

IMPACT OF EMOTIONAL INTELLIGENCE ON TRANSFORMATIONAL LEADERSHIP OF ACADEMIC HEADS OF STATE UNIVERSITIES IN EASTERN PROVINCE OF SRI LANKA

Rajee R.F.¹, Sareena Umma M.A.G.², Kengatharan N³

¹Rajee R. F., Department of Management, Faculty of Management and Commerce, South Eastern University of Sri Lanka

²Sareena Umma M.A.G., Senior Lecturer, Department of Management, Faculty of Management and Commerce, South Eastern University of Sri Lanka

³Dr. N. Kengatharan, Senior Lecturer, Department of Human Resource Management, University of Jaffna

Email: ¹rajeeraheem95@gmail.com, ²agsareen@seu.ac.lk, ³nkenga@gmail.com

Received: 14 March 2020 Revised and Accepted: 8 July 2020

ABSTRACT: Emotional intelligence has developed gradually popular as a measure for discovering possibly effective leaders, and as an instrument for developing effective leadership skills. Regardless of this popularity, however, there is little experimental research that confirms the usefulness of emotional intelligence in these areas. The aim of this paper is to discover the connection between emotional intelligence and transformational leadership. The research population consisted of 117 academic heads who are employed in state universities in Eastern province of Sri Lanka. Since the population size was small, total population sampling method was used. Data gathering was done by using self-administered questionnaire. The study aimed to 117 respondents from which 98 respondents were realized and recorded around 82% of response rate. The correlation between emotional intelligence and transformational leadership was investigated in this study of academic heads. The results showed that there is a strong positive correlation ($r= 0.717$) between EI and TL which was significant at 0.01 level. The result of simple regression study revealed that, R square and adjusted R square values exposed as 0.514 and 0.509 respectively, states around 51% of the variations on transformational leadership explain by the emotional intelligence. Further researchers can reproduce this study with a large number of sample sizes by concerning other provinces of Sri Lanka and covering both private and public universities. Further, this study imply that proper strategies should be formulated by the universities in order to enhance, emotional intelligence level and to advance the leader's abilities and skills in the day-to-day contacts with all subordinates.

KEYWORDS: Emotional intelligence, transformational leadership and academic heads

I. INTRODUCTION

Today the world is experiencing huge changes that are continual, from technical inventions to universal competition. Organizations today want to change and adapt in order to sustain their competitive edge. Speedy environmental changes are creating essential transformations that have a dramatic effect on organizations and current new challenges for human resources management in overall and leadership in specific. The business environment is continually changing, and a leader must answer in kind to direct these changes as speedily as they occur (Goleman, 2001). Accordingly, various distinctive leadership styles and models have emerged. The transformational leadership style has been a significant one and fit to the dynamic environment (Nusair Ababneh & Bae, 2012). Such leadership is required for quickly finding new market breaks and for rising proper competencies within organizations (Krishnan, 2005). One variable has recently got substantial popularity as a potential fundamental attribute of transformational leadership is the concept of emotional intelligence (EI) (Sosik & Megerian, 1999). Emotional intelligence has converted one of the famous mottos for researchers. The introduction of emotional intelligence wonder over the last few ages has changed the traditional view of what it takes to be an effective leader (Ying & Tzu Ting, 2012).

Emotional intelligence is one of the key factors contributing to transformational leadership. By understanding and controlling their emotions, leaders can stay happy, deliver a model for their followers, and gain their followers' trust and esteem. The leaders with high level of EI can highlight the perception of others' feelings and understand enhancing expectations of their followers that is a demonstration of inspiring motivation. The

leaders with high level EI are likely to express thoughtful behavior toward others by underlining empathy and the ability to manage the relations absolutely (Aslam, 2014). According to Li, Gupta, Loon and Casimir (2016) emotions play an essential part in the transformational leadership process because leadership is basically an emotional process wherein leaders exhibit emotion and try to induce emotion in followers. Leaders with high degree of emotional intelligence are appropriate at assimilating emotional considerations when considering substitute solutions to problems and acting in ways that are considerate and respectful of their own emotions and those of others (Mayer & Salovey, 1990).

Transformational leadership is more essential for the success of an organization. Transformational leaders inspire others to take risks and authorize others to be cognitively complex; they must be able to authorize others to workout vision beyond what they perceive as their boundaries. Transformational leaders try to enhance both of their and follower's level of motivation. They influence follower's inspiration by trading rewards and by making an atmosphere in that there is a awareness of a nearer connection between exertions and favorite results; this is attained through increasing the followers' consciousness of significant goals to be achieved, receiving followers to surpass their self-concentration for the advantage of the team; and enhancing followers' needs from safety and safety to recognition and self-actualization (Ireland, 2008). Several studies recorded there is a relation between transformational leadership and organizational success. For example, subordinates' fulfilment with their superiors is related with the degree to which superiors possess transformational leadership. Higher levels of transformational leadership are also related positively with subordinates' organizational obligation, organizational citizenship conduct and performance (Bass, 1985; Barling, Weber & Kelloway, 1996). The emotional intelligence of leaders is higher, their transformational leadership is increased. Palmer, Walls, Burgess and Stough (2001) stated that the EI is known as a predictor to identify operative leaders, as well as a tool to foster effective leadership skills. The leaders who have high EI, have the vital experience, more readily than others, to solve battles and faults in the organization.

Higher educational institutions such as Universities and colleges have an important part in safeguarding a supportable tomorrow because they are the ones in-responsibility of encouraging answerable knowledge and exercise. Universities are responsible for serving students to obtain skills and capabilities for greedy the standing of social accountability and maintainable practices. Universities have a significant role in ensuring the success of future as they have important part in improving the knowledge and practices of students (Gomez, 2014).

However, we can identify some factors that contribute to reduce the effectiveness of Sri Lankan Universities' performances. For example, poor academic quality, starting the universities with low level of facilities, lack of competition among universities and its departments, deficient research aids, lack of discipline and conflicts among the faculties, students and administrations. So that, academic heads in the dominion of higher education similar other workers in position of accountability, must demonstrate higher performance and creates positive transformational leadership behaviors in order to face such challenges (Morill, 2007). Emotional intelligence has strategic implication with high education. Leaders who possess EI have the transformational leadership behaviors (Aslam, 2014). So, individuals in academic leadership position can gain advantage from learning extra about the role of EI in organizational achievement and by rising by their EI (Coco, 2011).

II. RESEARCH PROBLEM

This study attentions on how and extent to which the emotional intelligence impact on transformational leadership of academic heads in state universities in Eastern province of Sri Lanka. Results of earlier researches exhibit that, emotional intelligence is an important forecaster of transformational leadership and it is positively correlated with this leadership style (Raina & Sharma, 2013). Higher education is a vital feature that assistances for the development of a country. State universities vary from other problematic social institutions in many ways. They have complex objectives, difficult work processes, academic freedom, autonomy as well as the unique arrangement of the university which assist the students who are both the products and customers of the system. Higher educational institutions fall addicted to a distinguishing class of organizations whose chief features are insecurity and battle (Jayakody & Gamage, 2015).

The state universities in Sri Lanka are facing amount of challenges today. These comprise lack of significance of many programs, problems in discovering employment from current programs, insufficient quality pledge mechanisms for the whole state university scheme (Wijewardana, 2010). Numerous negative events can be recognized relating to the university education in Sri Lanka during the recent years. For example, it is difficult to confirm the continuation of functions in some universities because of various issues. Quality of graduates and the significance of the degree programs are being questioned. Marketability of graduates, unemployment and long delaying time for graduation are often in argument in higher education forums. Public university system in

Sri Lanka should produce skilled, hardworking, and original graduates because Sri Lanka needs advanced and creative capability in order to improve the economic growth. According to that reason, universities are tried to improve themselves in academic agendas, research and innovation and academic dominance and they are trying to sustain in the competitive environment. Academic heads play a major role in the success universities' high-level performance. They are known to develop, reserve, and transmit knowledge. Academic heads are considered as an important part in the assessment of universities' success. Because they are the first line leaders of each and directly impact the quality of their sections. Academic heads want to manage the department finances, applying departmental rule and guidelines to duties such as curricular changes, conducting lectures appraisals, recruiting new lecturers and staff, keep proper records about lectures, staff and students, managing and overseeing scholarship and organizing over-all events such as faculty meetings and social actions (Jayakody & Gamage, 2015).

However, the academic heads are facing so many challenges such as, students' problems, staff issues, faculty dissatisfaction, financial problems, presidential challenges, curricular changes, legal problems, personal or social issues make difficulties to them to face the challenges. So, social pressures and stress may result in emotional disturbances (Nassar, Hassan & Akbar, 2014). If they don't have emotional intelligence skills they can't perform well, so to overcome the above obstacles and to achieve the above stated objectives in state universities, academic leaders play a vital part to direct and implement the processes towards improvement. The prime role of the academic head or leader is to provide strong academic leadership therefore, academic heads want to have high level of knowledge, skills, and abilities and transformational leadership skills to be successful. Emotional intelligence is significant to the academic heads to enhance their performance as well as transformational leadership skills. So, academic heads with emotional intelligence can deal with other individuals' emotion and influence on them positively (Nasser, Hassan & Akbar, 2014).

That's why this study targets to investigate the influence of emotional intelligence of academic heads on their transformational leadership style. Even this concept is important it has not been studied probably. And some researches have done under "the impact of emotional intelligence on transformational leadership", there are less researches have done under this topic among the university academic heads in Sri Lankan context. So, concentration was positioned on this topic and the research problem under the topic is as follows:

"Does emotional intelligence impact on transformational leadership of academic heads in state universities in Eastern province of Sri Lanka"?

RESEARCH QUESTIONS

The research questions formulated for this study:

1. What is the degree of emotional intelligence of academic heads in state universities in Eastern province of Sri Lanka?
2. What is the degree of transformational leadership of academic heads in state universities in Eastern province of Sri Lanka?
3. Whether there is any relationship between emotional intelligence and transformational leadership of academic heads in state universities in Eastern province of Sri Lanka?
4. Whether emotional intelligence impact on transformational leadership of academic heads in state universities in Eastern province of Sri Lanka?

III. OBJECTIVES OF STUDY

Specifically, this study is planned to achieve the following objectives:

1. To examine the degree of emotional intelligence of academic heads in state universities in Eastern province Sri Lanka.
2. To explore the degree of transformational leadership of academic heads in state universities in Eastern province Sri Lanka.
3. To find out the relationship between emotional intelligence and transformational leadership of academic heads in state universities in Eastern province Sri Lanka.
4. To determine whether the emotional intelligence impact on transformational leadership of academic heads in state universities in Eastern province Sri Lanka.

HYPOTHESES

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

1. H0: There is no significant relationship between emotional intelligence and transformational leadership of academic heads in state universities in Eastern province of Sri Lanka.
2. H1: There is a significant relationship between emotional intelligence and transformational leadership of academic heads in state universities in Eastern province of Sri Lanka.

IV. LITERATURE REVIEW

DEFINITIONS OF EMOTIONAL INTELLIGENCE

One of the first definitions of emotional intelligence was “the ability to monitor a person’s own and others; feelings and emotions, to differentiate among them, and to use the information to guide one’s pattern of thinking and acting” (Mayer & Salovey, 1990). Emotional intelligence is the capability to provide cause about emotions and of emotions to improve thinking. It comprises the capacities to exactly observe emotions, to contact and create emotions to improve thought, to understand emotions and emotional knowledge, and to reflectively adjust feelings to encourage emotional and intellectual growth (Mayer, Salovey & Caruso, 2004). Emotional intelligence has its comments, but the idea seems to be available, everyone can be conscious of and take the essential steps to enhance their own emotional capability. Successful people in different careers, grow emotional intelligence skills they have learnt instinctively and use subconsciously (Cliffe, 2018).

IMPORTANCE OF EMOTIONAL INTELLIGENCE

Bar-On (2006) reflects emotional intelligence is a significant aspect in the affluence of people’s ability to be successful in their life and recognizes that it is connected with spiritual well-being. Goleman explains the emotional intelligence is a kind of intelligence that involved understanding of one’s emotions and use of it to the fitting decision making in life. Emotional intelligence is considered important for a manager (Salehi, Mirzaee & Yazdani, 2017). According to Yao, Wang and Karen (2009), the people outdoor of the organization like customers and staffs, who have high level of emotional intelligence, can understandingly find out the desires of the customers, and resolve problems that the customers are facing. Emotional intelligence helps to enhance positive social operation by helping individuals to find others’ emotion statuses, approve others’ viewpoints, increase communication, and control behavior. Emotional Intelligence involved positively with self-perceived supportive relationships with parents and negatively involved with aggressive and conflictual relationships with close friends (Brackett, Rivers & Salovey, 2011). There is a link between EI and job satisfaction, life satisfaction, job performance and organizational citizenship behavior (Groves, McEnrue & Shen, 2008). Also found a strong positive link between emotional intelligence and job performance of academic heads (Sareena Umma & Dhivya, 2020). As well as emotional intelligence could be a vital evaluator of success in personal relationships and family functioning (Mayor & Salovey, 1997). High level of EI associates with better relationships in business setting as well. EI also forecasts the degree to which managers involve in actions that are devoted to the goals of the organization, according to the evaluations of their bosses (Cote & Miners, 2006).

GOLEMAN’S MODEL

Goleman thinks that emotionally intelligent people can study the competencies required for fruitful performance (Goleman, 2001). Following are the four key dimensions of Goleman’s competency model:

1. Self-Awareness

It is being attentive or alert of one’s own moods and having ability to manage those (Dulewicz & Higgs, 2004).

2. Self -Management

Self-management is considered as governing emotions and management of the situation. It relates beside the flexibility of patient the change and makes creativity, realization and understands the accountability of emotions (Chughtai & Lateef, 2015).

3. Social Awareness

According to Chughtai and Lateef (2015) social awareness knows public’s nature, vision, awareness and thoughts and responses softly. It also comprises customer needs and organizational policies.

4. Relationship Management

Relationship management is well-defined as developing sociable and charming relations among all followers of work. It begins from top management then originates down towards all the workers. (Chughtai & Lateef, 2015).

Additions to this model, researchers have added one more dimension with these four abilities in order to construct the conceptual framework for this study. Emotion regulation has been furthermore added with this model and totally five dimensions were used to the developed the model of this study.

5. Emotion Regulation

Emotion regulation is approximately understood as the capability to fruitfully change or moderate emotions. In other words, although emotions are founded on biology, individuals can impact how they practice and express their emotions to achieve their goals (Rick, Falconier & Wittenborn, 2017).

DEFINITIONS OF TRANSFORMATIONAL LEADERSHIP

Among the numerous leadership models, the transformational leadership model has been the most broadly studied over the last three decades (Judge & Piccolo, 2004). Transformational leadership can be well-defined as an adjustable and flexible leadership style that assembles persons to do beyond their individual interests in order to accomplish a mutual goal (Bass, 1985). Transformational leadership theory was presented by Burns (1978) and Bass (1985). It is an influential and effective leadership style to impact on the performance and behaviors of followers (Burns, 1978; Bass, 1985). It expresses a forceful vision, offers well-defined goals, provides support and encourages adheres to work. And it includes four leadership behaviors, such as individual consideration, inspirational motivation, intellectual stimulation and idealized influence (Bass, 1985; Bass and Avolio, 1990). Tichy and Devanna (1986) described TL as somewhat 'systematic, containing determined and planned search for alterations, organized analysis, and the capability to change properties from areas of smaller to excessive productivity to produce tactical transformation'.

IMPORTANCE OF TRANSFORMATIONAL LEADERSHIP

In this age of quickly fluctuating business environment, leadership is more vital than always. Leadership is essential for quickly finding new market chances and for emerging suitable capabilities within organizations (Krishnan, 2005). Among several leadership styles, we mainly focus on transformational leadership since it has been identified as a prime creativity-enhancing aspect in an organization (Kim, Park & Kim, 2019). Transformational leadership has, over the ages, acknowledged an ongoing interest from researchers because it has been connected to key conclusions such as follower satisfaction and motivation, leader efficiency, and organizational performance (Judge & Piccolo, 2004). Transformational leadership inspires followers to discussion thoughts and creates a task within organizations. A transformational leader boosts follower with high motivation and trust at work, which improves the personal significance of followers.

Followers are probable to involve with a leader when they rapid their moods of pride to others as associates (Chan & Mak, 2014). These transformational leaders change the employee's past, the employee's self-interests into the state of inspiration to dynamically follow an organizational vision. This effect is reached through intellectual stimulation, emotional application and inspiration from the leader and innovation goals seem exciting, , engaging, active and physical (Afser & Umrani, 2019). Transformational leaders contribute to enhancing employees' creative process engagement by scheming a conductive task environment and by delivering the essential independence and elasticity to engage in creative efforts. Transformational leadership identifies creativity as a process that leads creative outcomes (Mahmood, Uddin & Fan, 2018).

BASS MODEL OF TL

Bass (1985) organized transformational leadership into four dimensions. Such as:

1. Individualized consideration

Transformational leaders consider the individual worker and his or her desires rather than handling all followers similarly, and as having the similar needs (Avolio, Waldman & Yammarino, 1991).

2. Intellectual Stimulation

To aid in a transformational leadership role, a leader must be concerned with bringing explanations and behaviors for people to change the way they reason about human relation difficulties, technical difficulties and even their personal attitudes and ideals that have advanced over the individual's life duration. (Avolio et al., 1991).

3. Inspirational Motivation

Inspirational motivation was entrenched in the leader's individual charisma. Leaders give energy talks, rise hopefulness and enthusiasm, and communicate their dreams of achievable futures with facility and sureness. They offer idea which inspires the energy to achieve higher stages of performance and growth. (Bass & Avolio, 1990).

4. Idealized influence

This is sturdy among leaders who have a dream and intelligence of assignment, who expand admiration, trust, and self-confidence and who obtain strong individual identification from followers. Leaders who show idealized

influence have ability to gain the essential extra exertion from followers to reach ideal levels of performance and development (Bass & Avolio, 1990)

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND TRANSFORMATIONAL LEADERSHIP

Previous researchers have identified a strong association between emotional intelligence and transformational leadership. If the leaders can succeed in their own and others' emotions effectively they will have transformational leadership behaviors in order to influence on their followers positively. Sivanathan and Fekken (2002) made a research to increase the understanding on transformational leadership by measuring its relationship with emotional intelligence and leader effectiveness. The study exposed that follower' assessments about leaders' transformational behaviors were positively correlated with leaders' self-reports of emotional intelligence and leader effectiveness. Gardner and Stough, (2002) proved that there is a strong relationship between emotional intelligence and transformational leadership. Leaders who identified themselves as transformational testified that, they could find their own spirits and emotions and direct those to others; that they used emotional knowledge when problem solving; that they had capability to recognize the emotional states of others in the workroom; that they could control both positive and negative sentiments and feelings in themselves and others; and that they could efficiently manage their emotional situations. Sosik and Megerian (1997) propose that leaders having emotional intelligence are more likely to be transformational. They found that self-awareness, self-motivation, empathy and relationship management were definitely correlated with followers' assessments of transformational behavior for self-aware leaders.

Ying and Ting (2012) found that emotional intelligence is the foundation of operative transformational leadership. It has been confirmed through this study that there is a significant association between emotional intelligence and lecturers' satisfaction and spare exertion. Mandell and Pherwani (2003) designed a research to regulate the analytical relationship between emotional intelligence and transformational leadership style. A significant positive affiliation was found between emotional intelligence and transformational leadership style. Barbuto and Burbach (2006) presented the study verified the relations between emotional intelligence and transformational leadership. They originate numerous correlations that emphasize the role of emotional intelligence in leadership.

Kumar (2014) detected that TL has certain positive relationship with EI excepting few exemptions. As per several researches carried out in different surroundings expose that emotionally talented leaders at numerous stages of management are more effective in their workplace and they have ability to convert the people and work philosophy by their own personality traits and inspiring motivating authority. Harms and Crede (2010) tried with the purpose of evaluating dues that emotional intelligence is meaningfully related to transformational and other leadership activities. Outcomes (based on 62 autonomous samples) revealed a validity approximation of 0.59. The affiliation between emotional intelligence and transformational leadership was moderately strong correlation. Leban and Zulauf (2004) studied the link between emotional intelligence, transformational leadership, and performance and discovered several significant linkages between emotional intelligence abilities and transformational leadership style.

According to Naznin (2013) transformational leadership is positively connected with emotional intelligence. In other words, transformational leadership and emotional intelligence move composed. More exactly, a transformational leader should have emotional intelligence in order to get individual as well as organizational success. Aslam (2014) showed a study intended to examine the relationship between emotional intelligence and transformational leadership in the sports managers of Alborz province, Iran. The study method was correlational. The results showed considerable positive correlations, both simple and multiple, between emotional intelligence and transformational leadership in the sports managers in Alborz province. Modassir and Singh (2008) argued that to be actually transformational leadership abilities must be stranded in high levels of Emotional Intelligence. The six well-known components of TL (attitude, behavior, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) have been put together with pointers of EI to establish that when led by a transformational leader, the members of an organization certainly display Organizational citizenship behavior.

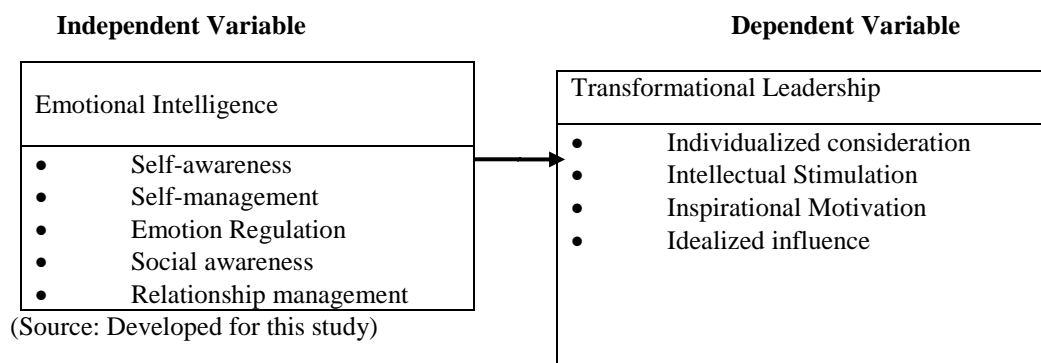
Babelan and Rajabi (2009) directed a study to inspect simple and multiple relations between leadership styles and emotional intelligence element in the Heads of Departments University of Mohaghegh Ardabili. Results were create that a positive relationship exists between transformational leadership and emotional intelligence at ($p < 0.05$) level and has a negative relationship between transactional leadership and emotional intelligence ($p < 0.01$). Zafra, Retamero and Martos (2012) conducted a study that donates to study on emotional intelligence, transformational leadership and gender categorizes in several ways. This study is the first that strains the

relations among the three concepts. Second, emotional clearness and emotional reparation are highly connected to transformational leadership, and this research showed that individuals’ female characteristics, emotional clarity, and emotional repair forecast the degree to which they are transformational leaders. Ganjre (2018) made a study explored the relationships between motivation, empathy and social skills (emotional intelligence interpersonal factors) and transformational leadership in organizations giving importance on manager-subordinate communication on a team basis, study contends that supervisors’ emotional intelligence instruments such as motivation, empathy and social skills are positively correlated with transformational leadership increasing team efficiency with subordinate.

V. METHODOLOGY

Conceptual framework

Figure 1: Conceptual framework of the study



OPERATIONALIZATION

Table I shows the operationalization, it demonstrates exactly that how the concepts involved in this study are measured. Concerning EI, researchers used the EI framework of Goleman (2001) and defined a new framework by adding “Emotion regulation” as one more dimension to this model. Because, most of the researchers have used this model in their studies of emotional intelligence related with transformational leadership. Due to this gap, the researchers refined the existing Goleman’s model. In Goleman’s model, 20 emotional competencies are included under 4 clusters of general EI abilities. Based on the Rick, Falconier and Wittenborn (2017), emotion regulation taken as an additional cluster which includes 5 competencies, so, totally researchers used 5 clusters as dimensions and 25 competencies as indicators to measure 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
			Accurate self-assessment		Q2
			Self-confidence		Q3
		Self -Management	Self-control		Q4
			Trustworthiness		Q5
			Conscientiousness		Q6
			Adaptability		Q7
			Achievement drive		Q8
			Initiative		Q9
		Emotion regulation	Acceptance		Q10
			Goals		Q11
			Impulse		Q12
			Strategies		Q13
			Clarity		Q14
		Social Awareness	Empathy		Q15
			Service orientation		Q16
			Organizational awareness		Q17
			Developing others		Q18

		Relationship Management	Influence		Q19
			Communication		Q20
			Conflict management		Q21
			Leadership		Q22
			Change catalyst		Q23
			Building bonds		Q24
			Teamwork and collaboration		Q25

Variables		Dimensions	Indicators	Measurements	
Dependent variable	Transformational Leadership	Individualized consideration	Personal attention	5-point Likert scale	Q26
			Individual treat		Q27
			Coaching		Q28
			Advising		Q29
			Availability		Q30
		Intellectual Stimulation	Promotes intelligence		Q31
			Improve Rationality		Q32
			Creative Problem solving		Q33
			Bottom-up influence		Q34
		Inspirational Motivation	Inspiration		Q35
			Motivation		Q36
			Communicative		Q37
			Define goals		Q38
			Build strong teams		Q39
		Idealized influence	Proactive		Q40
			Being charismatic		Q41
			Intelligence of mission		Q42
			Role model		Q43
			Follower acceptance		Q44
					Morality

(Source: Developed for this study)

To measure the indicators of emotional intelligence, question number 01, 02, 11,14,15 & 18 were taken and modified according to the nature and characteristics of the job of respondents (Academic heads of the university) from Mehta and Singh (2013). Remaining questions were developed by the researchers considering the study background. Regarding transformational leadership researchers used the Bass (1985) model which includes four dimensions. The researcher identified 20 indicators to this model by using the studies of Avolio et al. (1991) and Bass (1985). Avolio et al. (1991) explained about the competencies or indicators of transformational leadership framework. His descriptions were turned into questionnaire statements with some adjustments made by the researchers to measure the indicators of transformational leadership style of respondents. And question number 28, 29 and 33 were developed by researchers, considering the study background.

POPULATION AND SAMPLE

The study aims all the academic heads employed in government universities situated in Eastern province of Sri Lanka as the population of the study. Deans of the faculties, heads of the departments, directors and coordinators of the centers or units and librarians are considered as the academic heads in this study. There are two state universities located in Eastern province of Sri Lanka: South Eastern University of Sri Lanka (SEUSL) and Eastern University of Sri Lanka (including EUSL, Trincomalee campus and Swami Vipulananda Institute of Aesthetic Studies). Population contains 117 Employees. Researchers selected to study the entire population

because the population size is relatively small. Thus, the study used the total population sampling method in which entire population is considered as sample and studied.

METHOD OF DATA COLLECTION AND DATA ANALYSIS

Study instrument was self- administered questionnaire (primary data collection) which was established by researcher based on the literature review (Adopted questionnaire). Data gathering was done through the field study. Moreover, due to some inopportune, questionnaire was disseminated and collected from the respondents through post and e-mail.

The investigation of primary data carried out by using Statistical Package for the Social Science (SPSS) 20.0. To confirm the quality of the instrument the reliability and validity analysis were done. George and Mallery (2003), indicated decision characteristics for data consistency as tabulated in Table 2. Factor analysis is done using primary components analysis with Varimax rotation method in order to regulate construct validity of the measure. Kaiser Meyer-Olkin (KMO) test and Bartlett’s examination of sphericity is used to check the sample suitability of using factor examination.

Table 2: Decision Aspects for data reliability analysis

Range	Decision Attributes
$CAC \geq 0.9$	Excellent
$0.8 \leq CAC < 0.9$	Good
$0.7 \leq CAC < 0.8$	Acceptable
$0.6 \leq CAC < 0.7$	Questionable
$0.5 \leq CAC < 0.6$	Poor
$CAC < 0.5$	Unacceptable

(Source: George & Mallery, 2003)

Table 3: Decision Regulation 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: Developed for the study)

Pearson correlation is used to quantify the linear connection between EI on TL. Table 3 shows the correlation analysis value developed by the researchers for this research. Simple regression analysis was used to identify the impact of EI on TL. Decision attribute for hypothesis test is to accept H1 if the p value is less than 0.05 ($p < 0.05$).

VI. RESULTS AND DISCUSSION

The study aimed a sample size (population) of 117 respondents who were anticipated to partake in the study from which 98 respondents filled in and returned the questionnaires. Among these, 2 questionnaires had to be rejected due to numerous incomplete data entries/ missing values. Therefore, the sample comprising of a total of 96 respondents was used for study giving a response rate of 82.05%. This response rate was acceptable to make the conclusions. According to Mugenda and Mugenda (2003), a reply rate of 50% is satisfactory, 60% rate is good and 70% of rate and over is excellent for analysis and reporting. Based on the assertion, the study recorded an outstanding response rate. The response rate of each university, in which SEUSL ensured 85.36% of response rate and EUSL, ensured 80.26%.

RELIABILITY OF THE INSTRUMENT

Based on the decision attributes of reliability analysis (Table 2) developed by George and Mallery (2003), when the CAC value is above 0.70 is considered as acceptable and above 0.80 is considered as good. It indicates the

alpha values of variables included in this study are quite high. So, this instrument seems to be a fairly reliable measure of assessing the impact of emotional intelligence on transformational leadership.

Table 4 Reliability Analysis

Variables	No.of scale items	Cronbach's Alpha value
Emotional Intelligence	25	0.815
Transformational leadership	20	0.854

(Source: Survey data)

VALIDITY OF THE SCALE

The validity of the instrument used in the research to evaluate emotional intelligence and transformational leadership is assessed by using content validity and construct validity.

Content validity: Content validity is the extent to which an valuation instrument is pertinent to, and typical of, the targeted constructs it is planned to measure (Rusticus, 2014). For this study, the content validity of the anticipated tool measuring emotional intelligence is satisfactory enough because the instrument has been carefully constructed based on the designed model of Goleman (2001) which is widely accepted model of emotional intelligence and Rick, Falconie and Wittenborn (2017) to add one more dimension (Emotion regulation) to the Goleman model. All the dimensions and indicators of this new model were covered, and descriptions of each indicator were adapted to develop the scale of EI for this study. The content validity of the tool measuring transformational leadership was ensured as the dimensions, indicators were identified from the widely using study of Bass and Avolio (1990). As operationalization of the research variables determined based on a strong literature, it evidences the high content validity of scales of the study.

Construct Validity: Construct validity mentions to extent to which the measurements used, often questionnaires, truly test the hypothesis or theory they are calculating (Ginty, 2013). For this purpose, each measurement scale was measured by analyzing its convergent and discriminant validity. Convergent validity of the constructs was measured by using a factor analysis.

Factor analysis

To determine whether all the scales used in this study have construct validity, factor analysis was done on both two theories of this study. Before continuing for the factor analysis, suitability of factor analysis needs to be evaluated. Two tests were done to confirm that the statistics is appropriate for factor analysis: the Kaiser-Meyer-Olkin (KMO) measure for sampling adequacy and the Bartlett's test of sphericity (Pallant, 2007). Minimum KMO value of 0.5 is satisfactory for running factor analysis. KMO is lesser than 0.5 is not appropriate and factor analysis. The golden instruction is that if the values ensuing from the KMO test are between 0.5 to 1.0 the factor analysis is definitely considered to be suitable for the study (Williams, Onsmann & Brown, 2010). Field (2005) says that there is universal contract that factor analysis is unsuitable when sample size is under 50. The realized sample size (96) of this study is above to the cutoff value.

Study findings stated the KMO value of EI and TL are 0.714 and 0.790 respectively that are above the limit of 0.5 and the recorded chi-square values ensuing from the use of Bartlett's test of sphericity of emotional intelligence and transformational leadership are 570.674 (df =300) and 520.253 (df = 190) respectively at the significance level of p<0.000. This data is displayed Table 5.

Table 5 : KMO and Bartlett's Test

Variables	KMO	Bartlett's Test of Sphericity		
		Approx. Chi-Square	df	Sig.
Emotional Intelligence	0.714	570.674	300	0.000
Transformational Leadership	0.790	520.253	190	0.000

(Source: Survey Data)

To emotional intelligence and transformational leadership 25 and 20 items were subjected respectively to the factor investigation by using Principal Component Analysis with varimax rotation. Varimax rotation was preferred since it reduces the correlation across the factors while enlarging within the factors. This exertion aided to produce clear and certain factors. The results reveal that extraction communalities of each statement

higher than 0.5 due to the cut off value 0.5 (Field, 2000). The extraction communalities of the items of emotional intelligence and transformational leadership ranged from 0.527 to 0.736 and 0.506 to 0.820 respectively. The factor loadings value of the items of emotional intelligence ranged from 0.414 to 0.764 and transformational leadership ranged from 0.411 to 0.818. The factor loading value also reached the acceptable value which is favored to be higher than 0.4 according to the rule of Thumb.

The cut-off criterion was that the eigenvalue of the factor should be more than or equal to 1.0 and the cumulative proportion of variance explained is more than 60% (Hair, Black, Babin & Anderson, 2014). Therefore, based on these two criteria, with regard to emotional intelligence, 8 factor solutions accounted for 61.204 percent of the variance. Total variance described (61%) by these 8 components surpasses the threshold usually used in social sciences to create gratification with the solution depending on Eigen values. Eigen value denotes the total variance explained by each factor. In other words, 8 factors cooperating 25 items of emotional intelligence, all having Eigen values of unity and beyond were obtained and with regard to transformational leadership 7 factors accounted for 64.816 percent of the variance. Total variance described (65 %) by these 7 components surpasses the threshold depending on Eigen values, as the standard practice normally used is which all the 7 factors with an Eigen value of one or more were obtained.

DESCRIPTIVE STATISTICS

Descriptive statistics of EI: The mean value of overall emotional intelligence is 4.4746; this indicate a high level of emotional intelligence among the respondents .The standard deviation is 0.25475, denotes that there was a low variation in the levels of emotional intelligence among the respondents . Even, dimensions of emotional intelligence didn’t have big difference between them, self-awareness, self-management and relationship management competencies were high among the respondents as these dimensions generated a mean value of 4.5208, 4.5000 and 4.5130 respectively. Compared to these three dimensions, respondents’ emotion regulation and social awareness were slightly less, generated a mean value of 4.3688 and 4.4514 respectively.

Descriptive statistics of TL: The mean value overall transformational leadership is 4.4745; this specifies a great degree of transformational leadership among the respondents. The standard deviation is 0.30305, denoted that there was a small variation in the levels of transformational leadership amongst the respondents. Even though there is not a big variance between the mean values of transformational leadership dimensions, Individualized consideration was high among the respondents as these dimensions scored mean value of 4.4917.The Standard deviations is 0.32692 denoted low variations in the level of Individualized consideration amongst the respondents. Inspirational Motivation perceived as the second greatest significant domain of the transformational leadership among the respondents. Compared to these two dimensions, Intellectual Stimulation and Idealized influence of respondents was slightly less, generated a mean value of 4.4714 and 4.4521 respectively.

Skewness and kurtosis:

Two tests to determine the symmetric nature and peak or horizontalness of the data set were done by consuming the shape descriptors: skewness and kurtosis. The skewness amounts for measurement items range must be in the suggested range of -1 to +1, Skewness values falling outside this range specify a significantly skewed distribution (Hair, Black, Babin, Anderson & Tatham, 2006). Kurtosis ranges are well within the suggested edge of -2.0 to +2.0 (Coakes & Steed, 2003). The calculated skewness values for EI and TL are -0.724 and -0.501 respectively. Kurtosis values are 0.714 and -0.438 respectively.

CORRELATIONS ANALYSIS

For the purpose of determining the association between emotional intelligence and transformational leadership, correlation analysis was done. Table 6 displays the outcome. Correlation coefficient between the two variables is 0.717 which displays that there is a solid positive relationship between emotional intelligence and transformational leadership, followed by the significance level 0.000.

Table 6 : Correlations between EI and TL

Variables	Transformational Leadership	
	Emotional Intelligence	Pearson Correlation
Sig. (2-tailed)		0.000
N		96

** . Correlation is significant at the 0.01 level (2-tailed)
(Source: Survey data)

SIMPLE REGRESSION ANALYSIS

Simple linear regression computes the connection between two variables by providing an equation for a straight line of the form $Y = a + b(x)$ that practices the independent variable (x) to forecast the dependent variable (y). In terms of the model summary table, Square and adjusted R square discovered the values as 0.514 and 0.509 respectively. The core information from the table above is the adjusted R^2 value of 0.509. This demonstrates that closely 51% of the variation in transformational leadership can be explained by the model containing emotional intelligence. This is quite great so calculations from the regression equation are fairly consistent. It also means that 49 % of the variation is still unsolved thus adding other independent variables might recover the fit of the model.

Table 7: Model Summary of Simple Linear Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.717 ^a	.514	.509	.21245

a. Predictors: (Constant), Emotional Intelligence
(Source: Survey data)

Table 4.22: ANOVA

Model		Sum of squares	df	Mean square	F	sig.
1	Regression	4.482	1	4.482	99.302	0.000 ^b
	Residual	4.243	94	0.045		
	Total	8.725	95			

a. Dependent Variable: Transformational Leadership
b. Predictors: (Constant), Emotional Intelligence
(Source: Survey data)

Based on the statistics of ANOVA tabularized in Table 4.22, value of sum of squares (SS) regression is 4.482 which refers to sum of squares clarified by the regression equation, followed by SS residual is 4.243 refers to the variability in dependent variable (transformational leadership) which is left unexplained by the regression equation of the study and SS total is 8.725 respectively with 1, 94 and 95 degrees of freedom. Values of MS regression and MS residual are 4.482 and 0.045 respectively. By separating the MS regression by the MS residual, the F value is gained. The F statistics is 99.302 which is also significant. Here as F is significant (p value= 0.000 < 0.05), it can be decided that there is a linear relationship between the emotional intelligence and the transformational leadership, and that the regression equation permits to forecast the transformational leadership (dependent variable) at great level. The coefficient Table 9, that includes the coefficients for the regression equation and tests of significance. In other words, 'B' column in coefficient table delivers the values of the incline and intercept terms for the regression line.

Table 9: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.659	0.383	0.717	1.719	0.089
	Emotional Intelligence	0.853	0.086		9.965	0.000

a. Dependent Variable: Transformational Leadership
(Source: Survey data)

According to the above table, unstandardized beta values for constant and emotional intelligence are 0.659 and 0.853 respectively. The unstandardized regression coefficients of emotional intelligence in the regression model show the strength / extent of influence of emotional intelligence on transformational leadership of academic heads. A linear regression equation between an independent and dependent variable is molded as follows.

$TL = a + b (EI)$

When,

TL= Transformational Leadership

EI= Emotional Intelligence

The resulting regression equation is: **TL = 0.659+ 0.853 (EI)**

The above equation specifies that if emotional intelligence changes by one unit, the TL will change by 0.853 units. It also demonstrates the direction of the relationship. The coefficient is positive, that indicates direct positive impact of EI on TL of academic heads. The t-value against EI regression coefficient in the model is reported to evaluate whether the EI is an important predictor of the TL.

The substitute hypothesis framed for the study was that there is an important relationship between emotional intelligence and transformational leadership of academic heads in national universities in Eastern Province Sri Lanka. The related null hypothesis is specified that there is no relationship between emotional intelligence and transformational leadership. The suitable statistical test Pearson Correlation level, coefficient was done to test alternative hypothesis. Wanted significant level was 0.05. Correlation coefficient (r) is strong positive that is 0.717 at 0.01 significant level. It shows that there is an important positive relationship between EI and TL. As the significant value (0.000) is very smaller than the preferred level of Significance (0.05), the found correlation coefficient (0.717) is statistically significant. Further regression model (Table 9) shows that one-unit rise in emotional intelligence will increase the transformational leadership by 0.853 unit with 0.000 significance. Therefore, alternative hypothesis is supported whereas null hypothesis is not supported with reasoning through the data that were collected and analyzed. Therefore, there is statistical evidence to claim that there is a significant association between EI and TL.

VII. CONCLUSION

Lecturers teach the higher education students and monitor their students' progresses, training them if needed. In higher education context, their part is very complicated than the other professions. They are the people who have the responsibility to supply very good human beings to the professional world with proper knowledge skills and attitudes. Their part is not only stopped within this area but also the actual success of the organization also highly depends on them. Role of academic heads of high education combine the work of both teaching and administrating as they involve lecturing and leadership of their particular faculty, department, center and unit. Therefore, their transformational leadership is considered as an important think to the institutions as well as to the overall society. Though, there is less study that targeted at examining the transformational leadership of academic heads in advanced teaching institutions, particularly in Sri Lanka framework.

The conclusions of the study determined that there is a significant and strong positive relationship ($r= 0.717$) between emotional intelligence and transformational leadership of academic heads in state universities in Eastern province of Sri Lanka. The outcomes exposed that around 51% of alteration in transformational leadership is described by emotional intelligence (adjusted R Square = 0.509). And their emotional intelligence has significant and straight impact ($b = 0.853$) on their transformational leadership that means higher level of emotional intelligence of academic heads central to higher level of transformational leadership. The results display that academic heads with advanced level of emotional intelligence are representing higher level of transformational leadership.

Findings of the study are in line with those of related studies highlighted the significance of emotional intelligence in transformational leadership across a multiplicity of settings. Mandell and Pherwani (2003) found that EI was meaningfully related to TL of male and female managers while Aslam (2014) directed a study and intended to analyze the connection between EI and TL. The results showed considerable positive connection between EI and TL among the sports managers. Hunitie (2016) identified the relationship between EI and TL leadership in public schools in Amman, Jordan. The study assumed a significant and positive result of EI on all the components of TL. Findings of similar sector to the current study were also acquired by Babelan and Rajabi (2009) found the relations between leadership styles and emotional intelligence element in the Heads of Departments University of Mohagheh Ardabili. Results were found that a positive relationship exists between emotional intelligence and transformational leadership. Ying and Ting (2012) originated that emotional intelligence of Lecturers is considered as the basis for their effective transformational leadership and there is a positive relationship between EI and TL.

VIII. LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

This study has some limitations which in turn provide some suggestions that need to be talked in future researches

- This study used a comparatively lesser sample size of 117 academic heads, and the choice of the sample was total population sampling. Due to the lack of time only the state universities in Eastern province were involved in this study. So future researchers can reproduce this study with a large number of sample size by concerning other provinces of Sri Lanka.
- Sample was drawn from state universities and did not focus on private universities. So, it limits the applicability of the findings to other cultural settings. So, future researchers can focus on both state as well as private universities to improve the generalizability of the findings.
- Study only focused on high education sector. Consequently, future researches can focus on other education sector regarding leadership related sample such as Principles or can aim on other numerous sectors in Sri Lanka to evaluate the impact of Emotional Intelligence on transformational leadership.
- Emotional intelligence and transformational leadership were measured by using self-administered questionnaire. Because of that respondents rated themselves. But, the leadership can be evaluated by the followers with high level of accuracy
- The sample of this study (academic heads) is comparatively busy scheduled people. So that data collection can constrain more time.

IX. RECOMMENDATIONS

According to the results of the study, subsequent commendations can be made to the corresponding universities and relevant parties.

- Academic heads training programs must reflect comprising a study of emotional intelligence and training on how certain skills and tactics can improve the leader's capabilities and skills in the day-to-day relations with all subordinates.
- Academic heads should be considered with the incorporation of emotional intelligence ability and transformational leadership training and building as a constant component of leadership professional development
- University administration can award the positive leadership behaviors from the academic heads that make significant contributions, such as high-level performance can be expected from the leaders to attain the organizational objectives
- Responsiveness about emotional intelligence and its significance in attaining the leadership goals must be recognized among the academic heads. For this intention the university administration can develop some awareness programs.
- One of the major commendations to the government is they should take emotional intelligence into their account while performing human supply activities such as recruitment, selection, training and development, promotion etc.
- University administration can announce some emotional intelligence grounded soft skill conferences on recognize, use and standardize emotions to their specialized development plans.
- Another valuable suggestion to the government is, they can include the emotional intelligence and leadership quality skills in the study programs for the higher education students that can improve emotional intelligence skill among them and they can gain good leadership abilities or competencies which can help to their future success.
- As understanding the prominence of emotional intelligence in transformational leadership, academic heads and other parties of the universities can take responsibility of their own exertion to study emotional intelligence and frequently practicing on it.

X. REFERENCE

- [1] Afsar, B., & Umrani, W. A. (2019). Transformational leadership and innovative work behavior. *European Journal of Innovation Management*. doi:10.1108/EJIM-12-2018-0257
- [2] Aslam, S. (2014). The relationship between emotional intelligence and transformational leadership in sports managers. *European Journal of Experimental Biology*, 4(3), 352-356.

- [3] Avolio, B. J., Waldman, D. A., & Yammarino, F. J. (1991). Leading in the 1990s: The Four I's of Transformational. *Journal of European Industrial Training*, 15(4), 9-16.
- [4] Avolio, B. J., Waldman, D. A., & Yammarino, F. J. (1991). Leading in the 1990s: The Four I's of Transformational. *Journal of European Industrial Training*, 15(4), 9-16.
- [5] Babelan, A. Z., & Rajabi, S. (2009). A Study of Relationship Between Emotional Intelligence with Leadership Styles in The Head of Departments at University of Mohaghegh Ardabili. *Journal of Applied Sciences*, 9(20), 3682-3690.
- [6] Barbuto, J. E., & Burbach, M. E. (2006). The Emotional Intelligence of Transformational Leaders: A Field Study of Elected Officials. *The Journal of Social Psychology*, 146(1), 51-64.
- [7] Barling, J., Weber, T., & Kelloway, E. K. (1996). Effects of Transformational Leadership Training on Attitudinal and Financial Outcomes: A Field Experiment. 81(6), 827-832
- [8] Bar-On, R. (2006). The Bar-On Model of Emotional-Social Intelligence (ESI). R. Bar-On – The Bar-On Model of Emotional-Social, 18, 13-25
- [9] Bass, B. M. (1985). *Leadership and performance beyond expectations*. Free Press, New York, NY
- [10] Bass, B. M., & Avolio, B. J. (1990). Developing Transformational Leadership: 1992 and Beyond. *Journal of European Industrial Training*, 14(5), 21-27
- [11] Bass, B. M., & Avolio, B. J. (1990). Developing Transformational Leadership: 1992 and Beyond. *Journal of European Industrial Training*, 14(5), 21-27.
- [12] Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. *Social and Personality Psychology Compass*, 5(1), 88–103.
- [13] Burns, J. M. (1978). *Leadership*, Harper & Row, New York.
- [14] Chan, S. C., & Mak, W. M. (2014). Transformational leadership, pride in being a follower of the leader and organizational commitment. *Leadership & Organization Development Journal*, 35(8), 674 -690
- [15] Chughtai, M. W., & Lateef, K. (2015). Role of Emotional Intelligence on Employees Performance in Customer Services: A Case Study of Telecom Sector of Pakistan. *International Journal of Advance Research in Computer Science and Management Studies*, 3(2), 101-108.
- [16] Cliffe, J. (2018). Emotional intelligence testing for headteachers: globalization or lost in translation. *Journal of Professional Capital and Community*, 3(3), 223-240
- [17] Coco, C. M. (2011). Emotional Intelligence in higher education: Strategic implication for academic leaders. *Journal of Higher Education Theory and Practice*, 11(2), 112-117
- [18] Cote, S., & Miners, C. T. (2006). Emotional Intelligence, Cognitive Intelligence, and Job Performance. *Administrative Science Quarterly*, 51, 1-28
- [19] Dulewicz, V., & Higgs, M. (2004). Can Emotional Intelligence be developed? *The International Journal of Human Resource Management*, 15(1), 95-111.
- [20] Field, A. (2000). *Discovering statistics using SPSS for windows: advance technique for the beginner*. Great Britain: Sage Publication.
- [21] Field, A. (2005). Reliability analysis. In: Field, A., Ed., *Discovering Statistics Using spss*. 2nd Edition, Sage, London, Chapter 15.
- [22] Ganjre, K. A. (2018). Relationship between Emotional Intelligence and Transformational Leadership of Managers. *DGMC International Journal of Media, Communication & Management*, 1(1), 1-12.
- [23] Gardner, L., & Stough, C. (2002). Examining The Relationship Between Leadership and Emotional Intelligence in Senior Level Managers. *Leadership & Organization Development Journal*, 23(2), 68-78.
- [24] George, D., & Mallery, P. (2003). Reliability Analysis. *SPSS for Windows, step by step: a simple guide & reference*. 14, 222-232.
- [25] Ginty, A. T. (2013). Ginty, A. T. (2013). Construct Validity. *Encyclopedia of Behavioral Medicine*
- [26] Goleman , D. (2001). The emotionally intelligent workplace: How to select for, measure and improve emotional intelligence in individuals, groups and organizations: An EI based theory of performance. 27-45.
- [27] Goleman , D. (2001). The emotionally intelligent workplace: How to select for, measure and improve emotional intelligence in individuals, groups and organizations: An EI based theory of performance. 27-45.
- [28] Gomez, L. (2014). The Importance of University Social Responsibility in Hispanic America: A Responsible Trend in Developing Countries. 8, 241-268. doi:10.1108/S2043-905920140000008013
- [29] Groves, K. S., McEnrue, M. P., & Shen, W. (2008). Developing and measuring the emotional intelligence of leaders. *Journal of Management Development*, 27(2), 225-250
- [30] Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2014). *Multivariate data analysis: Seventh edition*. Pearson New International Edition.
- [31] Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis*. 6th Ed. Pearson Education, Upper Saddle River, NJ.

- [32] Harms, P. D., & Crede, M. (2010). Emotional Intelligence and Transformational and Transactional Leadership: A Meta-Analysis. *Leadership Institute Faculty Publications*, 17(1), 5-17.
- [33] Hunitie, M. (2016). Emotional Intelligence and Transformational Leadership Style Empirical Research on Public Schools in Jordan. *International Business Research*, 9(9).
- [34] Ireland, V. (2008). Leadership: The role of transformational leadership and emotional intelligence, *Australian Journal of Civil Engineering*. 5(1), 7-18
- [35] Jayakody, T., & Gamage, P. (2015). Impact of the Emotional Intelligence on the Transformational Leadership Style and Leadership Effectiveness: vEvidence from Sri Lankan National Universities. 4(1), 1-11
- [36] Judge, T. A., & Piccolo, R. F. (2004). Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity. *Journal of Applied Psychology*, 89(5), 755-768. doi:10.1037/0021-9010.89.5.755
- [37] Kim, B. J., Park, S., & Kim, T. H. (2019). The effect of transformational leadership on team creativity: sequential mediating effect of employee's psychological safety and creativity. *Asian Journal of Technology Innovation*, 27(1), 90-107. doi:10.1080/19761597.2019.1587304
- [38] Krishnan, V. R. (2005). Transformational leadership and outcomes: role of relationship duration. *Leadership & Organization Development Journal*, 26(6), 442 - 457.
- [39] Kumar, S., 2014. Establishing linkages between emotional intelligence and transformational leadership. *Ind Psychiatry J*, Volume 23, pp. 1-3.
- [40] Leban, W., & Zulauf, C. (2004). Linking emotional intelligence abilities and transformational leadership styles. *Leadership & Organization Development Journal*, 25(7), 554 - 564.
- [41] Li, Z., Gupta, B., Loon, M., & Casimir, G. (2016). Combinative aspects of leadership style and emotional intelligence. *Leadership & Organization Development Journal*, 37(1), 1-39
- [42] Mahmood, M., Uddin, M. A., & Fan, L. (2018). The influence of transformational leadership on employees' creative process engagement: A multi-level analysis. *Management Decision*. doi:10.1108/MD-07-2017-0707
- [43] Mandell, B., & Pherwani, S. (2003). Relationship Between Emotional Intelligence and Transformational Leadership Style: A Gender Comparison. *Journal of Business and Psychology*, 17(3), 387-404.
- [44] Mayer, J. D., & Salovey, P. (1990). Emotional Intelligence. *Imagination, cognition and Personality*, 185-211
- [45] Mayer, J. D., & Salovey, P. (1997). *Emotional Development and Emotional Intelligence: Educational implication*, New York, NY. 3-34
- [46] Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings and implications. *Psychological Inquiry*, 15(3), 197-215.
- [47] Modassir, A., & Singh, T. (2008). Relationship of Emotional Intelligence with Transformational Leadership and Organizational Citizenship Behavior. *International Journal of Leadership Studies*, 4(1), 3-21.
- [48] Morrill, R. J. (2007). *strategic Leadership: Integrating Strategy and Leadership in Colleges and Universities*. Westport, CT: American Council on Education and Praeger Publishers.
- [49] Mugenda, O., & Mugenda, A. (2003). *Research Methods: Quantitative & Qualitative approaches*. Nairobi. Africa Center for Technology Study
- [50] Nasser, R., Hassan , G., & Akbar, J. (2014). Relationship between the faculty members' emotional intelligence and educational performance at Urmia University. *European Journal of Experimental Biology*, 4(1), 95-103
- [51] Naznin, H. (2013). Correlation between Emotional Intelligence and Transformational Leadership Behaviour. *IOSR Journal of Business and Management*, 13(2), 64-67.
- [52] Nusair, N., Ababneh, R., & Bae, Y. K. (2012). The impact of transformational leadership style on innovation as perceived by public employees in Jordan. *International Journal of Commerce and Management*, 22(3), 181-201.
- [53] Pallant, J. (2007). *SPSS survival manual, a step by step guide to data analysis using SPSS for windows (3rd Ed.)*. Maidenhead: Open university press.
- [54] Palmer, B., Walls, M., Burgess, Z., & Stough, C. (2001). Emotional Intelligence and Effective Leadership. *Leadership & Organization Development Journal*, 22(1), 5-10
- [55] Raina , A. K., & Sharma, N. K. (2013). The Relationship among Emotional Intelligence, Transformational Leadership and Effectiveness: An Empirical Assessment of Entrepreneurs in Rajasthan. *European Journal of Business and Management*, 5(6), 59-68.
- [56] Rick, J. L., Falconier, M. K., & Wittenborn, A. K. (2017). Emotion regulation dimensions and relationship satisfaction in clinical couples. 1-14. doi:10.1111/perc.12213
- [57] Rusticus, S. (2014). Content Validity. *Encyclopedia of Quality of Life and Well-Being Research*. doi:doi:10.1007/978-94-007-0753-5_553

- [58] Salehi, M., Mirzaee, M. A., & Yazdani, M. (2017). Spiritual and emotional intelligences, financial performance, tax avoidance and corporate disclosure quality in Iran. *International Journal of Law and Management*, 59(2), 237-256.
- [59] Sareena Umma, M.A.G. & Dhivya, V. (2020) Impact of Emotional Intelligence on Job Performance of Academic Heads with Special Reference to State Universities in Eastern Province of Sri Lanka, *Journal of TEST Engineering and Management*, Volume 82 Page Number: 13173 - 13194 Publication Issue: January-February 2020.
- [60] Sivanathan, N., & Fekken, G. C. (2002). Emotional intelligence, moral reasoning and transformational leadership. *Leadership & Organization Development Journal*, 23(4), 198-204.
- [61] Sosik, J. J., & Megerian, L. E. (1999). Understanding Leader Emotional Intelligence and Performance: The Role Of Self-Other Agreement On Transformational Leadership Perceptions. *Group & Organization Management*, 24(3), 367-390
- [62] Tichy, N., & Devanna, M. (1986). *Transformational Leader*, New York: John Wiley and Sons, Inc.
- [63] Wijewardana, W. (2010). Private universities: Quality assurance a must. *Sunday Times*, 26.
- [64] Williams, B., Onsmann, A., & Brown, T. (2010). Australian paramedic graduate attributes: a pilot study using exploratory factor analysis. *Emergency Medicine Journal*, 27, 794-799.
- [65] Yao, Y. H., Wang, R. T., & Karen, Y. W. (2009). The Influence of Emotional Intelligence on Job Performance: Moderating Effects of Leadership. 1155-1160.
- [66] Ying, C. Y., & Tzu Ting, S. K. (2012). Emotional Intelligence and Transformational Leadership Outcomes: Insights from a Malaysian Perspective. *World Journal of Social Sciences*, 2(2), 151-160
- [67] Zafra, E. L., Retamero, R. G., & Martos, M. P. (2012). The Relationship Between Transformational Leadership and Emotional Intelligence From a Gendered Approach. *The Psychological Record*, 62, 97-1