supervision and allowing them to carry out a wide range of tasks, including as making arrests, providing social services, and keeping tabs on migrant labor (Eades, 2022). Ultimately, according to Anzia and Trounstone, (2023) political corruption in police departments resulted from a quid pro quo relationship between police leadership and elected officials, as politicians played a key role in the appointment of police chiefs and thus wielded enormous influence over decisions that affected employees and organizational decisions.

The Reform Era

Citizens in the United States demanded reform of a police force that was widely viewed as cruel and corrupt, ushering in the so-called "policing reform era" (1930s-1980s). Despite a shaky start, reform efforts picked up steam in the latter part of the

twentieth century. Rather than having politicians appoint police officers for the sole purpose of supporting their political agendas, citizen groups have demanded changes such as better law enforcement leadership and a set of professional standards employed by police organizations for hiring, retaining, and training officers (Gordon, 2022).

Hodge and Clintonia Boddie, (2022) contend that Even though the reform era in American policing provided police administrators with better processes, such as the ability to better deploy personnel resources in response to neighborhood needs, better record-keeping capabilities, improved methods of identifying criminals, and technological advances, and that police organizations simultaneously adopted a centralized structure emphasizing professionalism and crime control, law enforcement generally became less engaged with communities. The shift in priorities caused a deterioration in the relationship between law enforcement and the community (Marks & Sun, 2007; Schmallegger, 2009). Law enforcement agencies reengaged with the community after struggling during the reform era, when they were mostly cut off from the public.

Community Policing Era

Community policing was a tactic employed by police from the 1980s until 2001 to normalize the interaction between law enforcement and communities and to proactively address situations thought to trigger crime (Koslicki et al., 2021). It incorporated diverse elements from the political and reform periods. Additionally, the goal of community-oriented policing was to create a partnership between the community and law enforcement in which members of the public played an equal role in ensuring the

safety of their neighborhoods (Bullock, 2013; Diaz, 2011; Glaser & Denhardt, 2010; Marks & Sun, 2007; Terpstra, 2011). Crime was reduced and confidence was built up between residents and police officers through community-oriented policing, which comprised citizen participation in crime prevention efforts in conjunction with law enforcement.

For law enforcement to adjust to community policing, police department heads have to give up on reactive modes of policing in favor of more proactive approaches. To foster better connections with the public, local law enforcement formed task forces and deployed foot, bike, and horse patrols (Marks & Sun, 2007; Schmallegger, 2009). Moreover, law enforcement was in a better position to respond proactively rather than after the fact in departments where operations were intelligence driven based on community input (Lombardo, Olson, & Staton, 2010). After the terrorist attacks of September 11, 2001, police leaders across the country had to rethink how they organized their departments in order to provide better security for their communities (Bailey & Cree, 2011; Schmallegger, 2009; Wright, 2011).

American Policing Post-2001

Law enforcement executives in the United States in the twenty-first century have to deal with the usual challenges of policing in a time of economic downturn, while also taking on additional responsibilities as potential first responders in the event of a terrorist attack and helping federal agencies compile intelligence on possible terrorist activity (Carrington et al., 2022). The period of homeland security includes new proactive intervention laws, agency cooperation, and intelligence-driven terrorism prevention. In

addition, the state of the economy is a constant reminder to law enforcement executives that they must maximize the use of available resources by increasing the use of evidence-based policing, in which police organizations incorporate research and analysis into their tactics and strategies (Hoggett & Stott, 2012). Evidence-based policing, where alignments form between law enforcement priorities, scholarly research, and thoughtful and reflective practical experimentation, appears to offer police organizational leaders more options for adapting to the growing demands placed on the police force. However, according to Parsels (2023) politics, resource constraints, and social preferences are all critical factors that make it unlikely that research will ever be the sole determinant of law enforcement policy and practice.

Local and state police forces now must figure out how to prioritize security and focus on terrorism and the threat of terrorism while continuing to provide the more traditional services their communities have come to expect (Gascón, 2023). Joint Terrorism Task Forces and Regional Information Sharing Networks, for example, increased cooperation between state and federal law enforcement organizations and were instrumental in bringing about a paradigm shift in law enforcement (Kim & de Guzman, 2012). Since the terrorist attacks of September 11, 2001, law enforcement has shifted its focus from community policing, in which police agencies work in partnership with local communities to address proactively the immediate conditions that give rise to public safety, such as crime, social disorder, and fear of crime, to homeland security, which is maintained through threat assessment and information sharing.

The funds of police departments continue to decrease, which has a negative impact on staffing, recruitment, retention, and professional development. Executives in the police force in the United States must adapt to a new environment because of rapid shifts in operations, politics, and economics (Fischer, 2009; IACP, 2011; Lee, 2010). There may be fewer police officers on the street if there are fewer funds available for recruiting, training, and retaining police officers. This may lead to decreased coverage in high-crime areas and lengthier response times during crises.

Officers may receive less training and have less access to cutting-edge technology and equipment if budgets are cut. This can endanger police officers by reducing their ability to respond swiftly and effectively to new threats (Fang & Wakisaka, 2021). Community policing programs, which work to strengthen relationships between police and the public by fostering trust and open dialogue, may also suffer from budget cuts. However, these efforts may be scaled back due to budget cuts, which could lead to tensions rising between police and the communities they serve. To meet government mandates for them to take on larger roles in homeland security, agency leaders are realigning their organizational structures, resulting in fewer resources being allocated to community-oriented policing (Brechenmacher, 2019). Executives in law enforcement have historically been forced to adapt organizational objectives in response to shifting environmental conditions.

There are persistent attempts to improve diversity, equity, and accountability in today's police force in the United States. Recent years have seen an increase in national attention given to topics such as police brutality and systematic racism. In 2020 in

Minneapolis, the murder of George Floyd was one of the most notable instances in recent history. The footage of Floyd's death has triggered renewed calls for police reform and demonstrations around the country (Knopf et al., 2021). Floyd's death led to the conviction of the officer guilty for his death, but the incident exposed systemic problems of racial bias and disproportionate use of force among law enforcement. The 2012 homicide of Trayvon Martin further elevated discussions about racism and police brutality (Hall et al., 2016). Although the accused shooter was ultimately exonerated, the case provoked significant indignation and discussions about the impact of race on the criminal justice system. In 2015, Sandra Bland, an unarmed Black woman, died while in police custody in Texas (Knopf et al., 2021). Bland was arrested and taken to jail after being stopped for a minor traffic infraction. Her suicide highlighted concerns about police brutality and how the judicial system treats people of color. These incidents, along with others, have prompted growing demands for police accountability and change. To address problems of racial bias and excessive use of force, many people have asked for modifications to police training, regulations, and procedures (Engel et al., 2022). There have also been calls for further consequences for bad cops, such as changes to qualified immunity that prevents them from being sued in civil court for their behavior on the job.

Many police agencies have made changes to increase transparency and decrease the use of force in response to these demands for action. The use of body cameras will expand, policies regarding the use of force will be revised, and more effort will be put into reaching out to the public (Engel et al., 2020). While progress has been made in addressing the underlying causes of these incidents, much more must be done to ensure

that all members of society are treated fairly and justly by law enforcement. There are persistent attempts to improve diversity, equity, and accountability in today's police force in the United States. Recent years have seen an increase in national attention given to topics such as police brutality and systematic racism. indignation and discussions about the impact of race on the criminal justice system (Campbell & Valera, 2020).

Law Enforcement and Organizational Change

According to Shvets et al. (2020) Each new period of policing has brought with it a new set of environmental elements that have had a profound impact on the way in which police officials operate and interact with their respective stakeholder groups. Several reforms were implemented in the early 20th century in response to widespread police corruption at the time. A paramilitary structure was adopted by police leaders to establish order within their departments, a more rigid bureaucracy, and increased accountability, all while closing ranks against corrupt political influences (Biggs & Naimi, 2012; Wuestewald & Steinheider, 2012).

For a more in-depth understanding of the shift in law enforcement leadership paradigms associated with the development of American policing, it is helpful to look at the Burke-Litwin model of organizational change (Burke, 1994). The Burke-Litwin model of organizational change showed the evolution of policing in the United States (see Figure 1; Burke, 1994). Burke (1994) argued that environmental influences are more important than any other component in driving organizational change.

Burke (1994) distinguished that the transformational development of humans' behavior had an influence on culture. Figure 2 showed how *transformational* was defined

as the change in human behavior caused by internal and external factors. When compared to structure, management practices, and systems, Burke argued that strategy, leadership, and culture were more consequential in bringing about organizational change.

Figure 2

Transformational Leadership

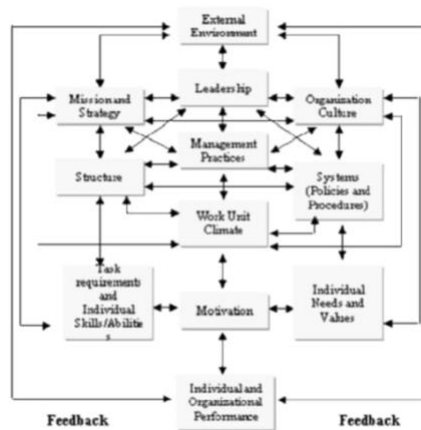


Figure 3. The Burke-Litwin model of organizational performance and change. From *Organization Development: A Process of Learning and Changing* (p. 128), by W. W. Burke, 1994, Eugene, OR: Prentice Hall. Copyright 1994 by Prentice Hall. Reprinted with permission of the author.

Figure 3

The Burke-Litwin model



Figure 2. The transformational factors. From *Organization Development: A Process of Learning and Changing* (p. 130), by W. W. Burke, 1994, Eugene, OR: Prentice Hall. Copyright 1994 by Prentice Hall. Reprinted with permission of the author.

The Burke-Litwin Model is a change management paradigm that illustrates the interconnected nature of the many variables that contribute to an organization's success (Erdem, 2021). It was created by W. Warner Burke and George H. Litwin in the 1990s, and since then it has been used to assess and enhance productivity in a wide variety of businesses. The Burke-Litwin Model could be applied to the study of law enforcement in America to help determine the causes of shifts in policy and methodology. The Burke-Litwin Model suggests that both internal and external forces contribute to organizational development (Baharudin & Abdullah, 2020). Changes in the political, economic, social, and technological environment are examples of external influences, whereas internal factors include the culture, structure, and leadership of the organization. The interplay between these elements can be intricate, and a shift in one area may have far-reaching consequences for the others.

Burke (1994) further on the difference between transformational and transactional facets of change by saying:

- Globalization, emerging markets, economic conditions, and legislative laws are all examples of external conditions that can have an impact on an organization's performance.
- The organization's approach for reaching its goals is based on its mission, which serves as its guiding principle.
- To what extent senior management's outlook and actions persuade others within the organization to back the change effort is a measure of their leadership.
- Why people in a group act in a certain way can be explained by their shared cultural views, behaviors, norms, values, and principles.
- People are put in a hierarchical structure with an eye toward facilitating interactions that further the organization's goals and objectives.
- Management practices are the standard ways in which managers implement their strategies for maximizing the effectiveness of their organizations' human and material resources.
- Performance evaluation, setting of objectives and budgets, allocation of resources, and implementation of policies are all examples of systems that are utilized as incentives and controls in the workplace.
- Leader-follower interactions are influenced by the "climate" of an organization, which includes the perceptions, hopes, and fears of its employees.

- Positioning workers appropriately according to their talents and experience is essential for efficient task completion.
- Employees' motivation, outlook, and performance are all influenced by their sense of self-worth, which in turn is tied to their unique set of requirements and values.
- Individual and organizational performance includes both the results and the indicator of personal achievement.
- Motivation is defined as the arousal of behavior in which gratification is achieved only upon the successful completion of a goal (Burke, 1994).

For climate and culture to change, it will compel successful transformation and transactional results. The transformational variables stand for levers to accomplish diverse organizational change, although for a more diverse organizational change will have a mix of the 11 variables in the model (Cuong et al., 2023). A limitation of the Burke-Litwin model is that it does not address factors that involve technology. Female law enforcement executives are essential in having a successful completion of transformational and transactional organizational change.

Transformational leadership and Emotional Intelligence

Literature shows that there is evidence that shows a relationship between EI and leadership styles for managers that are having an organizational change. Emotional intelligence (EI) and transformational leadership (TFL) are related, and some literature confirms that there is a positive effect of this leadership style on follower attitudes and performance (Rahman et al., 2020). Even though there were a lot of evidence that showed there was a relationship between EI and Transformational leadership (Bradberry &

Greaves, 20; Görgens-Ekermans & Roux, 2021; Rahman et al., 2020), some found that there was no relationship between EI and Transformational leadership (Hajnci & Vučenović, 2020). Through the studies, many used Bass and Avolio's (1995) MLQ instrument to measure transformational leadership. On the contrary, none of the studies used Petride's (2001) TEIQue to measure EI. The studies that were studied managers and or leaders, but there weren't any studies that used a law enforcement population. The current study addresses this gap in the literature through an examination of the relationship between EI and leadership styles on law enforcement executives.

This study addresses the gap in literature through examining the potential relationship between gender, leadership styles, and EI of Female law enforcement activities.

Bass and Avolio's (1994) transformational leadership theory was used to underpin this study to discover how female law enforcement executives may improve organizational effectiveness by applying a transformative leadership approach in areas such as leadership, management, and organizational development. Stogner et al., (2020) Although Law enforcement executives are faced with new challenges and changes, with a wide range of leadership skills will be critical to facing the daily challenges.

Bass and Avolio (1994, 2004) stated that that it was unusual for leaders to have both transactional and transformational skills. Even though a leader may show skills in both leadership styles, performances may vary based on the dominant leadership style. Leaders who demonstrated dominant transactional skills lead to lower power performance and unproductive change (Bass & Avolio, 1994). In contrary, those leaders

who demonstrated dominant transformational leadership skills resulted in improved performance. This current study examines the relationship between gender, EI, and Leadership styles of female law enforcement executives, including transactional, transformational, and laissez-faire leadership.

Management Versus Leadership

In this Century, law enforcement executives shape the success of police organizations while considering the different shifts in culture, technology (Ferguson, 2012). Debate occurs when the subject leadership and management arises. Liphadzi et al. (2017) explored that there was a difference between leadership and management. The study concluded that leadership was a role for setting a purpose of change, whereas management fulfill organizational goals and process. Northouse (2018) defines leadership as a process where an individual influences a group of individuals to achieve a common goal (p. 43). Leadership values applied by law enforcement leaders is a main influence on whether leaders of police organizations are successful in moving past traditional business practices and traditions in favor of change possibilities (Baker & Hyde, 2011). Leaders influence others by their ability, vision, and ability to persuade (Toor et al., 2008). For example, Leaders in law enforcement officers of all ranks contain the capacity to grow into leaders of change within their communities (Pyle & Cangemi, 2019). Management contains the effectiveness of functions and activities. Management skills are used to plan, build, and direct organizational systems to accomplish missions and goals. On the contrary, Leaders focus on motivation, and inspiration. Leadership supports the vision that is already in place where an organization wants to reach (Ali, 2013).

Although differences between leadership and management may overlap, they are not the same (Knotterman, 2006 & Bargau, (2015). (See Figure 4)

Figure 4

Differences Between Leadership and Management

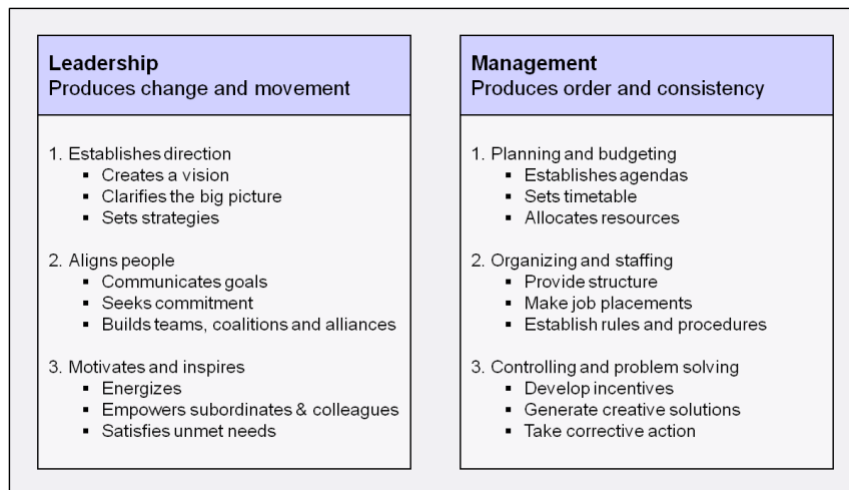


Figure 4: Liphadzi, M., Aigbavboa, C. O., & Thwala, W. D. (2017). A Theoretical Perspective on the Difference between Leadership and Management. *Procedia Engineering*, 196, 478–482. Reprinted with permission.

With these skills and characteristics, Law enforcement executives can be successful as both management and leadership. Successful leaders are those that have management skills, as well as managers with leadership qualities. This indicates that both are crucial to an organization success (Liphadzi et al., 2017). One executive can't rely on one skill more than the other. For example, there will be specific times where a law enforcement executive will have to make management decisions, such as who needs specific training or how do they take the corrective action from getting out the image of police brutality. According to Blake-Beasley (2023) executive in a leadership role will have to communicate the vision, seek the commitment of the police offers and support.

As such, the leadership styles of law enforcement executives must change from a directive approach to a facilitator approach. This makes everyone in the organization feel like they have a voice.

Law Enforcement and Leadership Style

Leadership style is the most important factor to an effective organization. For example, law enforcement executives do not incorporate trust within their organization which is causing lack of trust throughout the bureaucratic levels (Akkaya and Tabak, 2020). The lack of trust in the organization is trembling over and affecting the communities they serve (Thomas & Cangemi, 2021). Many researchers say that leaders should be transparent, ethical, honest, genuine, and consistent to impact police officers. Thomas & Cangemi (2021) conducted a study on the leadership style and traits of an effective leader in policing. This indicated that all bureaucratic levels have to feel included and build trust with one another. Organizations need effective leadership at all levels to accomplish this goal. This study adds to the limited research on police leadership through examination of the relationship between EI and leadership style of female law enforcement executives.

Senior executives, middle managers, and front-line supervisors are key members to a successful leadership team (Pūraitė & Prokofjeva, 2019). People's behaviors are driven by deeply ingrained cultural history, norms, values, and emotions (Koivuiniemi, 2019). If we can break the norms and leaders shift as culture and challenges shift, organizations will become more successful. Law enforcement executives can begin and communicate the vision, while middle managers organize, plan, mentor, and reward employees within

the vision (Vito & Higgins, 2010). Organizations need effective leadership at all levels to accomplish goals.

Stewart (2022) argues that to become a leader in law enforcement, one needs a certain set of traits and the willingness to continuously learn how to improve themselves and those around them. This includes commitment, honesty, integrity, humility, and mentorship. Leadership can either make or break employee morale, which can affect various levels of law enforcement employee productivity and professionalism. Without effective leadership, law enforcement employees do not feel connected, are not inspired enough, and are less likely to give their best (Jacobson, 2022). The professionalism and productivity in law enforcement have a direct impact on public trust. This makes it crucial for leaders to work on their leadership styles.

Law enforcement is a field that is constantly evolving. This makes many law enforcement officers seek ways to improve their leadership styles. One of the most commonly used leadership styles in law enforcement is the authoritative style of leadership (Denton, 2020). This is a rule-based leadership style with a preference for order. This style of leadership means that a leader has full control of the decisions and operations of the department, with subordinates expected to follow and obey. Although this is a controversial leadership style, most law enforcement officers have followed this leadership style in the past. Authoritative leaders show their subordinates how to complete tasks and then allow them to continue on their own (Rapanta et al., 2021). This leadership style comes in handy, especially in times of crisis and emergency situations. However, it is among the least favorable leadership styles in law enforcement today.

One of the most effective leadership styles in law enforcement is transformational leadership. It involves a leader using their charisma to motivate and engage others. Such law enforcement leaders take a “people-first” approach to their leadership. They work with those under them to create an environment that encourages innovation and pushes others toward success (Jacobson, 2022). These leaders listen to the ideas and opinions of their team and act on information given to them. Transformational leadership is helpful in motivating law enforcement officers and helps them become more productive. It creates an environment where all employees feel empowered, heard, and included.

Fragile leadership has a negative effect on private and public sector organizations. Law enforcement is plagued with allegations of the use of excessive force and racism combined with calls to defund the police and for government reviews (Williams et al., 2021). This makes effective leadership an important part of law enforcement since effective police leaders are skilled at responding to challenges. Leaders should find a leadership style that works best for the entire institution.

Leadership Style and Organizational Outcomes

Leaders have a direct and indirect influence on the organization's outcomes. Leaders' leadership styles achieve different outcome ranging from job satisfaction, performance, and motivation (Appelbaum et al., 2015). Significant research has investigated the relationship between different leadership styles and organizational outcomes. However, more research needs to be conducted on this in law enforcement setting. (Tsai, 2011), conducted research to investigate organizational culture and outcomes and found that organizational culture determines whether employees will be

satisfied and motivated. An organization's culture is shaped by the leadership style the executive employs.

Huberts et al., (2007) Conducted research in the Dutch police force and found that the leadership style employed, including role modeling, strictness, and openness of leaders, influence the officers' outcomes on the job. Employees tend to copy leaders' integrity standards in the police force, and when the leaders fail to show it, the police officers also might fail in practicing integrity at work.

According to a study on police departments in central New Jersey, transformational leadership has improved subordinates' satisfaction, improved police officer motivation, and even performance (Decker, 2018). While commanding leadership was prevalent in the past, the new generation of police officers and police leaders are employing transformational leadership styles to promote positive organizational outcomes.

Different studies conducted on law enforcement agencies demonstrate that leadership styles have significantly changed over the decades. According to (Brod, 2018), transformational leadership style positively influences subordinates' acceptance and willingness to change. The law enforcement department is guided by integrity, and the leaders have to be able to practice what they preach for the subordinates to follow. Today, leaders must not only promote performance but also work commitment, and employee satisfaction (Ramachandran et al., 2022).

EI and Leadership

The current literature shows the continuous debate on the influence of EI has on leadership effectiveness and [performance. Numerous studies support the theory that Emotional Intelligence is pivotal in leadership effectiveness (Foltin & Keller, 2012; Goleman, 1995; Kotze & Venter, 2011; Petrides & Furnham, 2006; Radhakrishnan & UdayaSuriyan, 2010) and performance (Goleman, 1995; Lam & O'Higgins, 2012; Rehman, 2011; Shih & Susanto, 2010; as intelligence and personality (Goleman, 1998; Kanwal et al., 2017). For example, Tee et al., (2022) provided further support by finding that EI is essential in building organizational strength when facing immeasurable worldly and economic challenges. By establishing EI as the prominent leadership element, organizations can benefit by progressing from conventional leadership selection and development to improve organizations performance and employee well-being. Effective leaders have been predictable through literature as transformational leadership rather than transactional leadership (palmer et al., 2001). This is essential to influencing the successful performance of an organization.

Antonakis Et al (2009) noted that Emotional intelligence becomes less of a factor when relationship outcomes are not the main objective, but highlighted that EI was key in social situations and IQ was key in cognitive tasks.

A review in literature shows that there is a limited number of studies that focus on leadership styles of law enforcement executives. The current study addresses the gap in literature through examining the relationship between leadership styles and female law enforcement executives.

EI and Leadership Effectiveness

Numerous studies conducted in the past suggest that there is a high correlation between emotional intelligence and leadership effectiveness (Srivastava, 2013).

According to (Jones, 2012), leaders with high levels of emotional intelligence interact well with their subordinates and have better working relationships. The excellent working relationship between leaders and subordinates improves performance and influences the organization's outcomes. Emotional intelligence significantly impacts the performance of leaders and employees in modern competitive working environments (Maheshwari et al., 2021). An organization's progress and development depend on the employee's performance, which is highly influenced by the organization's culture. An organizational culture that supports positive organizational values directly impacts the employee's performance (Levitats et al., 2022).

According to (Asadullah, 2013), past studies show leaders with high emotional intelligence are likelier to succeed than those with low EI levels. (McClesky 2015) research suggests that a leader's ability to understand and manage the employees' emotions highly influences the leader's effectiveness. Expressing empathy towards employees creates an environment of trust between leaders and their subordinates, thus creating a positive working environment. (Edward & Purba, 2020), noted that emotionally intelligent leader influences the working environment for employees, influences their organization's commitment, and increases their performance. When leaders have motivated and committed employees, it becomes easy for them to align with the organization's objectives.

EI and Performance

Since its introduction in the 1990s, academicians, and scholars have established the Emotional Intelligence construct to be a better predictor of performance than IQ. (Kumar 2014) noted that leaders with higher levels of emotional intelligence show better quality of work performance. In an organization, an effective leader manages the employees and gets their values and goals to align with those of the organization. (Fannon, 2018), argues that while organizations seek leaders who can perform well in their jobs, they also seek leaders who can effectively manage emotions. According to (Abdul & Ehiobuche, 2011), individuals perform well when they can recognize and manage personal and other people's emotions. While achieving company goals is essential, they can only be achieved if the employees' emotions are checked.

In an era where competition continues to grow, organizational performance is used as an indicator of development. Gong et al., (2019), argues that EI has a positive predictive effect on job performance as it increases job satisfaction and self-efficacy. According to (Wen et al., 2019), EI helps change employees' attitudes and behaviors, thus reducing job-related stress. Job satisfaction, a positive working environment, and empathetic leaders are all part of the EI construct and have all been shown to improve job performance in different organizations.

While the interest in emotional intelligence constructs has continued to grow over the years, limitations exist on its validity in measuring leaders' performance across all fields. According to a study conducted (Doe et al., 2015), emotional intelligence popularity has been attributed to the success and failures of leaders rather than

knowledge, competency, and experience. While there is a positive correlation between emotional intelligence and job performance, it is undeniable that EI significantly contributes to overall organizational performance among leaders and employees.

Critique of Emotional Intelligence Model

The success of a team activity heavily relies on the effectiveness of its leadership and leaders. According to Rajesh et al. (2019) leaders must have the emotional intelligence to influence their followers to initiate actions or change behaviors to promote the success of an activity. Different emotional intelligence models guide the interaction between leaders and their followers (Görgens-Ekermans & Roux, 2021). This paper explains the Emotional Intelligence models in the Leadership model with a focus on improving motivation in a team. Each model has strengths that make it effective for leadership application and limitations that threaten its validity. This paper critiques Daniel Goleman's, Petrides, Bar-On and Mayor and Slovery EI models.

Daniel Goleman provides adequate information in his framework on various approaches leaders can use to promote success and motivation in a team activity. His framework comprises five key components: self-regulation, self-awareness, empathy, motivation and social skills. According to this theory, self-awareness is the ability of leaders to understand their own feelings, thoughts, and emotions and their impact on their followers (Goleman, 2020). As servant leadership theory indicates, organizations need workers as much as they need them. Their relationship is mutual, and therefore leaders must interact positively with workers to encourage their retention and loyalty to the firm, Saleem (2020) points out. Self-regulation is the ability of a leader to manage his feelings,

thoughts, and emotions, especially in response to a conflict or employee complaint. It is critical in conflict management and can also be used to console followers regarding sorrow. It promotes active and empathetic listening, which makes followers feel wanted and appreciated reflecting their loyalty and commitment to the success of a team activity (Channell, 2021). Motivation makes the workers crave success reflecting their performance improvement. Leaders can motivate employees through salary bonuses and other reward systems like public recognition, as Channell (2021) indicates.

Deliu, (2019) empathy and social skills go hand in hand. Leaders must learn to put themselves in the situation of their followers and interact with them outside organizational premises. Developing a personal relationship with followers would increase their commitment to their leader (Channell, 2021). Besides, understanding the followers' emotions will discourage frequent conflicts because they would feel accountable to their leader. Research by Matheri, (2020) states that the major limitation of this model is the failure to explain how individuals develop emotional intelligence. It explains how leaders can apply emotional intelligence to improve the competency of their followers and promote their loyalty to the tea activity. However, it does not explain how these leaders can develop or improve emotional intelligence to improve efficiency. It also lacks validity because it is based on unscientific research.

Mayor and Slavery model provides four fundamental abilities related to emotional intelligence, including perception/ expression of emotions, understanding of emotions, management of self and other people's emotions, and use of emotional intelligence to think. These models provide insightful information on how leaders can apply emotional

intelligence in their interactions with people (Sfetcu, 2020). However, the model does not explain the sources of emotional intelligence. The theory does not factor in the role of cognitive intelligence in developing ideas and decision-making. It assumes that people rely on emotions to make the right decisions which is not an adequate measure of human intelligence (Winton, 2023). Besides, the theory is based on a definition of emotional intelligence and does not provide sufficient information on its framework, making it unreliable in organizational operations.

The bar-on model is a mixed model of emotional intelligence that explains the relationship between emotional intelligence and social competencies. This theory provides insightful information about the relationship between emotional intelligence and leadership. It explains how emotional intelligence assists in determining how people understand themselves and relate to others (Kanesan & Fauzan, 2019). Besides, it provides insightful information on how people can cope with the daily challenges and demands of the workplace, family or society.

Challenges developed by family or work have a significant impact on the health and wellness of people. It can affect their emotional stability, affecting the interaction between leaders and followers (Neidlinger et al., 2022). This model comprises general information about emotional intelligence. It does not provide information that an individual can use to assess the personal level of artificial intelligence. It cannot be used to improve an individual's awareness of or levels of emotional intelligence because it lacks a self-assessment measure (Kanesan & Fauzan, 2019). Moreover, it cannot assess the self-perception of individuals, which makes its validity doubtful.

According to Pérez-Díaz & Petrides (2021) TEIQue model of emotional intelligence by Petrides is one of the most effective models because it has a wide and comprehensive coverage. It provides insightful information about personality, including how individuals understand their own emotions, manage relationships, and respond to pressure (Petrides, 2009). The model also informs people about various methods that can be used to assess their level of emotional intelligence. This theory makes it easy for people to improve their emotional intelligence because it provides a framework for assessing emotional intelligence for themselves. This model is critical to leadership because it encourages leaders to assess their EI level and provides a framework through which their followers can determine their own level of EI, as Hjalmarsson and Dåderman (2022) inform. Management of workers becomes easy if all of them can assess and improve their level of emotional intelligence. The major limitation of this model is the failure to recognize the role of group activity in the emotional stability of individuals. It emphasizes an individual's assessment and development of emotional intelligence, reflecting failure to consider how group activities shape people's behaviors.

In conclusion, emotional intelligence models are adequate for leadership because they provide a framework that leaders can use to attract trust and commitment from their followers. They encourage the use of self-regulation, self-awareness, empathy, motivation and social skills to interact with employees and influence them to initiate actions and behaviors that can foster success. However, it is essential to critique various emotional intelligence models to identify their validity and reliability before applying them in leadership. Critiquing emotional intelligence models ensures that a leader uses

the most effective model to train followers to understand their own feelings and that of others to promote healthy interaction in the workplace.

Female Law enforcement in the United States

Over a century has passed since the first female police officers were appointed in the United States, and since then, women's roles in law enforcement have changed dramatically. Discrimination, harassment, and a lack of development chances have all been problems for women in law enforcement, from the time they first entered the profession during the political era to their current duties in the homeland security age (PATH, 2019). Nonetheless, thanks to their doggedness and dedication, women in law enforcement now have more opportunities and are more widely accepted.

Political Era and Female in Law Enforcement

It was in the late 1800s and early 1900s that American law enforcement entered its political age (Iseni & Mikeli, 2023). There was a lot of corruption and lack of professionalism in the police force because it was so politicized and often controlled by politicians. During this time, women started to work in law enforcement, but they were mostly restricted to support roles like matron, jailer, and clerk.

During the political era, the demand for female officers to manage female prisoners was a major motivator for women to enter the field of law enforcement. However, female officers frequently experienced discrimination, harassment, and other forms of subordination (PATH, 2019). They also had minimal chances to rise through the ranks and become patrol policemen or investigators.

Reform Era and Female in Law Enforcement

From the early 1900s to the 1960s, the police force underwent a period of reform (Balto & Felker-Kantor 2022). At the time, there was a push to make police forces more professional and accountable. During this time, women's participation in law enforcement increased, though they continued to face barriers and bias. During the reform era, women first became patrol officers, although they were typically assigned "soft" tasks like working with children or the juvenile division. There was a large salary and promotion disparity for women in law enforcement, with men typically being given priority.

Community Policing Era and Female in Law Enforcement

In law enforcement, the era of community policing began in the 1970s and lasted until the 1990s. Efforts to improve communication between local police and the citizens they protect marked this time period. During this time period, women were given increased possibilities to join the police force as patrol officers and investigators (Clinkinbeard et al., 2021).

Even during the time of community policing, obstacles persisted for women in law enforcement. There was still a pay and promotion discrepancy, and they were still subject to harassment and discrimination. Many women in law enforcement also faced the challenge of juggling their careers with the expectations of traditional gender roles at home.

Current Era and Female in Law Enforcement

Efforts to increase police forces' diversity, equity, and inclusion have been constant features of the modern period of law enforcement. More chances for women to

rise through the ranks and take on leadership roles in police enforcement have been available in recent years. According to the National Center for Women and Policing, in 2020, women made up roughly 13% of sworn law enforcement officers in the United States. Even though this is still a small fraction, it is a marked improvement over the past few decades (Arquero, 2023). More women are being recruited into law enforcement, and anti-discrimination and anti-harassment rules are being enacted in an effort to increase gender parity in the field. Mentorship and leadership development programs are just two examples of the kinds of resources that many police agencies have created specifically for women in law enforcement. But there's a long way to go before there's true parity between the sexes in the police force. The gender pays gap and the harassment of women in the workplace both remain persistent problems (Arquero, 2023). To further emphasize the importance of ongoing efforts to foster diversity and inclusion within police agencies, consider the unique problems faced by women of color in law enforcement.

Women's experiences in law enforcement in the United States have varied greatly over time, from having few opportunities during the political era to having many more during the eras of community policing and homeland security (Blair et al.,2021). There is still a long way to go before we have true gender parity in the police force, even though this era is marked by persistent attempts to increase diversity and equity. According to Corrington and colleagues (2020), Consistent and long-lasting work to improve diversity and inclusion in law enforcement is essential, especially considering the specific obstacles that women and people of color in this field confront. To effectively protect the

communities, they serve, law enforcement organizations must endeavor to address these issues and advance gender equality.

Emotional Intelligence and Gender

Gender plays a significant role in the operation of a team activity. Male and female workers have different characteristics and needs, which are needed to complete team operations and protect the wellness of the workers. Men are masculine, which makes them crave for completion of tasks and the development of high status in the workplace, as Alshammari et al. (2020) inform. In contrast, females want workers to enjoy work experiences and work in an effective environment. The role of different genders in workplaces makes them develop different levels of emotional intelligence. This paper aims to explain emotional intelligence in gender, especially in women. It explains female traits that should guide leaders in promoting their female workers' mental and emotional wellness.

The ability to navigate social and professional environments plays a critical role in promoting the health and wellness of people. Leaders must understand gender differences and the importance of these differences in an organizational operation. As indicated by Hofstede (2013) in his work on cultural consequences, gender is characterized by low masculinity and high masculinity. Traditionally, women were considered less masculine than their male counterparts. However, the modern generation has changed gender orientations. A female can possess high masculinity. Girls who are raised by their fathers are more masculine than boys who are raised by their mothers (Meeussen et al., 2020). It is, therefore, important for leaders to understand the unique

traits of their followers to promote their mental health. However, in a normal setting where children are raised by a father and mother, girls learn femininity, and boys learn masculinity.

Figure 5

Traits of Masculinity/Femininity

Traits of Masculinity / Femininity		
	High Masculine	Low Masculine (Feminine)
social norms	ego oriented	relationship oriented
	money and things are important	quality of life and people are important
	live in order to work	work in order to live
politics and economics	economic growth high priority	environment protection high priority
	conflict solved through force	conflict solved through negotiation
religion	most important in life	less important in life
	only men can be priests	both men and women as priests
work	larger gender wage gap	smaller gender wage gap
	fewer women in management	more women in management
	preference for higher pay	preference for fewer working hours
family and school	traditional family structure	flexible family structure
	girls cry, boys don't; boys fight, girls don't	both boys and girls cry; neither fight
	failing is a disaster	failing a minor accident

Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations (Hofstede, 2013)

Although both men and women have emotional intelligence, women show higher levels of emotional intelligence (Fernández et al., 2020). Unlike the male gender, motivated by completing tasks even in uncomfortable environments, the female gender focuses more on how employees feel and the significance of their satisfaction to organizational success, as Andrews (2019) indicates. Female leaders are more effective in promoting employee well-being and health because they are emotional. Females possess high emotional intelligence, which helps them to focus on employee satisfaction rather

than task completion. They are more empathetic and active listeners, which makes them able to understand the feelings of their followers. They can relate to the mental suffering experienced by their followers either because of workplace or family pressure. In addition, women are good at developing and maintaining social relationships, as Moroń and Biolik-Moroń (2021) inform. These relationships help them develop social skills guiding their interaction with others. Besides, it makes it easier to notice when someone is unwell or experiencing a psychological disorder.

Understanding the nature of women is a critical part of emotional intelligence. Women are expressive. They have a perception about themselves which helps them to develop an identity. This identity enables them to understand their thoughts, feelings, emotions, and preferences, which is critical to understanding other people's emotions and their role in social and professional interactions, as Moroń and Biolik-Moroń (2021) state. Besides, women express their feelings more often, making it easier for others to understand them. Since they want other people to understand how they feel, they also propose to identify the feelings of their followers and how they affect their performance at work. Additionally, females use their emotions to guide their decisions and activities. They rely on their feelings for decision-making, which is critical to self-awareness and self-regulation. Their understanding of self helps them to implement decisions that are friendly to the emotions of their followers, as Andrews (2019) indicates. Besides, understanding the self is essential in managing stress for self and other workers, which keeps their motivation and job performance high.

Learning what female workers want in an organization is critical to promoting their emotional and mental health. Females prioritize environmental protection. Femininity is nurturing-oriented, as Peng and Wang (2022) inform. Therefore, women want to protect the environment for the wellness of animals and plants. Protecting the environment also keeps it healthy for people, especially their children. Women, therefore, want to spearhead practices related to environmental protection and discourage environmental pollution because it presents harm. Unlike men who live to work, women work to live; their main objective of engaging in work is to improve their own wellness and that of their children and loved ones. Therefore, as a leader, it is vital to understand that comfortable working conditions and engagement in environmental protection practices are the priorities of women in the workplace.

Understanding women's attitudes toward conflict resolution is vital to emotional intelligence. Female workers want to solve conflicts through negotiations. Unlike men who solve problems through command or force, women want to discuss a problem and find an alternative solution that favors all the conflicting parties (Minkov & Kaasa, 2021). The most appropriate method of solving the conflict that involves women is negotiation. Negotiation allows them to express their feelings and attitudes toward the conflict. They do not want to implement a solution given to them but instead want to devise their own solution to the conflict.

Furthermore, female workers want flexible working strategies to allow them more time with their families. They still want to preserve their traditional motherly duties to their children alongside their work (Hofstede, 2013). Due to their role in the family, they

cannot take on duties that keep them away from their families for a long time. Their relationship with their families is critical to their mental health, and therefore, leaders must allocate them duties that allow them enough time to stay with their families. Despite their significant role in the workplace, women still struggle to venture into leadership and management positions (Teixeira et al., 2021). They cannot fully commit to the organizational operations like their male counterparts because they are expected to perform wifely and motherly duties at home. Besides, women prefer fewer working hours than higher pay. These factors keep a wide salary gap between them and their male counterparts. However, they do not care much about salaries because they focus on reduced working hours and developing a healthy working environment and adequate working conditions.

In conclusion, women are more sensitive to emotions than their male counterparts. They use their emotions to make essential decisions and develop policies for a team operation. They are also more expressive, which is crucial to developing their social skills. They have a perception of themselves and want to be heard, which makes them more inclined to satisfaction in the workplace. These traits make them more emotionally intelligent than their male counterparts. Leaders should promote the mental health of their female followers by understanding their objectives in work and their attitudes toward work. Females want to contribute to conflict management processes and play a role in developing a resolution, mostly through negotiation. They work to live and therefore want a good working environment, healthy working conditions, and reduced working hours as opposed to higher pay.

Gaps in the literature

Summary and Conclusion

Policing in the 21st century is becoming outstandingly more complex and dynamic, which is creating a new reality in American policing for law enforcement executives. There are a different challenges police organizations face that they haven't faced in the past to this extreme. Police officers' leaders have to adjust their mindset of worker.

The literature review included analyses and syntheses of practical research on gender, EI, and leadership styles that inform the understanding of the phenomenon that law enforcement executives are experiencing. Also, the literature review included theories and research concerning leadership effectiveness, organizational change, and the outcomes of the organization. The review contained different sections of research on gender, EI, leadership styles, and law enforcement that support the need for further research on the topic under study.

The literature review showed a continuous relation to the perceived influences of EI on leadership effectiveness and performance. There is a plethora of researchers that support the theory of EI have a great effect on leadership effectiveness. Chapter 3 includes a detailed account of the methodology chosen to collect the necessary data to test the hypotheses for the current study.

Chapter 3: Research Method

The purpose of the quantitative correlational study is to examine the relationship between gender, EI levels, and transformational, transactional, and laissez-faire.

Leadership styles between female law enforcement executives to address the operational, political, and economic challenges of an increasingly changing organizational climate that could negatively affect the safety and security of the American people. The overall research question is: Does gender influence the leadership style of female law enforcement executives who possess high levels of EI?

Chapter 3 includes the (a) research questions and hypotheses; (b) research method and design; (c) appropriateness of design; (d) population and sample plan; (e) instrumentation; (f) data collection, analysis, and triangulation; and (g) ethical consideration of participants. Additionally, Chapter 3 contains the rationale for selecting a correlation design to address the research questions and the procedures for confirming or rejecting the null hypotheses.

Research Design and Rationale

The nature of the quantitative correlational design is to examine whether, and to what extent, a relationship exists between independent variables (leadership styles), the intervening variable (gender), and the dependent variables (emotional Intelligence). The independent variable will consist of transformational, transactional, and laissez-faire leadership styles that are from the nine leadership components from the full range leadership model. These include idealized influence attributed, idealized influence behavior, inspirational motivation, intellectual stimulation, individual consideration,

contingent reward, MBEA, MBEP, and laissez- faire leadership. The dependent variable is EI, that will be measured using a survey instrument designed to assess the facets of emotionally, self-control, sociability, and well-being.

A correlation design is the most appropriate method of research for this current study. Correlational design is a type of descriptive quantitative research that includes investigating if and to what extent a relationship exists between multiple variables (Creswell, 2009). Descriptive research is best used when testing the relationship between different variables which allows the researcher to distinguish a problem or situation in a correct and detailed matter (Singleton & Straits, 2010). Singleton and Straits (2010) described descriptive research as a process of gathering data within a contextual framework. Correlational studies are conducted in a neutral environment and include a treatment and control groups. Unlike experimental designs, correlational studies do not describe causation; however, relationships among variables may occur concurrently (Ferguson, 2012). The design lines up with the postpositivist worldview, in which a researcher seeks to confirm or reject hypotheses rather than prove them (Creswell, 2009). I am furthering the research of Ferguson (2014) and Campbell (2012) who have both used the correlational design. Therefore, a correlational design is the most appropriate method for the current study.

Methodology

Population

The target population for this study will consist of law enforcement leaders from small, medium, and large police departments, as well as leaders from international,

federal, state, and local law enforcement agencies throughout the United States, who are also active members of the Women Leaders in Law Enforcement (WLLE), there are approximately 800 individual who are active of the WIFLE. The G*Power 3 software (Erdfelder, Faul, & Buchner, 1996) specified that a sample size for a study that is using parameter consisting of the F test, analysis of variance: fixed effects, omnibus, one-way which produced an effect size of 0.25, alpha of 0.5, power of 0.80, number of groups = 2, noncentrally parameter = 8.0, critical $F = 3.9163246$, numerator $df = 1$, denominator $df = 126$. According to the above calculations, using a confidence interval of 95% and power of 0.80, the required sample size for the current study could be 128 of research participants. A convince sample of command-level female law enforcement executives with internet access for completing the online survey will be eligible to participate in the study.

Sampling and Sampling Procedures

The population for this study consisted of 800 female law enforcement leaders a who were active members being identified through WIFLE. The convenience sampling method was used, and it is a form of nonprobability sampling that involves selecting participants based upon their convenience and availability (Creswell, 2009).

Nonprobability sampling includes two common weaknesses: (a) researcher bias due to the exclusion of sections of a population and (b) inability to predict variability, which eliminates the ability to determine sampling error or precision (Singleton & Straits, 2010). A random or systematic sampling method was considered for this study 800 members are the target population. However, selecting a random sample of the target

population could of unreasonably limit the sample size. Although a nonprobability sample may weaken the external validity of a study (Singleton Straits, 2010), the use of this method provided an appropriate cross section of female law enforcement executives.

The power calculations that were used was from the G* Power 3 software (Erdfelder, Faul & Buchner, 1996). The G* Power 3 software (Erdfelder, Faul, & Buchner, 1996) was used to calculate the power. All 800 active WIFLE members received invitations and had the same chance to participate in this study. The sample consisted of female law enforcement executives who agreed to participate, provide consent that is informed, and submit a completed survey. Shih & Fan, 2009, discovered that regular survey responses rates typically range between 10% to 20%. Which helps keep in mind the workload of a female law enforcement executive. To improve the response rate, three follow up e-mails to potential participants which reminded them to complete the research survey. A response rate closer to 10% could have been anticipated. This is why I anticipated a sample size of 120; however, the sample size can be larger.

Hypotheses 1-3 was tested using Pearson's correlation. Cohen (1998) argued that small, medium, and larger effect sizes for hypothesis test using the Pearson correlation coefficient (r) are $r = .1$, $r = .3$, $r = .5$. If I got a sample size around 125-135, it would produce 80% power to detect an effect of .23. This would have been considered a medium effect size. This means that if the population correlation between EI and the idealized influence attributed leadership style was .23 or higher, this study would of had an 80% chance of detecting the correlation at the .05 level of statistical significance.

Hypothesis 4 was tested using multiple linear regression analysis. The power analysis changed for multiple linear regression analysis. It was based on the amount of change in R-squared attributed to the variables of interest. The sizes were affected for hypothesis testing using R-squared for small, medium, and large are R-squared= .0196, R-squared= .13, and R-squared= .26 (Cohen, 1988). With the assumption of a sample size around 125-135, it could of achieved about 80% power to detect an R-squared of .075. This made the effective size between small and medium. The independent variables had been attributed to the average using an F test with alpha being .05. This mde a sample size of 125-135 a permissible size for detecting small to medium for hypotheses 1-4.

Procedures For Recruitment, Participation, and Data Collection

This study involved examining whether, and to what extent, a relationship exists between the independent variable (leadership styles), the intervening variable (gender), and the dependent variable (EI). Data collection consisted of a self-administered Internet survey that includes demographic (see Appendix B), TEIQue-SF (see Appendix C), and MLQ 5X-Short questions (see Appendix D). This method of data collection was an economical and time efficient approach to survey female law enforcement executives from the south region of the WIFLE. Permission was granted to use both the TEIQue-SF and MLQ 5X instruments. The survey included factors listed in Table 1.

Table 1*Factors of Internet Survey*

Factor	Description
Demographic factors	Ethnicity, gender, age, size of department
Leadership style	MLQ 5X- Short
Emotional intelligence level	TEIQue-SF

Demographics are the measurable statistical data of a given population (Ferguson, 2014). Characteristics of this will be described using the mean, standard deviation, and range for continuous measurement scaled variables and percentages for categorical scaled variables. The demographic factors for the study included gender, age, position level, and size of the department.

Leadership style

Leadership styles was measured by using a validated instrument created by Bass and Avolio (1994) that measures full range leadership which includes transformational, transactional, and laissez- faire leadership. The 45- item MLQ 5X short form was used to measure the nine components of leadership. These include idealized influence attributed, idealized influence behavior, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, MBEA, MBEP, and laissez-faire leadership. These are categorized in three leadership styles (see Table 2).

Table 2*MLQ 5X Leadership Categories and Subscales*

Transformational	Transactional	Passive avoidant
Idealized attributes	Contingent reward	Laissez-faire
Idealized behavior	Management-by-exception: active	
Inspirational motivation	Management-by-exception: passive	
Intellectual stimulation		
Individual consideration		

Independent variable

The independent variable (leadership style) consists of the nine leadership components of transformational, transactional, and laissez-faire leadership styles. Table 3 shows the leadership scales, characteristics, and items in the MLQ 5X.

Table 3*MLQ 5X Leadership Characteristics, Scales, and Items*

<i>Leadership characteristic and scale</i>	<i>Items</i>
Transformational	
Idealized attributes	10, 18, 21, 25
Idealized behaviors	6, 14, 23, 34
Inspirational motivation	9, 13, 26, 36
Intellectual stimulation	2,8, 30, 32
Individual consideration	15, 19, 29, 31
Transactional	
Contingent reward	1, 11, 16, 35
Management-by-exception: active	4, 22, 24, 27
Management-by-exception: passive	3, 12, 17, 20
Passive avoidant	
Laissez-faire	5, 7, 28, 33

Transformational Leadership

The idealized attribute score (IA) is measured scale that has a continuous measurement scale with a range of 0-4. Question 10, 18, 21, and 25 from the MLQ 5X questionnaire are the questions that will be used. Responses from this questionnaire are

coded as 0 = not at all, 1 = once in a while, 2 = sometimes, 3= fairly often, and 4 = frequently, if not always. Higher scores will indicate a law enforcement executive with higher levels of idealized attributed leadership attribute and lower scores will indicate a female law enforcement executive with low idealized attributes leadership attributes.

The idealized behavioral score was measured on a scale score with a range of 0-4. The score comes from questions 6,14, 23, and 34 from the MLQ 5X questionnaire. Response choices on the questionnaire are coded as 0= not at all, 1= once in a while, 2= sometimes, 3 = fairly often, and 4= frequently, if not always. Higher scores will reveal a female law executive with higher levels of idealized influence behavioral leadership attribute and lower scores with reveal law executives with lower levels of idealized influence behavioral leadership attribute.

The inspirational motivation score will have a measurement scale ranging from 0-4. The score will come from questions 9, 13, 26, and 36 from the MLQ 5X questionnaire. Response choices on the questionnaire are 0= not at all, 1, once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently, if not always. Indicating, those with lower scores are female law enforcement executives with lower levels of the inspirational motivation leadership attribute. Those with higher scores indicate a female law enforcement executive with higher levels of the inspirational motivation leadership attribute.

The intellectual stimulation score has a continuous measurement scale with a range of 0 - 4. The score average will come from questions 2, 8, 30, and 32 from the MLQ 5X questionnaire. Response choices on the questionnaire are 0= not at all, 1, once

in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently, if not always. Thus, lower scores indicate a female law enforcement executive with less of the intellectual stimulation leadership attribute while higher scores indicate a female law enforcement executive with higher levels of the intellectual stimulation leadership attribute.

The individualized consideration was measured on a continuous measurement scale with a range of 0-4. The score had an average of questions 15, 19, 29, and 31 from the MLQ. 5X questionnaire. Response choices on the questionnaire are 0= not at all, 1, once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently, if not always. Higher scores indicated a female law enforcement executive with higher levels of the individualized consideration leadership attribute. Lower scores revealed a female law enforcement executive with less of the individualizes consideration leadership attribute.

Transactional leadership

The MBEA score was measured on a continuous measurement scale with a range of 0-4. The score was calculated as the average of question 4, 22, 24, and 27 from the MLQ 5X questionnaire. Response choices on the questionnaire are 0= not at all, 1, once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently, if not always. Low scores showed signify a female law enforcement executive with low level of the MBEA leadership attribute. Higher scores signified female law enforcement executives with more of the MBEA leadership attribute.

The contingent reward score was measured on a continuous scale with a range of 0-4. The score came from the average of questions 1, 11, 16, and 35 from the MLQ 5X questionnaire. Response choices on the questionnaire are 0= not at all, 1, once in a while,

2 = sometimes, 3 = fairly often, and 4 = frequently, if not always. Lower scores signify a female law enforcement executive with lower levels of the contingent reward leadership attributes. Higher scores indicate a female law enforcement executive with higher levels of the contingent reward leadership attribute.

The MBEP has a continuous measurement scale with a range on 0-4. The score averaged from questions 3, 12, 17, and 20. Response choices on the questionnaire are 0= not at all, 1, once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently, if not always. Lower average scores indicated a female law enforcement executive with lower levels of the MBEP leadership attribute. Higher scores indicated a female law enforcement executive with high levels of the MBEP leadership attribute.

Laissez-faire leadership

The laissez-faire score has a measurement scale with a range of 0-4. The score averaged from questions 5, 7, 28, and 33 from the MLQ 5X questionnaire. Response choices on the questionnaire are 0= not at all, 1, once in a while, 2 = sometimes, 3 = fairly often, and 4 = frequently, if not always. Lower averages indicated a female law enforcement executive with low laissez-faire leadership attributes. Higher scores indicated a female law enforcement executive with high laissez-faire leadership attributes.

Emotional Intelligence Level

EI will be operationalization by using the TEIQue-SF questions to measure the overall of Emotional Intelligence of female law enforcement executives. The TEIQue-SF is a validated 30-item instrument that was developed by Petrides and Furnham (2006)

based upon the theoretical framework of its full-length assessment. The TEIQue-SF provides a global trait of EI of emotionally, self-control, sociability, and well-being (see table 4). Petrides (2009) noted that the global trait EI score is a broad index of general emotional functioning. The facets of the TEIQue- SF that produce a global EI score are as follows:

- *Emotionality*: Individuals in touch with their own feelings and those of others, the facets include empathy, emotional perception, emotional expression, and relationships.
- *Self-control*: individuals in control over their desires and impulses. The facets consist of emotional regulation, impulsiveness, and stress management.
- *Sociability*: individuals engaging in social relationships and influence. The facets involve emotional management, assertiveness, and social awareness.
- *Well-being*: Individuals who feel positive, happy, and fulfilled based upon past actions and future expectations. The facets include optimism, happiness, and self-esteem (Petrides, 2009, p.61).

Table 4

Descriptive Statistics for TEIQue-SF

Facets	Mean	SD	Cronbach's	No. of Items
Well- Being	5.43	1.01	.80	6
Self-control	4.62	0.94	.65	6
Emotionality	5.25	0.90	.73	8
Sociability	4.97	0.89	.88	6
Global trait EI	5.11	0.89	.88	30

Dependent Variable

Using the coding scale of the TEIQue-SF, EI have a continuous measurement scale with a range of 1-7. The score came from the average of questions 1 through 30 from the TEIQue-SF. Response choice are from 1= completely disagree to 7= completely agree. Responses chosen between 2 through 6 did not have labels but represent levels of agreements between *completely disagree* to *completely agree*. Prior to calculating scores, questions 2, 4, 5, 7, 8, 10, 12, 13, 14, 16, 18, 22, 25, 26, and 28 was reverse coded. This meaning that 7 = 1, 6 = 2, 5 = 3, 4 = 4, 3 = 5, 2 = 6, 1 = 7. Lower scores indicated a female law enforcement executive with less trait EI and higher scores would indicate a female law enforcement executive with more trait EI.

Data Analysis Plan

All statistical analysis involved using SPSS for Windows with a two – sided 5% alpha level. Demographic characteristics of the sample included the mean, standard deviation, and range for continuous measurement scaled variables and frequency and percentage for categorical scaled variables. Mean scores and standard deviation were calculated for transformational, transactional leadership styles and EI scale scores. The research questions and hypotheses for the study are:

1. What, if any, correlation exist between transformational leadership style and EI among female law enforcement executives?
2. What, if any, correlation exist between a transactional leadership style and EI among female law enforcement?

3. What, if any, correlation between a laissez-faire leadership style and EI among female law enforcement executives?
4. What, if any, correlation exists between leadership style, EI, and gender among female law enforcement executives?

H1o: There is no correlation between a transformational leadership style and EI among female law enforcement.

H1a: There is a correlation between a transformational leadership style and EI among female law enforcement executives.

H2o: There is no correlation between transactional leadership style and EI among female law enforcement executives.

H2a: There is a correlation between a transactional leadership style and EI among female law enforcement executives.

H3o: There is no correlation between a laissez-faire leadership style and EI among female law enforcement executives.

H3a: There is a correlation between a laissez-faire leadership style and EI among female law enforcement executives.

H4o: There is no correlation between gender, EI and leadership style among female law enforcement executives.

H4a: There is a correlation between gender, EI, and leadership style among female law enforcement executives.

Hypothesis 1 was tested using Pearson's correlation coefficient. The strength and direction were reported and interpreted for each of the transformational leadership styles.

Hypothesis 2 was tested using Pearson's correlation coefficient. The strength and direction of the correlation were reported and interpreted for each of the transactional leadership style scores.

Hypothesis 3 was tested using Pearson's correlation coefficient. The strength and direction were reported and interpreted for each of the laissez-faire leadership style.

Hypothesis 4 was tested using stepwise multiple linear regression analysis. The dependent variable of the regression model was the EI score, and the independent variable will be the nine leadership style scores. All variables were entered into the stepwise model selection procedure. The equation of the model was then be reported and statically significant regression coefficients to be interpreted. The R-square for the final model was presented and interpreted.

Threats to Validity

Validity represents the accuracy of the instrument and whether one can conclude a meaningful and useful inference from scores on a particular instrument. Reliability represents the consistency an item scores, whether the items scores are constant over time (Singleton & Straits, 2010). Petrides (2010) research has been used in many dissertations asserting that empirical evidence supports that TEIQue has strong construct validity. TEIQue-SF was developed based upon the full-length version and evidence supports the instrument having strong incremental validity and being superior predictor of global EI scores (Parker et al., 2011; Petrides, 2009).

It has been reported that the MLQ 5X has strong validity by Bass and Avolio (2004). Studies that have been conducted in the United States and internationally have

revealed evidence that transformational leadership positively influences. Commitment and job satisfaction (Avolio & Bass, 2002; Bass & Avolio, 2004). Additionally, Bass and Avolio (2004) have noted that there is a relationship between leadership effectiveness and transformational leadership using the MLQ instrument. This study has two valid and reliable instruments for measuring the research questions and hypotheses.

Instrumentation and operationalization of Constructs

Leadership styles were measured by using a validated instruments created by Bass and Avolio (1994) that measures full range leadership which includes transformational, transactional, and laissez- faire leadership. The 45- item MLQ 5X short form was used to measure the nine components of leadership. EI was operationalization by using the TEIQue-SF questions to measure the overall of Emotional Intelligence of female law enforcement executives. The TEIQue-SF is a validated 30-item instrument that was developed by Petrides and Furnham (2006) based upon the theoretical framework of its full-length assessment. This method of data collection was an economical and time efficient approach to survey female law enforcement executives from the south region of the WIFLE. Permission was granted to use both the TEIQue-SF (see appendix D) and MLQ 5X instruments (see appendix E).

Ethical Procedures

This study was strictly voluntary and ensured the confidentiality and anonymity of research participants. It was conducted in accordance with procedures already established through Walden University's Institutional Review Board approval to insist ethical protection of research participants. Researchers must be aware of four problems

that can occur when conducting research using human subjects: potential harm, informed consent, deception, and privacy issues (Singleton & Straits, 2010).

After the institutional review boards approval, an Internet survey was emailed to active members of WIFLE. Participants agreed to participate, signed an informed consent form, and completed the survey. After, participants received an e-mail explaining the purpose of the study, how information was used and secured, risks to participants, and time estimated to complete the survey.

The internet survey was e- mailed to participants as undisclosed recipients and personal information was not recorded in the record to make sure privacy is maintained throughout the data collection process. Since I was the only one collecting the data, the confidentiality agreements were not necessary for this study. An electronic consent statement was sent inside of the e-mail invitation and only those who agreed to participate in the study had access to the survey questions. Participants were able to send it back to the researcher and the results were shared with participants upon request via an executive summary. Participants answers were stored electronically, and no paper copies were produced. To improve response rates, 4 days after the first invitation, a follow- up email was sent to all potential participants who had not completed the research survey.

Summary

Chapter 3 included a rationale for using a quantitative correlational design to answer the research questions and hypotheses on the relationship between gender; EI levels; and transformational, transactional, and laissez-faire leadership styles of female law enforcement executives. The chapter included the research questions and hypotheses,

research method and design, appropriateness of design, population and sample plan, instrumentation, data collection and analysis, and ethical consideration of participants. Additionally, Chapter 3 enclosed the reasoning for selecting a correlational design to address the research questions and the procedures utilized to confirm or reject the null hypotheses. An internet survey will consist of demographic, MLQ. 5X, and. TEIQue-SF items that will be used to survey all participants. Descriptive, correlational, and regression analyses will be performed by the SPSS for Windows software with a two-sided 5% alpha level to reject or support the null hypothesis. This chapter also contain the validity of the MLQ 5X and the TEIQue-SF.

Chapter 4 includes a complete summary of the data analyses. This entails whether a statistically significant correlation exists between leadership styles and EI of female law enforcement executives.

Chapter 4: Results

Introduction

The purpose of the current quantitative correlational study was to examine whether a relationship existed between gender, EI, and leadership styles of female law enforcement executives assigned to police organizations throughout the United States who were also active members of WIFLE. The research problem addressed the relationship between gender, EI, and leadership effectiveness, as well as leadership styles and employee outcomes; these relationships had not previously investigated among law enforcement executives. Chapter 4 includes an explanation of the results of the data analysis, including how I used the findings to test the hypotheses and to answer the research questions.

Data Collection

When gathering data, the organization that was used was called Women in Federal Law Enforcement (WIFLE). Eight hundred active members received invitations to participate in the study from the President of the organization. The survey was open for a little over a month trying to reach target population. Participants received an e-mail invitation to participate in the study, which included an informed consent statement with an embedded hyperlink to access the anonymous Internet survey. The Internet survey consisted of 45 items to measure nine full range leadership styles. Also, included were 30 items to measure trait EI and nine demographic questions.

The survey remained open for over four weeks, with 51 respondents (approximately 7%) participating. However, one respondent did not complete the survey,

resulting in a final sample size of 50 participants, which was insufficient to meet the target population of 70. Three follow-up requests were sent to the president of WIFLE. However, due to the redundancy of the emails, no further follow-ups will be made. Some feedback indicated that not everyone included in the email was a law enforcement executive, even though they were part of WIFLE, which prevented them from completing the survey. This impacted the size of my target population. The demographic factors for this current study included gender, age, position level, and size of the department. This was important because the data could compare from Ferguson (2014) and Campbell (2012).

The average number of years of experience as a law enforcement executive level was more than 20 years. Approximately 62.5% of the police executives worked in departments with a department size of officers with more than 300 employees. 93.9% of the respondent's jurisdiction was federal and 6.1% was state. Over half of the respondents (57.1%) obtain a graduate degree with 34.7% obtain just a bachelor's degree.

Over half of the respondents (53.1%) reported their age as between 40-49, 36.7% reported their age between 50-59, 6.1% reported their age between 30-39, and 4.1% reported it 60 and older. 68.8% of respondents reported their ethnicity as white. 14.6 % reported Black or African American, 10.4% reported Hispanic or Latino, 2.1 Multiracial or Multiethnic, and 2.1% Native American or Alaska Native.

Descriptive statistics for demographic variables was the first statistical analyses performed. Table 6 contains the frequency counts for a few variables. Most respondents (68.8%) identified as White, followed by smaller percentages who identified as Black or

African American (14.6%), Hispanic or Latino (10.4%), Native American or Alaska Native (2.1%), Multiracial or Multiethnic (2.1%), and Middle Eastern or North African (2.1%). Years of experienced ranged from 6.1% of the population had one to ten years of experience, 36.7% had eleven to nineteen years, and 57.1% had twenty or more years. The most common jurisdictions were Federal agencies (93.9%) and State (6.1%). 62.5% of the respondents had more than 300 employees. 22.9% of departments had fewer than 200 people and 14.6% had between 200 and 300 employees, with all considered to be working at the executive level. Among the age group, 6.1% was 30-39, 53.1% was 40-49, 36.7% was 50-59, and 4.1% of those over 60. The distribution of educational attainment was as follows: 2.0% had completed high school or its equivalent, 4.1% had attended some college but not all of it, 2.0% had an associate's degree, 34.7% had a bachelor's degree, and 57.1% had a graduate degree (See Table 5.

Table 5*Frequency Counts for Selected Variables*

Variable and category	n	%
Race/Ethnicity		
White	33	68.8
Native American or Alaska Native	1	2.1
Multiracial or Multiethnic	1	2.1
Middle Eastern or North African	1	2.1
Hispanic or Latino	5	10.4
Black or African American	7	14.6
Years of experience		
1-10 years	3	6.1
11-19 years	18	36.7
More than 20 years	28	57.1
Jurisdiction		
State	3	6.1
Federal	46	93.9
Department size		
Fewer than 200	11	22.9
200-300	7	14.6
More than 300	30	62.5
Age		
30-39	3	6.1
40-49	26	53.1
50-59	18	36.7
60 and older	2	4.1
Education level		
High school degree or equivalent	1	2.0
Some college but no degree	2	4.1
Associate degree	1	2.0
Bachelor's degree	17	34.7
Graduate degree	28	57.1

N = 50

Results

This section includes reports on descriptive statistics for the five Emotional Intelligence scale, the 15 MLQ scale, the results of the research question and hypothesis.

Descriptive Statistics for the Five Emotional Intelligence Scale Scores

Table 6 presents the descriptive statistics for the Emotional Intelligence (EI) scale scores. The sample size for this scale was $N=50$, with ratings ranging from 1 (totally disagree) to 7 (absolutely agree). The table includes the mean (M) and standard deviation (SD) for each scale score. The highest mean score was 6.07 ($SD = 0.82$) for the subscale related to well-being, indicating minimal variation in participants' reports of their high levels of well-being. The overall mean score for emotional intelligence was 5.50 ($SD = 0.60$), suggesting that individuals perceived themselves as having a moderate to high level of emotional intelligence with relatively little variation in responses.

For emotionality, the mean score was 5.49 ($SD = 0.72$), showing that participants rated their capacity for feeling and expressing emotions modestly. The mean score for self-control was 5.13 ($SD = 0.76$), indicating that participants felt they had a reasonable amount of reaction variability and moderate self-control. Sociability had the lowest mean score at 5.07 ($SD = 0.93$), suggesting that while individuals generally felt competent in social situations, this subscale exhibited more variability compared to the others. (See Table 6).

Table 6*Descriptive statistics for Emotional Intelligence Scale Scores Sorted by Highest Mean*

Scale Score	M	SD
Well-being	6.07	0.82
Total emotional intelligence	5.50	0.60
Emotionality	5.49	0.72
Self-control	5.13	0.76
Sociability	5.07	0.93

Note. N = 50. Scores based on a 7-point metric: 1 = completely disagree to 7 = completely agree.

Descriptive Statistics for the 15 MLQ Scale Scores

Table 7 shows the descriptive statistics for the 15 MLQ scale scores. The scores were on a 5-point metric: 0 = not at all to 4 = frequently, if not always. Mean ratings for the three primary MLQ leadership scores were as follows: transformational (M = 3.11), transactional (M = 2.65), and laissez-faire (M = 0.52). Based on a sample size of N = 50, the following table provides descriptive statistics for key leadership aspects measured on a 5-point scale (0 = not at all to 4 = regularly, if not always). For every scale score, the mean (M) and standard deviation (SD) are given. With mean ratings of 3.41 (SD = 0.48) and 3.39 (SD = 0.50) respectively, contentment and effectiveness among the leadership dimensions showed comparatively equal levels of agreement with these characteristics of leadership effectiveness. The means of idealized influence (behavior) and idealized influence (attribution) were 3.03 (SD = 0.56) and 3.08 (SD = 0.58), respectively.

These values indicate a modest endorsement of leaders being viewed as role models and displaying actions that are admired. A score of 3.19 (SD = 0.55) for inspirational motivation indicates a modest level of agreement with leaders who inspire

and motivate others. A mean score of 2.96 (SD = 0.62) for intellectual stimulation showed a slightly lower degree of agreement with leaders who support innovation and creativity. The score for individual consideration was 3.28 (SD = 0.50), suggesting a greater degree of agreement with leaders taking personal growth and needs into account. Overall, transformational leadership received a score of 3.11 (SD = 0.46), indicating that transformational leadership traits are usually seen favorably.

The transactional leadership characteristics, namely contingent compensation and management by exception, were shown to have various degrees of agreement with the scores, which ranged from 3.09 (SD= 0.66) to 2.65 (SD = 0.40). With averages of 0.91 (SD = 0.65) and 0.52 (SD = 0.63), respectively, management by exception passive and laissez-faire leadership had lower scores, indicating less agreement with these leadership styles in the sample. Overall, these findings shed light on how certain leadership characteristics are viewed and valued in the setting under study, with transformational and some transactional leadership behaviors receiving higher ratings than laissez-faire and passive management techniques.

Table 7

Descriptive Statistics for MLQ Leadership Scale Scores Sorted by Highest Mean

Scale Score	M	SD
Satisfaction	3.41	0.48
Effectiveness	3.39	0.50
Idealized influence (attributed)	3.03	0.56
Idealized influence (behavior)	3.08	0.58
Inspirational motivation	3.19	0.55
Intellectual stimulation	2.96	0.62
Individual consideration	3.28	0.50

Transformational leadership	3.11	0.46
Extra effort	2.98	0.59
Contingent reward	3.09	0.66
Transactional leadership	2.65	0.40
Management by exception active	1.57	0.65
Management by exception passive	0.91	0.65
Passive avoidant	0.71	0.57
Laissez-faire leadership	0.52	0.63

N = 50. Scores based on a 5-point metric: 0 = not at all to 4 = frequently, if not always.

Answering the Research Questions

The overarching question was what, if any, correlation exists among leadership styles and EI among Female law enforcement executives?

Research Question 1

The first research question was what, if any, correlation exist between transformational leadership style and EI among female law enforcement executives? To answer this question the following hypothesis were created:

H1o: There is no correlation between a transformational leadership style and EI among female law enforcement.

H1a: There is a correlation between a transformational leadership style and EI among female law enforcement executives.

A Pearson's correlation coefficient was performed on transformational leadership and EI to determine whether a statistically significant relationship existed between the variables. The analysis was repeated for each of the five transformational leadership

style scores. Table 8 shows all the scores yielded a major positive correlation, with the largest correlation being between transformational leadership and the total EI score ($r = 0.122$, $p < .05$). This combination of findings provided support to the null hypotheses (see table 8). The related null hypothesis indicated no correlation would exist between a transformational leadership style and EI among female law enforcement executives.

Table 8

Pearson Correlations for Primary MLQ Scores with Emotional Intelligence Scores vs Transformational leadership subcategories

MLQ Score	Emotional intelligence scores				
	1	2	3	4	5
Transformational leadership	0.122	-0.070	0.334*	-0.026	0.174

N = 50. a1 = total; 2 = well-being; 3 = self-control; 4 = emotionality; 5 = social ability. * $p < .05$. ** $p < .01$

The MLQ 5X leadership categories and subscales for transformational leadership include Idealized Attributes, Idealized Behaviors, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration. Table 9 presents the Pearson Correlation coefficients between secondary MLQ Scores with Total Emotional Intelligence score. Table 9 shows a comparison from the current study and the prior study by Campbell (2012).

Table 9

Pearson Correlation coefficients between secondary MLQ Scores with Total Emotional Intelligence score

This study (N=50)		Campbell Study (N=139)	
Scale Score	Pearson Correlation	Scale Score	Pearson Correlation
Idealized influence (attributed)	0.385*	Idealized influence (attributed)	.486

Idealized influence (behavior)	0.215	Idealized influence (behavior)	.547
Inspirational motivation	0.304	Inspirational motivation	.667
Intellectual stimulation	0.095	Intellectual stimulation	.543
Individual consideration	0.028	Individual consideration	.448

The correlations indicated the strength and direction of the relationships between the variables, with significant correlations noted. Although the numbers are lower compared to Campbell's 2014 study, both demonstrate a significant positive correlation. Specifically, Idealized Influence (Attributed) suggests that leaders who are perceived as role models and who instill pride and respect tend to have higher emotional intelligence.

Research Question 2

The research question was as follows: What, if any, correlation exists between a transactional leadership style and EI among female law enforcement executives? To answer this question, the following hypothesis was formulated.

H2o: There is no correlation between transactional leadership style and EI among female law enforcement executives.

H2a: There is a correlation between a transactional leadership style and EI among Female law enforcement executives. A Pearson's correlation coefficient was performed on transactional leadership and EI to determine whether a statistically significant relationship existed between variables. Table 10 entails the Pearson correlations of transactional leadership with the five EI scores. Positive connections between emotionality ($r = 0.196$) and overall, EI ($r = 0.154$) are seen in transactional leadership; however, these relationships are not statistically significant. There are no discernible relationships between it and sociability, self-control, or well-being (see Table 10). The

related null hypothesis indicated no correlation would exist between transactional leadership style and EI among female law enforcement executives.

Table 10

Pearson Correlations for Primary MLQ Scores with Emotional Intelligence Scores vs Transactional leadership subcategories

MLQ Score	Emotional intelligence scores				
	1	2	3	4	5
Transactional leadership	0.154	-0.013	0.147	0.196	0.024

N = 50. a1 = total; 2 = well-being; 3 = self-control; 4 = emotionality; 5 = social ability. * p < .05. ** p < .01

The MLQ 5X leadership categories for transactional leadership, along with their subscales, include Contingent Reward, Management-by-Exception: Active, and Management-by-Exception: Passive. Table 11 compares the results from this study with those of Campbell's 2011 study (See Table 11).

Table 11

Pearson Correlation coefficients between secondary MLQ Scores with Total Emotional Intelligence score

This study (N=50)		Campbell Study (N=139)	
Scale Score	Pearson Correlation	Scale Score	Pearson Correlation
Management-by-exception (active)	0.048	Management-by-exception (active)	-.051**
Management-by-exception (passive)	-0.468**	Management-by-exception (passive)	-.151
Contingent reward	0.218	Contingent reward	.667

= p < .05 *= p < .075

The chart indicates that there was a significant negative correlation with the Transactional components and Emotional intelligence. When comparing to Campbell

(2012) Management- by- Exception (active) was positive in this study and it was negative in Campbell's study. But, in this study Management- by Exception (passive) showed that there was a significant negative correlation with Total EI. This indicated that leaders who often wait for problems to become severe before taking action (passive management -by-exception) tend to have a lower emotional intelligence. These leaders may struggle with proactive emotional regulation and awareness.

Research Question 3

The third research question was as follows: What, if any, correlation exists between a laissez-faire leadership style and EI among female law enforcement executives? To answer this question, the following hypothesis was formulated:

H3o: There is no correlation between a laissez-faire leadership style and EI among female law enforcement executives.

H3a: There is a correlation between a laissez-faire leadership style and EI among female law enforcement executives. A Pearson's correlation coefficient was performed on laissez- faire leadership and EI to determine whether a statistically significant relationship existed between the variables.

Table 12 shows the Pearson correlations for laissez-faire leadership with the five EI scores. Strong negative relationships have been shown between laissez-faire leadership and overall, EI ($r = -0.558, p < .01$), well-being ($r = -0.432, p < .01$), and sociability ($r = -0.451, p < .01$). Additionally, it exhibits somewhat negative relationships with emotionality ($r = -0.508, p < .01$) and self-control ($r = -0.313, p < .05$). Therefore, the

related null hypothesis indicated no correlation would exist between a laissez-faire leadership style and female law enforcement executives.

Table 12

Pearson Correlations for Primary MLQ Scores with Emotional Intelligence Scores vs Laissez-Faire leadership subcategories

MLQ Score	Emotional intelligence scores				
	1	2	3	4	5
Laissez-faire leadership	-0.558**	-0.432**	-0.313*	-0.508**	-0.451**

N = 50. a1 = total; 2 = well-being; 3 = self-control; 4 = emotionality; 5 = social ability. * p < .05. ** p < .01

Table 13

Pearson Correlation coefficients between secondary MLQ Scores with Total Emotional Intelligence score Versus Laissez-Faire

This study (N=50)		Campbell Study (N=139)	
Scale Score	Pearson Correlation	Scale Score	Pearson Correlation
Passive/ Avoidant	-0.558**	Passive/ Avoidant	-.065

** = p < .05

This table illustrates that both Campbell's study and the current research found a negative correlation with Passive (Laissez-Faire) leadership. In this study, there was a significant negative correlation with emotional intelligence (EI), suggesting that leaders who are generally disengaged and avoid decision-making or leadership responsibilities (passive/avoidant) tend to have lower emotional intelligence. These leaders likely lack the emotional skills necessary for effective leadership.

Research Question 4

The fourth research question was: What, if any, correlation exists between leadership style, emotional intelligence (EI), and gender among female law enforcement

executives? The corresponding null hypothesis proposed that no correlation would exist between gender, EI, and leadership style in this group. Table 15 presents t-test comparisons between selected scores from this study and those from Campbell's (2012) study.

The mean score for total emotional intelligence in the current study was 5.50 (SD = 0.60), slightly lower than Campbell's mean of 5.72 (SD = 0.48). This suggests that participants in the current study perceived themselves as having lower emotional intelligence. In contrast, the mean score for transformational leadership was significantly higher in the current study, at 3.11 (SD = 0.46), compared to 2.18 (SD = 0.50) in Campbell's study, indicating that participants in the current study engaged more in transformational leadership practices.

For transactional leadership, the mean score in the current study was 2.65 (SD = 0.40), compared to 1.51 (SD = 0.55) in Campbell's study, suggesting a greater tendency toward transactional leadership techniques among participants. The mean score for laissez-faire leadership was 0.52 (SD = 0.63) in the current study, significantly higher than the 0.06 (SD = 0.18) reported in Campbell's study, indicating a stronger inclination toward a hands-off leadership style in the current sample. These findings support rejecting the null hypothesis (see Table 14)

Table 14

t Test Comparisons for Selected Scores from This Study and From Campbell (2012)

	This study (N = 50)		Campbell study (N = 139)	
	M	SD	M	SD
Total emotional intelligence	5.50	0.60	5.72	0.48

Transformational leadership	3.11	0.46	2.18	0.50
Transactional leadership	2.65	0.40	1.51	0.55
Laissez-faire leadership	0.52	0.63	0.06	0.18

Additional Findings

Table 15 presents the Pearson correlation coefficients between the 12 secondary Multifactor Leadership Questionnaire (MLQ) scores and the five Emotional Intelligence (EI) scores, based on a sample size of $N=50$. The EI scores include total EI, well-being, self-control, emotionality, and sociability.

- Idealized Influence (Attributed):** This dimension shows positive correlations with total EI ($r=0.385, p<0.05$), emotionality ($r=0.435, p<0.01$), and self-control ($r=0.375, p<0.05$). It has a negligible correlation with sociability ($r=0.094$) and a weaker positive correlation with well-being ($r=0.246$).
- Idealized Influence (Behavior):** This dimension exhibits a smaller positive correlation with total EI ($r=0.215$) and inspiring motivation ($r=0.175$). It has a stronger positive correlation with emotionality ($r=0.339, p<0.05$), but shows no significant relationships with sociability, self-control, or well-being.
- Inspirational Motivation:** This dimension has a modest positive association with intellectual stimulation ($r=0.180$) and a stronger positive correlation with emotionality ($r=0.348, p<0.05$).

and overall EI ($r=0.348, p<0.05$). It shows weak correlations with happiness, restraint, and sociability.

- **Intellectual Stimulation:** All EI ratings show very weak associations with intellectual stimulation, with the highest positive correlation being with total EI ($r=0.095$).
- **Individual Consideration:** This dimension shows minimal connections and no statistically significant relationships with any EI scores.
- **Contingent Reward:** This dimension has minimal relationships with most EI scores but shows favorable associations with pleasure ($r=0.186$) and total EI ($r=0.218$).
- **Management-by-Exception (Active and Passive):** Both forms exhibit very weak correlations with all EI ratings and no statistically significant relationships.
- **Passive/Avoidant Leadership:** This dimension has strong negative correlations with overall EI ($r=-0.558, p<0.01$), well-being ($r=-0.432, p<0.01$), emotionality ($r=-0.508, p<0.01$), and sociability ($r=-0.451, p<0.01$). It also shows a moderate negative correlation with self-control ($r=-0.313, p<0.05$).
- **Effectiveness and Satisfaction:** These dimensions exhibit very weak connections with all EI scores and no statistically significant relationships.

- **Extra Effort:** This dimension shows no statistically significant connections and only weak correlations with EI ratings.

These correlations provide insight into the relationships between various dimensions of emotional intelligence and secondary MLQ scores related to different facets of leadership behavior.

Table 15

Pearson Correlations for Secondary MLQ Scores with Emotional Intelligence Scores

MLQ Score	Emotional intelligence scores				
	1	2	3	4	5
Idealized influence (attributed)	0.385*	0.246	0.375*	0.435**	0.094
Idealized influence (behavior)	0.215	0.083	0.024	0.339*	0.042
Inspirational motivation	0.304	0.175	0.094	0.348*	0.173
Intellectual stimulation	0.095	0.004	0.046	0.180	-0.149
Individual consideration	0.028	-0.028	-0.071	0.182	-0.187
Contingent reward	0.218	-0.037	0.171	0.205	0.186
Management-by-exception (active)	0.048	0.037	0.156	0.017	0.002
Management-by-exception (passive)	-0.468**	-0.170	-0.292	-0.557**	-0.521**
Passive / avoidant	-0.558**	-0.432**	-0.313*	-0.508**	-0.451**
Effectiveness	0.070	-0.144	0.129	0.030	0.168
Satisfaction	0.000	0.013	-0.006	-0.027	0.055
Extra effort	-0.078	-0.064	0.018	-0.077	0.020

N = 50.

Summary

Research Question 1: This question explored the correlation between transformational leadership style and emotional intelligence (EI) among female law enforcement executives. The hypothesis posited that there might be a correlation between these variables. Pearson's correlation analysis indicated a generally positive but weak correlation between transformational leadership and EI, with the strongest correlation observed in the total EI score. Despite some significant positive correlations, the results primarily supported the null hypothesis, suggesting no substantial correlation between transformational leadership and EI.

Research Question 2: This question investigated the correlation between transactional leadership style and EI among female law enforcement executives. The hypothesis suggested a possible correlation. The analysis revealed weak positive correlations with emotionality and overall EI, but these were not statistically significant. Compared to previous studies, the current research found some negative correlations in transactional leadership components, particularly with passive management, indicating lower EI in leaders with a more passive approach.

Research Question 3: This question examined the correlation between laissez-faire leadership style and EI among female law enforcement executives. The hypothesis anticipated a possible correlation. Results showed strong negative correlations between laissez-faire leadership and various EI dimensions, including overall EI, well-being, sociability, emotionality, and self-control. This supported the null hypothesis, indicating a significant negative relationship where leaders with a laissez-faire style exhibited lower emotional intelligence.

Research Question 4: This question explored the correlation between leadership style, EI, and gender among female law enforcement executives. It sought to determine if gender influenced the relationship between leadership style and EI. Comparisons with a previous study revealed that participants in the current study reported higher transformational and transactional leadership scores but lower EI scores than in Campbell's study. This suggested that leadership style and EI might differ based on the sample, leading to the rejection of the null hypothesis.

This study included Pearson's correlation coefficient and multiple linear regression analyses to test the hypothesis. Results showed that female law enforcement executives, EI had a positive correlation indicating a possible relationship between Transformational leadership and EI. This suggest that transformative leadership actions are more common in leaders who are emotionally expressive and conscious. Laissez-faire had a significant negative correlation. This indicated that Hypothesis 3 was rejected. Leaders with higher emotional intelligence scores are specifically less likely to exhibit laissez-faire leadership characteristics.

Chapter 5 contains a summary, recommendations, and conclusions. The chapter includes an interpretation of the results, limitations of the study, implications for social change, and recommendations for further study.

Chapter 5: Discussions, Conclusions, and Recommendations

Introduction

The purpose of the quantitative correlational design was to examine whether, and to what extent, a relationship exists between independent variables (leadership styles), the intervening variable (gender), and the dependent variables (emotional Intelligence). The independent variable consisted of transformational, transactional, and laissez- faire leadership styles. The problems faced by law enforcement executives have changed which require leaders to adapt to the change. Consequently, leaders of these law enforcement organizations must change what used to be considered effective and adopt a full range leadership skill that research showed to be more effective in correcting the challenges faced today. Empirical evidence is increasing regarding the positive relationship among EI and leadership styles of managers experiencing organizational change (Foltin & Keller, 2012; Goleman, 1995; Hong et al., 2011; Kotze & Venter, 2011).

Although studies show correlations between EI and leadership styles (Campbell, 2012; Ferguson, 2014), there is still a need for studies on the impact of specific types of law enforcement leadership. The review of the literature showed there is a lack of studies addressing the correlation between EI and leadership within a police organization.

Research Question 1:

Transformational Leadership and Emotional Intelligence (EI): There was a generally weak positive correlation between transformational leadership and EI among female law enforcement executives. The most notable correlation was between

transformational leadership and total EI, though the relationship was not strong. This outcome supported the null hypothesis, suggesting that transformational leadership style does not have a substantial correlation with EI in this sample.

Research Question 2:

Transactional Leadership and Emotional Intelligence (EI): The analysis revealed weak positive correlations between transactional leadership and emotionality as well as overall EI, but these correlations were not statistically significant. Compared to a previous study, this research found significant negative correlations with some transactional leadership components, particularly passive management. This suggests that leaders with a passive approach may have lower emotional intelligence.

Research Question 3:

Laissez-Faire Leadership and Emotional Intelligence (EI): Strong negative correlations were found between laissez-faire leadership and various dimensions of EI, including overall EI, well-being, sociability, emotionality, and self-control. This indicates that female law enforcement executives who exhibit a laissez-faire leadership style tend to have lower emotional intelligence. This supported the null hypothesis, highlighting a significant negative relationship.

Research Question 4:

Leadership Style, EI, and Gender: Comparisons between the current study and a prior study showed that participants in the current study reported higher levels of transformational and transactional leadership but lower EI scores. The differences in leadership style and EI between the studies led to the rejection of the null hypothesis,

suggesting that there are notable variations in leadership style and emotional intelligence among female law enforcement executives, potentially influenced by sample differences.

Chapter 4 included the analysis of the data techniques and the results of the findings. Chapter 5 contains a summary of the study. This includes (a) interpretation of significant findings, (b) limitations of the study, (c) recommendations for future research, (d) implications for social change, and (e) conclusions.

Interpretation of Findings

Research participants in this study included law enforcement executives (N = 50) assigned to the female law enforcement executives in the United States who were active members of the WIFLE organization. The study's target population comprised 80 female law enforcement executives; however, the final sample size was 50, representing approximately 7% of the intended group. Despite sending three follow-up emails to encourage participation, further communication was restricted due to the seniority level of the executives involved. This limitation and its implications will be addressed in the recommendations section.

The study compiled of 93.9% of my population having federal jurisdiction and 6.1% of it having state jurisdiction. The years of experiences of those female law enforcement executives ranged from 1 year to more the 20 years, with 6.7% were over 20 years. The sample consisted of 68.8% identifying as White, 14.6% identified as Black or African American, 10.4% identified as Hispanic or Latino, and 2.1 % for Native American or Alaska Native, Multiracial, and Middle Eastern or North African. The ages of the participants varied. 6.1% reported being between 30-39. 53.1% reported being

between 40-49, 36.7% reported between 50-59, and 4.1% reported their age being 60 and older. The majority of the participants reported holding a graduate degree 57.1%. 34.7% reported obtaining a bachelor's degree, 2.1% obtain an associate degree, 4.1% had some college but no degree, and 2.0% obtain a high school degree or equivalent.

Descriptive statistics for the independent variable (leadership styles) and the dependent variable (Emotional Intelligence) were performed. The EI scores of the female law enforcement executives ranged from 5.07 to 6.07, which was kind of high, considering the possible score for EI was 1.0 with the maximum score was 7.0. Among the nine leadership styles, idealized influence (attributed) was rated highest on average, while management-by-expectation and Passive/avoidant was rated the lowest on average.

The study involved performing Pearson's correlation coefficient and multiple linear regression analyses to test the hypotheses and answer the research questions. All statistical analyses involved SPSS for Windows with a two-sided 5% alpha level. A *p* value of less than .05 was suitable to support rejecting the null hypotheses.

Although the target population was initially set at 80, this number was not fully realized. As discussed in Chapter 4 and further elaborated upon in the recommendations section, the target was based on the 800 active members of WIFLE. It was later discovered that not all members of WIFLE were law enforcement executives. Additionally, since most of the law enforcement executives were employed in federal positions, further follow-ups could not be conducted due to restrictions on additional communications.

Based on a sample size of $N = 50$, the table shows Pearson correlation coefficients between secondary Multifactor Leadership Questionnaire (MLQ) scores and Emotional Intelligence (EI) scores. Positive associations have been observed between idealized influence (attributed) and overall, EI ($r = 0.385$, $p < .05$), emotionality ($r = 0.435$, $p < .01$), and self-control ($r = 0.375$, $p < .05$).

Something very interesting is that both the active and passive forms of management-by-exception exhibit very weak connections with all EI ratings, with no statistically significant relationships. Like Ferguson (2014), this was relatively low compared to the research validated benchmark of 2.51. Leaders scoring high in this area tend to be compliance-driven (Bass & Avolio, 1994). Law enforcement is typically seen as a community where it is by procedures and rules with not room to deviate from. Being law enforcement executives means that these are the bosses. Which means, you would think they would score high in this subscale.

One surprising finding in the study was the comparison of total emotional intelligence, transformational leadership, transactional leadership, and laissez-faire leadership to the previous study by Campbell (2012). Despite higher mean scores in transformational leadership, transactional leadership, and laissez-faire leadership compared to Campbell's study, it was unexpected to see that total emotional intelligence had a slightly lower mean score of 5.50, compared to Campbell's 5.72.

This section provides an interpretation of the findings presented in Chapter 4.

Research Question 1

Research Question 1 was: What, if any, correlation exists between a transformational leadership style and emotional intelligence (EI) among female law enforcement executives? The null hypothesis posited that no correlation would exist between a transformational leadership style and EI among female law enforcement executives. In contrast, the alternative hypothesis (H1) suggested that a relationship does exist between transformational leadership style and EI among female law enforcement executives.

Within the realm of emotional intelligence, self-control and sociability are positively related to transformational leadership style. Of these dimensions, only self-control has a moderate, statistically significant positive correlation with transformational leadership ($r = 0.334, p < .05$). This finding indicates that individuals with higher transformational leadership scores tend to exhibit greater self-control. The significant positive correlation between transformational leadership and self-control implies that female law enforcement executives who demonstrate higher levels of transformational leadership are also likely to possess better self-control.

In contrast, the other dimensions of EI—well-being, emotionality, and sociability—do not show a significant relationship with transformational leadership in this sample. Given the significant correlation between self-control and transformational leadership, leadership development programs for female law enforcement executives could benefit from incorporating training that enhances self-control, which may in turn support the development of transformational leadership qualities.

Ferguson's (2014) findings were comparable to those of this study. Both studies found a positive correlation between transformational leadership and emotional intelligence (EI). In this study, the total EI among female law enforcement executives showed a correlation of $r=.243$. In comparison, Ferguson's study reported a statistically significant positive relationship between all five measures of transformational leadership and total EI among African American law enforcement executives, with a correlation of $r=.42$, $p<.001$.

Research Question 2

Research Question 2 was: What, if any, correlation exists between a transactional leadership style and emotional intelligence (EI) among female law enforcement executives? The null hypothesis (H0) posits that there is no relationship between transactional leadership style and EI among female law enforcement executives. The alternative hypothesis (H1) suggests that such a relationship does exist.

Transactional leadership involves an exchange relationship between leaders and followers, focusing on rewards and punishments based on performance (Avolio & Bass, 2004). In this study, self-control, emotionality, and social ability were found to have positive correlations with a transactional leadership style, while well-being was negatively correlated. However, these correlations were not statistically significant, leading to the acceptance of the null hypothesis. This indicates that there is no strong or meaningful relationship between transactional leadership and emotional intelligence in this context.

Although there are some weak positive correlations between transactional leadership and overall EI, as well as with self-control, emotionality, and social ability, these relationships are not substantial or statistically significant. The analysis of the five EI scores revealed that none of the correlations were statistically significant. Specifically, transactional leadership showed a negative correlation, consistent with the findings of Campbell (2012) and Ferguson (2014). These results support the retention of the null hypothesis, indicating that no correlation exists between a transactional leadership style and emotional intelligence (EI) among female law enforcement executives who self-reported on this subscale. This outcome aligns with previous studies, which also found no positive correlation between transactional leadership and EI. Therefore, there is no substantial correlation between transactional leadership style and emotional intelligence among female law enforcement executives.

Research Question 3

Research Question Three: What, if any, correlation exists between a laissez-faire leadership style and emotional intelligence (EI) among female law enforcement executives? The null hypothesis (H_0) posited that there is no relationship between laissez-faire leadership style and emotional intelligence among female law enforcement executives. The alternative hypothesis (H_1) suggested that a relationship does exist between these variables.

The correlation between laissez-faire leadership and overall EI was found to be -0.558, which is statistically significant at the $p < .05$ level. This strong negative correlation indicates that as the laissez-faire leadership style increases, overall emotional

intelligence decreases. In other words, executives who adopt a more laissez-faire approach tend to exhibit lower emotional intelligence.

Pearson correlations between laissez-faire leadership and the five EI scores revealed significant negative correlations across all groups, with the strongest correlation between laissez-faire leadership and total emotional intelligence ($r = -.558$, $p < .05$, $r = -.558$, $p < .05$). These findings support the rejection of the null hypothesis, indicating that female law enforcement executives who report lower levels of laissez-faire leadership tend to have higher levels of emotional intelligence (EI). This result aligns with the findings of Campbell (2012) and Ferguson (2014).

While the study found no statistically significant relationship between EI and laissez-faire leadership overall, previous research has presented varying perspectives. Some researchers have endorsed transformational leadership as the preferred style for law enforcement executives (Campbell & Kodz, 2011; Murphy, 2008; Sarver, 2008), while others have suggested that a combination of leadership styles—including transformational, transactional, and laissez-faire—may be effective depending on the situation (Densten, 2003; Devitt, 2008; Hawkins & Dulewicz, 2009; Schwarzwald, Koslowsky, & Agassi, 2001).

A plausible explanation for the differences in findings may be attributed to variations in the target population or sample size.

Overall, the analysis reveals that every EI subscale between laissez-faire leadership style and emotional intelligence had a negative connection. This suggests that

leaders with higher emotional intelligence scores are specifically less likely to exhibit laissez-faire leadership characteristics.

Research Question 4

Research Question 4 was: What, if any, correlation exists between leadership style, EI, and gender among Female law enforcement executives? Null Hypothesis (H0): There is no significant correlation between leadership style, emotional intelligence (EI), and gender among female law enforcement executives. Alternative Hypothesis (H1): There is a significant correlation between leadership style, emotional intelligence (EI), and gender among female law enforcement executives.

The study reveals a significant correlation between leadership styles, emotional intelligence, and gender among female law enforcement executives. Specifically, female executives with higher emotional intelligence are more likely to engage in transformational leadership behaviors and less likely to adopt a laissez-faire leadership style.

Conducting t-test comparisons between selected scores from this study and related scores from the Campbell (2012) and Ferguson (2014) studies helped determine whether gender influenced the correlation between leadership style and emotional intelligence (EI). The analysis revealed that the sample scores were significantly higher in three out of four t-test comparisons with Campbell (2012) but lower in all four comparisons with Ferguson (2014). These findings support rejecting the null hypothesis and suggest that gender affects the leadership style and EI of female law enforcement executives.

The average total EI score for female law enforcement executives in this study was 5.50, with the well-being subscale score (6.07) being nearly a full point higher than any of the other three subscale scores, aligning with Ferguson (2014). A high well-being score indicates an overall sense of contentment; individuals scoring high on this scale tend to be optimistic and satisfied with life, while those scoring low often have poor self-esteem and are generally more dispirited (Avolio, 1994). A comparison of EI subscales between the current study and Campbell (2012) revealed that female law enforcement executives scored lower in total EI, with scores of 5.50 compared to 5.72 in Campbell's study. The positive correlation between EI and transformational leadership emphasizes the critical role of emotional intelligence in leadership effectiveness.

Furthermore, the relationship between gender and leadership styles highlights the potential cultural influences on leadership practices, suggesting that tailored training and development programs could enhance leadership effectiveness across diverse groups. Overall, the study provides valuable insights into how emotional intelligence and gender intersect to influence leadership styles, recommending that law enforcement agencies incorporate these factors into their leadership development strategies.

Limitations of Study

In any study, it is essential to interpret research results cautiously and to consider the limitations inherent in the study. This research provided valuable insights for law enforcement executives and suggested modifications to the research design that could address previously noted limitations.

One limitation of the study was the use of a correlational design, which, while identifying relationships between variables, did not establish causation.

Another limitation was the reliance on self-report questionnaires. Issues arose, such as incomplete responses to some questions, which may have impacted the accuracy of the answers provided. This could have threatened the construct validity of the study.

Additionally, the MLQ and TEIQue questionnaires recorded only the perceptions of the female law enforcement executives. Incorporating feedback from others with knowledge of the executives' leadership styles, such as their direct reports, higher-level managers, and individuals both within and outside the organization, might have provided a more comprehensive assessment.

A third limitation involved the use of email to reach participants. Due to constraints with a specific organization, there was no direct access to the participants; reliance was placed on a single individual to distribute the survey and conduct follow-ups. This method limited the ability to send additional follow-up emails. Utilizing convenience sampling, which involves selecting participants from readily available cases or organizations (Singleton & Straits, 2010), may have reduced the number of participants who completed the survey.

Addressing these limitations in future research could enhance the robustness of the findings and provide more accurate insights into the variables under study.

Recommendations of Future Study

The current study advances the understanding of gender, leadership styles, and emotional intelligence (EI) by building upon the research conducted by Campbell (2012)

and Ferguson (2014). However, there are limitations that impacted the findings and should be addressed in future research.

First, investigating situational leadership is recommended. While Campbell (2012) and Ferguson (2014) identified relationships between certain leadership styles, exploring situational leadership could provide additional insights. Future research should consider examining a range of organizations rather than focusing on a single one to better represent the target population.

It is also advisable for future researchers to avoid relying on third parties for survey distribution and follow-ups. Direct access to participants would facilitate more frequent and effective follow-ups, improving the chances of reaching the target population and enhancing response rates.

Additionally, employing qualitative measures with similar populations could provide deeper insights into the significant findings of the current study, particularly regarding EI test score differences between groups. Such qualitative research might uncover underlying factors contributing to these differences.

Implications

The significance of this study extends beyond leadership development to address pressing social justice issues within law enforcement. By enhancing leadership programs for female law enforcement executives, this research aims to integrate full-range leadership skills and emotional intelligence (EI) traits, which are critical in addressing the evolving challenges of policing in America.

Effective leadership is fundamental in shaping law enforcement practices that promote fairness, equity, and respect for all individuals. This research seeks to contribute to resolving issues such as police brutality and inappropriate handling of home checks or house calls by emphasizing the importance of self-awareness and emotional sensitivity. These factors are crucial in mitigating practices that may lead to unjust outcomes and in fostering a more just and equitable policing environment.

The findings from this study provide empirical evidence of the significant relationship between gender, EI, and leadership styles among female law enforcement executives. This has implications for social justice by highlighting how inclusive and empathetic leadership can influence police practices. By addressing gender differences in leadership styles, this research supports the development of strategies that can enhance accountability, reduce biases, and promote ethical conduct within law enforcement agencies.

The study's potential for positive social change is substantial. It offers female law enforcement executives strategies for leadership that prioritize empowerment and inclusivity over traditional, hierarchical models. Such an approach can transform leadership development and training programs from militaristic to more community-oriented, aligning with principles of social justice. Implementing these findings can lead to more equitable policing practices and improved relationships between law enforcement and the communities they serve.

Moreover, emphasizing the correlation between EI and organizational effectiveness underscores the importance of emotional intelligence in fostering a just and

supportive work environment. Effective leaders who are aware of their own emotions and those of others are better positioned to promote fair and respectful interactions with the public. This aligns with broader social justice goals of ensuring that law enforcement practices are equitable and that all individuals are treated with dignity and respect.

In addition to its practical applications, this study contributes to the academic understanding of the interplay between gender, EI, and leadership styles. By expanding knowledge in these areas, it supports ongoing efforts to reform and improve law enforcement practices, ultimately advancing social justice within the field.

Conclusion

The purpose of this quantitative, correlational research study was to explore the relationship between gender, emotional intelligence (EI), and leadership styles among female law enforcement executives. This study successfully achieved its objective, providing valuable insights for law enforcement leaders and management practitioners. Previous research established correlations between EI and transformational leadership (Hur et al., 2011; Jimoh et al., 2012; Yunus & Anuar, 2012). However, while many studies focused on organizational leaders in diverse industries, few examined law enforcement executives. Moreover, none addressed the combination of gender, EI, and leadership styles as research variables, filling a gap that this study sought to address.

Regarding the first research question, the results indicate that among female law enforcement executives, EI is positively associated with transformational leadership. Within EI, the components of self-control and sociability have a positive relationship

with transformational leadership, with self-control showing a moderate positive correlation that is statistically significant ($r=0.334, p<.05$).

For the second research question, the analysis of transactional leadership revealed that self-control, emotionality, and sociability were positively correlated with transactional leadership, while well-being was negatively correlated. However, these correlations were not statistically significant, supporting the acceptance of the null hypothesis. This suggests no strong or meaningful relationship between transactional leadership and EI in this context.

In response to the third research question, Pearson correlations for laissez-faire leadership indicated a significant relationship with EI among female law enforcement executives. The correlation between laissez-faire leadership and total EI was $r=-0.489$, statistically significant at the $p<.01$ level (**), suggesting that as laissez-faire leadership increases, overall emotional intelligence decreases.

The fourth research question examined the relationship between leadership style, emotional intelligence, and gender among female law enforcement executives. A comparison of t-test results from this study with data from Campbell (2012) showed a significant correlation between these variables. Specifically, female executives with higher EI were more likely to exhibit transformational leadership behaviors and less likely to adopt a laissez-faire leadership style.

These findings provide strong evidence to reject the null hypothesis, concluding that gender has an influence on the leadership style and EI of female law enforcement executives. Prior studies by Campbell (2012) and Ferguson (2014) identified ethnic

differences in EI, explaining variations in EI scores between African American law enforcement executives (5.95) and their Caucasian counterparts (5.72) in Campbell's research.

Consistent with similar studies by Campbell (2012) and Ferguson (2014), this research demonstrated a positive correlation between EI, leadership effectiveness, and ethnicity. Notably, this study showed that female law enforcement executives scored higher in total EI than 5.90. These findings underscore the potential for female law enforcement executives to leverage EI and leadership development programs to enhance their leadership skills. By incorporating a full range of leadership styles and EI traits, female executives can address the evolving challenges faced by law enforcement leadership today.

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Appendix A: Demographic Questions

INSTRUCTIONS

The demographic information provided by research participants is a very important part of the questionnaire. Sometimes demographic data can help to illuminate study findings and results.

PLEASE REMEMBER responses to the questions below are strictly on a voluntary basis AND as a reminder, ALL information provided is anonymous.

1. How many years of experience do you have as a law enforcement executive in a sworn command-level position?

- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- More than 20 years

2. What is your area of jurisdiction?

- Municipal or local State
- Federal
- Military

3. What is the number of officers or agents in your department or agency?

- Fewer than 200
- 200 – 300
- More than 300

4. Do you hold an “executive level” position within your organization?

- Yes
- No

5. How many “direct reports” do you supervise?

- Fewer than 10 employees

- 10-20 employees
- More than 20 employees

6. Are you male or female?

- Male
- Female

7. Which category below includes your age?

- 21-29
- 30-39
- 40-49
- 50-59
- 60 or older

8. What is the highest level of school you have completed or the highest degree you have received?

- Some college but no degree
- Associate degree
- Bachelor degree
- Graduate degree

9. Race?

- White
- Black or African-American
- Asian/Pacific Islander
- Hispanic/Latino
- From multiple races
- Some other race (please specify)

Appendix B: Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF)

Appendix C: Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF)

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There is no right or wrong answers. There are seven possible responses to each statement ranging from ‘Completely Disagree’ (number 1) to ‘Completely Agree’ (number 7).

1 2 3 4 5 6 7

**Completely
Disagree**

**Completely
Agree**

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person’s viewpoint.	1	2	3	4	5	6	7
3. On the whole, I’m a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don’t find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can’t figure out what emotion I’m feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I’m usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don’t treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I’m able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I’m normally able to “get into someone’s shoes” and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7

19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

Appendix C: Multifactor Leadership Questionnaire (MLQ 5X)

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet.

If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word “others” may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

- 1. I provide others with assistance in exchange for their efforts..... 0 1
2 3 4
- 2. I re-examine critical assumptions to question whether they are appropriate..... 0 1
2 3 4
- 3. I fail to interfere until problems become serious 0 1
2 3 4
- 4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards..... 0 1 2 3 4
- 5. I avoid getting involved when important issues arise..... 0 1
2 3 4

For Dissertation and Thesis Appendices:

You cannot include an entire instrument in your thesis or dissertation; however, you can use up to five sample items. Academic committees understand the requirements of copyright and are satisfied with sample items for appendices and tables. For customers needing permission to reproduce five sample items in a proposal, thesis, or dissertation the following page includes the permission form and reference information needed to satisfy the requirements of an academic committee.

Appendix D: Permission to Use MLQ-5X

----- Forwarded Message -----

From: "info@mindgarden.com" <info@mindgarden.com>
To:
Sent: Tuesday, October 24, 2023 5:42 PM
Subject:

Hi, Durriyyah Drummond

[Thank you for your interest in Mind Garden assessments!](#)

YOUR VOUCHER CODE FOR THE STUDENT
DISCOUNT: 5e24b476

This voucher code is valid for a single license purchase only and cannot be combined with any other discounts or voucher codes. This voucher code is valid for 72 hours from the time issued.

Appendix E: Permission For Target Population

-----Forward message-----

From: <carolpaterick@gmail.com>

To:

Sent: Thu 11/2/2023 12:59 PM

Subject: Re: Request to use WIFLE as a Target population for research

We would be happy to share a request to participate in your survey. Send me the text to use and the link so I can fashion an email for our members.

Carol

Best regards,

Carol A. Paterick

E: carolpaterick@gmail.com

O: 301.805.0785

O: 301.805.2180

Perfection is not attainable.

But if we chase perfection,
we can catch excellence!

-Vince Lombardi

.....

Original E-mail

From: D Drummond

To: carolpaterick@gmail.com wifle@comcast.net

Sent: Tue 10/24/2023 6:03 PM

Subject: Request to use WIFLE as a Target population for research

Dear President Catherine Sanz:

The purpose of this e-mail is to request your permission to Women In Federal Law Enforcement, Inc., to collect data for my dissertation research project. I am a doctoral student at Walden University in the public administration department. My research study will focus on the relationship between leadership styles and emotional intelligence of female law enforcement executives. I am furthering this study of Dr. Gregory Campbell who studied the Relationship Among Emotional Intelligence and Leadership Styles of Law Enforcement Executives and Dr. Bernard Ferguson who studied the same furthering African American Law enforcement

executives. The problem that this study will address are the organizational changes of law enforcement executives due to operational, economics, and political challenges. I would love for the target population to consist of active members of the WOMEN IN FEDERAL LAW ENFORCEMENT, Inc., which represents a cross-section of local, state, and federal law enforcement agencies in the United States. Contingent upon your approval, questionnaire could be administered electronically via www.surveymethods.com

I would be pleased to share the results of my study with you. Should you require additional information to render a favorable decision, please contact me.

Thank you in advance for your consideration.