

IMPACT OF THE EMOTIONAL INTELLIGENCE ON THE TRANSFORMATIONAL LEADERSHIP STYLE AND LEADERSHIP EFFECTIVENESS: EVIDENCE FROM SRI LANKAN NATIONAL UNIVERSITIES

Thushari Jayakody*, Prasadini Gamage**

**Assistant Registrar, National Institute of Business Management, Sri Lanka.*

E-mail: thusharijayakody@gmail.com

***Senior Lecturer, Department of Human Resource Management, University of Kelaniya, Kelaniya, Sri Lanka. E-mail: prasadinigamage@yahoo.com*

Abstract *The purpose of the study was to examine the relationship between emotional intelligence and transformational leadership style and leadership effectiveness among academic heads in national universities in Sri Lanka. The Multifactor Leadership Questionnaire (MLQ form5x) developed by Bass & Avolio (1992) examined the transformational leadership style of academic heads as perceived by academic subordinates. Emotional Competence Inventory 2.0 (Sala, 2002) measured the four dimensions of emotional intelligence. The four dimensions were self-awareness, self-management, social awareness, and relationship management. Correlation and stepwise regressions were used to analyse the relationship between the variables of emotional intelligence and transformational leadership and leadership effectiveness in national universities in Sri Lanka.*

The statistical results of the study revealed that there was no statistically significant relationship between emotional intelligence and transformational leadership style of heads of the academic departments perceived by academic subordinates. The relationship between total emotional intelligence and leadership effectiveness was not significant.

Keywords: *Emotional Intelligence, Transformational Leadership, Leadership Effectiveness*

INTRODUCTION

National universities differ from other complicated social institutes in many ways. They have complicated objectives, difficult job processes, academic freedom, autonomy as well as the unique structure of the university which serve the students who are both the customers and the products of the system (Arasteh, 2005). Higher educational institutions fall into a distinctive class of organisations whose main characteristics are uncertainty and conflict (Lindsay, 1983).

Faculty members are the major source of university education and they become effective in fulfilling his or her academic duties with a supportive and positive environment. Creating such an environment is very important in the national universities.

Leaders are in charge of creating a shared faculty vision, and are responsible for developing an organisational climate, which is conducive to motivating and developing faculty members. The heads of departments as managers should motivate, evaluate, reward and provide development opportunities for their faculty and these activities are directly affect the faculty members' attitudes, behaviours, and performance. The university management style develops based on the tasks, which are essentially different from those of the other organisations.

At present, several trends are expected to challenge in national universities in Sri Lanka. Such as greater competition for students, more demanding, career-oriented students, higher expectations and universities should contribute to the development of a learning society and globalisation of the education industry.

Emotional intelligence (EI) is considered as an important factor in a successful leader (Goleman, 1998). In the field of higher education, academic head's leadership is most important when guiding and directing their departments. Despite theoretical links between emotional intelligence and leadership, there has been relatively little empirical research examining the relationship between emotional intelligence in the workplace and effective leadership (Gardner & Stough, 2002) particularly in the National Universities. Earlier researches have proposed that in leadership, dealing effectively with emotions may contribute to how one handles the needs of individuals, how one effectively motivates employees, and makes them feel at work (Goleman, 1998). Today's effective leadership skills have been described to depend, in part on the understanding of emotions and the abilities associated with EI (Cooper & Sawaf, 1997; Goleman, 1998).

Transformational leadership has been found to be consistently related to organisational and leadership effectiveness in well over 100 studies (Bryman, 1992; Lowe, 1996) as quoted by Reeds (2005). Transformational leaders believe in the need for change. They, then establish clear vision for the future of the organisation, and provide a model that is consistent with the vision. They promote the acceptance of group goals and provide individualised support afterwards. As a result, followers of transformational leaders often feel trust and respect towards the leader and are motivated to do more than they are expected to do.

PROBLEM STATEMENT

Today national universities in Sri Lanka face number of challenges. These include lack of relevance of many programmes, difficulties in finding employment from current programmes, inadequate Quality Assurance mechanisms for the entire national university System (Wijewardana, 2010). National university system in Sri Lanka should produce skilled, hardworking and innovative graduates because Sri Lanka needs research and innovation capacity to promote a dynamic economic development.

Because of that reason, universities are attempted to advance themselves in academic programs, research and innovation and academic excellence and they are trying to keep their status in the competitive environment. Academic heads play an important role in the success of institutions of higher education. They are established to develop, preserve, and transmit knowledge.

It is believed that the success of each national university is measured by the success of its departments. Heads of departments are the first line leaders of each and directly influence the quality of their departments. Academic heads have to manage the department finances, implementing

departmental laws and rules to duties such as curricular changes, conducting lectures evaluations, recruiting new lecturers and staff, maintain proper records about lectures, staff and students, administrating and supervising scholarship and organizing general activities such as faculty meetings and social events. They want to transform their status to world recognize programmes. But there are many trends of education in the world and vice chancellors and academic heads are trying hard to realise the new trends of education. However all the universities are governed by the University Grants Commission in Sri Lanka. Under the limitations of UGC, national universities can recognize their status in programs, research, publications, faculties, students, innovations, collaborations, industry linkages and entrepreneurship through certifications like ISO and other relevant recognitions.

To achieve such objectives in national education institutes, leader plays a vital role to guide the direction and implementation of processes towards improvement. Leaders can direct human resources toward the strategic objectives of the organisation and ensure that organisational functions are in line with the external environment. There must be a connection between individuals and groups and how emotional intelligence improves the performance, how organisation can acquire, develop, and retain human capital. Exactly how, and to what extent emotional intelligence accounts for effective transformational leadership is currently unknown (Palmer., 2001).

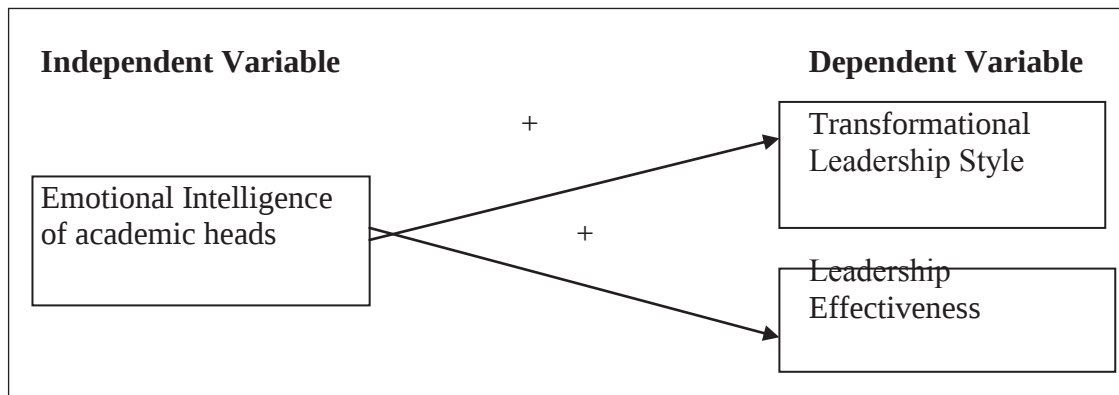
Therefore this study aims at investigating the relationship between emotional intelligence of academic heads, their leadership style and leadership effectiveness.

RESEARCH QUESTIONS

1. What is the relationship between the emotional intelligence of academic heads and their transformational leadership as perceived by academic subordinates in national universities in Sri Lanka?
2. What is the relationship between emotional intelligence of academic heads and their leadership effectiveness perceived by academic subordinates?
3. What is the level of emotional intelligence of academic heads in national universities in Sri Lanka?
4. What is the level of leadership effectiveness of academic heads in national universities in Sri Lanka?

OBJECTIVES OF THE STUDY

The objective of the research is examining the relationship between the emotional intelligence of academic heads, their leadership style and leadership effectiveness in the higher education institutes in Sri Lanka.

Figure 1: Conceptual Framework

Specific objectives are;

- i. To determine the relationship between emotional intelligence of academic heads and their transformational leadership style as perceived by academic subordinates in national universities in Sri Lanka.
- ii. To determine the relationship between emotional intelligence of academic heads and their leadership effectiveness perceived by academic subordinates?
- iii. Identify the level of emotional intelligence of academic heads in national universities in Sri Lanka?
- iv. Identify the level of leadership effectiveness of academic heads in national universities in Sri Lanka

CONCEPTUAL FRAMEWORK

The conceptual framework employed in the study to determine the relationship between the emotional intelligence and transformational leadership behaviour.

LITERATURE REVIEW AND THE STATEMENTS OF HYPOTHESES

Transformational Leadership and Emotional Intelligence

In the last few decades, within the field of leadership, transformational leadership behaviour has come to represent the most effective form of close engagement between leaders and followers that motivates the latter to perform beyond their transactional agreements (Wang & Huang, 2009).

Studies have shown that transformational leadership is associated with effective leaders (Griffith, 2004). Leaders engaging in transformational behaviours have been shown to produce a variety of positive outcomes in organisational

settings. Transformational leadership has consistently been linked to high levels of efforts (Seltzer & Bass, 1990), performance (Yammarino & Bass, 1990), and satisfaction with the leader (Seltzer & Bass, 1990; Lowe, 1996).

Goleman (1998) states that transformational leader is one who practices an emotional craft and is high in emotional intelligence. He concludes by claiming that a transformational leader is one who is highly emotionally intelligent. Goleman's view was supported by Kupers & Weibler (2006) who suggest that as transformational leadership demands leaders who are emotionally self-aware and capable for an emotional self-management, all transformational components require personal emotional intelligence competencies.

Bass and Avolio (1996) as cited by Reeds (2005) point out that transformational leadership comprises four dimensions: Idealised influence, Motivation, Intellectual stimulation and Individualised consideration.

Barling (2000) asserts in his study that individuals high in emotional intelligence would be more likely to use transformational behaviours. Another study by Barling (2000) found that individuals with greater emotional intelligence report greater scores in inspirational motivation, individualised motivation and individualised consideration, components of transformational leadership. Based on the above studies the researchers suggested that there is a significant relationship between emotional intelligence and transformational leadership style. Based on the above literature it is postulated that

Hypotheses 1

H1: There is a significant relationship between the overall emotional intelligence of academic heads and transformational leadership style as perceived by academic subordinates.

Emotional Intelligence and Leadership Effectiveness

Transformational leaders are consistently rated by subordinates as being more effective leaders and have been consistently linked with greater performance and success (Lowe & Kroeck, 1996). Kerr *et al.*'s, (2006) study indicated that an individual's emotional intelligence may indeed be a key determinant of effective leadership.

Goleman (1998) argues strongly that emotional intelligence is a prerequisite for successful leadership. Sivanathan & Fekken (2002) report in their study that leaders reporting greater emotional intelligence were perceived to be more effective as leaders. According to Gardner & Stough (2002) study, the outcomes of leadership will correlate significantly with the components of emotional intelligence. Therefore, leaders with high levels of emotional intelligence have an aptitude to tap into their followers and lead transformationally and as result effectively.

Goerge (2000) proposes that emotional intelligence plays a role in leadership effectiveness and according to him the ability to manage moods and emotions in one and in others theoretically contribute to the effectiveness of leaders. Based on the above literature it is postulated that

Hypotheses 2

H2: There is a significant relationship between the overall emotional intelligence of academic heads and leadership effectiveness as perceived by academic subordinates.

RESEARCH METHODOLOGY

Research Setting, Design and Sample

The target population for this study is all the lecturers in Sri Lankan national universities and it is approximately 4000. This study is confined to the lecturers and heads of the departments of three faculties located in three national universities within Colombo District in Sri Lanka. The study population of the study is 20 academic heads and 250 lecturers who have been working in those faculties in permanent basis. Hence for the study the entire study population will be considered as the sample and such method is popularly known as universalistic perspective of sampling. As the researchers have decided 250 questionnaires were distributed among faculty members of those universities. All the relevant instructions were given in the questionnaire. The lecturers were asked to fill the questionnaire by paying attention to the EI, transformational leadership style and leadership effectiveness of their current head of the department. However only 107 questionnaires were returned and only 102 were in usable state. The response rate is nearly 40%.

Measurement

Two popular instruments will be applied and administered. The Multi Factor Leadership Questionnaire (MLQ5x) was used to measure heads of academic department's leadership style and their leadership effectiveness as perceived by lectures. It was designed and developed by Bass & Avolio (2000). This instrument is commonly employed for organisational surveys. It has been designed based on a five-point Likert scale and the rating scale for leadership items include: not at all (0), once a while (1), sometimes (2), fairly often (3), not always (4). The MLQ includes 45 items. 36 items represent the nine leadership factors, five factors for transformational, three factors for transactional and one factor for laissez-faire leadership. Each factor consists of four items. Nine items assess three leadership outcome scales that are effectiveness (4 items), extra effort (3 items), and satisfaction (2 items).

The second instrument is Emotional Competence Inventory (Boyatzis *et al.*, 2000)

It will measure the emotional intelligence domains of academic heads. The instruments are collected raw data entered and analysed using co relational statistics.

A hierarchical regression analysis will be conducted to determine if emotional intelligence is a predictor of transformational leadership style. The SPSS for Windows Statistical Package is used to test the model.

DATA ANALYSIS AND PRESENTATION

Demographic Factors of the Respondents

Emotional intelligence and leadership style may be influenced by demographic characteristics such as gender, age, and education level (Mayer, 2002). The academic subordinates sample consisted of 50 males and 52 females and academic heads sample consists of 10 males and 7 females. 64 of the academic subordinates were under the age of 35. 9 were between the ages of 36 and 45, 26 lecturers were between the ages of 46 and 55, and 3 lecturers were over 55. 2 academic heads were between the ages of 25 to 35, 09 were 36 to 45 and 6 were over 46. Table 1 shows that summary of marital status academic heads. According to the statistical results constitute 100% academic heads are married. Among the academic subordinates 68.6% lecturers are married while 31.4% are unmarried. With regard to the level of education, 50% of lecturers and 72.2% academic heads were qualified in masters while 36.3% lecturers were bachelor's degree holders. 13.7% of academic subordinates and 27.8 academic heads were qualified with doctoral degree.

Table 1: Correlation between Emotional Intelligence And Transformational Leadership

		1	2	3	4	5	6	7	8	9
Self-awareness Sig		1								
Self-management Sig		1.000**	1							
	.000									
Social Awareness Sig		.461**	.461**	1						
	.000	.000								
Relationship Management Sig		.883**	.883**	.663**	1					
	.000	.000	.000							
Total Emotional Sig		.945**	.945**	.710**	.964**	1				
	.000	.000	.000	.000						
Idealised Influence Sig		-.054	-.054	-.014	-.072	-.055	1			
	.593	.593	.890	.472	.582					
Inspirational Motivation Sig		-.224*	-.224*	.180	-.057	-.098	.223*	1		
	.024	.024	.071	.573	.329	.025				
Intellectual Stimulation Sig		.033	.033	.039	.088	.054	.241*	.084	1	
	.745	.745	.694	.378	.587	.015	.401			
Individualised Consideration Sig		-.213*	-.213*	.029	-.124	-.150	.270**	.264**	.283**	1
	.032	.032	.771	.214	.131	.006	.008	.004		
Total Transformational Leadership		-.196*	-.196*	.097	-.077	-.109	.661**	.640**	.572**	.720**
		.049	sig	.049	.277	.000	.000	.000	.000	

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

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

Correlation between Emotional Intelligence and Transformational leadership

Table 1 shows the analysis of the correlation between the four domains of emotional intelligence. There was a negative non-significant correlation between overall emotional intelligence score of academic heads and transformational leadership style as perceived by lecturers. Therefore hypothesis H1 was not supported.

Self-awareness was not correlated with idealised influence ($r = -.054$) and intellectual stimulation ($r = .33$). There is a significant negative relationship at the 0.01 level ($r = -.224$) between the self-awareness and inspirational motivation and ($r = -.213$) between individualised consideration as perceived by lecturers.

Self-management was not correlated statistically with idealised influence ($r = -.54$) and intellectual stimulation ($r = -.33$). Negative significant level at 0.01 ($r = -.224$) was in self-awareness and inspirational motivation and ($r = -.213$) between individualised consideration. There was a non-significant correlation in social awareness with ($r = -.014$) idealised influence, ($r = .180$) inspirational motivation,

($r = 0.39$) intellectual stimulation and ($r = .029$) individualised consideration as perceived by lecturers.

Relationship management was not correlated statistically with idealised influence

($r = -.072$) and intellectual stimulation ($r = -.057$), intellectual stimulation ($r = .088$) and individualised consideration ($r = .124$) as perceived by lecturers.

Correlations between Emotional Intelligence and Leadership Effectiveness

Table 2 shows the results of the emotional intelligence and leadership effectiveness. Four dimensions of emotional intelligence have been studied with the factors of leadership effectiveness.

Analysis of the correlation between them shows the values as self-awareness ($r = -.054$, $p < 0.01$), self-management ($r = -.54$, $p < 0.01$), social awareness ($r = -.040$, $p < 0.01$) and relationship management ($r = -.31$, $p < 0.01$) and there was a negative non-correlated relationship between emotional intelligence and leadership effectiveness. Therefore, H2 was not supported.

Table 2: Correlations between Emotional Intelligence and Leadership Effectiveness

	Self-awareness	Self-management	Social Awareness	Relationship Management	Leadership effectiveness
Self-awareness	1	1.000**	.461**	.883**	-.054
Self-management	1.000**	1	.461**	.883**	-.054
Social Awareness	.461**	.461**	1	.663**	-.040
Relationship Management	.883**	.883**	.663**	1	-.031
Leadership effectiveness	-.054	-.054	-.040	-.031	1

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

In previous studies, transformational leadership was related to leadership effectiveness (Lowe, 1996). Additionally, it was stipulated that emotionally intelligent leaders should have a higher aptitude to tap into their followers and hence lead them transformationally.

Regression of Transformational Leadership with Emotional Intelligence

Stepwise regression analysis was calculated using each component of emotional intelligence as independent variable and transformational leadership as the dependent variable. The emotional intelligence of self-management and transformational leadership ($B = .196$, $p < 0.01$) was not followed by relationship management as the secondary predictor of transformational leadership. According to Table 3 the highest adjusted R square was .061 and which indicated 6.1% variation on total transformational leadership at 0.38 level. F value is higher than of self-management on relationship management at the same significant level. There is no significant relationship between emotional intelligence and transformational leadership style.

Emotional Competence Inventory was used to analyse level of emotional intelligence of academic heads. Table 4 shows

the mean of the each components of emotional intelligence.

Levels of Emotional Intelligence of Academic Heads

Level of emotional intelligence of academic heads was in high range in national universities. All the variables were in the high competency level but self-confidence and teamwork and collaboration were in the medium level.

FINDINGS

The purpose of this study was to investigate the relationships among emotional intelligence, transformational leadership style and leadership effectiveness.

It was hypothesised that academic heads emotional intelligence is not supported to use transformational leadership behaviours in the national universities in Sri Lanka. The examination of emotional competence inventory and MLQ (Multi Factor Leadership Questionnaire) scores showed statistically negative relationship between overall emotional intelligence and transformational leadership style of academic heads.

Table 3: Regression of Transformational Leadership and Emotional Intelligence-Stepwise

	Model	R Square	R square change	Adjusted R Square	Standardised Coefficients Beta	F	Sig.
1	(Constant)	.					.000
	Self-management	.196 ^a	.039	.029	-.196	3.975	.049
2	(Constant)						.000
	Self-management	.196 ^a	.039	.029	-.575	3.975	.006
	Relationship Management	.283 ^b	.080	.061	.430	4.263	.038

a. Dependent Variable: Total Transformational

Table 4: Level of Emotional Intelligence of Academic Heads

Dimension	Competency	Mean
Self-awareness	Emotional Awareness	4.5882
	Accurate- Self-assessment	4.5882
	Self-confidence	4.1176
Self-management	Self-control	4.1765
	Transparency	4.5294
	Adaptability	4.4118
	Achievement Drive	4.6471
	Initiative	4.2353
	Optimism	4.2353
Social Awareness	Empathy	4.4706
	Service Orientation	4.4706
Relationship Management	Developing Others	4.3529
	Inspirational Leadership	4.2353
	Chang Catalyst	4.1765
	Influence	4.0000
	Conflict Management	4.1176
	Team Work and Collaboration	4.1176

In the literature it was highlighted that academic heads reporting higher emotional intelligence were perceived by lecturers to display better transformational behaviours (Goleman,1998). However, in the study it was not proved and hypothesis H1 was not supported. It was expected that, the variables of emotional intelligence would positively correlate with four dimensions of transformational leadership.

Hypothesis H1 stated that there is a negative non-significant correlation between the four branches of emotional intelligence and transformational leadership style. None of these were supported in the study. The only significant result of the entire comparison between the four dimensions of emotional intelligence and transformational leadership style was the inspirational motivation and individualized consideration thought the branches of emotional intelligence dimension of self-awareness and self-management at the 0.05 significant level.

Self-awareness was not correlated with idealised influence ($r=.54$) and intellectual stimulation ($r=.33$). There is a significant negative relationship at the 0.01 level ($r= -.224$) between the self-awareness and inspirational motivation and ($r= -.213$) between individualised consideration as perceived by lecturers. Self-management non-correlated statistically with idealised influence ($r=.54$) and intellectual stimulation ($r=.33$). Negative significant level at 0.01 ($r= -.224$) was in self-awareness and inspirational motivation and ($r= -.213$) between individualised consideration.

There was a non-significant correlation in social awareness with ($r=.014$) idealised influence, ($r=.180$) inspirational motivation, ($r=0.39$) intellectual stimulation and ($r=.029$) individualised consideration as perceived by lecturers. Relationship Management was not correlated statistically with idealized influence ($r= -.072$) and intellectual stimulation ($r=.057$), intellectual stimulation ($r=.088$) and individualised consideration ($r=.124$) as perceived by lecturers.

It was identified through the study that the emotional intelligence is not related to the transformational leadership style. Transformational leadership style was rated by subordinates and emotional intelligence was measured through self-assessment questionnaire by academic heads. But in the previous studies leadership style and emotional intelligence was measured by the subordinates.

This study investigated the outcome of the research is not match with the literature (Bass, 2000). Leadership effectiveness is critical to maintain organisational successes and higher level of leadership effectiveness. It can evaluate subordinate performance and transformational leaders not being rated as effective leaders by their followers. Analysis of correlation showed that there was a negative correlation between emotional intelligence and leadership effectiveness among the academic heads of national universities and their academic subordinates. Self-awareness ($r=.054$), self-management ($r=.54$), social awareness ($r=.040$) and relationship management ($r=.31$) were not proved the H2.

Findings indicated that results of this study did not agree with various studies carried out in the past. Therefore H1 and H2 have not been proved through this study that there was no relationship between emotional intelligence and transformational leadership of academic heads and leadership effectiveness.

One of the main reasons for inconsistency of the findings in this research with those of the previous research done in other settings in the world can be identified as in Sri Lankan national universities, the procedure of appointing heads of the departments is based on seniority. The office bearing period of head of the department is limited to three years. Once particular department head's office period is over, then the vice-chancellor of the university has the sole authority to appoint any of the lecturers as the next head of the department and such authority has been granted by the University Act.

But according to the traditions of the universities as well as to minimize the conflicts, the next most senior lecturer will be appointed as the new head of the department. According to some of the lecturers who made comments, they have observed that there are political influences as well with regard to appointing heads of departments. Once the leader is appointed purely based on seniority we can't expect everybody to be a transformational leader and also effective leader.

Most of the heads carry out all the administrative work within their office period. Some of the heads complained that rather than attending meetings they don't have time to engage in their academic and research work. On the other hand they are not motivated to do extra work. According to the current procedures head of the department is being paid monthly allowance and it is limited to Rs1000/= per month and it is not sufficient for the work load carried out and risk taken by a head of the department.

In most of the professions there is a career ladder. If someone comes to a certain position and if he performs well he is being promoted to the next level in the hierarchy. But unfortunately in state universities in Sri Lanka there is no assurance or path for the heads to climb up the career ladder after completing head of the department position successfully. Once a head of the department completes his office period for three years again he will become a normal lecturer in the department. But he has an opportunity to be the dean of the faculty. But again dean of the faculty is appointed not based on performance but based on the majority of the votes of the permanent faculty members.

These are some of the reasons which affect adversely for heads to become transformational leaders. According to some lecturers who participated in the survey, there are heads of the departments who do not like to give up their position since they want to enjoy certain benefits. They are not even interested to do at least a PhD even though there

are many opportunities available for Sri Lankan academics to do their doctoral studies now. Head of the department must be a role model specially for the junior lecturers in the department. All these reasons affect head of the department to be an effective leader.

RECOMMENDATIONS

This study shows that there is no significant relationship between emotional intelligence and transformational leadership style as perceived by academic subordinate. It is recommended that academic head should trust their subordinates and institutions to manage successfully situations and to concern about others.

When implementing emotional intelligence in an academic situation, there should be positive interpersonal relationships and mutual trust between academic head and subordinates.

Emotional intelligence is not strong factor in the hiring and retention of academic heads in the national universities. Academic heads should get feedback from lectures in order to examine their leadership style and they should understand subordinate's satisfaction and their leadership style and leadership effectiveness.

The research questions addressed in this study were related to the relationship between the emotional intelligence of academic heads and the perceptions their leadership style as perceived by subordinates. The results of this study would suggest that national universities might want to further evaluate that practice and determine appropriation of measuring their leaders. This study focused on the mix model and this should be useful to the other universities to improve performance.

The results of this study should not be broadly generalised, they are still important to consider for today's practitioners. It appears that many of the benefits to the regarding emotional intelligence to an individual's leadership success and effectiveness still need to be identified and confirmed. This study showed that those relationships between emotional intelligence, leadership style and leadership effectiveness do not exist.

According to this study, there is no relationship between emotional intelligence of academic heads and their leadership style as perceived by subordinates and their leadership style. Goleman (1995; 1998a; 1998b; 2000) has claimed that the key to a leaders effectiveness and success in an organisation is their emotional intelligence. But this study suggests that there are no relationships between the two. This study was intended to address the gap between existing literature and current practice of the relationship between emotional intelligence and leadership effectiveness. It was identified through this study that effective leadership is not related to

the individual emotional intelligence. But this is one study and it would not be true with other organisation. Researchers in the field of HRD suggest that emotional intelligence is a key role of leadership development and leadership effectiveness (Drodge & Murphy, 2002). These results are contrary to what has been suggested by some researchers in HRD and other disciplines. This study provides additional information to the area of emotional intelligence, leadership and the field of HRD.

Hence it is very important to make necessary changes to the procedures adopted by the universities with regard to appointing new head of the departments. It is recommended to consider not only the seniority but also performance when appointing heads for department. It is also important to provide them financial and other inducements and recognition for their good work. Since we know the universities are beurocratic organisations and it is not easy to implement new ideas, some heads may have visionary ideas, but due to so many restrictions they are not in a position to implement those innovative and creative ideas. Heads must be given freedom to implement their own creative ideas by making flexible rules.

SUGGESTIONS FOR FUTURE RESEARCH

Further research is recommended using a similar design with larger samples with evaluation of academic heads emotions by the subordinates. It is better to use 360 degree instruments to measure emotional intelligence of leaders.

Use of emotional competence inventory and multifactor leadership questionnaire can be used to determine training needs, performance evaluation, and development purposes. According to this study there was a negative non-significant relationship between emotional intelligence and leadership style. It explains the need of training and development. Emotional intelligence competencies should also be studied through the use of quantitative techniques between individual performance and organisational effectiveness. The question of gender differences in the area of emotional intelligence will be an area for further investigation.

Use of alternative measures of EI could also be investigated. Bar-On EQi, Genos Emotional Intelligence inventory and MSCEIT are different types of measures of emotional intelligence. Another measure recently developed or in development through the Institute for Personality and Ability Testing (IPAT) may merit further research.

The construct of emotional intelligence itself also needs to be investigated further. The construct is viewed very broadly in some bodies of work and very narrowly in others. The term emotional intelligence has many definitions. A more close definition of emotional intelligence is needed for clarity and to assist future researchers and practitioners.

In addition to clarity around the definition of emotional intelligence, the uniqueness of this construct needs to be investigated further. The question of whether or not emotional intelligence is contributing anything unique is an important one to answer.

Another recommendation for future research is to study the concept of emotional intelligence from a qualitative perspective. It may be that emotional intelligence is difficult to be measured in the quantitative perspective.

Emotional intelligence can be linked with many areas, like customer citizenship behaviour, job satisfaction, staff turnover, organisational developments. These areas can be used to investigate the relationship between emotional intelligence and these areas.

Though this study's results should not be broadly generalised, they are still important to consider for today's practitioners. It appears that many of the benefits espoused regarding emotional intelligence to an individual's leadership success and effectiveness still need to be empirically confirmed. This study showed that those relationships between emotional intelligence, leadership style and leadership effectiveness do not exist. Hence, further research is needed in the areas of this construct and associated measurement tools.

CONCLUSION

The results of this study differed from those reported by Cheah & Shirley (2012). They evaluated the relationships of emotional intelligence, transformational leadership and leadership effectiveness of academic heads in higher learning educational institutions in Malaysia. Buford (2001), using a mixed model perspective of emotional intelligence, found a relationship between emotional intelligence and transformational leadership. An examination of the relationship between emotional intelligence, leadership style, and perceived leadership effectiveness showed that there was no significant relationship between emotional intelligence and transformational leadership style (Weinberger, 2003).

Emotional intelligence models are developed as ability (Salovey & Meyer, 1990), competencies model (Goleman, 1998) and mixed model (Bar-on and Parker, 2000) in different countries. Individual's attitudes and behaviours are different. To identify the level of emotional intelligence, it is not easy to describe the kinds of characteristics of leaders in various organisations. Instruments used in this study to identify the relation between emotional intelligence and transformational leadership are not pre-tested. There is another reason for not proving the research.

Most of the researches are conducted by western countries using these models. There is a cultural difference between western countries and Sri Lanka. Most of them like to be

treated as individuals rather than representatives. They believe people should have equal social, legal and political rights. There is no discrimination on the grounds of race, gender and marital status, physical and intellectual disability. Their ideas are open with other people. They also have shared value, respect for equal worth, dignity and freedom of the individual, freedom of speech and association.

But Sri Lankan context is totally different from them. Most of institutions and people do not have equal social, political and legal rights. Gender, age and physical discriminations are prevalent in Sri Lanka. Therefore this research is not proven with Sri Lankan context.

REFERENCES

- Antonakis, J., & House, R. J. (2002). *The Full range leadership theory: The way forward*. Amsterdam: JAI Press.
- Arasteh H. R. (2005). Higher education Management and Leadership. *The Iranian Encyclopedia of Higher education*, Tehran, 1, 561-570
- Avolio, B. J., & Howell, J. M. (1992). The impact of leadership behaviour and leader-follower personality match on satisfaction and unit performance. In *Impact of Leadership* (pp. 225-235). Greensboro: NC:Centre for Creative Leadership.
- Barling, J. A. (2000). Transformational leadership and emotional intelligence: An exploratory study. *Leadership & Organizational Development Journal*, 21, 157-161.
- Bar-On, R., & Parker, J. D. A. (2000). *The handbook of emotional intelligence*. New York: Jossey Bass.
- Bar-On, R. (1997). *Bar-on emotional quotient technical manual*. New York: Multi-Health Systems.
- Bass, B., & Avolio, B. J. (1994). Improving organizational effectiveness through transformational leadership. *Thousand Oaks, CA: Sage*.
- Bass, B., & (2000). *MLQ: Multifactor leadership questionnaire, 2nd edition, Technical Report*. Redwood City: CA: Mind Garden.
- Boyatzis, R. E., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI) s. In R. Bar-On and J.D.A. Parker (eds.), *Handbook of emotional intelligence*. San Francisco: Jossey-Bass, pp. 343-362.
- Bradberry, T., & (2003). Ability-versus skills based assessment of emotional intelligence. *Psicothema*, 18, 59-66.
- Bryman, A. (1992). *Charisma and Leadership in Organizations*. London: Sage.
- Buford, B. (2011). Management Effectiveness, effectiveness, personality, leadership and emotional intelligence: A study of the validity evidence of the emotional quotient inventory (EQ-i). *Iowa City*.
- Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behaviour and outcomes: An examination among Senior Managers. *Journal of Management*, 18 (8), 788-813.
- Caruso, D. (2010, August). *Defining the Inkblot called Emotional Intelligence, comment on RJ Emmerling and D Gleman; "Emotional Intelligence: Issues and Common Misunderstandings"*. Retrieved February 12, 2013, from eiconsortium.org: <http://www.eiconsortium.org>
- Conte, J. (2005). A review and critiques of emotional intelligence measures. *Journal of Organizational Behaviour*, 26, 433-440.
- Cooper, R. K., & Sawaf, A. (1997). *Executive EQ: Emotional intelligence in Leadership and Organization*. New York: New York: Berkley Publishing Group.
- Cooper, R. S. (1997). *Executive EQ: Emotional intelligence in leadership and organization*. New York: New York: Berkley Publishing Group.
- Drodge, E. N., & Murphy, S. A. (2002). Interrogating emotions in police leadership. *Human Resource Development Review*. DOI: 10.1177/1534484302238435
- Dvir, T. D. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45 (4), 735-744.
- Gardner, L. S., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership and Organisation Development Journal*, 23, 68-78.
- Goerge, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53, 1027-1041.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books
- Goleman, D. (2001). *The emotional intelligence at work place*. Jossey- Bass.
- Griffith, J. (2004). Relationship of Principles transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 12, 333-356.
- Gorge, J. (2000). Emotional and leadership and leadership: The role of emotional intelligence. *Human Relations*, 3 (8), 1027-1055.
- Kerr, R., Garvin, J., Heaton, M., & Boyle, E. (2006). Emotional intelligence and leadership effectiveness. *Leadership & Organization Development Journal*, 27 (4), 265-279.
- Kupers, W., & Weibler, J. (2006). How emotional is transformational leadership. *Leadership & Organization Development Journal*, 27 (5), 368-383
- Lindsay, A. (1983). Ambiguity, Conflict and Institutional Review. *Journal Higher Education Policy & Management*, 5: 154-160, Retried from <http://www.informaworld.com>

- Lowe, K. A., & Kroek, K. G.. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. *Leadership Quarterly*, 7, 385-425.
- Martinez-Pons, M. (1997). The relationship of emotional intelligence with selected areas of personal functioning. *Imagination, Cognition and Personality* 17 (1), 3-13.
- Mayer, J. D. (2000). Emotional Intelligence meets traditional standards for an intelligence. *Intelligence*, 27 (4), 267-298.
- Palmer, B. B. (2001). Emotional intelligence and effective leadership. *Leadership & Organization Development Journal*, 22, 1-7.
- Petrides, K. &. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15, 425-448.
- Reed, T. G. (2005). *Elementary principles emotional intelligence, leadership behaviour and openness: An exploratory study*. U.S.A: Ohio State University.
- Riggio, R., Riggio, H., Salinas, C., & Cole, F. (2003). The role of social and emotional communication skills in leader emergence and effectiveness. *Group Dynamics: Theory Research and Practice*, 7, 83-103.
- Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance of leadership effectiveness. *Leadership and Organizational Development Journal*, 26, 388-399.
- Salovey, P., & Grewal, D. (2005). The science of Emotional Intelligence. *Current Directions in Psychological Science*, 14, 6.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9, 185-211.
- Seltzer, J. A., & Bass, B. M. (1990). Transformational leadership: Beyond initiation and consideration. *Journal of Management*, 16, 693-703.
- Sivanathan, N. A., & Fekken, G. C. (2002). Emotional intelligence, moral reasoning and transformational leadership. *Leadership and Organization Development Journal*, 23, 198-204.
- Wang, Y. S., & Huang, T. C. (2009). The relationship of transformational leadership with group cohesiveness and emotional intelligence. *Social Behavior and Personality*, 37 (3), 379-392.
- Weinberger, L. (2003). *A examination of the relationship between emotional intelligence leadership style and perceived leadership effectiveness*. St. Paul: Swanson & Associates.
- Wijewardana, W. (2010, June 10). Private universities: Quality assurance a must. *Sunday Times*, p.26.
- Yammarino, R. J., & Bass, B. M. (1990). Transformational leadership and multiple levels of analysis. *Human Relations*, 43, 975-995.
- Ying, C. Y., & Ting, S. K. T. (2012). Emotional intelligence and transformational leadership outcomes: Insights from a Malaysian perspective. *World Journal of Social Sciences*, 2 (2), 151 - 160.