Impact of Emotional Intelligence on Job Performance of Academic Heads with Special Reference to State Universities in Eastern Province of Sri Lanka

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Abstract

The concept of emotional intelligence (EI) has gained more popularity in recent decades and became a renowned topic in today's world of work. A remarkable attention is paid on EI due to its importance in work context and job performance. The major purpose of this study is to investigate the impact of emotional intelligence on job performance (JP).Population of this study consists of academic heads working in state universities in Eastern province of Sri Lanka. Total population sampling method was used since the population size is relatively small. Field survey was conducted using self-rating questionnaire. Out of total population (N=73),62 questionnaires were realized that ensured nearly 85% of response rate. Data was analyzed using SPSS version 20.0.Validity and reliability of the questionnaire was satisfactory. The results of the study showed that there is a strong positive correlation (r= 0.757) between EI and JP which was significant at 0.01 level.Future researchers can replicate this study with the sample of large size by covering a good number of public and private sector universities in Sri Lanka. And multi rater measurement scale can be used to obtain more worthwhile findings. The universities can gain better understanding regarding the significance of EI in predicting JP through this study. Further this study imply that it is essential to formulate strategies to promote EI of faculty members through continues education and training and by supporting EI learning efforts.

INTRODUCTION

The demands of modern day work along with the extensive scope of business processes and complexity of business activities evidenced the swift alteration of organizations towards the globalization and increasing competition on a daily basis, which largely affected the need for higher employee performance. Increasing technological change, expansion of the service sector and delivery speed, go hand in hand with increasing performance demands (Turner, Barling &Zacharatos, 2002). Today's cut-throat competitive environment is no longer about products and processes differentiation or advantages. More and more organizations are increasingly turning their concentration towards their employees for differentiation and competitive advantages (Guy & Lee, 2013) where employees are considered as critical investment for the organizations' current and future performance (Opatha, 2009). To deliver outstanding performance employees today are required to be much more involved in their work, not only physically and mentally but also emotionally (Turner, Barling &Zacharatos, 2002).

Technical and analytic skills are not only the required skills for employees to be effective, well-developed emotional skills are also required for excellence (Guy & Lee, 2013). Humans are built with different emotions and feelings. Although these emotions organize and strengthening various behavioral responses to several relationships, it is considered as a negative aspect within the domain of business administration, as these are not given space into business decisions . But the term 'Emotional Intelligence' is taken into positive sense as it is used to predict the workplace outcomes (Qdar, 2014). The term emotional intelligence was first proposed by Mayer & Salovey (1990) then it was popularized by Goleman (1995). According to Goleman (1995), EI is a person's ability to recognize their inner feelings and feelings of others and then manage those emotions within themselves and also in their relationships with other people. It is essential for the job performance in competitive organizations today (Jorfi, Jorfi& Moghadam, 2010). Job performance is more important for the overall organizational growth and success (Korkaew&Suthinee, 2012). It refers to the successful completion of tasks by an individual as set and measured by the organization based on the pre-defined acceptable standards while efficiently and effectivelyutilizing available resource within a changing environment. (Thao & Hwang, 2015). JP is a critical and necessary factor for state organizations whose weak performance provides the failure in carrying out public services, and it is necessary for private companies whose weak performance causes their bankruptcy (Rafieea, Kazemib&Alimiric, 2013). EI is a best predictor of JP. Employees with high EI almost possess higher level of job satisfaction and performance due to their proficiency in evaluating andmodifying their emotions (Yang & Chang, 2007). Emotional intelligent person can easily achieve his/her goals and that is the reason that most of the jobs nowadays need some level of EI (Qadar et al., 2014).

Global knowledge on all economic activities is compulsory to win challenges of globalization on entire world as well as individual countries. Thus, innovative minds are needed for a country in order to face future challenges. Thus university education has the right potential in achieving this objective (Upamali, 2013) as it plays major role in providing the knowledge and expertise through education required for individuals to be success in their organizations (Morrill, 2007). They train the nation's scientists, public administrative officers, managers, experts, researchers and other professionals and produce much of its cutting-edge research (Winefield et al., 2008). Higher education has the capacity to produce a good number of important and wide-range of economic and social benefits (Hanushek &Woessmann, 2008). Accordingly, Sri Lanka needs a higher education institutions that can create efficient and innovative graduates (Upamali, 2013).

Nevertheless, it can observe some factors that contribute towards the decline of the Sri Lanka universities such as poor quality academics, opening up the university with minimum facilities, lack of competition among the departments and the universities, insufficient research grants, lack of discipline and the conflicts between faculties, administration and students. Therefore, academic leaders in the realm of higher education should demonstrate high level of performance and possess positive leadership attributes in order to overcome such challenges (Morrill, 2007). Academic heads have a major role to fulfill within the administrative domain. They have to respond effectively to various organizational stakeholders both inside and outside their respective institutions and need to manage complex situations through effective management (Coco, 2011).HenceGoleman (1998) noted that leaders with high levels of EI tend to boost performance and get results. Therefore Individuals in positions of academic leadership can benefit from learning more about the role of EI has in organizational success and by developing their EI (Coco, 2011).

RESEARCH PROBLEM

This study focus on how and what extent the EI impact on JP of academic heads working in state universities in Eastern province of Sri Lanka. Results of previous researches of many scholars show that EI is a major factor that predicts the JP of the employees and it is positively related to JP (Satish, 2015; Anbazhagan& Nagarajan, 2014; Praveena, 2015; Ivan et al., 2016). Universities in Sri Lanka play a vital and effective role in human resource development for various professions. At the same time, Sri Lankan university sector is changing rapidly as a result of educational reforms and the government's emphasis on a knowledge economy (Aroosiya& Hussain Ali, 2016).Despite the advancement in technology and educational reforms, the higher educational institutes face certain challenges and issues related to the education system. These issues are mainly concerned with the poor academic performance, demands and expectations of parents, declining quality of education, non-serious attitude of the students, less competition and heavy workload on academic heads and staffs etc. (Nasser, Hassan & Akbar, 2014). According to Opatha (2009), although there are several positive aspects with regard to the entire State University System in Sri Lanka, it had been facing several criticisms from the government, the private sector organizations, parents of the graduates and undergraduates, students and general public as well. Thus, as any businesses and organizations depend heavily upon good leadership and strong performance (Coco, 2011), higher education institutes also highly depend on the effectiveness and strong performance of its leaders andstaffs, especially academic heads. In the context of higher education, academic heads are considered as the backbone of the system, where they have huge amount of accountabilities to overcome the challenges, disapprovals/criticism and solve the issues.

Academic heads in universities involve both administrations and teaching activities. They focus not only on learning and teaching but often on research, a range of budget and staff performance matters, portfolio responsibilities of the institution, planning and policy development, managing staff, academic activities, networking, strategic action and planning, resources management, enabling and motivating staff, personal learning and development, maintaining and developing discipline in the faculty. Further creating the conditions that allow staff and students to succeed whichinvolves, identifying new opportunities, improving internal processes, developing new programs, networking to develop a sense of community within and beyond the department or faculty and working with others to solve problems. The role of academic head requires one to be able to negotiate not only the external forces but also the local forces on which leading is a complex, constantly changing, relatively uncertain and highly human endeavor task , that not everything can be pre-planned or can be expected to turn out in the way intended (Anderson,2008).

One of the constant struggle for many academic heads is balancing their role as responsible leader of the faculty or department and as a member of the large university administrative structure (Erickson, 2001). Their changing roles are diverse, they cannot rely on outdated notion of the role (Halup, 2016). Universities are unique and essentially people-processing organizations. Building consensus among various constituencies also becomes a critical task for academic heads (Coco, 2011). Therefore academic heads need to have distinctive knowledge, skills and abilities to succeed. EI is critical to effective performance across all roles of academic heads (Anderson, 2008). According to a general view, academic heads' emotional intelligence is a prerequisite for improving their performance and helps to deal with the other individuals' emotions and motivate them effectively (Nasser, Hassan & Akbar, 2014).

Furthermore, various issues that are faced by the academic heads make it difficult for them to cope with the challenges. Thus incur social pressure on them could result in emotional disturbance (Nasser, Hassan & Akbar, 2014). This prevent them from being as successful as possible in the workplace. This may in turn, will affect the successful performance of the particular department and faculty (Sean, 2010). Therefore having technical skills or job knowledge alone not enough, high EI is also very important for the successful performance of the academic heads. Thus EI should be considered while selecting and developing employees especially in the case of managerial employees.

These scenarios in turn may question about the impact of EI on JP of academic heads. Even this concept has emerged as an important, but still relatively understudied element of competence (Ashkaasy&Daus, 2005) and its important has not been understood entirely yet. And although there are some researches done under the study that link EI and JP, there are no more research done under this topic among the academic heads in Sri Lanka context. Therefore concentration was placed on this topic and the research problem under the topic is as follows:

"**Identify whether emotional intelligence impact on job performance of academic heads in state universities in Eastern province of Sri Lanka?"**

RESEARCH QUESTION

The research questions formulated for this study are as follows:
1) What is the level of EI of academic heads in state universities inEastern province of Sri Lanka?
2) What is the level of job performance of academic heads in state universities in Eastern province of Sri Lanka?
3) Is there any relationship between emotional intelligence and job performance of Academic heads in state universities in Eastern province of Sri Lanka?
4) Does emotional intelligence impact on job performance of academic heads in state universities in Eastern province of Sri Lanka?

OBJECTIVES OF THE STUDY

Specifically, this study is intended to achieve the following objectives:
1) To investigate the level of EI of academic heads in state universities in Eastern province of Sri Lanka.
2) To determine the level of JP of academic heads in state universities in Eastern province of Sri Lanka.
3) To identify the relationship between EI and JP of academic heads working in state universities in eastern province of Sri Lanka.
4) To determine whether the emotional intelligence impact on job performance of academic heads in state universities in Eastern province of Sri Lanka.

HYPOTHESES

Based on the conceptual model, the research hypotheses formulated for this study are as follows:

1. H0: There is no significant relationship between emotional intelligence and job performance of academic heads in state universities in Eastern province of Sri Lanka.

2. H1: There is a significant relationship between emotional intelligence and job performances of academic heads in state universities in Eastern province of Sri Lanka.

LITERATURE REVIEW
DEFINITION OF EMOTIONAL INTELLIGENCE

Several definitions and models have been put forth by proponents of EIfor time to time (Hassan,

Saeid, &Sirous, 2010). Mayer & Salovey (1997), defined EI as the ability to perceive emotion, integrate emotion to facilitate thought, understand emotionsand to regulate emotions to promote personal growth the current.According to Bar-On (2000), EI is an array of emotional and social knowledge and abilities that influence a person's overall ability to effectively cope with environmental demands. Goleman (1998) described EI as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. As discussed above, there are numerous definitions of EI, which are complementary. All of them aim to understand the abilities and traits related to one's own and others' emotions.

IMPORTANCE OF EMOTIONAL INTELLIGENCE

EI has been identified as a critical factor in the performance and success of individual in varying roles in their professional and personal live. EI has become an important consideration in human resource planning, job profiling, recruitment interviewing and selection, training and executive development (Mohanadasan, 2015). EI competencies distinguished top performers from average ones (Goleman, 2001). Emotionally intelligent people can enhance their own and other's moods and even manage emotions so as to charismatically motivate others toward a worthwhile end (Mayer & Salovey, 1990). Managers higher in EI are better able to cultivate productive working relationships with others and to demonstrate greater personal integrity (Rosete&Ciarrochi, 2005). EI also predicts the extent to which managers engage in behaviors that are supportive of the goals of the organization (Cote & Miners, 2006).EI can be used to solve some of the conflict to provide a more complete understanding about the dilemma and to integrate the best thinking about the feelings and the thoughts (Ciarrochi, Forgas& Mayer,

2006).Thusbased on Yao (2009) employees who have a high level of EI, can sympathetically understand the needs of the customers and solve problems from the perspective of customers. They also have the ability to control their own emotions and show the positive mood when facing complaints, challenges and stress from customers. Therefore, through this ability they easier to win trusts and satisfactions of the customers.

GOLEMAN'S COMPETENCY MODEL

According to Goleman (1998), the higher the emotional competence means the more superior job performance. He also stated that emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance (Goleman, 2001). Following are the four major dimensions of Goleman's competency model:

1. **Self-awareness -** Self-awareness means having a deep understanding of one's emotions, strengths, weaknesses, needs, drives, one's internal states, preferences, resources, and intuitions (Wolff, 2005) and keeping senses alert about the situation.

2. **Self-Management -** Self-management refers to managing ones' internal states, impulses, and resources. (Wolff, 2005).It means controlling emotions and handling the situation (Chughtai& Lateef 2015).

3. **Social awareness -** A social awareness is alert senses about the opportunities and be optimistic in every situation, take task initiatives, be committed and reach the standards of excellence (Chughtai& Lateef, 2015). It refers to how people handle relationships and awareness of others' feelings, needs, and concerns. (Wolff, 2005).

4. **Relationship management -** Relationship management is defined as building friendly and smooth relations among all members of work (Chughtai& Lateef, 2015). It concerns

the skill or adeptness at inducing desirable responses in others. (Wolff, 2005).

DEFINITION OF JOB PERFORMANCE

Job performance states how well an employee performs tasks, duties and responsibilities of his or her job. (Opatha, 2002). It is the ability of employee to accomplish work related goals and expectations in accordance to certain predetermined work standards (Hassan, Saeid, &Sirous, 2010). Campbell (1990) defined that performance is a set of behaviors or actions that are relevant for the organization's goals and that can be measured in terms of the level of contribution to those goals. Rotundo (2002) defined JP as actions that contribute to the achievement of organizational goals and that are under the individual's control. With this definition they argued that JP involves a wide range of job behaviors. Some behaviors contribute to the employee's duties and responsibilities, while other behaviors still affect the goals of the organization but do not fall under duties and responsibilities. Sonnentag&Frese (2001) described that not every behavior is subsumed under the performance concept, but only behavior which is relevant for the organizational goals (Campbell &Wiernik, 2015). Performance itself is refers only to behaviours that can make a difference to organizational goal accomplishment (Motowidllo, Barman &Schmit ,1997) and what directly facilitates achieving the organization's goals. Rotundo (2002) believed that although researchers provide their own conceptualization of JP, typically focuses were placed on behaviors or actions. Definitions of JP reviewed here have some common features. These features include a focus on behaviors that are under the control of individual and on behaviors that contribute to the goals of the organization.

IMPORTANCE OF JOB PERFORMANCE

A good JP is necessary for the organization, since an organization's success is dependent upon the employee's creativity, innovation and commitment. Organizations need highly performing individual in order to meet their goals, to deliver the products and service they specialized in, and finally to achieve competitive advantage (VanScotter, Motowidlo& Cross, 2000).Assessments of individual are undertaken to identify their strengths and weakness in order to design training programs as well as for optimal placement decisions, performance appraisal, feedback and even merit pay systems make use of JP information (Viswesveren, 2000). For individuals, showing high performance when accomplishing tasks and performing at a high level can be a source of satisfaction, feelings of self-efficacy, mastery and pride. Moreover Performance if it is recognized by others within the organization is often rewarded by financial and other benefits. Performance is a major prerequisite for future career development and success in the labour market (VanScotter, Motowidlo& Cross, 2000). Good JP and productivity growth are also important in stabilizing our economy by means of improved living standards, higher wages, an increase in goods available for consumption, etc. (Griffin, Welsh and Moorhead, 1981).

FACTORS AFFECTING JOB PERFORMANCE

Sonnentag et al. (2008) differentiated the factors affect job performance of a person into two major factors, such as: 1. Person-specific factors and 2. Situation-specific factors: Situation-specific factors characterize the work situation or the organizational context, but not the individual person. Thao & Hwang (2015) listed out the factors affecting employee performance, which factors individually and collectively effect the performance of employees in a positive or negative way as follows: Leadership, Coaching, Empowerment Participation, Organizational Culture, Working Environment, Motivation and Training.Salfiya&Sulaiha, (2016) attempted to

explore the factors influencing on workers performance of the employees working in Divisional Secretariats in Ampara District. They found out factors such as past training, satisfaction, value and knowledge were positively affect the with work performance. Further, as understanding the importance of job performance, it has been studied with a great number of different factors such as stress (Aroosiya&hussain Ali, 2016), Employee aspects include employee reward, job satisfaction, organizational commitment (Ismail, Mubarack&Azhar,2015) stress level, ergonomics, interpersonal skills (Huey et al, 2015) Occupational Health and safety (Yusuf, Eliyana& Sari, 2012) Employee motivation (Obiekwe, 2016) and job design (Aroosiya&Hussain Ali, 2014).

DIMENSIONS AND CRITERIA OF JOB PERFORMANCE

Researchers agree that performance has to be considered as a multi-dimensional concept (Sonnentag, Volmer &Spychala, 2008). Although a person's overall job performance can be considered as his or her unique contribution to goal accomplishment, there are a multitude of behaviors that help accomplish (Curral, 2013). Job performance is an abstract, latent construct that cannot be pointed to or measured directly. It is made up of multiple components (Viswesvaran, 2002). Opatha (2002) pointed out that performance criteria can be developed with respect to the following three groups: Traits, behaviours and result. According to Murphy (1989), the work performance domain could be modeled using the following four dimensions: (1) task behaviors, (2) interpersonal behaviors, (3) downtime behaviors, and (4) destructive/hazardous behaviors. Campbell (1993) settled on eight components of job performance as Technical performance, Communication Initiative, persistence, and effort ,Counterproductive work behavior, Supervisory, managerial, executive

leadership, Hierarchical management performance, Peer/team member leadership performance, Peer/team member management performance (Campbell&Wiernik, 2015). Borman &Motowidlo (1993) argued that the entire work performance domain could be encompassed by the comprehensive dimensions of task performance and contextual performance. Borman & Brush (1993), presented 18 dimensions of performance which were further grouped into four broad managerial performance dimensions: (1) technical activities and mechanisms of management, (2) interpersonal dealings and communication, (3) leadership and supervision, and (4) useful personal behavior and skills. Koopmans et al., (2013) says conceptual framework of individual work performance which include four dimensions such as task, contextual, adaptive and counterproductive performance.

Sonnentag et.al, (2008), concluded that one can distinguish between task, contextual, and adaptive performance and each of these types in itself is multidimensional. These performance types differ with respect to their antecedents and consequences and can be conceptually and empirically separated. His three major job performance dimensions are as follows:

1. **Task performance:** It covers a person's contribution to organizational performance, refers to actions that are part of the formal reward system and addresses the requirements as specified in job descriptions (Wi1liams & Karau, 1991).
2. **Contextual performance:** Itconsists of behavior that does not directly contribute to organizational performance but supports the organizational, social and psychological environment. Contextual performance includes activities that are not formally part of the job description. It indirectly contributes to an organization's performance by facilitating task performance (Sonnentag, Volmer &Spychala, 2008).

3. **Adaptive performance:** Adaptive performance is defined as the extent to which an individual adapts to changes in a work system or work roles (Koopsmanet.al, 2011).

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE

Previous research studies have discovered strong correlation between emotional intelligence and work related outcomes. If the employees know their own emotion and are able to manage their emotions effectively and understand others' emotions and able build and maintain good relationship with others, they can work more efficiently and be more productive to the organization. Goleman (1998), believes having higher EI enhances people's performance in life and in an organization. Kambiz& Majid (2013), conducted a study with the objective of investigate the effect of employees' Emotional intelligence, job satisfaction and organizational citizenship behavior on employee's performance among 225 employees who have a high interaction with customers in Iranian hotel industry. The results of this survey have confirmed that EI have positive impacts on and employee performance in Iranian hotel industry.

Shooshtarian et.al. (2013), conducted a study to determine the effect of labor's emotional intelligence on job satisfaction, job performance and commitment in Fars Province industries in Iran where the result showed a significant relationship between EI and JP. With this result, they concluded that employees with higher EI and skills in emotional control, have more job satisfaction and desirable job performance, because they are more adept at appraising and regulating their own emotions and aware about the influence of emotions on behavior and outcomes. Anbazhagan& Nagarajan (2014) made an attempt to know the relationship between EI dimensions and work performance dimensions among the thread mill employees with reference to

Tirunelveli district - Tamil Nadu. The study concluded that there is a positive relationship between employee's EI and work performance. Masoumeh & Mostafa (2014), performed an empirical investigation to study the relationship between EI and employee performance in an Iranian railroad industry. Spearman correlation has indicated that there was a positive and meaningful relationship between the EI and JP (r = 0.796). Praveena, (2015) examined relationship between EI and JP of bank managers in Sri Lanka. Based on the findings she concluded that higher levels of EI of bank mangers lead to higher levels of JP at the workplace. Hence, EI can be recognized as one of the most critical skills that managers should possess in present day organizations

Ahmed et.al. (2016) investigated the impact of EI on Employee's Performance in Public and Private Higher Educational Institutions of Pakistan. Results of the study implied that EI factors have direct influence on employee's JP and there is a significant relationship between EI and employee's job performance in higher educational institutions of District D.G.Khan, Multan and Bahawalpur, Pakistan. Hence they explained that inorder to maintain and generate enthusiasm and excitement, employees must be able to be knowledgeable and appraise about how to persuade these emotions. Employees must be able to predict how to respond in different situations, changes, events and effectively handle these reactions. Ivan et.al (2016) conducted a study with the aim of explore the influence of EI JP well as the mediating role of job satisfaction on job performance among the administrative employees of the University of Jordan. This study consisted sample of 354 employees from the University of Jordan, which found that Emotional Intelligence is positively correlated with job perfonfance and job satisfaction. He suggested that Emotional Intelligence can be used to predict job performance.Further he suggests that EI or the ability to recognize and understand emotions of

others does not oppose rationality and logic in improving job performance, on the contrary it can be used as a complementary instrument to improve and job performance in the public sector.

Muhammad, Sadia & Misbah (2017), investigated the impact of EI on teacher's job performance in the education sector of Pakistan. 166 teachers from universities in the area of central Punjab, Pakistan were participated in this study. The result indicated that EI has a significant impact on the teacher's job performance. Moreover they indicated that when teachers developed emotional competencies which made a complete emotional intelligent behavior and attitude result in the huge success in their job and teachers having well emotional intelligence would have improved performance. Kumari & Bhanu Priya (2017)

carried out a study to find the relationship among EI, organizational commitment, and JP of managers of banking sector. The results from the correlation test of the study revealed that there was a positive and statistically significant relationship between EI and the JP of bank managers. Nestor (2017) examined the effect of health workers' emotional intelligence on job performance, with potential confounding variables controlled for. The result of this study revealed that emotional intelligence makes a significant positive effect on JP among health workers in Accra North. Moreover this study confirmed that Even after gender, education, tenure and in – service training were controlled for, EI still makes a positive effect on JP among health professionals in Accra North. In other words, EI makes a unique and significant effect on the JP.

METHODOLOGY

Conceptual framework
Figure1: Conceptual framework of the study
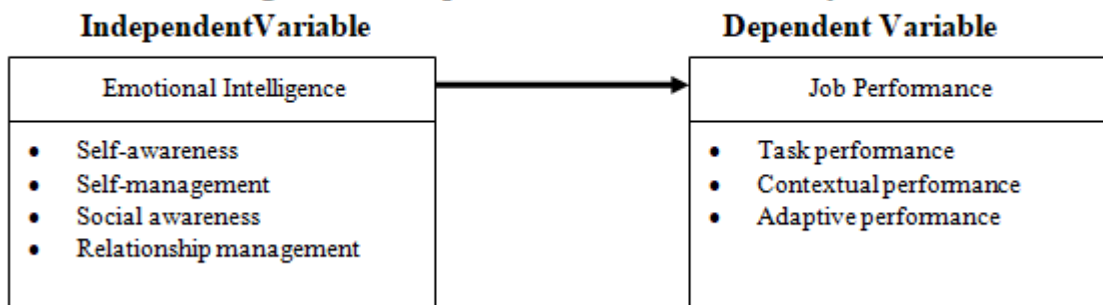
(Source: Developed for this study)

OPERATIONALIZATION

The following operationalization (Table 1) shows precisely that how the concepts involved in this study was measured. Regarding emotional intelligence, researcher used the EI framework of

Goleman (2001), which is a refinement model of Goleman (1998).In this model 20 emotional competencies nest in four clusters of general EI abilities. Researcher used this clusters as dimensions and competencies as indicators to measures the EI of the respondents of this study.

Table 1: Operationalization of the research

Variables		Dimensions	Indicators	Measurements	
Independent variable	Emotional intelligence	Self-Awareness	Emotional self- awareness	5 point Likert scale	Q1 & Q2
			Accurate self-assessment		Q3 to Q5
			Self confidence		Q6 & Q7
		Self-Management	Self-control		Q8 & Q10
			Trustworthiness		Q11 & Q12
			Consciousness		Q13 & Q14
			Adaptability		Q15 to Q17
			Achievement Drive		Q18 & Q19
			Initiative		Q20 & Q21
		Social Awareness	Empathy		Q22 & Q23
			Service orientation		Q24 & Q25
			Organizational awareness		Q26 & Q27
		Relationship Management	Developing others		Q28 & Q29
			Influence		Q30 & Q31
			Communication		Q32 to Q34
			Conflict management		Q35 & Q37
			Visionary leadership		Q38 & Q39
			Catalyzing change		Q40 & Q41
			Building Bonds		Q42 & Q43
			Teamwork and collaboration		Q44 & Q45
Dependent variable	Job performance	Task Performance	Work Quality	5 point Likert scale	Q46
			Work Quantity		Q47
			On time		Q48
			Result- oriented		Q49
			Prioritizing		Q50
			Work efficiency		Q51
			Administration		Q52 to Q58
			Effective communication		Q59 & Q60
		Contextual performance	Extra tasks/effort		Q61
			Self-starting		Q62
			Collaborative		Q63
			Taking charge		Q64
			Challenge taking		Q65
			Adhering to rules		Q66
			Work balance		Q67
		Adaptive performance	Being up to date		Q68
			Flexibility		Q69
			Cope with uncertain		Q70
			Showing resiliency		Q71
			Cope and adjust to changes		Q72 to Q74
			Cultural Adjustment		Q75

(Source: Develop for this study)

Goleman (2001) described each competencies of his EI framework in his work "EI based theory of performance". His description on each competency turned into questions with slight modification by the researcher to measure EI competencies of the respondents. To measure the JP, researcher considered the study of Sonnenteg, Volmer &Spychala (2008), in which JP explained by three dimensions such as task, contextual and adaptive performance. Each dimension were formulated into several indicators, where indicators such as Administration, Extra task /effort and cultural adjustment were chose from the study of Sonnenteg, Volmer &Spychala (2008) and time concern/on time and work balance are developed by the researcher. All Other indicators were selected from the study of Koopmans et al. (2013).

POPULATION AND SAMPLE

The study targets all the academic heads working in state universities in Eastern province of Sri Lanka as the population of the study. Deans of the Faculties and Heads of the Departments are considered as the academic heads in this study. There are two state universities in Eastern province of Sri Lanka: South Eastern University of Sri Lanka (SEUSL) and Eastern University of Sri Lanka (EUSL). Population consist 73 employees. Researcher chose to study the entire population because the size of the population is relatively small. Therefore the study used the population sampling method where entire population is considered as sample.

METHOD OF DATA COLLECTION AND DATA ANALYSIS

This study focuses on primary data, which were collected through the self- assessment questionnaires. This questionnaire is originally developed by the researcher based on the strong

literature review. Data collection was carried out through the field survey. Besides, due to some inconvenient questionnaire were issued and collected through post from some respondents.

The Statistical Package for Social Science (SPSS) 20.0 was used to simplify the analysis work of the study. In order to ensure the quality of the instrument, the reliability and validity analysis were performed. George &Mallery (2003)'s decision attributes was used to decide the data reliability in this study (Table 2). To determine construct validity of the measure, factor analysis was performed using principal components analysis with Varimax rotation method. Kaiser Meyer-Olkin (KMO) test and Bartlett's test of sphericity was used to confirm the sample adequacy and appropriateness of factor analysis.

Table 2: Decision Attributes for data reliability analysis

Range	Decision Attributes
CAC ≥ 0.9	Excellent
0.8 ≤ CAC <0.9	Good
0.7 ≤ CAC <0.8	Acceptable
0.6 ≤ CAC <0.7	Questionable
0.5 ≤ CAC <0.6	Poor
CAC < 0.5	Unacceptable

(Source: George & Mallery, 2003)

Table 3: Decision Rule for Correlation Analysis

Range	Decision Attributes
r = 0.9 to 1.0	Very Strong Positive Influence
r = 0.7 to 0.89	Strong Positive Influence
r = 0.4 to 0.69	Medium Positive Influence
r = 0.1 to 0.39	Weak Positive Influence
r = -0.1 to -0.39	Weak Negative Influence
r = -0.4 to -0.69	Medium Negative Influence
r = -0.7 to -0.89	Strong Negative Influence
r = -0.9 to -1.0	Very Strong Negative Influence

(Source: Defined for the study)

Descriptive measures of mean, maximum, minimum, standard deviation, number of sample, skewness and kurtosis were considered for assessing attributes of study variables and its dimensions. Pearson Correlation is used to measure the strength of the linear relationship between EI on JP. Table3 the correlation analysis defined by the researcher for this study. Simple regression analysis was used to determine the impact of EI on JP. Decision attribute for hypothesis test is to accepted H1 if the p value is less than 0.05 ($p < 0.05$).

RESULTS AND DISCUSSION

RESPONSE RATE

The study targeted a sample size (population) of 73 respondents who were expected to participate in the study from which 63 respondents filled in and returned the questionnaires. Of these, one questionnaire had to be discarded due to several incomplete data entries/missing values. Thus, the sample comprising of a total of 62 respondents was used for theanalysis,giving a response rate of 84.9%. According to Mugenda & Mugenda (2003), a response rate of 70% and over is excellent for analysis and reporting. Thus, the study registered an excellent response rate andthis response rate was satisfactory to make the conclusions.SEUSL ensured 89.3% of response rate and 82.2% in EUSL. Out of the total respondents 60 % were from the EUSL while the remaining 40% respondents belonged to SEUSL.

RELIABILITY OF THE INSTRUMENT

Reliability statistics are tabulated in Table 4. Based on the decision attributes of reliability analysis (Table 2) formed by George & Mallery (2003), alpha values of variables involved in this study are quite high. Therefore this instrument appears to be a fairly reliable measure of assessing the impactof EI on JP.

Table4 Reliability Analysis

Variables	No. of scale items	Cronbach's Alpha value
Emotional Intelligence	45	0.881
Job Performance	30	0.872

(Source: Survey data)

VALIDITY OF THE SCALE

The validity of the instrument used in the study to measure EI and JP was assessed using the following methods:

1. **Content validity:** In this study, the content validity of the proposed instrument measuring EI is adequate enough because the instrument has been carefully constructed based on the structured model of Goleman (2001) which is widely accepted model of EI and all the dimensions and indicators of this model was covered and explanation on each indicators were adapted to develop the scale of EI for this study. The content validity of the instrument measuring JP was ensured as the dimensions, indicators were identified from the widely using study of Sonnentag. Volmer &Spychala (2008), Koopmans et.al (2014) and literature. As operationalization of the research variables determined based on a strong literature review, it proves the high content validity of scales of the study.

2. **Construct validity:** Construct validity is the assessment of the degree to which an operationalization correctly measures its targeted variables (O'Leary-Kelly &Vokurka,

1998). For this purpose each measurement scale was evaluated by analyzing its convergent and discriminant validity. Convergent validity of the constructs was measured using a factor analysis.

Factor analysis: In order to ascertain whether all the scales used in this research have construct validity, factor analysis was performed on both two constructs of this study. Two tests were performed to ensure that the data is suitable for factor analysis: the Kaiser-Meyer-Olkin (KMO and the Bartlett's test of sphericity (Pallant, 2007). Minimum value of 0.5 of KMO is acceptable for running factor analysis. KMO is lower than 0.5 is not suitable, and factor analysis should not be performed (Pallant, 2007). Hence, the Bartlett's Test of Sphericity (Bartlett's Test) is significant at

$p<0.05$ for the factor analysis to be considered as appropriate. Field (2005) says that there is universal agreement that factor analysis is inappropriate when sample size is below 50. The realized sample size (62) of this study is above this cutoff value.

According to the findings exhibited in Table 5, KMO values of EI and JP are 0.576 and 0.653 respectively which are above the benchmark of 0.5 and the recorded chi-square values resulting from the use of Bartlett's test of sphericity of EI and JP are 1561.397 (df =990) and 795.597 (df = 435) respectively at the significance level of p=0.000 ensured the suitability of the of factor analysis for the data set in this study.

Table 5 : KMO and Bartlett's Test

Variables	KMO	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
Emotional intelligence	0.576	1561.397	990	0.000
Job performance	0.653	795.597	435	0.000

(Source: Survey data)

The conclusion derived from the results was that the questionnaire statements were essentially related, implying that the factor analysis was appropriate for the data set. With regard to the EI and JP, 45 and 30 items were subjected respectively to the factor analysis using Principal Component Analysis with varimax rotation. This effort helped to yield clear and definite factors (Nunnally, 1978). The result reveled that initial communalities for emotional intelligence and job performance are 1 and extraction communalities of each statement > 0.5. The extraction communalities of the items of EI were range from 0.522 to 0.879 and JP were range from 0.557 to 0.861.

The cut-off criterion was that the eigenvalue of the factor should be greater than or equal to 1.0 (Field, 2009). The cumulative proportion of variance explained should be more than 70% (Lehman et al.,2005), if it is to be extracted. Thus,

based on this two criterion, with regard to EI, 14 factor solution accounted for 75.212 percent of the variance. Total variance explained (75%) by these 14 components exceeds the threshold commonly used in social sciences to establish satisfaction with the solution. Eigen value represents the total variance explained by each factor. In other words, 14 factors compromising 45 items of emotional intelligence, all having Eigen values of unity and above were extracted. With regard to job performance 11 factors accounted for 74.806 % of the variance. Total variance explained (74.806 %) by these 11 components exceeds the threshold depending on Eigen values.

Convergent validity was established by the significant size of the factor loadings. A coefficient of more than 0.30 signifies a logical loading (De Vaus, 2002). It was suggested cut-off value as 0.4 by Field (2009) and Nunnally (1978).

Factor loadings for the 45 items of EI of respondents were range from 0.407 to 0.874 and 30 items of JP were range from 0.414 to 0.869 consider as significant for the study, as the values were greater than the minimum factor loading value 0.4.

DESCRIPTIVE STATISTICS

Descriptive statistics of EI: The mean value overall EI is 4.1860, this imply high level of emotional intelligence among respondents.The standard deviation is 0.29597, showed that there was a low variation in the levels of EI among the respondents. Although there is no a big difference between the mean values of dimensions of EI, self-awareness and relationship management competencies were high among therespondents as these dimensions yielded a mean value of 4.2719 and 4.1998 respectively.Compared to these two dimensions, respondents' self-management and social awareness were slightly less, yielded a mean value of 4.1348 and 4.1640 respectively.

Descriptive statistics of Job performance: The mean value overall JP is 4.2774, this imply high level of job performance among the respondents. The standard deviation is 0.31765, showed that there was a low variation in the levels of JP among the respondents. Although there is no a big difference between the mean values of dimensions of JP, task performance was high among the respondents as these dimension scored mean value of 4.3366. The adaptive performance perceived as the second most significant domain of the JP

among the respondents, yielded a mean value of 4.2440. Compared to these two dimensions, respondents' contextual performance was slightly less, yielded a mean value of 4.1889.

Skewness and kurtosis: Statistical tests to determine the symmetric nature and peak/flatness of the data set were done using the shape descriptors; skewness and kurtosis. The skewness values for measurement items must within the recommended range of -1 to +1, Skewness values falling outside this range indicate a substantially skewed distribution (Hair et al., 2006).Kurtosis ranges are well within the recommended limit of -2.0 to +2.0 (Coakes and Steed, 2003). The calculated skewness values for EI and JP are -0.017 and -0.094 respectively. Kurtosis values are -0.742 and 0.015 respectively, meet the criteria.

CORRELATIONS ANALYSIS

In order to determine the relationship between EI and JP, correlation analysis was done. Table 1.6shows the result. Correlation coefficient between the two variables is 0.757 which shows that there is a strong positive relationship between EI and JP, followed by the significance level 0.000. It indicates a very small value smaller than 0.01, and well below the 0.05 cut –off value. It indicates that the found relationship is statistically highly significant as p-value=0.000 < 0.05. Thus, it can be statistically claimed that there is a significant strong positive relationship between EI and JP.

Table 6 : Correlations between emotional intelligence and job performance

Variables	Job performance	
Emotional intelligence	Pearson Correlation	0.757**
	Sig. (2-tailed)	.000
	N	62

**. Correlation is significant at the 0.01 level (2-tailed)

(Source: Survey data)

SIMPLE REGRESSION ANALYSIS

Table 1.7: Model Summary of Simple Linear Regression

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.757 a	0.572	0.565	0.20943

a. Predictors: (Constant), Emotional Intelligence

b. Dependent Variable: Job performance

(Source: Survey data)

Simple linear regression quantifies the relationship between two variables by producing an equation for a straight line of the form $Y = a + \beta x$ which uses the independent variable (x) to predict the dependent variable (y).In terms of the model summary tabulated in Table 7, R square and adjusted R square revealed the values as 0.572 and 0.565 respectively. The key information from the table above is the adjusted R^2 value of 0.565. This indicates that nearly 57% of the variation in job performance can be explained by the model containing emotional intelligence. This is quite high, so predictions from the regression equation are fairly reliable. It also means that 43.5 % of the variation is still unexplained so adding other independent variables could improve the fit of the model.

Table8: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.523	1	3.523	80.325	.000^b
	Residual	2.632	60	0.044		
	Total	6.155	61			

a. Dependent Variable: Job performance

b. Predictors: (Constant), Emotional Intelligence

(Source: Survey data)

In terms of the statistics of ANOVA tabulated in Table 8, value of SS regression is 3.523 which refers to sum of squares explained by the regression equation, followed by SS residual is 2.632 that refers to the variability in dependent variable (JP) which is left unexplained by the regression equation of the study and SS total is 6.155 respectively with 1, 60 and 61 degrees of freedom. Values of MS regression and MS residual are 3.523 and .044 respectively. The F value is obtained by dividing the MS regression by the MS residual. The F statistics is 80.325 which is also significant at p value = 0.000 < 0.05.Thus it can be concluded that there is linear relationship between the EI and the JP and that the regression equation allows to predict the JP (dependent variable) at great level.

The Coefficients table (Table 9) contains the coefficients for the regression equation and tests of significance. In other words, 'B' column in the co-efficient table, gives the values of the gradient and intercept terms for the regression line.

Table9 : Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.878	0.38		2.31	0.024
	EI	0.812	0.091	0.757	8.962	0

a. Dependent Variable: Job performance

(Source: Survey data)

In terms of the above table, unstandardized beta values for constant and EI are 0.878, 0.812 respectively. The unstandardized regression coefficients of EI in the regression model indicate the strength / extent of impact of emotional intelligence on job performance of academic heads. A linear regression equation between an

independent and dependent variable is formed as follow.

$$JP = a + b\ (EI)$$

Where,

JP=Job Performance

EI= Emotional Intelligence

The resulting regression equation is: **JP= 0.878+ 0.812 (EI)**

The above equation indicates that if EI changes by one unit, there will be 0.812 units change in JP. It also shows the direction of the relationship. The coefficient is positive, which indicates direct positive impact of EI on JP of academic heads. The t-value against EI regression coefficient in the model is reported to assess whether the EI is a significant predictor of the JP. Since t =8.962, p = 0.000<0.05, it can be inferred EI is significant predictor of JP.

HYPOTHESIS TESTING

The alternative hypothesis formulated for the study was that there is a significant relationship between EI and JP of academic heads in state universities in Eastern province Sri Lanka. The relevant null hypothesis is stated that there is no relationship between EI and JP. The appropriate statistical test Pearson Correlation Coefficient was done in order to test alternative hypothesis. Desired level of significant level was 0.05. Considering the alternative hypothesis, it is very clear that this can be proven to be correct based on the descriptive and correlation statistics. Correlation coefficient (r) is strong positive which is 0.757 at 0.01 significant level. It indicates that there is a significant positive relationship between EI and JP. As the significant value (0.000) is very smaller than the desired level of significance (0.05), the found correlation coefficient (0.757) is statistically significant. Further regression model (Table9) shows that one unit increase in EI will increase the JP by 0.812 unit with 0.000 significance. Thus, alternative hypothesis is accepted while null hypothesis is rejected with

justification through the data that were collected and analyzed. Therefore, there is statistical evidence to claim that there is a significant relationship between emotional intelligence and job performance.

CONCLUSION

Teachers are the people who transfer their knowledge to the students and shape the behavior and attitude of their students in a good direction which largely help the society to form a bulk of good citizens. In the context of higher education, their role is very complex than the former case, where their responsibility extend to different aspects of teaching since their producing the graduates to the professional world too. On other hand managers / administrators are the critical assets of any organizations, who determine the success or failure of an organization by the way they manage and conduct it. Role of academic heads in the realm of higher education combine the work of both teacher and administrator as they involve lecturing and administration of their respective department/faculty. Therefore their performance is considered as the most important to the respective institutions as well as the overall society and it is much of interest of several parties. Academic heads' job involve various challenges which cause to emotional disturbance in them. Therefore they need to be more skillful in terms of physically, mentally and emotionally as well. Where EI take an important role in handling such challenges and issues effectively, in addition to their IQ, knowledge or experience.

The findings of the study concluded that there is a significant and strong positive relationship (r = 0.757) between emotional intelligence and job performance of academic heads working in state universities in Eastern province of Sri Lanka.The results reveled that around 57% of variance in job performance is explained by EI (adjusted r^2 = 0.565). And EI have significant and direct impact (b= 0.812) on their job performance which means

that higher levels of emotional intelligence of academic heads lead to higher levels of job performance. The results show that academic heads with higher level of EIare demonstrating higher level of JP.

Result of the study are in line with those of related studies that emphasize the importance of EI in JP across a variety of settings. For instance, Praveena (2015) and Kumari & Bhanu Priya (2017) found that EI was significantly related to JP among mangers of banking sector while Shooshtarian, Ameli&Lari (2006) found that EI effect the JP of labors in Fars province industries in Iran. Kambiz& Majid (2013) identified that EI is vital tool having strong significant impact on employee performance in Iranian hotel industry. Anbazhagan& Nagarajan (2014) discovered positive relationship between employee's EI and work performance among the thread mill employees in Tirunelveli district, Tamil Nadu. Masoumeh & Mostafa (2014) has also found a positive and meaningful relationship between the EI employee performances in an Iranian railroad industry. Further Nestor Asiamah (2017) revealed that EImakes a significant positive effect on JP among health workers in Accra North. Findings of similar sector to the current study were also acquired from Ahmed, et. al (2016) who found that EI factors have direct influence on employee's job performance in public and private sector higher education institutions of Pakistan.Qadar, et. al (2014) identified that the EI has greatly impacted employee performance in two public sector universities in Peshawar, while Ivan et.al (2016) explored EI can be used to predict JP of administrative employees of the University of Jordan. Hence Muhammad, Sadia & Misbah (2017), had also found that EI have a great impact on teacher's job performance in universities in the area of central Punjab, Pakistan.

LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

This study is subject to a number of limitations which in turn provide some suggestions that need to be addressed in future researches:

- The study results were derived from small sample size. Due to the time constraints the study was decided to conduct only in Eastern province of Sri Lanka where only two state universities were covered in the study.Therefore future researchers can replicate this study with larger sample by conduct the study by cover number of public and private sector universities in Sri Lanka.

- Academic heads in state universities in Eastern province of Sri Lanka were considered as the population in this study where the population did not include other managerial level employees such as administrative heads as well as non-managerial level employees such as academic and non- academic staffs. For that, future studies that focus on employees at different level would make more worthwhile contribution.

- Moreover, theimpact of EI examined with only one organizational outcome. Further researches that incorporate different dependent variables apart from the job performance may be more worthwhile.

- Another major limitation is that both EI and JP were measured with use of self-rating scale. Although the respondents were requested to provide genuine responses frankly, there is high possibilities for potential bias, where they perceive and rate themselves better. Since, the result of the study depended on the responses given in the self-reported questionnaire, it became a limitation in this study. Therefore, future studies can use different raters or 360 degree rating scale in order to obtain accurate and precise findings.Moreover, datacollection of this study only based on the questionnaire, any study involve other types of data collection such as interview and observation may provide different result.

RECOMMENDATIONS

Based on the study results, recommendations can be made to the respective universities/sector and concerned parties as follows:

- Awareness about EI and its importance in achieving the performance goals should be established among the academic heads. For this purpose awareness programmes such as EI workshops and seminars can be organized as an attempt to create the awareness.

- EI should be taken into the account while carryout HR activities. In this case, selection/promotion for the position of heads of the department and dean of the faculty is somewhat different from the selection/promotion of other staffs of universities as well as typical selection process. Anyhow, considering EI as a criteria along with any other skills and expertise expected and using a method to discover and recognize the EI in candidates while carryout selection process of academic heads may help the universities to increases EI among their academic heads.

- It is essential for organizations to formulate strategies to promote EI through continuous education and training for academic heads which in turn will increase their emotional competencies and ultimately help them to improve their efficiency and JP. As EIcan be develop through the training, specialized training programmes can be organized by the universities with the help of relevant specialists or counselors in order to develop the EI of the academic heads as well as other staffs in the university.It is highly recommended that faculty members should attend and participate such training programmes that organized by the university or run by the specialists/counselors outside the university.

- Universities can introduce EI based courses and soft skills sessions on understand, use and regulate emotions to their faculty members as part of their career development or professional development programmes.

Universities must ensure its readiness for encouraging EI development as well as organizational culture that support EI learning, prior to undertaking any EI training programmes with the proper follow ups. University should value and show their commitment toward EI learning efforts. They should communicate and emphasis the importance of EI and purpose of the EI training and development efforts to the faculty members which in turn will motivate the employees to eagerly pursue such programmes. Moreover, it can be recommended as an additional effort/step that universities can incorporate EI as a lesson in the study programme of students which will be the basic way of prepare the EI people for different careers or sectors including higher education. As well as this may be the best way of getting the attention of faculty members as well students toward the EI competencies.

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