

IMPACT OF EMOTIONAL INTELLIGENCE ON TRANSFORMATIONAL LEADERSHIP IN SELECTED ACADEMIC INSTITUTIONS IN THE KATHMANDU, NEPAL

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ABSTRACT

Emotional intelligence and transformational leadership are well-liked academic disciplines. This paper examined the impact of emotional intelligence (EI) on transformational leadership (TL) in selected academic institutions in the Kathmandu, Nepal using a cross-sectional strategy. A total of 133 academic managers from different academic institutions served as respondents of the study through Cochran's method. Convenient sampling with a five-point modified Likert scale to answer 20 validated emotional intelligence questions and 25 validated transformational leadership questionnaires. Statistical tools such as as simple percent, mean, standard deviation, ANOVA, MANOVA, and linear regression were used to investigate and interpret the data. The regression data analysis revealed that emotional intelligence has an impact on transformational leadership ($r = 0.749$). R Square = 0.561, Ad (R Square) = 0.557, $P > 0.05$. In this study, ANOVA and MANOVA tests were also used to find associations between demographic variables and emotional intelligence. Findings unveiled that there is a significant difference between different academic fields and emotional intelligence, while MANOVA Analysis revealed that there is significant different between gender and EI. Evidence suggests that both EI and TL are critical traits for boosting intellectual capacity, communication, and compassion. As a result, academic-related organizations should invest in building and improving EI and competence among academic manager, as well as performing additional studies in different parts of Nepal using a wide sample and qualitative technique to better comprehend in-depth data.

Keywords: Transformational leadership (TL), Emotional Intelligence (EI), gender, Academic Manager

INTRODUCTION

Today, the world is undergoing significant and ongoing changes, ranging from technical intervention to universal competitiveness. The organization, like the rest of the planet, wants to change and compete in order to maintain, retain,

and stimulate employees, as well as improve performance. When it comes to large changes and challenges in the workplace, emotional intelligence and transformation leadership can be useful skills to respond to or address the enormous changes. Many leadership styles and skills have emerged at work, but emotional intelligence skills and

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transformation leadership have been shown to be effective and better approaches to dealing with challenges, crises, and competitive work situations. Emotional intelligence is a significant instrument for change leadership because it integrates personal and professional competencies, allowing transformation leaders to better understand and control their own emotions as well as those of others. As a result, work leadership can exceed, create contentment, hope, and high performance, as well as help employees connect and construct competence with clients and co-workers. Employees with high EI ratings can show self-assurance, satisfaction, enhanced drive, increased self-adaptability, empathy, and good communication at work. Researchers have made significant progress in this area. According to research, organizational leaders must establish emotional stability in order to secure the physical and mental health of themselves and the organizations they represent (Kannaiah, 2015). Researchers have made remarkable developments in the fields of transformational leadership; as well. It is a critical indicator for improving managers' and employees' search efficacy. Being a role model, exhibiting motivation, influencing others, working as a team, being good at team building, and being able to listen and feel the viewpoints of others are all examples of leadership abilities. However, according to one study, transformational leadership has a significant impact on organizational performance (Suifan, Kelani, Alsayed, & Sweis, 2019). Emotional intelligence and transformation leadership are essential at work to help employees and managers connect and collaborate more effectively. However, there is a significant relationship between EI and TL, according to a number of studies. (Antonova & Tutor, 2016; Lesley & Maresca, 2015; Milhem, Muda, & Ahmed, 2019). In order to develop professionalism and leadership, academic leaders, like those in other fields, should consider adopting EI to connect and construct competence. One study looked into emotional intelligence and workplace transformation, and the results revealed that academic heads' EI and TL have a significant and strong positive relationship with academic heads in Sri Lankan state universities (Rajee, Sareena, & Kengatharan,

2020). The work of today's organization is getting more complex and filled with more chances. Heads must upgrade themselves to adapt to such scenarios as a result of these regulations. Emotional Intelligence and transformational leadership model both are becoming popular tools at work. However, in Nepal, there are few studies done about EI and TL at work. Moreover, there is one study conducted to investigate the impact of emotional intelligence on job performance and organizational commitment in a selected public and commercial bank in Nepal, and the findings demonstrated a significant impact between the two variables (Dhungana & Kautish, 2020). Another study was carried out in Nepal in various schools to investigate the impact of principals' emotional intelligence on academic achievement, and suggested EI is a useful tool (Khadka, 2019). Despite the fact that emotional intelligence has received minimal research in Nepal, it is popular, important, and required at work to engage with managers and employees, as well as clients, students, and others. TL has been included as one of the crucial indications to deal with many prospects with employees and managers, such as idealized influence, inspiring motivation, and individual consideration, despite the fact that few studies on TL have been undertaken, that both TL and EI are necessary and have a positive impact when handled and maintained properly, As a result, the researchers sought to find out the correlation between emotional intelligence and transformative leadership in academic institutions, as well as how emotional intelligence affects academic work. Furthermore, the current research examined how demographic parameters including age, gender, and job experiences affect transformational leadership and emotional intelligence.

OBJECTIVES OF THE STUDY

This study examined the impact of emotional intelligence (EI) on transformational leadership (TL) which is crucial aspects to be taken into considerations. For this, the selected academic institutions in the Kathmandu, Nepal were chosen to have apt findings.



METHODOLOGY

Researchers adopted a quantitative method with a total population of 133 academic heads from the different academic institutions in Kathmandu. This was computed through Cochran method to the finalized total population. For this study, convenient sampling was used because organizations were unwilling to share their information for security reasons, privacy was preserved in this study. Researchers used online data gathering tools for data collection. Researchers applied regression analysis, ANOVA, and MANOVA to the data analysis. There is a regression analysis carried out using the dependent and independent variables. EI considers independent variables and TL considers dependent variables in this study to test the hypothesis of one; H1: There is an impact of emotional intelligence (EI) on transformational leadership (TL) in selected institutions in the Kathmandu. There is a second hypothesis developed by researchers that is: H2: There is a significant difference in emotional intelligence amongst the different levels of the field in selected academic institutions in the Kathmandu district. An ANOVA was carried out using the dependent variable of emotional intelligence and the independent variable was the field. MANOVA analysis was used to examine the hypotheses, H3: There is a significant difference in emotional intelligence based on gender. MANOVA was used to examine the elements of the EI Self (awareness and management) and Social (awareness and management) of males and females' academic heads. The dependent variables are self (awareness and management), social (awareness and management), and gender is considered (independent variable).

RESULTS AND DISCUSSION

1. Relationship between variables

The relationship between a dependent variable and the independent variable was explored utilizing descriptive analysis, regression analysis, and ANOVA and MANOVA tests in this study. As a result, a regression analysis model finding

demonstrates that; emotional intelligence (EI) has a strong influence on the transformational leadership (TL), and H1 is accepted. The mean TL is 4.38 and the mean EI is 4.35, according to descriptive statistics from this study. Mean TL has a standard deviation of 430, while mean EI has a standard deviation of 527. 1st Table: Summary of the Model The regression model's outcome $P > .05$, $R = 0.749$, $R^2 = 0.561$, $Adjusted\ R^2 = 0.557$, and emotional intelligence (SA1 + SM1 + SA2 + SM2) were shown to have a significant impact on transformational leadership (TL), according to the summary results. EI is a key factor to consider.

Table 1
Model Summary of Impact of Emotional Intelligence (EI) on Transformational leadership (TL)

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate	Change Statistics				
					R ² Change	F Change	df1	df2	Sig. F Change
1	0.749 ^a	0.561	0.557	0.28641	0.561	167.298	1	131	0.000

a. Predictors: (Constant), MEAN_EI

H2: There is a significant difference in emotional intelligence (EI) amongst the different levels of the field among the academic heads. Descriptive statistics of the field MEAN_EI respectively show that the mean for nursing is 4.12, engineering is 4.41, and management is 4.41. The standard deviation for nursing is 0.656, engineering is 0.455, and management is 0.481.

2. Relationship between variables with ANOVA test

Table 2
Significant difference in emotional intelligence between the various academic categories

MEAN-EI					
	Sum Squares	Df	Mean Sq	F	Sig
Between Groups	1.809	2	0.904	3.369	0.037
Within Groups	34.894	130	0.268		
Total	36.702	132			



The significant value of a relationship is 0.037. This is less than 0.05. Therefore, H2: There is significant difference in emotional intelligence amongst the different levels of a field among the managers. There is a significant difference between groups was determined by one-way ANOVA ($F(2, 130) = 3.369, Sig = .037$).

H3: There is a significant difference in emotional intelligence (EI) based on gender among the academic heads.

3. Relationship between variables with Multivariable test

Table 3
Box's Test of Equality of Covariance Matrices

Box's M	16.094
F	1.552
df1	10
Df2	52675.721
Sig	0.114

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

Table 4
Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
Gender	Pillai's Trace	0.067	2.295 ^b	4.000	128.000	0.063
	Wilks' Lambda	0.933	2.295 ^b	4.000	128.000	0.063
	Hotelling's Trace	0.072	2.295 ^b	4.000	128.000	0.063
	Roy's Largest Root	0.072	2.295 ^b	4.000	128.000	0.063

By running a MANOVA analysis to explore the relationships between the elements of the EI (self-awareness, self-management, social awareness, and social-management of males and females, academic heads the responders (N = 133) and dependent variables, including four variables. There was multivariate analysis applied to the examination. Table:3. Box's Test of Equality of Covariance Matrices: shows that the assumptions of homogeneity of variance and equality of error are satisfied. Test of 4. Multivariate

Tests; demonstrated that males and females do not show a statistically significant difference in their overall emotional intelligence (EI).

Table 5
Tests of Between- Subjects Effects

Source	Dependent Variables	Mean Square	F	Sig	Partial Squared (np ²)
Gender	MEAN_SA	0.284	1.13	0.289	0.009
	MEAN_SA2	0.339	1.36	0.245	0.010
	MEAN_SM	1.62	7.68	0.006	0.055
	MEAN_SM2	0.071	0.126	0.723	0.001

Note: MEAN_SA= Self- awareness, MEAN_SA2= Social-awareness, MEAN_SM= Self- management, MEAN_SM2= Social management.

Table 5 reveals that the difference between males and females in self-awareness, $F(1,133) = 1.13, p > .05, np^2 = .009$; social-awareness, $F(1,133) = 1.36, P > .05, np^2 = .010$; self-management, $F(1,133) = 7.68, p > .05, np^2 = .055$; and social-management $(1,133) = .126, p > .05, np^2 = .001$, respectively. Tests of Between-Subjects Effects analysis suggested that males and females do not show a statistically significant difference in EI dependent variables. This hypothesis was not supported by the analysis. The result shows that there is not a significant difference in emotional intelligence based on gender.

CONCLUSIONS

Innovation approaches in academic teaching and learning are always vital and focus should be continuous. Though the PBL case can be one such approach for student-centric activities in realizing meaningful knowledge and skills development, other equally important approaches need to be explored. The integration of PBL approaches with other pedagogical approaches can be explored in the higher education system un case by case.

RECOMMENDATIONS

For managers, emotional intelligence is a critical component. Authorities must invest in

managers' leadership skills, knowledge, and abilities. In Nepal, a smaller-scale investigation on EI and the TL was undertaken with focus at Kathmandu, Nepal. Result obtained is not quite encouraging in this domain which highlighted the need of focus in this matter. In order to obtain in-depth data, qualitative studies and large samples should be undertaken in various locations in Nepal in the future.

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