

**Transformational Leadership and Emotional Intelligence Among Head of Departments
A Study of Higher Education Institutes in Afghanistan**

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Abstract

This study devotes to examine the level of Head of Departments' transformational leadership and emotional intelligence in independent Governmental Institutes based on demographical factors such as gender, teaching experience and the relationship between them. This study used transformational leadership theory and emotion intelligence theory to develop a study model. 30 hypotheses were established from the model. In order to test hypotheses, a quantitative research study was conducted where 270 questionnaires as research instruments were distributed among 15 independent Governmental Institutes in Afghanistan. A total 266 filled questionnaires were return backed. The response rate was found highly significant. In this study, 24 questions related to transformational leadership described by Leithwood has been selected and used in the survey. They are about shared vision, group goal, performance expectation, modeling behavior, individual support, and providing intellectual stimulation. Accordingly, 23 questions regarding emotional intelligence by Goleman's represent, self-awareness, emotional self-management, motivation, empathy, and relationship management. After preliminary analysis using SPSS, the dataset was ready for SEM-PLS to run PLS-Algorithm as measurement model and then to run structural model to test study hypotheses. The basic requirement of scale analysis was complete as reliability and validity were statistically established. Test results shows that there is significant relationship between the Head of departments' transformational leadership and their emotional intelligence. The current research study is quite unique and novel. The current research study will contribute to literature, and knowledge six dimensions of transformational leadership and five dimensions of emotional intelligence has tested empirically. The result of the current study contributes to the knowledge of academia, knowledge of literature and knowledge of researchers that there is significant relationship between transformational leadership and emotional intelligence. The current research study was limited to only head of departments, while further the study can be extended to both public and private institutions. Not only this, future research study can have a mediating and moderating effects such as perceived organization support can play a vital role as mediator between transformational leadership and emotional intelligence.

Keywords: Vision, group goal, performance expectation, modeling behavior, individual support, intellectual stimulation, self-awareness, emotional self-management, motivation, empathy, and relationship management.

Introduction

Outstanding leaders have played crucial roles in the advancement of human civilization and the economy. They guide human society's evolution and discover new worlds. Leaders in education, in particular, are in high demand. Because children are the country's flowers and its promise. While the children's future growth and development are inextricably linked to them. The state has the responsibility and obligation to develop more exceptional educational leaders. However, for the overall growth of education in China and around the world, there is still a long way to go. Burns proposed the transformational leadership theory in 1978, and Bass later extended it. Bass claimed that transformational leadership theory influences subordinates through activities like leadership charisma, personal appeal, intellectual stimulation, and personality care (Bass, 1985). The introduction of transformational leadership theory has enhanced the status quo of traditional leadership theory, which supports the use of incentives to encourage followers' motivation. In 1992, Leithwood mentioned transformative leadership in the education sector. Since then, professionals and scholars all across the world have become increasingly interested in the subject of transformative leadership. More and more knowledgeable scholars have investigated and researched the usefulness of change management theory in the education sector.

The scholars of Afghanistan are interested in the area of transformative leadership. Afghanistan intellectuals have likewise analysed and summarised their theories. Transformational managers, according to scholars, frequently articulate their subordinates' clear vision and high expectations, totally empower their subordinates, care about and train their subordinates' abilities, interests, and motivations, and encourage them to solve problems on their own. 2011 (Antonakis). Therefore, the need for leadership is growing. Interstate School Leaders Licensure Consortium (ISLLC 1996) was published by the US Department of Education in 1996, but as Murphy (2015) has noted, some people believe that the document's contents are incomplete and do not sufficiently address social justice issues. Some people believe that certain contents lack credibility and empirical evidence, and some researchers even fear that this criterion may be abused. The world economy is expanding quickly, and science and technology are continually improving. These changes have made society more unpredictable when it comes to the distribution of wealth. In the field of management, in particular, it is more ambiguous. Because management is subject to public scrutiny, it is important to understand the best management practices now in use as well as the types of leadership styles and behaviors that are best suited to the current model of social development.

The emergence and growth of transformational leadership has played a guiding role in the development direction of education leaders from the turn of the 20th century to the 21st century. For instance, when transformational leadership became more prevalent, people began to learn that transactional leaders are less able to inspire their followers to work hard. Burns proposed the transformational leadership theory in 1978, and Bass later extended it. Bass claimed that transformational leadership theory influences subordinates through activities like leadership charisma, personal appeal, intellectual stimulation, and personality care (Bass, 1985). The introduction of transformational leadership theory has enhanced the

status quo of traditional leadership theory, which supports the use of incentives to encourage followers' motivation. In 1992, Leithwood mentioned transformative leadership in the education sector. Since then, professionals and scholars all across the world have become increasingly interested in the subject of transformative leadership. More and more knowledge scholars have investigated and researched the usefulness of change management theory in the education sector.

A small number of research have been conducted so far to determine if gender and work experience can influence the effectiveness of transformative leadership. There has been very few research on the usage of transformational leadership by Head of Departments in the realm of education. Simultaneously, as the most crucial educational step for the next generation, teacher behavior can have a significant impact on students' future. Transformational leadership is a prominent and influential leadership style that has been brought into Afghanistan for over 20 years. How transformative is the Head of departments' leadership in Afghanistan's autonomous Governmental Institutes? Is it too high or too low? Is there a link between a Head of departments' transformative leadership and the emotional intelligence of Head of Departments? So far, no clear evidence has been provided to demonstrate the answer. What effect do gender and work experiences have on the emotional intelligence of Head of Departments at an independent Governmental Institutes in Afghanistan? What is the level of emotional intelligence among Head of Departments? Do job experiences and gender influence the amount of emotional intelligence in Head of Departments? So far, no clear evidence chain provides a clear response to these questions.

In order to improve the effectiveness of Head of Departments' transformational leadership and emotional intelligence in independent Governmental Institutes at Afghanistan and provide reasonable advice.

Research Objective

To find out the impact of transformational leadership on emotional intelligence

To investigate the impact of six dimensions of transformational leadership on five dimensions of emotional intelligence

Research Questions

What is the impact of transformational leadership on emotional intelligence?

What is the impact of six dimensions of transformational leadership on five dimensions of emotional intelligence?

Literature Review

Transformational Leadership

There are several definitions of transformative leadership, but they are all extremely similar. According to Burn (1978), transformational leaders gain maturity and motivation mostly via interaction with their subordinates. Transformational leaders can arouse the enthusiasm of their followers, allowing them to better understand themselves as leaders and followers. They then define transformational leaders as those who inspire their subordinates by emphasizing the significance and responsibility of the work they perform. The level meets or expands subordinates' needs and goals so that subordinates can put team, organization, and wider political objectives ahead of personal interests. According to Bass and Avolio (1994), transformational leadership behavior can be divided into four categories: idealized influence, inspiring motivation, intellectual stimulation, and customized concern.

Transformational Leadership Model of Leithwood

For the first time, Leithwood (1992) applied transformational leadership theory to the field of education. He proposed that the foundation of transformational leadership is that the leader paints a beautiful vision, and through the care, stimulation, and sharing of followers, he constantly improves and improves followers' expectations and thoughts in the organization's activities, and makes followers look forward and have an optimistic attitude. According to Leithwood (1994), the Head of departments' transformational leadership behavior is the most influential to Head of Departments among these leadership styles and behaviors, because "interpersonal influence" is the most significant part of the transformational leadership paradigm. Based on Bass, Leithwood (1996) proposed six dimensions of transformational leadership (1985). They were responsible for providing vision or inspiration, modeling behavior, fostering dedication to collective goals, providing individual assistance, intellectual stimulation, and holding high performance expectations.

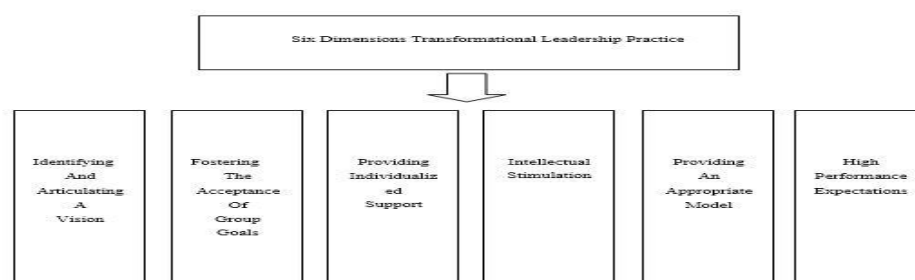


Figure 1. Leithwood's Transformational Leadership Model Source: (Leithwood, 1996)

According to above figure, the model has six dimensions. They provide vision or inspiration, model behavior, encourage dedication to collective goals, provide individual assistance, intellectual stimulation, and have high performance expectations. Leaders for the school to develop better, according to Leithwood (1996), so they actively construct a clear vision, through activity organization, active communication with subordinates, and the use of their own leadership charisma, so that Head of Departments clearly understand and recognize his vision of the Conception. For example, leaders must have the spirit of adventurism, self-sacrificing mindfulness, and must transfer this spirit on to Head of Departments in order to accomplish a vision. According to Leithwood (1996), a leader's responsibility is to model the role of consistency between themselves and visions. As a transformational leader, you should be able to identify the skill or contribution of your followers and convey high confidence and expectations of Head of Departments. The most crucial thing is to authorize Head of Departments; this allows Head of Departments to better accomplish group visions.

Emotional Intelligence

According to Salovey and Mayer (1989), "emotional intelligence is part of social intelligence, encompassing the ability to detect and control emotions of oneself and others, and the ability to use emotion information to direct thinking. "Emotional intelligence is the ability to comprehend one's own feelings, manage urges and irritations, behave wisely, and remain calm and hopeful in the face of adversities," writes Danial Goleman (1995). These talents can be summed up in five aspects: knowing one's emotions, regulating one's own emotions, self-motivation, understanding others' feelings, and the ability to correctly conduct relationships". According to Bar-on (1997), emotional intelligence is the accumulation of a set of emotional, personality, and interpersonal characteristics that influence people's ability to cope with environmental needs and stress. He believes that emotional intelligence is a crucial

aspect in determining a person's ability to achieve in life, and that it has a direct impact on people's general mental health. In addition, according to Bar-on in 2000, emotional intelligence is a social knowledge and capacity that impacts a variety of emotions that efficiently adapt to environmental demands. Individual components; interpersonal components; adaptive components; stress management components; and general mood components comprise Bar-theoretical one's model.

According to Wikipedia, the description of independent Governmental Institutes can be stated as follows: Independent Governmental Institutes employ Chinese as the primary language in school and are a sort of private school in Afghanistan. Independent Governmental Institutes provide secondary education, and both Head of Departments and students communicate in Mandarin. Afghanistan now has 60 independent Governmental Institutes. The Afghanistan government cannot provide money for an independent Governmental Institutes. Chinese Independent High School, on the other hand, is dedicated to offering high-quality Chinese education. As a result, as compared to other types of private schools, Government Institutes charge pupils a reduced tuition rate. Goleman (1995) categorizes emotional capacities into five categories: emotional self-awareness, emotional self-management, motivation, empathy, and relationship management. Baron's idea of emotional intelligence is one of the three most influential conceptions of emotional intelligence. Emotional intelligence was proposed by Bar-on (1997). He argues that "emotional intelligence is a series of non-cognitive abilities, competencies, and skills that affect an individual's ability to successfully adapt to environmental needs and stress". In summary, emotional intelligence influences a person's decision to respond to environmental needs and pressures, as well as their ability to do specific tasks. Bar-on believes that emotional intelligence is one of the most essential aspects in predicting whether a person will succeed in life, and that it can also effect a person's mental health. According to Bar-on (2000), emotional intelligence is a social knowledge and capacity that impacts a variety of emotions that effectively adapt to environmental demands. The five dimensions of the Bar-on theory model are interpersonal components, adaptive components, stress management components, and general mood components.

Supporting Theories

Transformational Leadership Theory by Bass

Based on the notion of Burn (1978), Bass (1985) expanded the concept of transformational leaders and transactional leaders, adding the concept of easier to comprehend the content of transformational leadership and how it influences the followers' motivation and performance. At the same time, Bass (1985) transformational leadership superseded Burn's transformational leadership (1978). It is worth noting that Bass (1985) believes that a leader's influence on followers determines whether or not they are a transformational leader. Bass (1985) first used the "Multifactor Leadership Questionnaire" (MLQ Form 5X) to collect data on transformational and transactional leadership. In other words, this is a test paper that compares transformational and transactional leadership styles and serves as a tool for measuring both. It is precisely measured to see whether they are transformational leaders. The transformative leader who is measured in this way will gain the loyalty, trust, respect, and admiration of his or her followers and, as a result, will strive harder to achieve the tasks. This type of result arises because transformational leadership offers followers with more than simply my interests, but also with an exciting and motivating goal and vision.

Emotional Intelligence Theory by Mayer and Salovey

Mayer and Salovey (1989) described emotional intelligence as "the ability to monitor one's own and others' moods and emotions, to distinguish among them, and to utilize this information to guide one's thinking and actions.". In other words, emotional intelligence is the ability to recognize and comprehend one's own and others' emotional states, and then use this knowledge to solve issues and manage behavior. In certain ways, emotional intelligence is related to the ability to understand emotions, control emotions, and use emotions. Because only with these talents can people better detect and comprehend their own and others' emotions, allowing them to regulate their conduct effectively.

Mayer and Salovey (1997) distinguishes their emotional intelligence from other broad emotional intelligence theories, and has significantly updated Mayer and Salovey's earlier definition (1990). Emotional intelligence is defined by Mayer and Salovey (1997) as "the ability to perceive, appraise, and express emotion accurately; the ability to access and generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth." p10 Emotional intelligence, according to Mayer and Salovey (1997), has four important dimensions: perception, appraisal, and expression of emotion, emotional facilitation of thinking, understanding and analyzing emotions, and reflective regulation of emotions to promote emotional and intellectual growth. Mayer and Salovey (2000) simplified the 1997 model in order to separate their competency model from that of Coleman, Bar-On, and others.

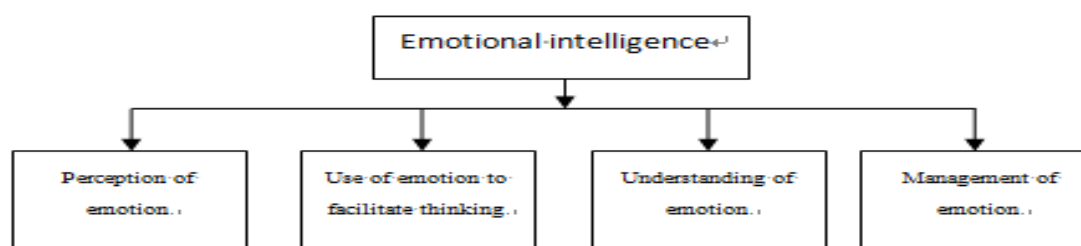


Figure 2. Mayer and Salovey's Emotional Intelligence. Source: (Mayer and Salovey's 2000)

Methodology

This study's research method is based on quantitative research. The study, according to Williams (2007), is independent of the researchers. The current study is based on Head of departments teaching experience and gender to investigate the level of Head of Departments' transformational leadership, whether gender and teaching experience influence Head of department's emotional intelligence level, and the relationship between Head of Departments' transformational leadership and Head of departments emotional intelligence. A Closed-ended questions via research instruments has been used to measure variables in quantitative study, followed by statistical analysis of quantitative data to validate the research hypothesis in the study (Creswell, 2009; Trochim and Donnelly, 2008). The goals are to determine the level of transformational leadership and emotional intelligence of Head of Departments based on gender, as well as to gain teaching experience in autonomous Governmental Institutes s in Afghanistan.

Population

The goal of this study is to investigate the level of transformational theory implementation and application, Head of departments emotional intelligence level based on gender and teaching experience, and the relationship between Head of Departments' transformational leadership and Head of departments emotional intelligence in independent Governmental Institutes. According to Hanlon and Larget (2011), all members or units of interest under examination of population. It is not required to collect data for all members of a population. Head of Departments at an independent Governmental Institutes in Afghanistan were the study's target group.

In Afghanistan, there are two autonomous Governmental Institutes. There are 500 Head of Departments employed at an independent Governmental Institutes.

Sampling

According to Han Long and Larget (2011), collecting data from 266 head of departments from 15 institutes of Afghanistan. The simplest and most practical way is to divide the population into subgroups such that the data of the complete group can be acquired later by a subset. The emphasis is on sample selection.

Sampling Method

The data for this quantitative investigation was gathered via probability sampling. According to Lu and Lemeshow (2008), each member of the probability sample's target population has the same chance of being chosen as the responders. Furthermore, the sampling error in probability sampling can be calculated in the study.

According to Lu & Lemeshow (2008), a probability sample is conducted by randomly picking a set number of samples from a population with similar characteristics. Concisely, the head of departments of 15 institutes of Afghanistan Governmental Institutes were defined as the study's target group, and adequate sample sizes were chosen from within the target population.

Sample Dimensions

According to Krejcie and Morgan's (1970) sampling charts, 217 Head of Departments were chosen as samples for this study from a pool of fifteen institutes of Afghanistan.

N	N	N	N	N	N
10	10	230	140	1200	201
15	14	240	144	1300	207
20	19	240	148	1400	202
25	24	250	152	1500	206
30	28	260	155	1600	210
35	32	270	159	1700	213
40	36	280	162	1800	217
45	40	290	165	1900	220
50	44	300	169	2000	222
55	48	320	175	2200	227
60	52	340	181	2400	233
65	56	360	186	2600	235
70	59	380	191	2800	238
75	63	400	196	3000	241
80	66	420	201	3200	244
85	70	440	205	3400	246
90	73	460	210	3600	248
95	76	480	214	3800	250
100	80	500	217	4000	251
110	86	550	226	4200	254
120	92	600	234	4400	257
130	97	650	242	4600	258
140	103	700	248	4800	260
150	108	750	254	5000	262
160	113	800	260	5200	263
170	118	850	265	5400	265
180	123	900	269	5600	266
190	127	950	274	5800	268
200	132	1000	278	6000	269
210	136	1050	282	6200	270

N is population size.
n is sample size.

Table 1. Determining Sample Size from a Given Population. Source: (Krejcie and Morgan, 1970)

Research Instrument

In order to collect primary data from the head of departments, an adopted questionnaire is used as a research instrument. With the aim of maximum response rate and obtaining robust sample size, 270 questionnaires were distributed among them. 266 filled questionnaires were return back. The questionnaire is divided into three sections and contains 50 questions. Part A focuses on the respondents' demographic information including gender, age, and work experience. Part B is concerned with transformational leadership. In this study, 24 questions related to transformational leadership described by Leithwood (1996) has been selected and

used in the survey. They are about shared vision, group goal, performance expectation, modeling behavior, individual support, and providing intellectual stimulation. The final section focuses on emotional intelligence research. To collect data for this study, Goleman's (2012) questionnaire was used. This section has a total of 23 questions. These 23 questions represent, self-awareness, emotional self-management, motivation, empathy, and relationship management.

Data Analysis

This section analyzes and interprets the results and findings. According to the design requirement, a total of 270 questionnaires were distributed and 266 were returned. All the results and findings obtained by this research tool through the research tool were analyzed by IBM SPSS (Statistical Software Package for Social Science) statistical software version 22 and for hypotheses testing, structural equation modeling technique by using SEM-PLS software was used.

Measurement Model

As we know that, SMART-PLS is a structural equation modelling technique used to analyze the data. In this software, there are two model theories need to test for analysis. The first thing is to run measurement model (Hair et al., 2019) and to set all the important criteria's (Ramayah, 2017).

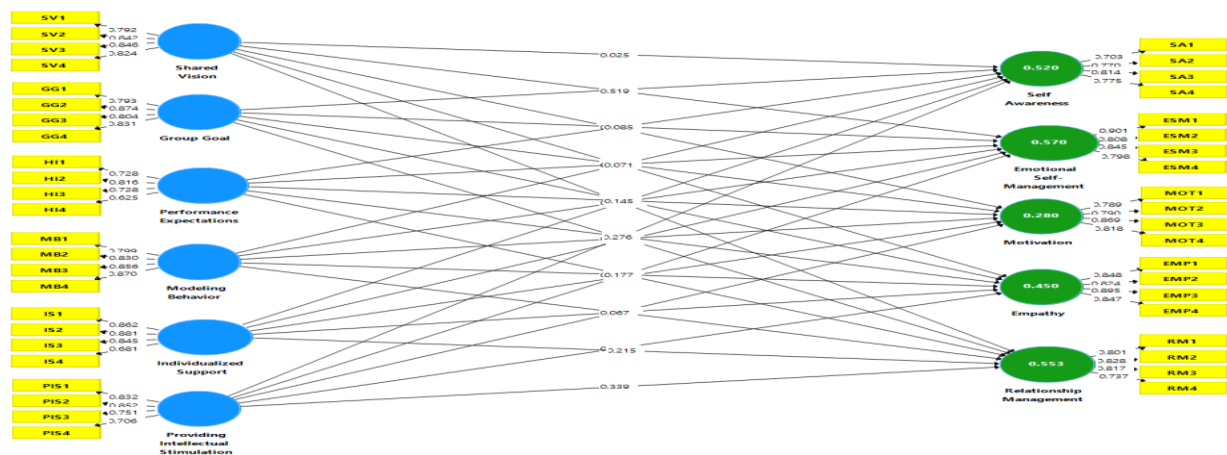


Figure 3. Measurement Model

The above figure 3 represents, that all the six independent and five dependent variables having a relationship while the beta values/ path coefficient showing positive and statistically significant.

Construct Reliability

In Smart PLS, there is a strong criteria set by (Hair et al., 2019) that the reliability should be test before moving to other steps. In this step, a Cronbach Alpha test is applied to test the reliability of scale. There is a threshold set by statisticians, like (Hair et al., 2021) that the score of Cronbach Alpha should above 0.7.

Below table 2 showing Cronbach's Alpha, CR, and AVE that, none of the construct score is below the criteria, hence established Reliability of the scale.

Table 2 Reliability Test

	Cronbach's Alpha	Composite Reliability	(AVE)
Emotional Self-Management	0.859	0.904	0.704
Empathy	0.876	0.915	0.729

Group Goal	0.845	0.896	0.682
Individualized Support	0.835	0.891	0.674
Modeling Behavior	0.86	0.905	0.704
Motivation	0.834	0.889	0.668
Performance Expectations	0.704	0.817	0.529
Providing Intellectual Stimulation	0.795	0.867	0.62
Relationship Management	0.807	0.874	0.634
Self-Awareness	0.767	0.85	0.587
Shared Vision	0.846	0.896	0.683

Discriminant Validity

The next step after establishing reliability is discriminant validity. DV is the extent to which a construct is actually distinct from other variables by experiential standards.

Heterotrait-Monotrait Ration (HTMT)

According to Henseler et al, (2015), there are some issues in Fornell-Larcker and Cross-loading so HTMT is the right way to establish discriminant validity. The table below 3 HTMT is showing that none of the value is above 0.9, hence discriminant validity is established.

Table 3. HTMT

	Emotional Self-Management	Empathy	Group Goal	Individualized Support	Modeling
Emotional Self-Management					
Empathy	0.457				
Group Goal	0.68	0.531			
Individualized Support	0.59	0.54	0.437		
Modeling Behavior	0.723	0.641	0.624	0.587	
Motivation	0.426	0.596	0.512	0.393	0.518
Performance Expectations	0.589	0.689	0.475	0.583	0.665
Providing Intellectual Stimulation	0.795	0.578	0.671	0.685	0.724
Relationship Management	0.653	0.735	0.593	0.698	0.646
Self-Awareness	0.724	0.481	0.84	0.419	0.59
Shared Vision	0.526	0.48	0.642	0.389	0.476

Structural Model

After establishment of measurement, the next step is to test structural model. in this model, the first thing is to test the Variance Inflation Extraction (VIF). This test is used to test the multicollinearity. The result shows that each item is in between the good score of 1-3, which is a good sign and demonstrating that there is no Collinearity between the items.

Hypotheses testing

The below mentioned table representing the overall result of first two IV (Shared Vision and Group Goal) impact on dependent variables (Emotional Self-Management, empathy, motivation, relationship management and self-awareness). The result shows that four independent variables hypotheses with dependent variables such as (Shared vision → motivation p = 0.167) and Shared Vision → Self Awareness p = 0.062), individualized support → Motivation is 0.061 which is above 0.05 and the p value of individualized support → self-awareness is 0.272 which is also above the threshold of 0.05, hence four of the hypotheses are statistically insignificant while the rest of hypotheses are supported the current research

assumptions that transformational leadership has significant impact on emotional intelligence.

Table 4. Hypotheses testing

	t value	p value	Result
Group Goal → Emotional Self-Management	8.047	0.000	Accepted
Group Goal → Empathy	4.574	0.000	Accepted
Group Goal → Motivation	5.239	0.000	Accepted
Group Goal → Relationship Management	5.423	0.000	Accepted
Group Goal → Self Awareness	12.88	0.000	Accepted
Shared Vision → Emotional Self-Management	3.475	0.001	Accepted
Shared Vision → Empathy	3.207	0.001	Accepted
Shared Vision → Motivation	1.383	0.167	Rejected
Shared Vision → Relationship Management	3.88	0.000	Accepted
Shared Vision → Self Awareness	1.867	0.062	Rejected
Modeling Behavior → Emotional Self-Management	7.783	0.000	Accepted
Modeling Behavior → Empathy	4.348	0.000	Accepted
Modeling Behavior → Motivation	4.648	0.000	Accepted
Modeling Behavior → Relationship Management	5.594	0.000	Accepted
Modeling Behavior → Self Awareness	5.416	0.000	Accepted
Performance Expectations → Emotional Self-Management	2.722	0.007	Accepted
Performance Expectations → Empathy	4.998	0.000	Accepted
Performance Expectations → Motivation	2.415	0.016	Accepted
Performance Expectations → Relationship Management	4.547	0.000	Accepted
Performance Expectations → Self Awareness	3.155	0.002	Accepted
Individualized Support → Emotional Self-Management	3.586	0.000	Accepted
Individualized Support → Empathy	4.243	0.000	Accepted
Individualized Support → Motivation	1.877	0.061	Rejected
Individualized Support → Relationship Management	5.287	0.000	Accepted
Individualized Support → Self Awareness	1.098	0.272	Rejected
Providing Intellectual Stimulation → Emotional Self-Management	10.136	0.000	Accepted
Providing Intellectual Stimulation → Empathy	4.817	0.000	Accepted
Providing Intellectual Stimulation → Motivation	4.315	0.000	Accepted
Providing Intellectual Stimulation → Relationship Management	9.417	0.000	Accepted
Providing Intellectual Stimulation → Self Awareness	8.492	0.000	Accepted

Coefficient of determination

Within the structural model, the researcher must evaluate the predictive power of the model by analyzing the coefficient of determination R^2 . The R^2 score quantifies the collective influence of independent variable(s) on the dependent variable. R^2 is a statistical measure that assesses the accuracy of the model's predictions (Ramayah et al., 2018). The coefficient of determination ranges from zero (0) to one (1). A predictor with an R^2 value close to 1 is considered to have a high level of significance. The following table presents the R^2 ratings for several elements. The R^2 value for emotional self-management is 0.570, which means that a one unit change in this variable leads to a 57% change. Similarly, the R^2 value for empathy is 0.450, indicating a 26% alteration. The R^2 value for motivation is 0.280, which indicates a 28% variation. The R^2 score for relationship

management is 0.553, while the R² score for self-awareness is 0.520. Both scores indicate a 52% variation.

Table 5. Coefficient of determination

Variables	R Square
Emotional Self-Management	0.570
Empathy	0.450
Motivation	0.280
Relationship Management	0.553
Self-Awareness	0.520

Discussion

Determining the level of Head of Departments' transformational leadership for Governmental Institutes is essential to determining the direction of future improvement for the Governmental Institutes Head of Departments. This is a first empirical research study in which the impact of dimensions of transformational leadership have been tested with the dimensions of emotional intelligence at Afghanistan. In this study, the dimensions of transformational leadership and emotional intelligence are clearly tested to find out the clear association and impact on each of the dimension. Thirty (30) hypotheses have been tested where 26 were accepted while four hypotheses are rejected. Nexus to the current study, the result is aligning with the prior study of Abdulla and Varatharajoo (2017), leaders have a transformative leadership style that helps increase overall organizational efficiency including motivation, empathy and relationship management.

According to this statement, the ability of leaders to have a flexible transformational leadership style is a critical aspect in boosting organizational efficiency. According to Abdulla and Varatharajoo (2017), leaders are trained in transformational leadership styles, which help them build leadership abilities and enable them to implement different sorts of strategies in diverse scenarios.

Contributions to knowledge

The current research study is quite unique and novel. In the literature, rear literature is available on the association between six dimensions of transformational leadership and five dimensions of emotional intelligence. This study has a certain analysis of the level of Head of Departments' transformational leadership in Governmental Institutes of Afghanistan.

The result of the current study contributes to the knowledge of academia, knowledge of literature and knowledge of researchers that there is significant relationship between transformational leadership and emotional intelligence.

Future directions

The current research study was limited to only head of departments, while further the current research study can be extended to both public and private institutions. Not only this, future research study can have a mediating and moderating effects such as perceived organization support can play a vital role as mediator between transformational leadership and emotional intelligence.

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