

MS Research Thesis

**RELATIONSHIP OF TRANSFORMATIONAL
LEADERSHIP WITH EMOTIONAL INTELLIGENCE
AND BURNOUT AT UNIVERSITY LEVEL**



Researcher

MAHEEN ZAHID
42-FOE/MSELM/F23

Supervisor

DR. AZHAR MAHMOOD

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT
FACULTY OF EDUCATION
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD
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MAHEEN ZAHID
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A thesis submitted in partial fulfillment of the requirement for the degree
of MS Educational leadership and management

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT
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APPROVAL SHEET

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RELATIONSHIP OF TRANSFORMATIONAL LEADERSHIP WITH EMOTIONAL INTELLIGENCE AND BURNOUT AT UNIVERSITY LEVEL

By

Maheen Zahid

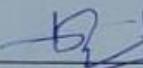
42-FOE/MSELM/F23

This thesis has been accepted by the Department of Educational Leadership & Management (ELM), Faculty of Education, International Islamic University Islamabad in partial fulfillment of the degree of **MS Education**.

Supervisor:


Dr. Azhar Mahmood

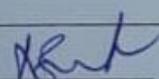
Internal Examiner:


Dr. Asad Abbas Rizvi

External Examiner:


Dr. Jahan Ara Shams

Dated:


Chairperson
Department of ELM
International Islamic University
Islamabad- Pakistan


Dean
Faculty of Education
International Islamic University
Islamabad- Pakistan

AUTHOR'S DECLARATION

It is hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS ELM. This thesis is in its present form. The original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

Maheen Zahid
42-FOE/MSELM/F23

SUPERVISOR'S CERTIFICATE

The thesis titled "**Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level**" submitted by Ms. Maheen Zahid Regd. No. 42-FOE/MSELM/F23 is a partial fulfillment of MS degree in ELM, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow her to submit this for further process as per IIUI rules and regulations.

Dr. Azhar Mahmood

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Dedication

To the version of me
who started this journey uncertain but determined.

To the version of me
who stayed up late, pushed through doubts, and kept going
anyway.

Thank you for not giving up.
To my inner artist, educator, and entrepreneur.

Thank you for reminding me that
creativity, purpose, and passion can coexist in both the
academic and human experience.

And finally, to the future me.
May you always remember what you are capable of.

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This accomplishment is a shared one, and I am deeply grateful for every hand, voice, and spirit that helped me carry it forward. Thank you so much.

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Abstract

University leadership roles, held by Chairpersons and Heads of Departments (HODs), are increasingly associated with high levels of burnout, which manifests as emotional exhaustion, depersonalization, and reduced personal accomplishment. Burnout often tends to decrease the effectiveness of leaders' ability to transform their faculty members. Whereas Emotional intelligence, defined as the ability to recognize, understand, and manage emotions, is believed to enhance effectiveness of transformational leadership, which motivates and inspires extraordinary performance. This study seeks to analyze the relationship of transformational leadership (TL) with emotional intelligence (EI), and burnout among university leaders. The objectives of this research were to; find out the perceived level of transformational leadership among leaders at university level, find out the perceived level of Emotional intelligence of leaders at university level, find out the perceived level of burnout of leaders at university level, examine the relationship of transformational leadership with Emotional intelligence of leaders at university level, examine the relationship of transformational leadership with burnout of leaders at university level, and determine the relationship of transformational leadership with emotional intelligence and burnout of leaders at university level. This study was delimited to chairpersons and Hods (educational leaders) from general category public universities from Sector H, Islamabad, Pakistan. A quantitative, correlational research design grounded in the positivist paradigm was employed. The targeted population included 218 university leaders. The sample consists of 140 university leaders selected using simple random sampling technique. Data were collected using three adapted instruments: the Genos Emotional Intelligence Self-Assessment, the Transformational Leadership Survey, and the Bergan burnout inventory. Validity was ensured through experts' opinion. Pilot testing was done to ensure reliability of the instruments. And reliability of instruments were checked through Cronbach alpha formula. Statistical analysis was conducted using SPSS, applying descriptive (frequency percentages and means) and inferential techniques (Pearson Correlation ® and Multiple linear regression) to assess the relationships between the variables. Analysis found that university leaders perceived themselves as highly practicing transformational leadership and emotional intelligence, yet showed signs of moderate burnout, with emotional reasoning emerging as a key associator of effective leadership. The study concluded that while emotional intelligence and burnout individually and jointly positively correlated with transformational leadership, their relationships are complexed and are not uniformly significant across all dimensions. Therefor it is recommended that universities implement targeted leadership development and training programs focusing on enhancing emotional reasoning and managing burnout to sustain transformational leadership effectiveness among leaders.

Key Words: *Emotional Intelligence, Transformational Leadership, Burnout, Educational Leader*

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LIST OF ABBREVIATIONS

TL	Transformational Leadership
II	Idealized Influence
IM	Inspirational Motivation
IC	Individualized Consideration
IS	Intellectual Stimulation
EI	Emotional Intelligence
ESA	Emotional Self Expression
EAO	Emotional Awareness of Others
EE	Emotional Expression
ER	Emotional Reasoning
ESM	Emotional Self-Management
EMO	Emotional Management of Others
EC	Emotional Control
B	Burnout
EXH	Exhaustion
CYN	Cynicism
INA	Inadequacy
BBI	Bergan Burnout Inventory

CHAPTER 1

INTRODUCTION

The role of leadership in higher education institutions is pivotal to the success and well-being of both educators and students. University leaders face complex challenges such as fostering academic excellence, managing diverse academic units, and navigating administrative overload, resource constraints, and performance pressures. These demands contribute to concerns about burnout, which undermines leaders' productivity and institutional success. Systematic reviews across educational professions confirm that burnout and stress significantly impair effectiveness (Gorain & Kalhotra, 2024).

According to Goleman (1998b), emotional intelligence—the ability to perceive, understand, and manage emotions in oneself and others—has gained wide attention as a critical leadership skill. In higher education, where interpersonal dynamics and emotional labor are central, emotional intelligence supports effective leadership. Leaders high in emotional intelligence manage conflicts constructively, handle complex social interactions, and create supportive environments that foster collaboration (Coronado-Maldonado & Benítez-Márquez, 2023).

Closely linked is transformational leadership, which emphasizes vision, inspiration, and motivating followers to enhance performance and organizational growth (Bass & Avolio, 1994). Transformational leaders challenge and support followers while cultivating a positive culture of innovation (Leithwood & Jantzi, 2006). By serving as role models, offering inspiration, encouraging creativity, and recognizing individuals, transformational leaders foster engagement and well-being. Research further suggests that transformational leadership mitigates burnout, as its core purpose—building a supportive workplace—counteracts the effects of stress and disengagement (Hoch et al., 2018). Through promoting collective vision and personal growth, transformational leaders help reduce burnout risk (Arnold et al., 2007).

Burnout, defined by Maslach (1993) as a response to chronic workplace stress, involves emotional exhaustion, detachment, and reduced personal accomplishment. It is particularly prevalent in academia, where high workloads and competing roles increase vulnerability. Burnout leads to negative outcomes such as dissatisfaction, reduced productivity, and mental health challenges (Kelly & Hearld, 2020). Among

university leaders, its effects extend beyond personal health to institutional performance, faculty motivation, and student outcomes. Leaders experiencing burnout struggle to maintain strong relationships, effective teaching, and research productivity. Burnout is also shaped by social dynamics and personal perceptions, highlighting its complex and individualized nature (Maslach, 1993).

Despite the expanding research on transformational leadership style, emotional intelligence, and burnout, limited research has specifically examined the interplay between these constructs in the context of higher education leadership. Understanding transformational leadership interconnection with emotional intelligence and burnout among university leaders can provide valuable insights for developing leadership development programs and interventions intended at promoting leader's ability of endurance and reducing burnout effects on their leadership in academic settings. Although emotional intelligence has been recognized as an individual asset that enhances interpersonal relationships and emotional regulation (Goleman, 1998b), it is also increasingly seen as an essential leadership quality that influences organizational health. Similarly, transformational leadership, through its emphasis on vision, inspiration, and individualized support, is associated with reduced stress and increased job satisfaction (Kelly & Hearld, 2020). Together, these two factors; high level of emotional intelligence and low burnout may serve as effective mechanisms for promoting transformational leadership effectiveness.

1.1 Background and the Context of the Study

Educational leadership, particularly at the university level, has become increasingly complex due to the growing demands of higher education institutions. University leaders face multiple responsibilities, including managing academic programs, overseeing faculty and staff, maintaining institutional goals, and addressing student needs. These challenges place immense pressure on educational leaders, which often leads to heightened stress levels and, in many cases, burnout (Westman & Etzion, 1999). Burnout, "which described as emotional exhaustion, depersonalization, and a reduced sense of personal achievement" (Maslach & Leiter, 2016), is not only detrimental to individual leaders but can also compromise institutional performance, affect faculty morale, and disrupt the learning environment.

In such a dynamic environment, university leaders must not only manage the administrative aspects of higher education institutions but also foster positive organizational climates. Educational leaders play a pivotal role in shaping university culture, making leadership style a critical factor in determining institutional success (Berkovich & Eyal, 2015). One key leadership style that has garnered attention in the academic sector is transformational leadership, which emphasizes motivating and inspiring staff and faculty members to exceed expectations, promoting individual accountability, and cultivating a collective vision (Bass & Avolio, 1994).

In addition to leadership styles, the competence to identify, comprehend, and regulate both personal and others' emotions which is defined as emotional intelligence has been shown to significantly impact leadership effectiveness (Goleman, 1998b). Emotional intelligence has been known and acknowledged as an effective set of mastery for leadership, influencing decision-making, communication, and conflict resolution (Boyatzis, 2006). These aspects of leadership and EI become even more critical when considering burnout, a pervasive issue for university leaders because of the demanding and stressful nature of their roles.

Despite the significant consequences of burnout, research on this issue in educational leadership has predominantly focused on external factors such as workload and organizational structure, while psychological and emotional factors have received less attention. While transformational leadership has been observed to mitigate burnout in various settings (Menon, 2014) burnout influencing transformational leadership, and the function of emotional intelligence in enhancing or enabling transformational leadership remains underexplored. This gap in understanding needs further exploration into how personal traits like emotional intelligence and burnout influence a leader's capability to lead effectively and transform their followers or faculty members in terms of higher educational settings. Investigating these variables is crucial to better understanding how university leaders can mitigate burnout and maintain effectiveness.

While existing research has explored emotional intelligence, transformational leadership, and burnout in various professional contexts (Barling et al., 2000), there is limited empirical evidence examining the intersection of these variables within university settings. Given the unique challenges faced by university leaders, understanding how emotionally intelligent and burnout could be related to transformational leaders is a critical area of inquiry. This study intends to investigate

the relationship of transformational leadership, with emotional intelligence, and burnout among university leaders.

Thus, this study is necessary to fill the gap in the literature concerning the role of emotional intelligence and burnout in transformational leadership within higher education. By examining these relationships, this research will contribute to the existing field of knowledge on educational leadership and provide practical insights for enhancing leadership practices in universities. It will also have important implications for educational institutions seeking to reduce burnout and improve leadership effectiveness by incorporating emotional intelligence training into professional development programs for university leaders. Ultimately, this study aims to offer evidence-based strategies that can help educational leaders thrive in their roles while fostering a positive, sustainable work environment for themselves and their staff.

1.2 Problem Statement

University leaders, such as Chairpersons and Heads of Departments (HoDs), often face immense pressures due to their roles, which include managing academic programs, leading faculty, and ensuring the success of students and the institution. These responsibilities can lead to significant levels of burnout, which not only affects the well-being of these leaders but also undermines their effectiveness, ultimately impacting the university's overall functioning. Although emotional intelligence (EI) and lessen burnout have been presented to enhance transformational leadership (TL) in various organizational contexts separately, there is limited research examining how these variables interact in university settings, particularly among leaders in public universities in Islamabad, Pakistan. Emotional intelligence, which involves recognizing and managing emotions effectively, may help leaders navigate stressful situations, while transformational leadership, which focuses on motivating and inspiring others, could enhance leaders' resilience to burnout.

However, the specific nature of the relationships between EI, TL, and burnout among university leaders remains unclear. This study aims to address this gap by investigating the extent to which transformational leadership is associated with emotional intelligence and burnout, individually and collectively, among university leaders. Understanding these relationships can provide valuable insights to create strategies to improve the overall effectiveness of university leadership.

University leaders often operate under intense pressure due to multiple administrative responsibilities, academic demands, and interpersonal conflicts. As a result, many of these leaders experience high levels of stress, which, if not properly managed, can lead to burnout (Westman & Etzion, 1999). Burnout can negatively affect not just the individual's well-being but also on their ability to lead effectively, and on the total performance of the institution. While transformational leadership has been associated with reduced stress and cultivating a supportive environment (Leithwood & Jantzi, 2006), the role of emotional intelligence in mediating or moderating this relationship remains underexplored.

The interconnection between transformational leadership, emotional intelligence, and burnout in university leaders has received limited attention in research. Effectiveness of leadership and the intelligence competence of emotions has been linked and proven connected in numerous studies (George, 2000). There are several studies have also examined burnout in leaders of various sectors (Maslach & Leiter, 2016b), there is a notable research gap in integrating these constructs within the context of educational leadership at the university level, particularly in Pakistan.

1.3 Objectives of the Study

Objectives of the study were to :

1. Find out the perceived level of transformational leadership among leaders at the university level
2. Find out the perceived level of Emotional intelligence among leaders at the university level
3. Find out the perceived level of burnout of leaders at the university level
4. Examine the relationship of transformational leadership with Emotional intelligence of leaders at university level
5. Examine the relationship of transformational leadership with burnout of leaders at university level
6. Determine the relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level

1.4 Research Questions

These were the research questions for this study:

- RQ1.** What is the level of transformational leadership among university leaders (HoDs)?
- RQ2.** What is the level of emotional intelligence among university leaders (HoDs)?
- RQ3.** What is the level of burnout among university leaders (HoDs)?

1.5 Research Hypotheses

Below are the research hypothesis for this study:

- H₀₁:** There is no significant relationship between idealized influence and emotional intelligence among university leaders
- H₀₂:** There is no significant relationship between intellectual stimulation and emotional intelligence among university leaders
- H₀₃:** There is no significant relationship between inspirational motivation and emotional intelligence among university leaders
- H₀₄:** There is no significant relationship between individualized consideration and emotional intelligence among university leaders
- H₀₅:** There is no significant relationship between transformational leadership and emotional self awareness among university leaders
- H₀₆:** There is no significant relationship between transformational leadership and emotional awareness of others among university leaders
- H₀₇:** There is no significant relationship between transformational leadership and emotional expression among university leaders
- H₀₈:** There is no significant relationship between transformational leadership and emotional reasoning among university leaders

H₀₉: There is no significant relationship between transformational leadership and emotional self management among university leaders

H₁₀: There is no significant relationship between transformational leadership and emotional management of others among university leaders

H₁₁: There is no significant relationship between transformational leadership and emotional self control among university leaders

H₁₂: There is no significant relationship between transformational leadership and emotional intelligence among university leaders

H₁₃: There is no significant relationship between idealized influence and burnout among university leaders.

H₁₄: There is no significant relationship between intellectual stimulation and burnout among university leaders.

H₁₅: There is no significant relationship between inspirational motivation and burnout among university leaders.

H₁₆: There is no significant relationship between individualized consideration and burnout among university leaders.

H₁₇: There is no significant relationship between transformational leadership and Exhaustion among university leaders.

H₁₈: There is no significant relationship between transformational leadership and cynicism among university leaders.

H₁₉: There is no significant relationship between transformational leadership and inadequacy among university leaders.

H₂₀: There is no significant relationship between transformational leadership and burnout among university leaders.

H₂₁: There is no significant relationship of transformational leadership with emotional intelligence and burnout among university leaders

1.6 Significance of Study

This research carries substantial importance for a range of educational stakeholders, particularly university leaders, institutional human resource departments, leadership training units, and policy makers in higher education. By exploring the interconnected dynamics of transformational leadership, emotional intelligence, and burnout, the research provides evidence-based insights into the emotional and behavioral competencies required for effective leadership in academic settings.

For university leaders, the findings highlight the importance of emotional reasoning and self-awareness in sustaining transformational leadership behaviors, even under stress. For human resource departments and leadership development institutes, the study underscores the need to implement tailored training interventions that not only enhance emotional intelligence but also proactively address burnout. Additionally, higher education policy makers can benefit from this research by integrating emotional wellness and leadership resilience into institutional policies and professional development frameworks.

Moreover, this study addresses a gap in existing research by providing empirical evidence on the linkage among transformational leadership style, emotional intelligence, and burnout in relation to higher education, to Pakistan. The findings contribute to the broader body of knowledge.

1.7 Delimitations of the Study

Study was delimited to:

1. Educational Leaders (Chairpersons and Head of Departments)
2. General category, Public Universities
3. Sector-H, Islamabad , Pakistan

1.8 Operational Definitions of Key Terms

1.8.1 Emotional Intelligence

The ability of a person to identify, understand, and regulate their emotions and of others is termed as EI.

1.8.2 Emotional Self Awareness

The ability to recognize and understand one's own emotions.

1.8.3 Emotional Awareness of Others

The capacity to perceive and understand the emotions of other people (serving you or around you).

1.8.4 Emotional Expression

The skill of effectively conveying one's feelings to others clearly.

1.8.5 Emotional Reasoning

The process of integrating emotional information with cognitive analysis to make informed decisions and solve problems.

1.8.6 Emotional Self-Management

The ability to manage and regulate one's own emotions and emotional responses.

1.8.7 Emotional Management of Others

The ability to influence, guide or support the emotional states of others to foster positive relationships and productive outcomes.

1.8.8 Emotional Control

The capacity to maintain composure and manage impulsive reactions during emotionally charged situations.

1.8.9 Transformational Leadership

Transformational Leadership (TL) refers to a leadership model focused on inspiring and motivating followers while fostering active participation by creating a shared vision, encouraging innovation, and fostering an environment of personal development.

1.8.10 Idealized Influence

A leader's ability to act as a role model, demonstrating high ethical standards and earning the trust, respect, and admiration of followers.

1.8.11 Intellectual Stimulation

The practice of encouraging creativity, innovation, and critical thinking by challenging assumptions and promoting new perspectives.

1.8.12 *Inspirational Motivation*

The ability to articulate a compelling vision, inspire enthusiasm, and foster commitment toward shared goals.

1.8.13 *Individualized Consideration*

Providing personalized support, mentorship, and development opportunities by recognizing the unique needs and potential of each follower.

1.8.14 *Burnout*

Burnout is a condition defined by emotional exhaustion, depersonalization, and lowered feeling of success. It typically occurs in individuals who face prolonged stress in their professional roles.

1.8.15 *Emotional Exhaustion*

A state of feeling emotionally drained and depleted emotional resources due to prolonged stress or demands.

1.8.16 *Cynicism*

A negative or detached attitude toward one's work, colleagues, or organization, often involving a loss of interest and emotional withdrawal.

1.8.17 *Inadequacy*

A diminished sense of personal accomplishment, competence, or effectiveness in one's professional role.

1.8.18 *University Leaders*

University Leaders in this study refer to individuals holding leadership positions within public universities, including Chairpersons and Heads of Departments (HODs). These leaders are responsible for managing academic departments, faculty, and students, and for guiding the strategic direction of their institutions.

1.9 Conceptual Framework

Figure 1.1

Conceptual Framework

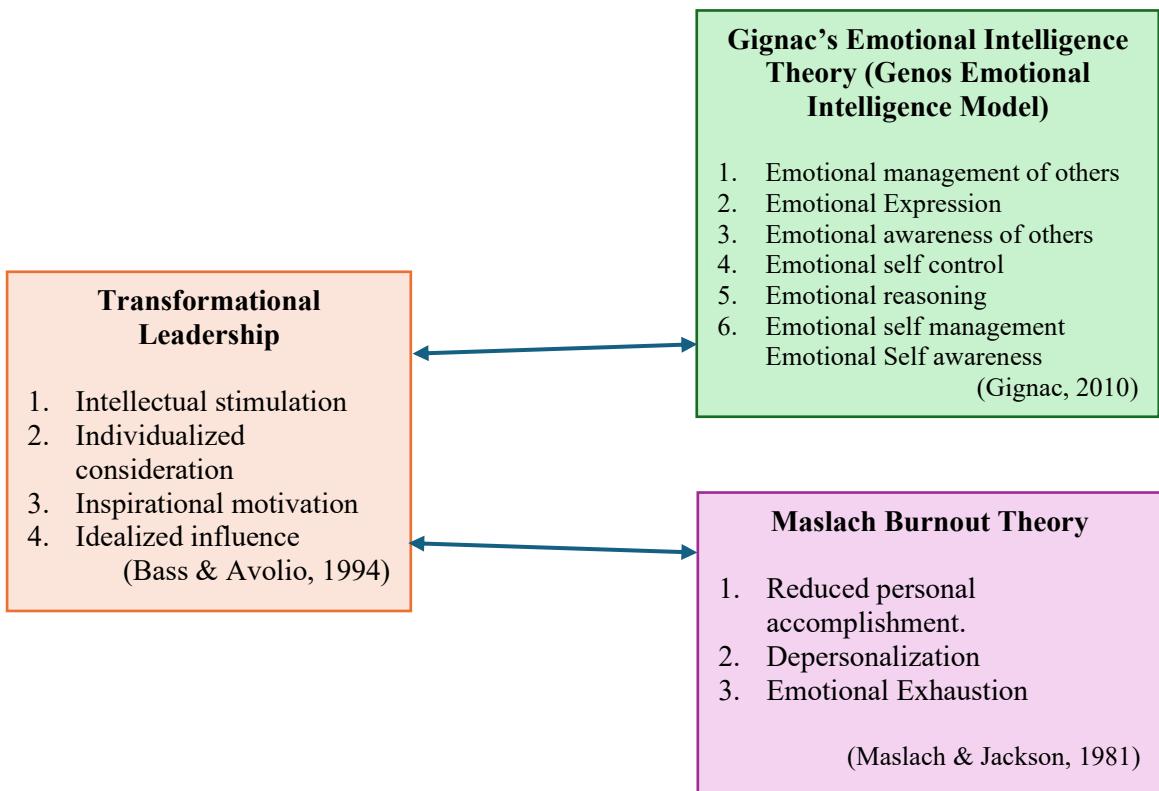


Figure 1.1 presents the conceptual framework that delineates conceptual relationships among Transformational Leadership Theory (Bass & Avolio, 1994), Gignac's Emotional Intelligence Theory (Genos Emotional Intelligence Model; Gignac, 2010), and the Maslach Burnout Theory (Maslach & Jackson, 1981). The framework positions transformational leadership which comprise idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation as a central construct linked to both emotional intelligence and burnout. Emotional intelligence, represented by seven core dimensions including emotional awareness, emotional expression, emotional reasoning and emotional management, is conceptually related to leadership. Burnout, as theorized by Maslach and Jackson, is described through emotional exhaustion, depersonalization, and reduced personal accomplishment. The arrows connecting the three theoretical constructs indicate conceptual relationships among them, providing a basis for examining how these frameworks correlate within the context of study.

CHAPTER 2

LITERATURE REVIEW

The chapter provides clear overview of existing research and literature related to emotional intelligence, transformational leadership, and burnout of leaders. By reviewing and analyzing previous work, it aims to create a theoretical framework and provide background information to understand how emotional intelligence and transformational leadership can help reduce burnout in university settings. The literature review covers important concepts, key theories, and real-world evidence to delve into how emotional intelligence and transformational leadership alter burnout among leaders, as well as the methods and strategies teachers use to enhance learning. The main objective is to identify patterns, trends, and important insights that can guide future research and help develop leadership styles that promote innovative teaching practices in education.

2.1 Leadership

Leadership is very important in influencing the educational system, and the effectiveness of educational leaders can greatly affect students' learning outcomes and experiences, along with how well the entire school operates (Kilag et al., 2024). This indicates that leadership in education is not merely an administrative function but a key driver of institutional success, making it critical to examine leadership qualities such as transformational leadership and emotional intelligence in university settings.

2.2 Transformational Leadership

In 1973, Transformational leadership was introduced for the very first time, but it acquired significant attention through James MacGregor Burns, a political sociologist, who introduced the idea of transformational leadership in his influential 1978 work, leadership (Bailey, 2021). Transformational leadership is described by Burns as a process in which greater moral awareness and inspirational drive are raised by leaders and followers of one another. It was further expanded by Bass and Avolio (1994), who defined transformational leadership as the competence of leaders to be an inspiration for their followers (Brown & Brown, 2014) to accomplish beyond their initial goals by setting challenging goals and elevating performance standards (Bailey, 2021). It encourages followers to look toward higher purposes and put aside their individual interests for the welfare of the team (Bass & Riggio, 2006; Bailey, 2021).

Transformational leadership is distinguished by its focus on motivating and inspiring followers through vision, communication, and confidence (Chaar, 2022). One of the reasons for its success and appeal is the leaders' ability to foster personal growth among subordinates while enhancing overall productivity (Brown & Brown, 2014 & Chaar, 2022) but also supports the personal growth of subordinates by encouraging self-efficacy and autonomy (Sun, Chen, & Zhang, 2017). Transformational leaders align individual goals with broader institutional objectives, thereby fostering intrinsic motivation and a shared sense of purpose (Arokiasamy, 2017).

Moreover, such leaders are often sensitive to the emotional states of their followers, which helps cultivate a supportive and emotionally intelligent work environment that drives high performance (Dabke, 2016). This leadership style values and respects the emotions and feelings of subordinates, fostering intrinsic motivation by aligning individual and organizational goals (Chaar, 2022). Transformational leaders often achieve higher organizational performance by creating a shared vision that motivates followers to strive for success.

2.2.1 Transformational Leadership Key Dimensions

Bass and Avolio (1994) described four primary aspects that define transformational leadership (Bailey, 2021):

2.2.1.1 Idealized Influence:

Idealized influence, as a construct of transformational leadership, comprises two key components: attributed and behavioral (Bailey, 2021). This influence is amplified when leaders demonstrate emotional intelligence, as it helps them to model emotionally resilient behavior and ethically consistent decision-making (Kafetsios, Nezlek, & Vassiou, 2011). The attributed component reflects the leader's charisma, which inspires confidence, trust, and commitment to high-order ideals (Bailey, 2021). Followers perceive transformational leaders as confident and focused on broader, shared goals. Whereas the behavioral component refers to the leader's actions that are grounded in strong values, beliefs, and ethical ideals (Bass & Riggio, 2006).

Studies also show that idealized influence is particularly impactful in educational settings, where leaders' integrity and emotional connection with staff shape institutional culture and morale (Adigüzel & Kuloglu, 2019; Arokiasamy, 2017). Role models are exemplified by leaders who exhibit idealized influence, gaining the

admiration and respect of their followers. Through their conduct and commitment to principles, they motivate followers to emulate them and pursue a collective vision (Bass & Avolio, 1994).

2.2.1.2 Inspirational Motivation:

Inspirational motivation involves providing followers with a compelling clarity of direction and foresight. This element of leadership has been positively associated with teachers' empowerment and organizational commitment, particularly when leaders demonstrate strong communication and emotional intelligence (Loukeri et al., 2021; Tai & Kareem, 2018). Leaders in this dimension serve as examples of ethical conduct and articulate a future vision that is energizing and inspiring (Bass & Riggio, 2006). By setting high expectations and motivating followers to reach them, transformational leaders create a sense of shared purpose that fosters enthusiasm and commitment (Bailey, 2021). They communicate ambitious goals in a manner that motivates followers, encouraging them to rise to the challenge and work together toward common objectives (Bass & Avolio, 1994). Moreover, Nawaz, Tahir, and Zaman (2020) argue that inspirational motivation can significantly mitigate occupational stress when combined with emotionally intelligent leadership behaviors.

2.2.1.3 Intellectual Stimulation:

A leader's capacity to foster creativity, promote innovation, and stimulate critical thinking in their followers characterizes intellectual stimulation (Bass & Riggio, 2006). These leaders challenge existing norms and promote questioning of the status quo to foster new ideas and approaches to problem-solving (Bailey, 2021). Sun, Chen, and Zhang (2017) emphasizes that intellectual stimulation is a critical antecedent of transformational leadership, contributing significantly to professional development and adaptive capacity in dynamic educational environments. By stimulating intellectual exploration, transformational leaders establish a setting where followers are comfortable to take risks and explore novel solutions, continuously improving processes and outcomes (Bass, 1987). Semenets-Orlova et al. (2021) highlight its relevance in periods of rapid change, such as during the COVID-19 pandemic, where leaders needed to inspire creative solutions under pressure. This dimension ensures that innovation and growth are integral to the team's functioning.

2.2.1.4 Individualized Consideration:

Individualized consideration emphasizes understanding and attending to the specific needs of each follower (Bass & Riggio, 2006). Individuals with leadership role who practice this dimension offer individualized guidance and developmental coaching, aimed at enabling each team member to maximize their full potential (Bailey, 2021). Hebert (2010) also highlighted that individualized consideration significantly contributes to teacher satisfaction and retention by addressing unique emotional and professional needs. Nawaz, Tahir, and Zaman (2020) emphasized the mediating role of emotional intelligence in enhancing individualized consideration within leadership frameworks. By actively listening and responding to individual concerns, transformational leaders foster a supportive and inclusive environment. This dimension goes beyond professional development, ensuring that followers' personal growth and well-being are also considered, leading to stronger, more engaged teams (Bass & Avolio, 1994).

Transformational leadership has the power to drive significant organizational success. Leaders who adopt this style inspire and encourage their subordinates to reach personal and organizational goals, creating a culture of achievement (Chaar, 2022). However, if not handled with professionalism, transformational leadership can expose a "dark side," where the leader's influence may border on manipulation or unchecked ambition. Hunt and Fitzgerald (2013) argued that while transformational leaders are often viewed as ethical role models, the absence of emotional intelligence or ethical grounding can lead to overreach or emotional control. Therefore, balance, ethical behavior, and transparency are essential in ensuring that a leader's vision with transformational leadership style aligns with the broader interests of the organization and its followers (Chaar, 2022).

2.3 Emotional Intelligence

Emotions are a natural and important part of being human. We all experience a wide range of feelings, from happiness to sadness, and it is perfectly normal to feel both pleasure and pain at different times in our lives. Instead of hiding or feeling ashamed about our emotions, it is essential to recognize and learn how to manage them effectively. This is where emotional intelligence (EI) comes into play. Emotional intelligence is the skill that helps us understand our own emotions and those of others,

enabling us to respond to situations in a thoughtful and constructive way. By developing our EI, we can navigate our feelings more smoothly, improve our relationships, and enhance our overall well-being (Chaar, 2022). Adigüzel and Kuloglu (2019) supports this perspective, showing that emotionally intelligent individuals are more likely to manage interpersonal relationships constructively, contributing positively to organizational dynamics.

Until recently, the concept of emotional intelligence (EI) was not widely recognized, as experts had only just begun exploring the various forms of human intelligence that often fail to identify and acknowledge (Mayer et al., 2008; Chaar, 2022). In 1995, psychologist Daniel Goleman brought emotional intelligence into public awareness, highlighting its significance, and introducing a framework that connected EI to work performance and productivity (Chaar, 2022). Before Goleman, Mayer and Salovey were pioneers in the field, with their four-branch model of EI. They explained emotional intelligence defined as the skill to observe, express, and question through emotions, which helps in understanding thoughts and behavior (Mayer et al., 2008; Chaar, 2022). This early work was further supported by Kafetsios, Nezlek, and Vassiou (2011), who found that leaders with higher emotional intelligence create more emotionally positive environments, thereby improving overall team performance and interpersonal relations.

The concept was originally introduced by Salovey and Mayer (1990) that emotional intelligence; a form of interpersonal intelligence, defining it as the capacity to recognize and regulate both personal emotions and the emotions of those around them. They emphasized the role of emotional information in guiding thought and behavior, suggesting that emotional intelligence involves the recognition, regulation, and application of emotions to support decision-making and reasoning processes (Chaar, 2022).

Building on this foundation, Gignac (2010) further refined the definition of emotional intelligence, proposing that it be understood as the skill to intentionally adapt to, shape, and choose environments through emotionally informed processes. Nawaz, Tahir, and Zaman (2020) emphasized that emotional intelligence not only reduces occupational stress but also enhances the ability of leaders to respond appropriately to challenges, reinforcing its importance in leadership contexts.

Goleman's (1995) emotional intelligence model highlights several key abilities including:

- The ability to self motivation.
- The control of impulse and the delay of gratification.
- The regulation of moods and the management of stress.
- The capacity for empathy and hope.

Salovey and Mayer (1990) highlighted the role of emotional information in guiding thought and behavior, suggesting that emotional intelligence involves the recognition, regulation, and application of emotions to support decision-making and reasoning processes (Chaar, 2022). Expanding on this framework, Gignac (2010) further refined the concept, suggesting that emotional intelligence be understood as the purposeful use of emotional processes to adjust to, structure, or select one's environment. This view is reinforced by Fast (n.d.), who demonstrated through empirical research that professional development programs targeting EI led to reduced burnout and increased well-being among educators.

2.4 Models of Emotional Intelligence

2.4.1 *Goleman's Competency-Based Model (1995)*

In 1995, Daniel Goleman introduced a competency-based model of emotional intelligence that has gained widespread recognition, particularly in the context of employment and leadership (Bailey, 2021). This model remains highly influential in organizational leadership, as shown in studies by Adıgüzel and Kuloglu (2019), who found that these competencies contribute significantly to workplace harmony and effective employee engagement. Goleman initially identified and proposed five essential competencies that serve as the foundation of emotional intelligence (Goleman, 1995; Bailey, 2021).

These competencies are:

2.4.1.1 **Knowing One's Emotions (Self-Awareness):**

Self-awareness, or recognizing emotions as they happen, is the cornerstone of emotional intelligence. It enables individuals to monitor their feelings moment by moment, which is vital for self-understanding and psychological insight (Goleman,

1995). According to Semenets-Orlova et al. (2021), self-awareness in leadership enhances reflective decision-making and strengthens organizational adaptability, particularly in times of crisis. People who are certain of their emotions tend to control their lives and make better personal decisions, such as whom to marry or which career to pursue (Goleman, 1995).

2.4.1.2 Managing Emotions (Self-Regulation):

The ability to appropriately manage emotions builds upon self-awareness. This skill includes soothing oneself and recovering quickly from emotional setbacks. Nawaz, Tahir, and Zaman (2020) indicates that self-regulation reduces stress and enhances a leader's ability to maintain composure under pressure, positively impacting team morale and performance. Those who excel at managing their emotions bounce back faster from challenges, whereas those who struggle may be overwhelmed by feelings of distress (Goleman, 2001).

2.4.1.3 Motivating Oneself:

Emotional intelligence involves managing emotions to pursue goals. This includes delaying gratification, controlling impulses, and achieving mastery in various endeavors. People with this ability are often more productive and effective in their tasks, as they can reach a “flow” state that enables outstanding performance (Goleman, 1995). Fast (n.d.) supports this, showing that emotionally intelligent educators with high intrinsic motivation are more resilient to burnout and more effective in achieving long-term objectives.

2.4.1.4 Recognizing Emotions in Others (Empathy):

Empathy is a basic social skill that builds on emotional self-awareness. It allows individuals to be attuned to the social cues of others, making them more responsive to the needs and feelings of those around them. Empathy is especially crucial in professions such as teaching, management, sales, and caregiving (Goleman, 1995). This aligns with Kafetsios, Nezlek, and Vassiou's (2011) findings that leaders who demonstrate empathy improve subordinate satisfaction and foster emotional well-being across teams.

2.4.1.5 Handling Relationships (Social Skills):

Managing relationships involves skillfully handling the emotions of others, which underpins social competence. People who excel in this area are often more popular, effective leaders, and successful in social interactions (Goleman, 2006). Dabke (2016) confirms that leaders with strong social skills and emotional intelligence are perceived as more effective and influential, especially in high-stakes professional environments.

2.4.2 Revised Model (2006)

In 2006, Daniel Goleman refined his initial model of emotional intelligence by condensing the five competencies into four core domains: Self-Awareness, Self-Management, Social Awareness, and Relationship Management (Bailey, 2021). This revised model has been widely adopted in leadership development programs, as it offers a more structured and practical framework for evaluating emotional capabilities in professional settings (Adigüzel & Kuloglu, 2019).

2.4.2.1 Self-Awareness:

It comprises the ability to identify and understand and reflect on one's emotions, personal strengths and limitations, core values, and driving motivations (Bailey, 2021). This competency allows individuals to have a clear sense of their own emotional state and how it affects their thoughts and behavior. Kafetsios, Nezlek, and Vassiou (2011) supports that emotionally intelligent leaders with high self-awareness positively influence team emotional climate and trust

Self-aware leaders are attuned to their internal emotional landscape, which enables them to understand the way in which their feelings shape their decisions and social interactions. This level of awareness also fosters confidence, as self-aware individuals have a strong sense of their capabilities and limitations.

2.4.2.2 Self-Management:

It is the ability to effectively control one's emotions, ideas, and actions in different situations (Bailey, 2021). It encompasses managing stress, controlling impulses, and maintaining a positive attitude even in challenging circumstances. Nawaz, Tahir, and Zaman (2020) argue that self-regulation in emotionally intelligent leaders significantly reduces occupational stress and improves overall well-being

among subordinates. Self-management enables leaders to remain adaptable and resilient, responding to challenges with a sense of optimism and composure. This competency also includes skills such as transparency, accountability, and the ability to motivate oneself, leading to better performance and enhanced goal attainment.

2.4.2.3 Social Awareness:

It involves the capability to grasp and empathize with others' emotions and perspectives (Bailey, 2021). This includes recognizing social cues and dynamics within a group, as well as being aware of the broader organizational context. Leaders with strong social awareness can tune into the emotional climate of their team, enabling them to respond effectively to the needs and concerns of their colleagues. According to Dabke (2016), leaders with heightened social awareness are more effective at managing group cohesion and minimizing conflict, thus improving organizational health. This competency fosters inclusivity and strengthens relationships by demonstrating sensitivity to others' feelings, thereby building trust and rapport within the organization.

2.4.2.4 Relationship Management:

It includes the interpersonal competencies required to establish and sustain positive, productive relationships with others (Bailey, 2021). This area focuses on the skill to convey information clearly, inspire and address others, settle disputes, and work collaboratively toward common goals. Semenets-Orlova et al. (2021) emphasize that relationship management in emotionally intelligent leaders is critical to maintaining staff morale and navigating institutional change during times of crisis, such as the COVID-19 pandemic. Leaders can create a positive and healthy workplace environment that encourages teamwork and open communication with their excellence in management of relationships. They are adept at providing feedback, recognizing the contributions of others, and fostering a sense of community within the workplace, all of which contribute to a productive and motivated team.

2.4.3 Genos 7-Factor Model

Another model of emotional intelligence, the Genos 7-Factor Model, was proposed by Palmer et al. (2009) and discussed by Gignac (2010). This model emphasizes the application of emotional intelligence in real-world workplace behaviors, making it especially relevant for leadership and performance management (Gignac, 2010; Bailey, 2021).

There are seven dimensions mentioned in this model that are described below (Bailey, 2021):

2.4.3.1 Emotional Self-Awareness

Emotional Self-Awareness describes the ability to perceive and make sense of one's emotions and their influence on decision-making and conduct. It includes being attuned to one's emotional state and the underlying reasons for those feelings (Gignac, 2010). According to Adigüzel and Kuloglu (2019), such self-awareness is strongly correlated with effective interpersonal functioning and leadership capability

People with high emotional self-awareness are better at managing their emotions, making informed decisions, and respond appropriately in social situations. This self-insight also contributes to greater confidence and authenticity in personal and professional interactions (Palmer et al., 2009).

2.4.3.2 Emotional Expression

It involves the capacity to communicate emotions effectively with appropriateness in various contexts (Gignac, 2010). This dimension emphasizes the importance of communicating feelings in a way that is clear and constructive. Those who excel in emotional expression can convey their emotions openly, fostering an environment of transparency and trust. Dabke (2016) notes that emotional expressiveness is linked to enhanced team communication and stronger relational ties within organizational contexts. Effective emotional expression is essential for building relationships, as it helps others understand one's feelings and intentions, which can lead to stronger interpersonal connections (Palmer et al., 2009).

2.4.3.3 Emotional Awareness of Others

Emotional Awareness of Others is the capacity to recognize and comprehend the emotions of others accurately (Gignac, 2010). This dimension encompasses empathy, which allows person to recognize and react appropriately to the emotions of others. Semenets-Orlova et al. (2021) stress that emotional sensitivity in leadership improves crisis response and reinforces psychological safety in teams. Leaders with high emotional awareness of others can navigate social situations with sensitivity, fostering a supportive atmosphere that values others' feelings. This skill enhances collaboration and communication, making it easier to build rapport and resolve conflicts effectively (Palmer et al., 2009).

2.4.3.4 Emotional Reasoning Self-Management

Emotional Reasoning is described as the ability to utilize emotions to favor thinking and solving problems (Gignac, 2010). This dimension highlights the influence of emotions while making and making decision, as people who are able to integrate their understanding of emotions into rational thought are better at evaluating situations and generating solutions. As per Nawaz, et al., (2020), emotional reasoning facilitates more inclusive and ethically grounded decision-making. By recognizing the emotional implications of decisions, leaders can make more informed choices that take into account both logical reasoning and emotional impact (Palmer et al., 2009).

2.4.3.5 Emotional Self-Management

Emotional Self-Management involves the ability to regulate one's own emotions, particularly in stressful conditions (Gignac, 2010). This dimension includes skills such as impulse control, stress management, and adaptability. Individuals who are able to regulate their emotions successfully are less probable to react impulsively and more capable of maintaining composure under pressure. This self-regulation contributes to improved performance and resilience, allowing individuals to navigate obstacles without becoming overwhelmed by their emotions (Palmer et al., 2009). This aligns with research by Kafetsios et al. (2011), who observed that leaders with high emotional regulation maintain workplace harmony and reduce team burnout).

2.4.3.6 Emotional Management of Others

Emotional Management of others is the ability to influence the emotional states of others positively (Gignac, 2010). This dimension focuses on the skills required to help others manage their emotions and navigate social dynamics. As Bailey (2021) suggests, emotional leadership enhances group morale, organizational trust, and psychological safety.

Leaders who excel in this area are able to offer encouragement, direction, and assistance to their colleagues, promoting a supportive and efficient work environment. By being attuned to the emotional needs of others, leaders can effectively facilitate cooperation, teamwork and encourage a sense of inclusion in the team (Palmer et al., 2009).

2.4.3.7 Emotional Self-Control

Emotional Self-Control means the capacity to regulate one's emotions in such a manner that encourages constructive behavior and decision-making (Gignac, 2010). This dimension emphasizes the importance of maintaining a level head and composure, especially in high-pressure situations. Individuals with strong emotional self-control can manage their emotional responses effectively, allowing them to remain focused and make rational decisions rather than being driven by emotional impulses. This skill is critical for effective leadership, as it aids maintaining professionalism and inspire confidence in others (Palmer et al., 2009). Dabke (2016) argues that leaders with high self-control foster stability and trust within their teams, which is essential in volatile or crisis-driven environments.

2.5 Emotional Intelligence in Leadership

Emotional intelligence (EI) has gained growing recognition as a vital component of effective leadership, particularly in educational settings. Research by Kilag et al. (2024) emphasized that emotional intelligence is critical for educational leaders, as it equips them to effectively handle their own emotions as well as those of their school community. This aligns with the broader understanding of leadership as an emotionally driven process, where the leader's capacity for empathy, regulation, and connection is fundamental to team cohesion and institutional success (Goleman, 1995; Brackett et al., 2011). Highly emotionally intelligent leaders demonstrate the capacity to foster positive relationships with students, staff, and parents, and they play a key role in creating a supportive and inclusive school culture (Kilag et al., 2024).

Educational leaders with strong emotional intelligence understand the emotions of their students and staff, which helps them cultivate a positive learning environment (Kilag et al., 2024). Such leaders are approachable, building trust and fostering strong relationships within the school community. This supports the view that EI contributes to emotionally intelligent decision-making, which prioritizes long-term relational harmony over short-term emotional expression (Mayer et al., 2008).

Participants in the study by Kilag et al. (2024) also noted that emotional intelligence aids leaders in resolving conflicts and navigating challenging situations, as they are able to respond calmly and rationally, rather than reacting emotionally.

Highly emotionally intelligent leaders are more adept at finding solutions that serve the best interests of all parties, particularly in conflict resolution. These findings correspond with earlier research, which demonstrated that emotional intelligence is a vital component of effectiveness of leadership in educational leaders (Goleman, 1995; Kilag et al., 2024; Mayer & Salovey, 1997).

Leithwood and Riehl (2005) noted that emotionally intelligent leadership in schools is positively correlated with teacher morale and student engagement. Studies have linked EI to improved dispute resolution, stronger relationships, and the cultivation of a more supporting school culture (Kilag et al., 2024). Therefore, the advancement of emotional intelligence is crucial for emerging leaders in education.

According to Bass and Avolio (1994), transformational leadership relies heavily on emotional capabilities to influence and motivate followers beyond transactional exchanges. Emotional intelligence thus becomes the fuel for visionary thinking and authentic connection.

Emotional intelligence is also a critical trait for leaders who engage in transformational leadership, as it helps them in engaging with workers in an emotional depth (Chaar, 2022). Transformational leaders showing elevated emotional intelligence are more capable to inspire and energize their teams, fostering trust, excitement, and innovation within their organizations (Valeriu, 2017; Chaar, 2022).

Studies conducted from early 2000s till now have consistently associated with effective leadership with emotional intelligence at increased level (Folds, 2022). This is especially pertinent in educational leadership, where leaders must juggle administrative duties, interpersonal challenges, and pedagogical goals, often under considerable time and resource pressures (Short, 2016).

Leaders who display strong EI are more likely to lead effectively because they are able to understand and regulate both their own emotional responses and those of others. This ability is essential, particularly in high-stress environments, as it allows leaders to prevent burnout while maintaining strong interpersonal relationships (Folds, 2022).

Emotional intelligence is a defining characteristic of effective leadership, both in educational and organizational settings. Leaders with high emotional intelligence excel at fostering positive relationships, managing conflicts, and creating supportive

environments. As a result, Schools and organizations bear the responsibility to focus on cultivating emotional intelligence in future leaders to ensure sustained success and a positive work culture (Kilag et al., 2024). Moreover, organizations that cultivate emotional intelligence in their leadership frameworks report improved team performance, employee retention, and collective morale (Cherniss, 2010).

2.6 Burnout

Firstly, in 1974, Herbert Freudenberger identified the term 'burnout. he described it as a “depletion of self-care,” leading to isolation from societal interactions and eliciting experiences of sadness, diminished self-worth, anxiety, and emotional conflict (Freudenberger, 1974). Burnout was identified by Freudenberger as a condition marked by depersonalization, emotional exhaustion, and a feeling of personal inadequacy, often stemming from extended exposure to stress (Folds, 2022). This foundational work sparked a growing body of research on burnout's psychological dimensions, particularly in human service professions where emotional labor is high (Maslach, 1993).

It is typically credited to various occupational stresses, including low or no satisfaction with job, overworking, and ineffective leadership (Folds, 2022). These stressors create an environment for people to be emotionally drained and incapable to maintain a sense of personal achievement. Burnout is not just physical exhaustion but also an emotional and psychological state resulting from long-term stress, particularly in interpersonal or high-stress work environments. As noted by Adams et al. (2016), burnout often arises in environments where emotional demands outweigh coping resources, leading to psychological strain and reduced professional performance.

Following Freudenberger's identification of burnout, in 1981 the concept was expanded by Maslach and Jackson by introducing the Maslach Burnout Inventory (MBI), which became a validated instrument for assessing burnout and widely used in various research. The MBI measures burnout through three aspects including emotional exhaustion, depersonalization, and personal accomplishment (Folds, 2022). Maslach and Jackson state that burnout is primarily affects individuals working with others, particularly in helping professions like healthcare, education, and social work (Folds, 2022). These roles often demand sustained empathy and emotional engagement, which

if unsupported can heighten vulnerability to burnout (Maslach, 1998; Chen & Chen, 2018).

2.6.1 Dimensions of Burnout

In contrast to one-dimensional models of stress, the multiple-dimensional theory describes burnout in relation to three essential components (Maslach, 1998):

2.6.1.1 Emotional Exhaustion:

It refers to the sensation of being emotionally drained and lacking one's emotional resources. This is often resulting from excessive work demands and personal conflicts in the workplace, leading individuals to experience drained and unable to cope with daily demands (Maslach, 1998). Workers feel emotionally exhausted, with no energy to face the next day or others in need of help. It is considered the individual stress dimension of burnout, as noted by Maslach in 1998.

Freudenberger highlighted that exhaustion is at the heart of burnout, explaining that it is a final stage that results from overwhelming demands on a person's energy and resources (Maslach, 1993). According to Folds (2022), emotional exhaustion also undermines a leader's ability to make sound decisions and maintain meaningful interpersonal engagement in their role. This dimension suggests a previous condition of heightened arousal and overload, instead of low engagement (Maslach, 1993).

2.6.1.2 Depersonalization:

Depersonalization involves a negative, skeptical, or excessively detached reaction to others, which typically emerges as a self-protective mechanism against emotional exhaustion (Maslach, 1998). It initially acts as a buffer, allowing individuals to emotionally distance themselves from the demands of their work, but over time, this can turn into dehumanization and a decline in idealistic beliefs (Maslach, 1998). Chaar (2022) argues that depersonalization disrupts leaders' ability to engage in transformational behaviors, weakening team cohesion and morale.

Depersonalization is the "interpersonal dimension of burnout" (Maslach, 1998), reflecting a negative or callous response to others, typically those receiving one's care or service (Maslach, 1993). Emotional distance is often used as a way to prevent strong emotional stimulation, which might interfere with job performance with effectiveness (Maslach, 1993).

2.6.1.3 Reduced Personal Accomplishment:

This dimension means reduction in one's sense regarding talent and productivity in employment, often leading to feelings of inefficacy and failure (Maslach, 1998). Individuals experiencing burnout often feel less competent in their roles, which may result in depression or lack of capacity to manage work expectations. Valeriu (2017) also suggests that when leaders feel ineffective, their motivation to lead with purpose diminishes, contributing to disengagement and long-term dissatisfaction.

A lack of social support or professional development opportunities exacerbates this sense of inadequacy (Maslach, 1998). The concept of diminished personal achievement serves as a key element in evaluating oneself in relation to burnout, as noted by Maslach in 1998, where employees feel they are not able to help others effectively, which leads to "a self-imposed verdict of failure" (Maslach, 1993).

This theory suggests that burnout is not just a person's experience of stress but one incorporated in the context of complicated social relationships. According to Maslach (1998), it encompasses the individual's perceptions of both themselves and those around them. Burnout, as a serious psychological condition arising from chronic workplace stress, significantly impacts an individual's emotional and physical well-being.

Freudenberger's early identification of burnout has been further elaborated through Maslach Burnout Inventory (MBI), offering a clearer understanding of the symptoms and dimensions of this widespread phenomenon. Addressing burnout is essential for both personal health and organizational effectiveness. As Kilag et al. (2024) note, tackling burnout in educational settings is particularly urgent, as leader well-being directly affects school climate and student success.

2.7 Burnout in Leadership

Folds (2022) stated that researchers have studied the topic of 'burnout' among leaders in various organizations from the 1970s. Burnout directly affects leadership effectiveness of leaders by influencing a leader's competence to handle job demands and to build and sustain positive relationships with their subordinates (Folds, 2022). Chen and Chen (2018) support this, asserting that emotionally intelligent leaders demonstrate greater adaptive capacity and maintain relational stability even under prolonged pressure.

Emotionally highly intelligent Leaders tend to be more successful in combating burnout because they are more able to recognize and regulate role of burnout on emotional conditions of themselves as well of others (Folds, 2022). Job-related burnout often affects significantly. Burnt out leaders tend to pull away themselves from others, shows depression symptoms, exhibit a decrease in job output successfully, grow disconnected, demonstrate dissatisfaction with their job and exhibit signs of declining emotional and physical health (Folds, 2022; Adams et al., 2016). Studies show that leaders demonstrating high emotional intelligence proved to be capable at successfully handling burnout (Chen & Chen, 2018; Folds, 2022).

Stress impacts leaders just as much as it affects their followers because emotions and negative moods can spread easily. When leaders experience a lot of stress, it can seriously hinder their ability to practice transformational leadership because they struggle with focus and feel overwhelmed by their tasks (Chaar, 2022). As Goleman (1995) emphasized, emotionally intelligent leaders not only mitigate their own burnout but also buffer their teams from its cascading effects, promoting resilience and morale.

Therefore, it is crucial to manage stress in leaders since their mental well-being is important when facing stressful situations, especially when they need to consistently show positivity and motivation at work (Chaar, 2022).

2.8 Theoretical Review

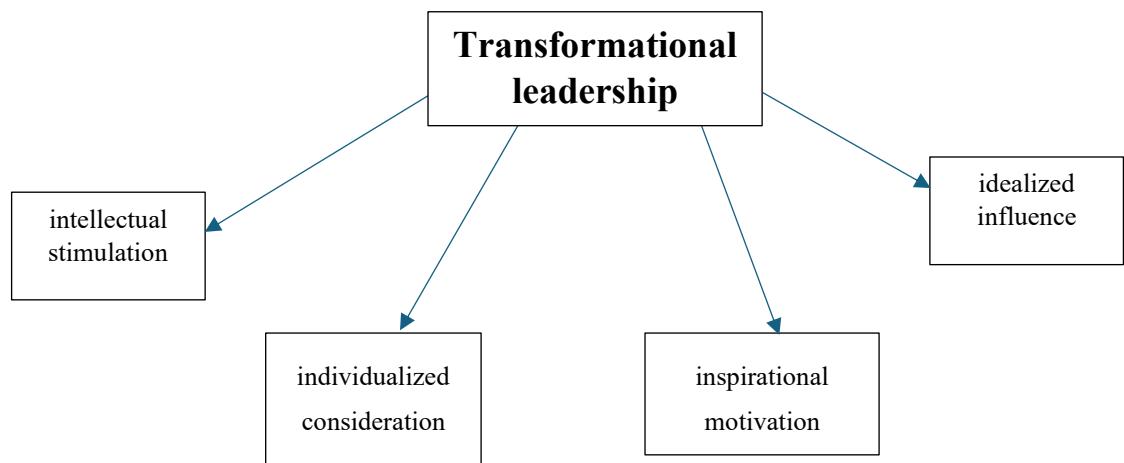
2.8.1 *Transformational Leadership*

The idea of “transformational leadership” was firstly introduced in 1973 by Downton in his work “Rebel Leadership” (Bass & Avolio, 1994). It gained prominence through the notable work of James MacGregor Burns, widely recognized for his contributions to political sociology, particularly through his 1978 publication “Leadership” (Vinger & Cilliers, 2006). Burns’ (1978) theory establishes a strong foundation for subsequent scholarly work regarding this leadership perspective (Vinger & Cilliers, 2006). Building on Burns’ ideas, Bass (1985) developed a theory of transformational leadership that, while not necessarily consistent with Burns’, expanded the understanding of leadership dynamics (Vinger & Cilliers, 2006). Bass (1998) argued that during organizational acquisitions, employees from the acquired organization might experience a decline in self identity and purpose, leading to feelings of distress (Vinger & Cilliers, 2006). This turmoil could result in resignations, enforced

leaves, and uncertainty in employment security (Vinger & Cilliers, 2006). In such scenarios, transformational leadership is essential to merge the cultures of both organizations, helping to transcend their differences (Vinger & Cilliers, 2006). This leadership style fosters support, consideration, and commitment, aiding individuals in coping with the stress of cultural integration and alleviating tensions related to disengagement, disenchantment, and disorientation (Vinger & Cilliers, 2006). According to Bass and Avolio (1994), transformational leadership (TL) theory focusses on the competence of a leaders in inspiring and motivating subordinates to achieve more than what is expected by focusing on shared visions and values. Transformational leaders engage in four key behaviours:

Figure 2.1

Transformational Leadership



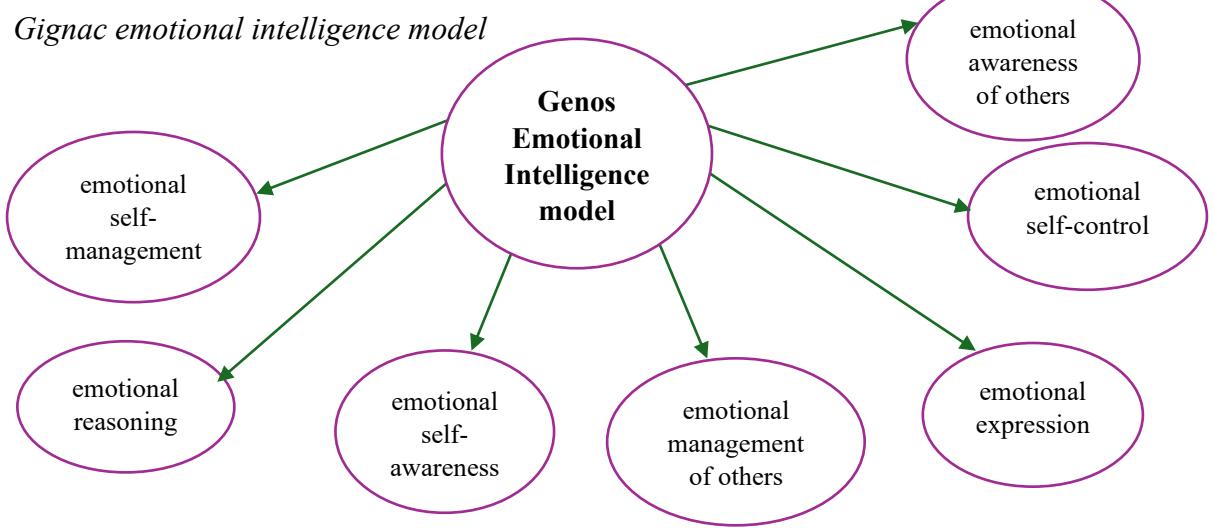
(Bass & Avolio, 1994)

It is particularly relevant in the educational context, where fostering innovation, commitment, and a shared purpose is essential. Leaders who adopt this style are more likely to create supportive, inclusive environments.

2.8.2 Gignac's Emotional Intelligence (EI) Theory

Gignac's Emotional Intelligence (EI) theory, formally recognized as the Genos Emotional Intelligence Model, was developed by Dr. Gignac to address limitations in traditional EI models, especially within workplace settings. This model arose from his work with the Genos EI Inventory, which was tailored specifically for professional environments (Gignac, 2008). The Genos model features seven subscales:

Figure 2.2



(Gignac, 2010)

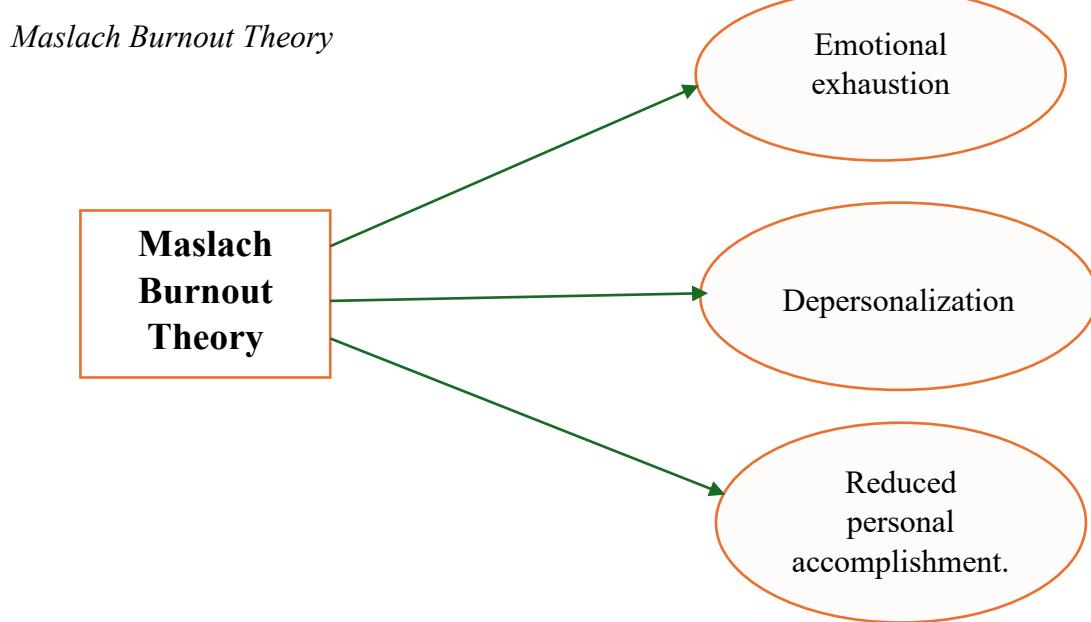
These dimensions not only highlight the awareness and management of emotions but also stress the importance of utilizing emotions effectively in interpersonal interactions and decision-making processes (Gignac & Palmer, 2011). By emphasizing emotional functioning within workplace contexts, Gignac's model broadens previous EI theories, aiming to enhance leadership capabilities, performance, and overall well-being.

2.8.3 Maslach Burnout Theory

The Maslach Burnout Theory, developed by social psychologist Christina Maslach in the late 1970s, emerged as a critical framework for understanding occupational burnout, particularly within high-stress professions like healthcare, education, and social services. Initially focusing on emotional exhaustion in individuals with extensive interpersonal interactions, Maslach's work, along with Susan Jackson,

led to the formalization of the theory and the development of the Maslach Burnout Inventory (MBI) in 1981. The MBI measures burnout across three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). Maslach, Jackson, and Leiter (1997) further conceptualized burnout as a mental condition stemming from prolonged job-related stress, particularly in roles that require frequent interpersonal engagement. According to Maslach, Jackson and Leiter, burnout is composed of three dimensions:

Figure 2.3



(Maslach & Jackson, 1981)

Emotional exhaustion conveys a sense overextended and depleted of emotional resources, common among university leaders facing the pressures of faculty management, student issues, and institutional demands. Depersonalization that indicates a feeling of cynicism and detachment from one's work, often manifesting as a lack of empathy or emotional withdrawal. University leaders experiencing depersonalization may begin to view their roles or colleagues in a detached or indifferent manner, reducing their effectiveness in leadership. Reduced personal accomplishment which involves a decrease in perceptions of ability and accomplishment in one's job. For university leaders, this may occur when they feel that their efforts are not yielding desired outcomes or when institutional challenges undermine their sense of success.

The Maslach Burnout Theory emphasizes that burnout is not solely an individual experience but also a social phenomenon deeply influenced by work environments, making academic leaders particularly vulnerable to its effects due to their multifaceted responsibilities.

2.9 Research Gap

Harms and Credé (2010), in their meta-analysis *Emotional Intelligence and Transformational and Transactional Leadership: A Meta-Analysis*, examined multiple leadership studies and found that emotional intelligence (EI) is related to both transformational and transactional leadership. However, they noted that effect sizes decreased when data were drawn from various sources, highlighting persistent measurement and reliability issues in EI leadership research.

In "Performance Implications of Emotional Intelligence and Transformational Leadership"; Awadzi Calloway (2010) examines these traits' significance in developing self-efficacious military leaders. The research, based on Naval personnel, finds a strong link between emotional intelligence, transformational leadership, and leader efficacy. The study advocates for training focused on these skills to foster adaptable leaders in complex military roles.

Weinstein (2010) examined the relationship between emotional intelligence and burnout among 225 postgraduate students. The findings revealed that higher emotional intelligence is associated with lower levels of exhaustion and cynicism, and higher professional efficacy, indicating that emotional intelligence can mitigate burnout.

Green et al. (2011), through their study *Transformational Leadership and Emotional Exhaustion: Implications for Turnover*, investigated public service employees and found a negative association between transformational leadership and emotional exhaustion. Moreover, emotional exhaustion predicted turnover intentions, underscoring the practical costs of burnout.

Mir and Abbasi (2012), in *Emotional Intelligence and Transformational Leadership in Pakistani Academic Leaders*, investigated academic leaders in Pakistan and found a strong correlation between EI and transformational leadership. However, their study did not account for burnout, leaving an important gap in understanding the joint influence of EI, TL, and burnout in higher education institutions.

Føllesdal and Hagtvæt (2013), in *Emotional Intelligence Competencies as Predictors of Transformational Leadership*, investigated organizational leaders and concluded that ability-based EI strongly predicts transformational leadership behaviours. Their findings emphasize the role of emotion processing skills as foundational to transformational leadership.

Asrar-Ul-Haq et al. (2017), in *Emotional Intelligence and Teacher Job Performance in Pakistan*, examined teachers in Pakistani schools and demonstrated that EI significantly predicted job performance. While this reinforces the salience of EI in education, the study did not examine leaders specifically, nor did it address burnout.

Another research study conducted by Fannon (2018) in which correlation between emotional intelligence and leadership style among K-12 educational leaders was examined. The study indicated that leaders with high emotional intelligence are more likely to adopt a transformational style and less likely to use a laissez-faire approach, providing insights for targeted professional development.

Monney researched a study in 2018 that was based on the relationship between emotional intelligence, leadership style, and burnout among expatriate leaders in UAE higher education. The findings indicated a strong negative correlation between transformational leadership and burnout, with emotional intelligence serving as a mediator. The study suggested that focusing on emotionally intelligent leaders can reduce recruitment costs and align with organizational goals.

Kates (2018) worked on at the relationship between emotional intelligence and transformational leadership among K-12 principals in Indiana. While no significant correlation was found, many principals did not perceive themselves as emotionally intelligent, suggesting a need for training programs to improve emotional awareness and leadership effectiveness.

Another investigation was carried out by Ilyavi (2019) on the impact of principal leadership styles on teachers' emotional exhaustion in Texas. The study found that transformational leadership is linked to lower emotional exhaustion, while passive/avoidant styles increase it. Implementing leadership training may help mitigate teacher attrition.

Perkins (2019) conducted a meta-analysis on transformational leadership and burnout among mental health professionals. The analysis found significant negative

correlations with emotional exhaustion and depersonalization, suggesting that transformational leadership can help reduce burnout, although more research is needed.

Khan et al. (2020), in *Transformational Leadership Influence on Intrinsic Motivation and Performance*, explored workplace employees across sectors and reported that transformational leadership significantly improved intrinsic motivation and overall performance. They also suggested burnout reduction as a downstream effect.

The research study done by Bailey (2021) who examined the connection of emotional intelligence, transformational leadership, and job satisfaction in social work leaders. The research indicated that emotionally intelligent leaders show more to exhibit transformational behaviours, positively impacting team satisfaction. This suggests that enhancing emotional intelligent leadership can improve job satisfaction in the social work sector.

Clark (2021) analyzed emotional intelligence's influence on leadership styles among addiction professionals. The study finds that managing emotions is linked to transformational leadership, while emotional perception aligns with transactional leadership. Moreover, poor self-emotion management is associated with passive-avoidant leadership. This underscores the significance of emotional intelligence in leadership effectiveness within addiction treatment settings.

Hsu et al. (2022), in *Emotional Intelligence in Educational Leadership and Performance*, reviewed empirical and theoretical evidence showing that EI strongly contributes to leadership advantages, including transformational leadership behaviours and organizational performance. Their work reinforces EI as a critical competency for educational leaders.

Folds (2022) explored factors that contributes to burnout in pastors and studied the way emotional intelligence carries out its role in senior pastors in churches. Interviews revealed that burnout severely affects pastors' well-being and interpersonal relationships. While emotional intelligence is viewed as vital for leadership, many pastors struggle with self-management during stress, underscoring the need for support systems to navigate these challenges effectively.

Chaar (2022) examined how transformational leadership affects various aspects of job satisfaction and emotional intelligence among 125 Lebanese individuals. The

study found that transformational leaders enhance job satisfaction and emotional intelligence by creating an inspiring work environment. This highlights the importance of developing such leadership practices in organizations to foster a satisfied and emotionally intelligent workforce.

Gabrielow (2022) studied the relationship among “self-efficacy, emotional intelligence, and transformational leadership” among educational leaders in Illinois. The results show a significant positive relationship between emotional intelligence and transformational leadership, though self-efficacy did not significantly predict leadership effectiveness in this study.

Kim and Cruz (2022), in *Transformational Leadership and Employee Well-Being in Higher Education*, studied employees in educational institutions and found that transformational leadership was positively associated with employee well-being. Their research highlights the stress-buffering potential of transformational leadership, particularly in high-pressure contexts such as academia.

Lee, Yeh, Yu, and Lin (2023) explored the dynamics between leader EI, transformational leadership, and job performance in the real estate industry through their study *The Relationships between Leader Emotional Intelligence, Transformational Leadership, and Job Performance*. Their results indicated that leader EI positively predicted both transformational and transactional leadership, which in turn enhanced job performance, particularly when mediated by followers’ trust in supervisors.

Kensböck and Stöckmann (2024), in *Transformational Leadership: Limits in Alleviating Burnout*, studied organizational leaders and concluded that transformational leadership alone is insufficient to alleviate burnout. Their findings highlight the importance of contextual factors that determine whether transformational leadership can effectively mitigate stress.

Edwards Pritchett (2024) investigated that principal leadership styles and their effects on teacher burnout. The study revealed that transformational leadership demonstrated through support and motivation correlated with lower burnout levels, whereas transactional and laissez-faire styles lead to higher burnout. This study emphasized the crucial role of principals in shaping a supportive work environment.

Liang and Yin (2025), in *Burnout among University Counsellors: The Role of Age and Education*, examined burnout patterns among counselling staff in universities and found that burnout varied according to age and education level. They also noted that EI levels appeared higher among more educated counsellors, though the study did not directly focus on leaders.

It is clear that there is robust evidence that EI supports TL and that TL can relate to well-being/burnout; however, integrated models that simultaneously examine EI, TL, and burnout among university leaders are scarce especially in public universities in Pakistan. Much of the literature either:

- focuses on teachers/faculty rather than leaders,
- treats variables in isolation (EI→TL or TL→burnout), or
- lacks context-specific samples from Pakistani higher education.

Thus this study examines the concurrent relationships between emotional intelligence, transformational leadership, and burnout among university leaders (Chairpersons/HoDs) in public universities in Islamabad, Pakistan, providing context-specific, leader-focused evidence to inform leadership development and well-being interventions.

2.10 Summary

The literature on transformational leadership, burnout, and emotional intelligence (EI) highlights the critical interplay between leadership styles and workplace dynamics. Transformational leadership, first coined by Downton (1973) and expanded by Burns (1978) and Bass (1994), emphasizes inspiring and motivating followers through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. It fosters innovation, commitment, and shared goals. However, if not executed carefully, it can lead to manipulation (Chaar, 2022).

The concept of burnout, introduced by Freudberger (1974) and later developed by Maslach and Jackson (1981), is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. This syndrome primarily arises in high stress jobs and impairs leaders' ability to maintain effectiveness. Burnout's impact on leadership is severe, leading to withdrawal, depression, and reduced job performance (Adams et al., 2016).

Emotional intelligence, particularly Gignac's (2010) Genos Model, is presented as a key tool for leaders to combat burnout. It involves competencies such as emotional self-awareness and management, essential for navigating workplace stressors. Leaders with high EI are better equipped to manage their emotional states and those of their subordinates, fostering a healthier work environment (Chen & Chen, 2018).

Overall, the literature suggests that while transformational leadership can drive significant success, leaders must maintain high emotional intelligence to manage the risks of burnout and maintain effective, ethical leadership.

CHAPTER 3

RESEARCH METHODOLOGY

This section provides a comprehensive explanation of the research methodology, outlining the approach and techniques employed to address the study's objectives. It includes a discussion of the selected research paradigm, the research design, the target population, and the sampling process. Additionally, this section details the procedures for adapting instruments used to examine the relationship between emotional intelligence, transformational leadership, and burnout at the university level.

3.1 Research Paradigm

This study is grounded in the positivist research paradigm, which is based on the belief that reality is objective and can be observed and measured through empirical data. Positivism assumes that knowledge is gained through quantifiable observations and that the researcher's role is to remain detached and unbiased.

3.2 Research Design

A quantitative research approach was employed in this study, emphasizing numerical data and statistical analysis. The correlational research design was used to investigate the relationship between the key variables: transformational leadership, emotional intelligence, and burnout.

3.3 Population

There are a total of 13 public universities in Islamabad registered under the general category on the official website of the Higher Education Commission (HEC) of Pakistan. Among these, four universities are located in Sector H-8, which formed the basis for the population of this study. The target population comprised 218 university leaders from these four general-category public universities situated in Sector H-8, Islamabad.

Table 3.1*Population of the study*

Sr. No.	University Name	Educational Leaders (Chairpersons & HoDs)
1.	Bahria University	6
2.	National University of Modern Languages	34
3.	National University of Sciences & Technology	106
4.	International Islamic University	72
Total		218

3.4 Sample and Sampling Technique

Sample for this study was determined using the sample size table developed by Krejcie and Morgan (1970), as cited by Gay (1996) in his book *Education Research: Competencies for Analysis and Application*. The sample for this study consist of 140 university leaders from 4 universities located in sector-H, Islamabad, Pakistan. These leaders include Chairpersons and Heads of Departments (HODs). The sampling process employ a simple random sampling technique to ensure that each university leader in the population has an equal chance of being selected.

Table 3.2*Sample of the study*

Sr. No.	University Name	Educational Leaders (Chairpersons & HoDs)
1.	Bahria University	5
2.	National University of Modern Languages	26
3.	National University of Sciences & Technology	54
4.	International Islamic University	55
Total		140

3.5 Instruments

Data were collected using three adapted instruments: the Genos Emotional Intelligence Self-Assessment, the Transformational Leadership Survey, and the Bergan burnout inventory (BBI).

3.5.1 The Genos Emotional Intelligence Self-Assessment

The Genos Emotional Intelligence (EI) Self-Assessment, developed by Dr. Gignac (2008) measures emotional intelligence across seven key dimensions, including self-awareness, emotional expression, emotional awareness of others, emotional reasoning, emotional-management, emotional management of others, and emotional self-control. Original Scale consist total of 70 items across 7 subscales. From which 28 items were selected and adapted for this study. Here is the breakdown of questionnaire for emotional intelligence:

Table 3.3*Breakdown of emotional intelligence questionnaire*

Sr. No.	Sub scale	Item no in original scale	Item no in adapted questionnaire of this study	Reverse Coded Items
1.	Emotional Self Awareness (ESA)	43	1	
		1	2	1
		50	3	
		15	4	
2.	Emotional Self Awareness of Others (EAO)	52	5	
		9	6	6
		31	7	
		59	8	
3.	Emotional Expression (EE)	65	9	
		70	10	9
		11	11	11
		58	12	
4.	Emotional Reasoning (ER)	46	13	
		53	14	
		18	15	
		60	16	
5.		61	17	17

	Emotional Self- Management (ESM)	33	18
		40	19
		69	20
6.	Emotional Self- Management of Others (EMO)	27	21
		55	22
		34	23
		48	24
7.	Emotional Self Control (ESC)	56	25
		30	26
		14	27
		42	28

Levels of genos emotional intelligence scale

Table 3.4

Levels of Emotional intelligence

Percentile range	Mean score range	Descriptive Level
80-99	4.2 to 5.0	Very High
61-79	3.39 to 4.19	High
41-60	2.58 to 3.38	Average
21-40	1.77 to 2.57	Low
1-20	1.0 to 1.76	Very Low

(Gignac, G. E. 2008)

Table 4.4 presents the cut points levels for emotional intelligence scale, grounded on the mean score ranges. Mean scores between 4.2 to 5.0 are interpreted as indicating a very high level of emotional intelligence, while scores from 3.39 to 4.19 show a high level, 2.58 to 3.38 shows moderate level. And scores ranging from 1.77 to 2.57 and 1.0 to 1.76 are categorized as low and very low emotional intelligence respectively. These cut off points for descriptive levels were adapted from Gignac, G. E. (2008) to guide the interpretation of participants' perceptions regarding emotional intelligence.

3.5.2 The Transformational Leadership Survey

The Transformational Leadership Survey, constructed by Sunaengsih et al. (2021) is designed to assess transformational leadership. It measures leadership behaviors based on the 4 Is of transformational leadership: Idealized Influence, which defined leaders as to be the role models and gaining trust and respect from their followers; Inspirational Motivation, where leaders inspire and motivate their followers by communicating a clear vision and instilling a sense of purpose; Intellectual Stimulation, which encourages creativity and innovation by challenging assumptions and fostering problem-solving; and Individualized Consideration, where leaders provide personalized support and mentorship to meet the unique needs of each follower. Original scale had 34 items across 4 dimensions from which 20 items were selected and adapted for this study. Here is the breakdown of questionnaire for transformational leadership:

Table 3.5

Breakdown of Transformational Leadership questionnaire

Sr. No.	Dimension	Item no in original scale	Item no in adapted questionnaire of this study
1. Idealized Influence		1	1
		2	2
		5	3
		3	4

		6	5
2.	Intellectual Stimulation	8	6
		9	7
		10	8
		11	9
		12	10
3.	Inspirational Motivation	25	11
		26	12
		28	13
		31	14
		32	15
4.	Individualized Consideration	14	16
		17	17
		18	18
		20	19
		22	20

Levels of transformational leadership scale

Table 4.3 presents the cut points levels for the 5- point Likert scale, based on the mean score ranges. Mean scores between 3.40 and 5.00 are interpreted as indicating a high level of transformational leadership, while scores from 2.60 to 3.39 show a moderate level. And scores ranging from 1.00 to 2.59 are categorized as low transformational leadership. These cut off points for descriptive levels were adapted from Licayan et al. (2021) to guide the interpretation of participants' perceptions about their transformational leadership style.

Table 3.6*Levels of transformational leadership scale*

Rating scale	Mean score range	Descriptive Level
4 + 5	3.40 to 5.00	High
3	2.60 to 3.39	Moderate
1+2	1.00 to 2.59	Low

(Licayan, et al. 2021)

3.5.3 Bergan Burnout Inventory (BBI)

Developed by Feldt et al. (2004), the BBI measures burnout across three core dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to feelings of being emotionally depleted, depersonalization involves detachment or negative attitudes toward clients or colleagues, and reduced personal accomplishment reflects a diminished sense of achievement at work. Original inventory consisted of 15 items, 5 items measuring each of the 3 dimensions. From which 12 items were selected and adapted for this study. Here is the breakdown of the inventory:

Table 3.7*Breakdown of Bergan burnout inventory*

Sr. No.	Sub scale	Item no in original scale	Item no in adapted questionnaire of this study
1.	Exhaustion	1	1
		2	2
		3	3
		5	4
		6	5
2.	Cynicism		

		8	6
		10	7
		9	8
3.	Inadequacy	12	9
		14	10
		15	11
		13	12

Levels of Bergan burnout inventory

Table 3.8

Levels of Bergan Burnout inventory

Rating scale	Mean score range	Descriptive Level
6	5.16 to 6.00	Severe
5	4.33 to 5.15	High
4	3.50 to 4.32	Moderate
3	2.67 to 3.49	Low
2	1.84 to 2.66	Very Low
1	1.00 to 1.83	None

(Feldt et al., 2013)

Table 4.5 presents the interpretation of rating scale into six descriptive levels based on the mean score ranges. A mean score between 5.16 and 6.00 indicates a severe level of burnout. Scores ranging from 4.33 to 5.15 are interpreted as high level of burnout. while scores from 3.50 to 4.32 reflect a Moderate level, 2.67 to 3.49 represent low burnout, and score from 1.84 to 2.66 fall under the very low category. Mean scores between 1.00 to 1.83 indicate no burnout. This table and cut points for descriptive levels

were adapted from Feldt et al., (2013) provides a structured guideline for interpreting the respondents' perceptions. to guide the interpretation of participants' perceptions about their transformational leadership style.

3.6 Procedure (Validity, Pilot testing & Reliability)

All three instruments had been previously validated internationally across various samples (e.g. managers, educationists, etc.). After adapting these instruments for the current study, their validity was reassessed to ensure cultural , regional and population relevance. To ensure content validity, the instruments (Genos Emotional Intelligence Self-Assessment, Transformational Leadership Survey, and Bergan Burnout Inventory) were reviewed by a panel of experts. These experts evaluated whether the instruments adequately measure the constructs of emotional intelligence, transformational leadership, and burnout in the university leadership context. Their feedback was used to refine the instruments, ensuring they accurately capture the intended concepts.

Following were the educational experts who validated the instrument.

Table 3.9

Experts for validation of instruments

Sr. No.	Name	Designation
1.	Dr. Munazza Mahmood	Assistant Prof. ELM, IIUI
2.	Dr. Fatima Maqsood	Assistant Prof. ELM, IIUI
3.	Dr. Humaira Akram	Assistant Prof. TE, IIUI
4.	Mrs. Sumaira Batool	Teaching Research Associate, ELM, IIUI

Before the actual data collection began, a pilot test was conducted with a small group (10% of sample size) of university leaders who were not part of the main study sample.

After the pilot test, the internal consistency reliability of each instrument was calculated using Cronbach's Alpha to determine the degree to which the items within each scale are consistent in measuring the same concept. Here are the reliability values for each of the variables and their subscales:

Table 3.10*Reliability values for each of the variables and their subscales*

Variable	Dimension	Reliability Value
Transformational Leadership		.803
	Idealized Influence	.729
	Intellectual Stimulation	.794
	Inspirational Motivation	.752
	Individualized Consideration	.810
Emotional Intelligence		.813
	Emotional Self Awareness	.756
	Emotional Awareness of Others	.792
	Emotional Expression	.823
	Emotional Reasoning	.742
	Emotional Self-Management	.735
	Emotional Management of Others	.799
	Emotional Self Control	.705
Burnout		.797
	Exhaustion	.762
	Cynicism	.857
	Inadequacy	.785

3.7 Data Collection

Data collection for this study begin by obtaining formal approval from relevant authorities at the selected public universities in Islamabad to access university leaders and ensure ethical compliance. The instruments (Genos Emotional Intelligence Self-Assessment, Transformational Leadership Survey, and Bergan Burnout Inventory) were then distributed to the sample of university leaders through in-person, email, and google form with participants given two to three weeks to complete and return the surveys. Follow-up reminders were sent to increase response rates, and all data were kept confidential, with responses anonymized to protect participant identities. 126 out of total 140 instruments were returned after 3 months of total data collection period. After collection, data were entered into SPSS, checked for accuracy, and prepared for analysis, maintaining the accuracy of the dataset.

3.8 Data Analysis

Statistical analysis were conducted using SPSS to examine the relationships between emotional intelligence, transformational leadership, and burnout among university leaders. Descriptive statistics, such as means, and frequencies, were used to summarize the data and provide an overview of the participants' emotional intelligence, leadership behaviors, and levels of burnout. Inferential techniques, (Pearson's correlation and Multiple Linear Regression Analysis), were applied to assess the relationships between the variables. Pearson's correlation investigated the individual relationships between emotional intelligence, transformational leadership, and burnout, while Multiple Linear Regression Analysis assess the combined relationship of transformational leadership with emotional intelligence and burnout.

3.9 Ethical Consideration

This study followed strict ethical guidelines to ensure the rights and well-being of all participants are protected. Prior to data collection, informed verbal consent were obtained. Confidentiality was maintained. The data collected was used only for research purpose. No personal identifying information was disclosed in the results. Throughout the study, the dignity, privacy, and autonomy of all participants was respected.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This part of the study provides an extensive valuation and interpretation of the collected data. Present study aimed to investigate the relationship of transformational leadership with emotional intelligence and burnout at university level. A detailed data analysis is conducted, which examines the relationships among variables and their sub indicators as posited by the research hypothesis utilizing both descriptive and inferential statistical methods. A total of 140 university leaders from various departments, selected through a random sampling technique, were participants for this study. Data were collected from National University of Modern Languages, Bahria University H-10 Campus, International Islamic University Islamabad, and National University of Sciences and Technology. Following tests were employed in descriptive and inferential methods to carry out the analysis of the data.

B. Descriptive Statistics

- i. Percentages and frequencies for tabular and graphical representation of Demographic variable.
- ii. Mean and standard deviation for percentage response of variables and their indicators over questionnaires.

C. Inferential Statistics

- i. Pearson correlation coefficient (r) Was utilized to evaluate the relationships of transformational leadership with emotional intelligence and transformational leadership and burnout.
- ii. Multiple Linear regression analysis to determine relationship of transformational leadership with burnout and emotional intelligence.

4.1 Descriptive Statistics

Statistical Analysis of Response Rate

Table 4.1

Overall response rate

Institutes	Delivered to Respondents	Received	%
Total	140	126	90%

Table 4.1 presents the overall response rate of the distributed questionnaires. Out of a total of 140 questionnaires delivered to respondents across selected institutes, 126 were successfully completed and returned, yielding a response rate of 90%. This high response rate indicates strong participant engagement and suggests that the data collected is likely to be reliable and representative of the target population.

Demographic variable (INSTITUTES)

Table 4.2

Representation of Participants based on institutes

Institutes	Frequency	Percentage
IIUI	51	40.5%
BUIC-H11	5	4.0%
NUST	45	35.7%
NUML	25	19.8%
Total	126	100.0%

The data in Table 4.2 reflect the distribution of participants across sampled four universities which indicates that the highest proportion of respondents (40.5%) were from International Islamic University Islamabad (IIUI), followed by the National University of Sciences and Technology (NUST) with 35.7%. Participants from National University of Modern Languages (NUML) constitute the 19.8% of the sample, while the lowest representation was from Bahria University Islamabad Campus (BUIC-H10), comprising only 4.0% of the total. In total, data were obtained from 126 University Leaders. Below is the pie chart representation of the participation.

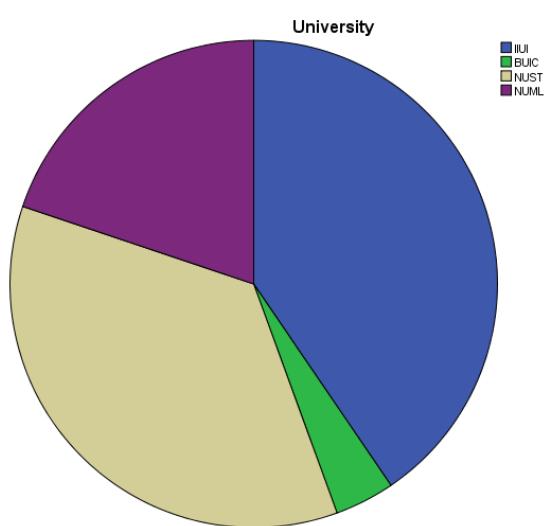


Figure 4.1 Participation across Sampled Universities

RQ1: What is the level of transformational leadership among university leaders (chairpersons and HoDs)?

The table below represents the questionnaire's indicator wise and variable's analysis of leaders' responses about their transformational leadership style.

Table 4.3

Leaders' perception regarding their transformational leadership style

Indicator	Mean	Level
Individualized consideration	4.34	High
Intellectual Stimulation	4.31	High
Idealized Influence	4.43	High
Inspirational Motivation	4.46	High
Transformational Leadership	4.38	High

Data in table 4.3 shows the mean scores of university leaders' responses regarding their transformational leadership style. Inspirational motivation received the highest mean score ($M=4.46$), suggesting that university leaders perceive themselves as highly effective in inspiring and motivating others. This was followed by idealized influence with mean score ($M=4.43$), individualized consideration having ($M= 4.34$) and intellectual stimulation with ($M=4.31$) also scored highly, reflecting leaders' efforts being a role model and positive influence for faculty members, to attend individual needs and promote critical thinking and innovation among faculty members. Overall transformational leadership score ($M=4.38$) falling into high level category. These values show a strong presence of transformational leadership among the participants.

RQ2: What is the level of emotional intelligence among university leaders (chairpersons and HoDs)?

The table below represents the questionnaire's indicator wise and Variable's analysis of leaders' responses about their emotional intelligence.

Table 4.4

Leaders' perception regarding their emotional intelligence

Indicator	Mean	Level
Emotional Self-Management	3.65	High
Emotional Expression	3.38	Average
Emotional Self-Awareness	3.83	High
Emotional Reasoning	4.38	Very High
Emotional Management of Others	3.87	High
Emotional Awareness of Others	3.89	High
Emotional Self Control	3.80	High
Emotional Intelligence	3.83	High

Table 4.4 presents the indicator wise analysis of university leaders' perceptions regarding their emotional intelligence. Values show Emotional Self-awareness received the mean score ($M=3.38$), followed by Awareness of Others' Emotions ($M= 3.89$), Emotional Expression ($M=3.38$), Emotional Reasoning having ($M=4.38$) Emotional Self-Management with ($M=3.65$), Management of Others' Emotions ($M=3.87$) and Emotional Self Control with mean score ($M=3.80$). The results indicate that most indicators were rated at a high level, suggesting that leaders generally perceive themselves as emotionally competent. Specifically, 'Emotional Reasoning' received the highest mean score ($M = 4.38$), categorized as very high, reflecting leaders' strong ability to incorporate emotional information into decision-making processes. Overall ($M = 3.83$) score for emotional intelligence shows a high presence of emotional intelligence in university leaders.

RQ3: What is the level of burnout among university leaders (chairpersons and HoDs)?

The table below represents the questionnaire's indicator wise and variable's analysis of leaders' responses about their burnout.

Table 4.5

Leaders' perception regarding their burnout

Indicator	Mean	Level
Exhaustion	4.44	High
Cynicism	2.91	Low
Inadequacy	3.95	Moderate
Burnout	3.77	Moderate

Table 4.5 presents the indicator wise analysis of university leaders' perception regarding their experience of burnout. The values show that Exhaustions received the highest mean score ($M=4.44$), which falls within the high level, indicating that many leaders frequently experience physical and emotional fatigue associated with their roles. In contrast, cynicism receives the lowest mean score ($M=2.91$), categorized as low showing that leaders generally maintain a positive or neutral attitude towards their work and faculty members and do not exhibit strong signs of detachment. Whereas in adequacy was rated with the mean score ($M=3.95$), suggesting that some university leaders may occasionally feel a lack of personal accomplishment or effectiveness in their professional responsibilities. The overall score ($M = 3.77$) shows a moderate level burnout among university leaders.

4.2 Inferential Statistics

H₀₁: There is no significant relationship between idealized influence and emotional intelligence among university leaders

Table 4.6

Relationship between Idealized Influence and Emotional Intelligence

Variable	S	R	p-value
II	126	-0.17	0.62
EI			

Table 4.6 shows that the very low correlation between idealized influence and emotional intelligence but was not statistically significant, $r = -.17, p = .062$, surpassing the established significance level of .05. The analysis indicated a negative but non-significant correlation. This suggests that no statistically significant association was found between idealized influence and emotional intelligence among university leaders. Therefore, H_{01} is retained.

H₀₂: There is no significant relationship between intellectual stimulation and emotional intelligence among university leaders

Table 4.7

Relationship between intellectual stimulation and emotional intelligence

Variable	S	R	p-value
IS	126	-0.01	0.89
EI			

Data in the table 4.7 shows that no correlation between intellectual stimulation and emotional intelligence and it was not statistically significant, $r = -.01$, $p = .890$, which is substantially greater than the conventional significance level of .05. The analysis indicated an almost nonexistent and non-significant relationship. This suggests that there exist no significant association between intellectual stimulation and emotional intelligence among university leaders. Therefore, null hypothesis (H_{02}) is upheld.

H₀₃: There is no significant relationship between inspirational motivation and emotional intelligence among university leaders

Table 4.8

Relationship between Inspirational Motivation and Emotional Intelligence

Variable	S	R	p-value
IM	126	0.257**	0.004
EI			

Table 4.8 indicates a statistically significant positive correlation between inspirational motivation and emotional intelligence, $r = .257$, $p = .004$. As $p < 0.05$, the result is considered statistically significant. This suggests that higher emotional intelligence is associated with higher levels of inspirational motivation among university leaders. Therefore, the null hypothesis (H_{03}) is rejected.

H₀₄: There is no significant relationship between individualized consideration and emotional intelligence among university leaders

Table 4.9

Relationship between Individualized Consideration and Emotional Intelligence

Variable	S	R	p-value
IC	126	0.264**	0.003
EI			

Table 4.9 reveals a statistically significant positive correlation between individualized consideration and emotional intelligence, $r = .264$, $p = .003$. Since $p < 0.05$, the result is statistically significant. This indicates that higher levels of emotional intelligence are associated with greater individualized consideration among university leaders. Therefore, the null hypothesis (H_{04}) is rejected.

H₀₅: There is no significant relationship between transformational leadership and emotional self awareness among university leaders

Table 4.10

Relationship between Transformational Leadership and Emotional Self awareness

Variable	S	R	p-value
TL	126	-0.041	0.645
ESA			

Table 4.10 presents the correlation between transformational leadership and emotional self-awareness, which was not statistically significant, $r = -.041$, $p = .645$. As $p > 0.05$, the analysis indicates no meaningful relationship between the two variables. This suggests that emotional self-awareness does not significantly correlate with transformational leadership among university leaders. Therefore, the null hypothesis (H_{05}) is accepted.

H₀₆: There is no significant relationship between transformational leadership and emotional awareness of others among university leaders

Table 4.11

Relationship between Transformational Leadership and Emotional Self-awareness of others

Variable	S	R	p-value
TL	126	0.078	0.383
EAO			

Table 4.11 shows that the correlation between transformational leadership and emotional awareness of others was not statistically significant, $r = .078$, $p = .383$. Since the p -value exceeds the significance level of .05, the relationship is considered non-significant. This suggests that emotional awareness of others does not significantly relate to transformational leadership among university leaders. Therefore, the null hypothesis (H_{06}) is kept.

H₀₇: There is no significant relationship between transformational leadership and emotional expression among university leaders

Table 4.12

Relationship between transformational Leadership and emotional Expression

Variable	S	R	p-value
TL	126	0.037	0.678
EE			

Table 4.12 displays the correlation between transformational leadership and emotional expression, which was not statistically significant, $r = .037$, $p = .678$. As the p -value is greater than the conventional significance level of .05, there is insufficient evidence to suggest a meaningful relationship between the two variables. This implies that emotional expression does not significantly correlate with transformational leadership among university leaders. Therefore, the null hypothesis (H_{07}) is retained.

H₀₈: There is no significant relationship between transformational leadership and emotional reasoning among university leaders

Table 4.13

Relationship between Transformational Leadership and Emotional Reasoning

Variable	S	R	p-value
TL	126	0.372**	0.000
ER			

Table 4.13 indicates a statistically significant positive correlation between transformational leadership and emotional reasoning, $r = .372$, $p = .000$. Since $p < 0.05$, this result is considered statistically significant. The analysis suggests that higher levels of emotional reasoning are associated with higher levels of transformational leadership among university leaders. Therefore, the null hypothesis (H_{08}) is rejected.

H₀₉: There is no significant relationship between transformational leadership and emotional self management among university leaders

Table 4.14

Relationship between Transformational Leadership and Emotional Self-Management

Variable	S	R	p-value
TL	126	-0.010	0.915
ESM			

Table 4.14 shows that the correlation between transformational leadership and emotional self-management was not statistically significant, $r = -.010$, $p = .915$. As $p > 0.05$, this result is considered non-significant. The analysis suggests that emotional self-management does not significantly relate to transformational leadership among university leaders. Therefore, the null hypothesis (H_{09}) is accepted.

H₁₀: There is no significant relationship between transformational leadership and emotional management of others among university leaders

Table 4.15

Relationship between Transformational Leadership and Emotional Management of Others

Variable	S	R	p-value
TL	126	0.069	0.441
EMO			

Table 4.15 presents the correlation between transformational leadership and emotional management of others, which was not statistically significant, $r = .069$, $p = .441$. Since the p -value exceeds the significance level of .05, this indicates no meaningful association between the two variables. The result suggests that emotional management of others does not significantly correlate with transformational leadership among university leaders. Therefore, the null hypothesis (H_{10}) is kept.

H₁₁: There is no significant relationship between transformational leadership and emotional self control among university leaders

Table 4.16

Relationship between Transformational Leadership and Emotional Self-Control

Variable	S	R	p-value
TL	126	0.100	0.265
ESC			

Table 4.16 shows that the correlation between transformational leadership and emotional self-control was not statistically significant, $r = .100$, $p = .265$. As $p > 0.05$, this result is considered non-significant. This implies that emotional self-control does not significantly correlate with transformational leadership among university leaders. Therefore, the null hypothesis (H_{11}) is accepted.

H₁₂: There is no significant relationship between transformational leadership and emotional intelligence among university leaders

Table 4.17

Relationship between Transformational Leadership and Emotional Intelligence

Variable	S	R	p-value
TL	126	0.129	0.151
EI			

Table 4.17 presents the correlation between transformational leadership and emotional intelligence, which was not statistically significant, $r = .129$, $p = .151$. As the p -value is greater than the standard significance level of .05, the result is considered non-significant. This indicates that emotional intelligence does not significantly correlate with transformational leadership among university leaders. Therefore, the null hypothesis (H_{12}) is retained.

H₁₃: There is no significant relationship between idealized influence and burnout among university leaders

Table 4.18

Relationship between Idealized Influence and Burnout

Variable	S	R	p-value
II	126	0.446**	0.000
B			

Table 4.18 reveals a statistically significant positive correlation between idealized influence and burnout among university leaders, $r = .446$, $p = .000$. As the p -value is less than the standard significance level of .05, the result is considered statistically significant. This indicates that higher levels of idealized influence are associated with higher levels of burnout among university leaders. Therefore, the null hypothesis (H_{13}) is rejected.

H₁₄: There is no significant relationship between intellectual stimulation and burnout among university leaders.

Table 4.19

Relationship between Intellectual Stimulation and Burnout

Variable	S	R	p-value
IS	126	-0.040	0.660
B			

Table 4.19 shows a non-significant negative correlation between intellectual stimulation and burnout, $r = -.040$, $p = .660$. Since the $p > 0.05$, the relationship has been considered statistically non-significant. This suggests that intellectual stimulation does not have a meaningful association with burnout among university leaders. Therefore, the null hypothesis (H_{14}) is retained.

H₁₅: There is no significant relationship between inspirational motivation and burnout among university leaders

Table 4.20

Relationship between Inspirational Motivation and Burnout

Variable	S	R	p-value
IM	126	-0.059	0.513
B			

Table 4.20 indicates a non-significant negative correlation between inspirational motivation and burnout, $r = -.059$, $p = .513$. As the p -value exceeds the typical significance level of .05, the result is not statistically significant. This suggests that inspirational motivation is not meaningfully related to burnout among university leaders. Therefore, the null hypothesis (H₁₅) is accepted.

H₁₆: There is no significant relationship between individualized consideration and burnout among university leaders

Table 4.21

Relationship between Individualized Consideration and Burnout

Variable	S	R	p-value
IC	126	-0.025	0.777
B			

Table 4.21 presents a non-significant negative correlation between individualized consideration and burnout, $r = -.025$, $p = .777$. As $p > 0.05$, the result is statistically non-significant. This indicates that individualized consideration does not have a meaningful relationship with burnout among university leaders. Therefore, the null hypothesis (H_{16}) is kept.

H₁₇: There is no significant relationship between transformational leadership and Exhaustion among university leaders

Table 4.22

Relationship between Transformational Leadership and Exhaustion

Variable	S	R	p-value
TL	126	0.163	0.068
E			

Table 4.22 presents a positive correlation between transformational leadership and exhaustion, $r = .163$, $p = .068$. However, the p -value is slightly above the significance level .05, indicating that the result is not statistically significant. This suggests that although there may be a trend toward a positive relationship, it does not reach statistical significance. Therefore, the null hypothesis (H_{17}) is retained.

H₁₈: There is no significant relationship between transformational leadership and cynicism among university leaders

Table 4.23

Relationship between Transformational Leadership and Cynicism

Variable	S	R	p-value
TL	126	0.046	0.609
C			

Table 4.23 displays a non-significant positive correlation between transformational leadership and cynicism, $r = .046$, $p = .609$. Since $p > 0.05$, the result is not statistically significant. This implies that cynicism is not meaningfully associated with transformational leadership among university leaders. Therefore, the null hypothesis (H₁₈) is accepted.

H₁₉: There is no significant relationship between transformational leadership and inadequacy among university leaders

Table 4.24

Relationship between Transformational Leadership and Inadequacy

Variable	S	R	p-value
TL	126	0.072	0.424
I			

Table 4.24 indicates a non-significant positive correlation between transformational leadership and inadequacy, $r = .072$, $p = .424$. Since the p -value is greater than the significance level of .05, the result is statistically non-significant. This suggests that feelings of inadequacy are not significantly associated with transformational leadership among university leaders. Therefore, the null hypothesis (H_{19}) is retained.

H₂₀: There is no significant relationship between transformational leadership and burnout among university leaders

Table 4.25

Relationship between Transformational Leadership and Burnout

Variable	S	R	p-value
TL	126	0.102	0.256
B			

Table 4.25 presents a non-significant positive correlation between transformational leadership and burnout, $r = .102$, $p = .256$. As $p > 0.05$, the relationship is statistically non-significant. This implies that burnout is not meaningfully associated with transformational leadership among university leaders. Therefore, the null hypothesis (H_{20}) is accepted.

H₂₁: There is no significant relationship of transformational leadership with emotional intelligence and burnout among university leaders

Table 4.26

Relationship of Transformational Leadership with Emotional Intelligence and Burnout

Variable	B	SE B	β	t	p
Transformational leadership (TL)	3.252	0.467		6.956	<.001
Emotional Intelligence (EI)	0.220	0.100	0.216	2.199	.030
Burnout (B)	0.078	0.039	0.197	2.010	.047
<i>R</i> ²	0.048				

Note: B = unstandardized regression coefficient; SE B = standard error of the unstandardized coefficient; β = standardized regression coefficient; p = probability value; N=126

Table 4.26 shows the relationship of transformational leadership with emotional intelligence and burnout among university leaders. A multiple linear regression analysis was conducted to examine whether transformational leadership is significantly predicted by both emotional intelligence and burnout or not. The overall table shows that the model was statistically significant, $F(2, 123) = 3.09, p=0.049$, indicating that the combination of emotional intelligence and burnout significantly predicted transformational leadership ($R^2=0.048$), suggesting a small effect size (Cohen, 1988). Inspection of the individual predictors showed that both emotional intelligence and burnout were significant contributors. Emotional intelligence was a positive and significant predictor of transformational leadership ($B = 0.22, SE B = 0.10, \beta = .216, t = 2.20, p = .030$). Similarly, burnout also significantly predicted transformational leadership in a positive direction ($B = 0.078, SE B = 0.039, \beta = .197, t = 2.01, p = .047$). These findings suggest that higher emotional intelligence and lower levels of burnout are associated with increased transformational leadership among university leaders.

Therefore, the null hypothesis (H_{21}), which proposed no significant relationship between transformational leadership and the predictors, is rejected.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study focused on investigating the relationships of transformational leadership with emotional intelligence, and burnout among university leaders, specifically Chairpersons and Heads of Departments (HODs), who may face high levels of occupational stress. Burnout, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, can negatively affect a leader's ability to motivate and transform their faculty. In contrast, emotional intelligence, the ability to recognize, understand, and regulate one's own emotions and those of others is believed to support effective transformational leadership, which aims to inspire and elevate performance. The research aimed to assess the levels of transformational leadership, emotional intelligence, and burnout among university leaders, and to evaluate to what extent does emotional intelligence and burnout individually and jointly relate to transformational leadership behaviors.

The study was conducted using a quantitative, correlational design based on the positivist paradigm. It focused on educational leaders from public universities located in Sector H of Islamabad, Pakistan. Out of a target population of 218 leaders, a random sample of 140 was selected. Data were collected through three adapted then validated and pilot-tested instruments: the Genos Emotional Intelligence Self-Assessment, the Transformational Leadership Survey, and the Bergen Burnout Inventory. Instrument reliability was confirmed through Cronbach's alpha, and data analysis was performed using SPSS, applying both descriptive statistics and inferential tests such as Pearson correlation and multiple linear regression.

5.2 Findings

Following are the research findings of this study based on the analysis of the data collected.

1. In total of 126 leaders from university were participants in this study. Highest proportion of respondents were from the international Islamic university Islamabad (IIUI) ($n = 51$, 40.5%), followed by the National University of Sciences and

Technology (NUST) ($n = 45$, 35.7%). Respondents representing the National University of Modern Languages (NUML) consisted of ($n = 25$, 19.8%) of the total, while the less numbers of respondents were from Bahria University Islamabad Campus (BUIC-H10) ($n = 5$, 4.0%). (Table 4.2)

Obj 1: Find out the perceived level of transformational leadership among leaders at the university level

2. It was found that university leaders reported a high level ($M=4.38$) of transformational leadership being practiced, with the highest mean score was found for inspirational motivation ($M = 4.46$), followed by idealized influence ($M = 4.43$), individualized consideration with ($M = 4.34$), and intellectual stimulation with ($M = 4.31$), showcasing a strong self-perceptions of inspiring others, serving as role models, addressing individual needs, and fostering innovation. (Table 4.3)

Obj 2: Find out the perceived level of Emotional intelligence among leaders at the university level

3. Analysis shows that University leaders reported a heightened capacity for emotional intelligence with score ($M = 3.83$), and the highest mean score observed was for Emotional Reasoning which was ($M = 4.38$), categorized as very high. This suggests a strong self perception about practicing capacity among leaders to incorporate emotional insight into decision-making. Followed by Awareness of Others' Emotions($M = 3.89$), Management of Others' Emotions ($M = 3.87$), and Emotional Control of self($M = 3.80$) which were also rated highly, indicating overall emotional competence across these sub scales. Lower, but still moderate-to-high mean scores were found for Awareness of One's Own Emotions ($M = 3.38$), Expression of Emotions ($M = 3.38$), and Management of One's Emotions ($M = 3.65$) showing strong emotional understanding. (Table 4.4)

Obj 3: Find out the perceived level of burnout of leaders at the university level

4. It was also found from the analysis of the data that University leaders reported a moderate level of burnout scoring ($M = 3.77$). Among the sub-indicators' scales, Exhaustion received the highest mean score ($M = 4.44$), indicating that many leaders frequently experience physical and emotional fatigue related to their roles. Inadequacy was also reported at a relatively high level ($M = 3.95$), suggesting occasional feelings of reduced personal accomplishment. In contrast, Cynicism had

the lowest mean score ($M = 2.91$), falling into the low category, which indicates that most leaders maintain a positive or neutral attitude toward their work and do not show significant emotional detachment with their work and faculty members. (Table 4.5)

Obj 4: Examine the relationship of transformational leadership with Emotional intelligence of leaders at university level

5. Data analysed revealed a negative but non-significant relationship between idealized influence and emotional intelligence, $r = -.17, p = .062$. Since $p > .05$, the result is not statistically significant. Therefore, H_{01} stating that no correlation exists between idealized influence and emotional intelligence is retained. This indicates that university leaders' levels of emotional intelligence are not significantly associated with how they perceive their idealized influence as part of their leadership style. (Table 4.6)
6. It was found from the analysis that an almost non-existent and non-significant relationship was indicated between intellectual stimulation and emotional intelligence, $r = -.01, p = .890$. as $p > .05$, the result lacks statistical significance. Therefore, H_{02} , which proposes no significant association between the two constructs, is accepted. This finding suggests that university leaders' ability to intellectually stimulate others is not meaningfully correlated with their emotional intelligence levels. (Table 4.7)
7. Data analysis revealed an outcome showing statistical significance positive relationship of inspirational motivation with emotional intelligence, $r = .26, p = .004$. Since $p < .05$, the result is considered statistically significant. This indicates that higher education leaders demonstrating advanced emotional intelligence tend to report higher levels of inspirational motivation. Hence H_{03} is dismissed. (Table 4.8)
8. A significant (in the statistical sense) positive relationship of individualized consideration with emotional intelligence, $r = .26, p = .003$ was found from the data. As $p < .05$, so this result is statistically significant. This highlights that those in university leadership who exhibit higher degree of emotional intelligence are more likely to demonstrate greater individualized consideration in their leadership behaviour. Therefore, the null hypothesis (H_{04}) is rejected. (Table 4.9)

9. Analysis showed a non-significant and weak inverse relationship of transformational leadership with emotional self-awareness, $r = -.041, p = .645$. Since $p > .05$, the result is not statistically significant. This indicates that emotional self-awareness does not have a meaningful association with transformational leadership among university leaders. Therefore, H_{05} is retained. (Table 4.10)
10. Data analysis showed a weak and not a statistically reliable positive relationship of transformational leadership with emotional awareness of others, $r = .078, p = .383$. As $p > .05$, the correlation is not statistically significant. This indicates that leaders' awareness of others' emotions does not significantly relate to their transformational leadership behaviours. Therefore, H_{06} is retained. (Table 4.11)
11. It was found from the data that a very weak and an insignificant association between transformational leadership and emotional expression, $r = .037, p = .678$. Since $p > .05$, the relationship is not statistically significant. This suggests that emotional expression does not have a meaningful association with transformational leadership among university leaders. Therefore, the null hypothesis (H_{07}) is retained. (Table 4.12)
12. Data analysed revealed a moderate, and to be significant at the statistical level, positive relationship of transformational leadership with emotional reasoning, $r = .372, p < .001$. As $p < .05$, the result is statistically significant. This indicates that university leaders who are better at incorporating emotional information into decision-making often show elevated levels of transformational leadership. Therefore, the null hypothesis (H_{08}) is rejected. (Table 4.13)
13. Analysis indicated a very weak and non-significant negative relationship of transformational leadership with emotional self-management, $r = -.010, p = .915$. Since $p > .05$, the outcome lacks statistical significance. This suggests that ability of university leaders to regulate their own emotions is not significantly associated with their transformational leadership practices. Therefore, the null hypothesis (H_{09}) is retained. (Table 4.14)
14. Analysis showed that a weak and insignificant positive association of transformational leadership with emotional management of others, $r = .069, p = .441$. As $p > .05$, the observed result is not significant at conventional levels. This suggests that ability of university leaders to manage others' emotions is not significantly related to their transformational leadership style. Therefore, the null hypothesis (H_{10}) is retained. (Table 4.15)

15. Analysis using Pearson's ρ revealed a weak and insignificant positive relationship of transformational leadership with emotional self-control, $r = .100, p = .265$. As $p > .05$, the result is not statistically significant. This indicates that emotional self-control is not significantly related to transformational leadership among university leaders. Therefore, the null hypothesis (H_{11}) is retained. (Table 4.16)
16. It was revealed from data that a weak and insignificant positive relationship of transformational leadership with emotional intelligence, $r = .129, p = .151$ is there. Since $p > .05$, the result is not statistically significant. This indicates that emotional intelligence is not significantly related with transformational leadership among university leaders. Therefore, H_{12} is retained. (Table 4.17)

Obj 5: Examine the relationship of transformational leadership with burnout of leaders at university level

17. Analysis exhibited a moderate, positive relationship that reached statistical significance between idealized influence and burnout among university leaders, $r = .446, p < .001$. As $p < .05$, the result is statistically significant. This suggests that university leaders who exhibit elevated levels of idealized influence are also more likely to experience stronger levels of burnout. Therefore, H_{13} is rejected. (Table 4.18)
18. Analysis indicated a very weak and non-significant negative relationship between intellectual stimulation and burnout, $r = -.040, p = .660$. Since $p > .05$, the result is statistically non-significant. This suggests that intellectual stimulation does not have a meaningful association with burnout among university leaders. Therefore, the null hypothesis (H_{14}) is retained. (Table 4.19)
19. Data analysis revealed a very weak and non-significant negative relationship between inspirational motivation and burnout, $r = -.059, p = .513$. As $p > .05$, the result is not statistically significant. This indicates that inspirational motivation does not have a meaningful association with burnout among university leaders. Therefore, the null hypothesis (H_{15}) is retained. (Table 4.20)
20. Analysis of linear correlation via Pearson's coefficient ρ indicated a very weak and insignificant negative relationship of individualized consideration with burnout, $r = -.025, p = .777$. $p > .05$, the result is statistically non-significant. This suggests that individualized consideration is not meaningfully associated with burnout among university leaders. Therefore, the null hypothesis (H_{16}) is retained. (Table 4.21)

21. A positive association of low magnitude of transformational leadership with exhaustion, $r = .163$, $p = .068$ was showed from the data. Although the correlation is positive, but $p > .05$, indicating that the result is not statistically significant. This suggests a possible relationship but is not statistically significant. Therefore, the null hypothesis (H_{17}) is retained. (Table 4.22)

22. Data analysis indicated a very weak and insignificant positive relationship of transformational leadership with cynicism, $r = .046$, $p = .609$. Since $p > .05$, the result is not statistically significant. This indicates that cynicism is not meaningfully correlated with transformational leadership among university leaders. Therefore, the null hypothesis (H_{18}) is retained. (Table 4.23)

23. The Pearson correlation analysis showed a very weak and positive relationship, though not statistically meaningful, between transformational leadership and feelings of inadequacy, $r = .072$, $p = .424$. As $p > .05$, the result is statistically non-significant. This suggests that inadequacy is not significantly associated with transformational leadership among university leaders. Therefore, the null hypothesis (H_{19}) is retained. (Table 4.24)

24. It was revealed that a very weak though not statistically meaningful association between transformational leadership and burnout, $r = .102$, $p = .256$. As $p > .05$, the result is statistically non-significant. This indicates that burnout is not meaningfully associated with transformational leadership among university leaders. Therefore, the null hypothesis (H_{20}) is retained. (Table 4.25)

Obj 6: Determine the relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level

25. A multiple linear regression reported the combination of emotional intelligence and burnout significantly correlated with transformational leadership as $F(2, 123) = 3.09$, $p = .049$. Data analysis explained approximately 4.8% of the change in transformational leadership could be statistically explained ($R^2 = .048$), representing a small effect size (Cohen, 1988). An inspection of individual predictors revealed that both variables made statistically significant contributions to the model. Emotional intelligence appeared to be a positive and meaningful predictor of transformational leadership, $B = 0.22$, $SE B = 0.10$, $\beta = .216$, $t = 2.20$, $p = .030$. Burnout was also a significant positive predictor, $B = 0.078$, $SE B = 0.039$, $\beta = .197$, $t = 2.01$, $p = .047$. These results suggest that higher emotional intelligence and lower

burnout are associated with greater levels of transformational leadership among university leaders. Therefore, the null hypothesis (H_{21}) is rejected. (Table 4.26)

5.3 Discussion

This study investigated the interrelationship among transformational leadership, emotional intelligence, and burnout among university leaders. The findings offer valuable insights into how these variables intersect and impact leadership effectiveness in higher education settings.

The study revealed that university leaders perceived themselves as highly practicing transformational leadership, particularly in the dimension of inspirational motivation. This aligns with Chaar (2022) and Bailey (2021), who found that transformational leadership creates a motivating and emotionally enriched work environment that enhances job satisfaction. Furthermore, the high self-perception of idealized influence and individualized consideration confirms the significance of role modelling and addressing individual needs, consistent with Gabrielow (2022), who identified a strong association between emotional intelligence and transformational behaviors.

Additionally, the university leaders perceived themselves as demonstrating high emotional intelligence, especially in emotional reasoning, awareness, and self-control. These competencies are critical for leadership effectiveness and align with Clark (2021) and Awadzi Calloway (2010), who emphasized emotional self-management as central to transformational leadership, particularly in emotionally demanding professions. This also reflects Fannon's (2018) findings that leaders possessing strong emotional intelligence were more inclined to exhibit transformational leadership behaviours.

Despite these strengths, leaders reported experiencing moderate levels of burnout, particularly exhaustion, with relatively low levels of cynicism. This partially mirrors Folds (2022) and Weinstein (2010), who emphasized that burnout significantly affects well-being even among emotionally intelligent professionals. The presence of exhaustion despite high leadership emotional intelligence alongside self-efficacy suggests the complexity of academic leadership roles, which may require sustained support mechanisms.

Interestingly, the study found mixed relationships between emotional intelligence and transformational leadership. While inspirational motivation along with

individualized consideration demonstrated a positive association with emotional intelligence, idealized influence in conjunction with intellectual stimulation were not. This divergence from the consistent positive relationships found in Gabrielow (2022) and Bailey (2021) might be due to contextual or cultural differences in how leadership behaviours are enacted or perceived in university settings.

Furthermore, while the relationship of emotional intelligence with burnout was not directly addressed in the findings, the literature strongly supports this link. For example, Weinstein (2010) and Monney (2018) found that emotional intelligence helps mitigate emotional exhaustion and cynicism. Thus, leadership marked by strong emotional intelligence may result in increased resilience against burnout, even if the correlation was not statistically significant in this study.

Contrary to expectations, transformational leadership did not show significant associations with most dimensions of burnout, except for a weak positive relationship with idealized influence. This unexpected finding contrasts with Edwards Pritchett (2024), Ilyavi (2019), and Perkins (2019), who all reported negative correlations between transformational leadership and burnout. This discrepancy may stem from role-specific pressures in higher education leadership, where leaders, despite embodying ideal leadership traits, still experience role strain and fatigue.

Finally, the predictive analysis revealed that emotional intelligence and burnout together significantly predict transformational leadership. This composite influence highlights that effective leadership in universities is shaped not only by emotional skills but also by the psychological burden carried by leaders. These findings reinforce Monney (2018) and Awadzi Calloway (2010), who emphasized the importance of developing emotionally intelligent leaders to maintain performance and reduce costs associated with burnout and turnover.

Overall, this study extends previous work on a nuanced comprehension of leadership dynamics in academic contexts by revealing that emotional intelligence serves as a crucial function within leadership behaviours, even in the presence of burnout. It also underscores the importance of supportive organizational cultures, leadership development, and burnout mitigation strategies for enhancing transformational leadership in universities.

5.4 Conclusions

Following are the conclusions for this study drawn from findings:

Obj 1: Find out the perceived level of transformational leadership among leaders at the university level

1. It was found that university leaders regarded themselves as highly practicing transformational leadership, with the inspirational motivation rated as highest dimension. intellectual stimulation, individualized consideration, and idealized influence were also rated as high reflecting a strong self-perception of practicing individuals being inspiring others, serving as role models, addressing individual needs, and fostering innovation. (Finding: 2)

Obj 2: Find out the perceived level of Emotional intelligence among leaders at the university level

2. Findings conclude that University leaders perceived themselves as demonstrating high emotional intelligence. Specifically in utilizing emotional reasoning for decision making. They also showed strong awareness and management of others' emotions, along with emotional self-control, indicating overall emotional competence. (Finding: 3)

Obj 3: Find out the perceived level of burnout of leaders at the university level

3. It was concluded from the findings that University leaders perceived themselves experiencing a moderate level of burnout. Exhaustion being the most experienced indicator indicating that many leaders frequently experience physical and emotional fatigue related to their roles. Inadequacy was also experienced relatively high level, suggesting occasional feelings of reduced personal accomplishment. However, Cynicism remained low, shows that most leaders maintain a positive or neutral behaviour toward their roles. (Finding: 4)

Obj 4: Examine the relationship of transformational leadership with Emotional intelligence of leaders at university level

4. Findings revealed that relationship of emotional intelligence with various dimensions of transformational leadership among university leaders showed mixed results. As idealized influence and intellectual stimulation demonstrated non-significant relationships with emotional intelligence, suggesting no meaningful

correlation, both inspirational motivation and individualized consideration revealed statistically significant positive relationships. This shows that an increased level of emotional intelligence in leaders expected to effectively inspire faculty members and attend to individual needs in their leadership practices. (Finding: 5,6,7 & 8)

5. It was also examined that the relationship of transformational leadership with various dimensions of emotional intelligence among university leaders showcased that most emotional intelligence components, including emotional self-management, emotional expression, emotional awareness of others, emotional management of others, emotional self-awareness, and emotional self-control showed weak but non-significant relationships with transformational leadership. This reflects that these emotional competencies are not strongly correlated with transformational leadership practices. However, a moderate and statistically significant positive relationship was detected with emotional reasoning, reflecting that leaders who effectively use emotional insight and reason show a consistent approach in decision-making that exhibit stronger transformational leadership behaviors. (Finding: 9,10,11,12,13,14 & 15)
6. Findings conclude that transformational leadership is not significantly associated with emotional intelligence in general among university leaders. It shows a weak association but as it is insignificant, so it declines the presence of significant relationship among both variables. (Finding: 16)

Obj 5: Examine the relationship of transformational leadership with burnout of leaders at university level

7. From the findings, it was concluded that, among the constructs of transformational leadership, only idealized influence demonstrated a notable positive relationship with statistical significance with burnout, indicating that university leaders who strongly embody this role model-oriented leadership quality may also be more vulnerable to burnout. However, individualized consideration, inspirational motivation, and intellectual stimulation showed very weak and non-significant negative relationships with burnout. This suggests that these leadership behaviors do not meaningfully correlate to burnout among university leaders regarding their leadership context. (Finding: 16, 17,18, & 19)
8. It was also concluded that transformational leadership exhibited weak and non-significant positive relationships with exhaustion, cynicism, and feelings of

inadequacy; the three core dimensions of burnout. These findings suggest that while there may be a slight tendency for transformational leadership to relate to certain aspects of burnout, no meaningful or statistically significant associations were established among university leaders. (Finding: 20, 21, & 22)

9. From the findings it was concluded that there exists a very weak yet lacked statistical significance positive relationship of transformational leadership with overall burnout among university leaders. The results suggest that approaches grounded in transformational leadership, as perceived by university leaders, do not have a meaningful association with their levels of burnout. (Finding: 23)

Obj 6: Determine the relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level

10. Findings revealed that emotional intelligence and burnout, when considered together, significantly predict transformational leadership among university leaders. Although the overall contribution of the model was modest, it was statistically significant, indicating that these two variables jointly influence transformational leadership behaviours. Importantly, both emotional intelligence and burnout independently made meaningful contributions to the prediction. Individuals possessing strong emotional intelligence in leadership positions have a higher likelihood of adopting transformational leadership qualities. Interestingly, burnout also emerged as a significant predictor, suggesting that even those experiencing signs of burnout may still engage in transformational leadership—potentially as a means of maintaining effectiveness or as a response to organizational demands. This highlights the combined influence of emotional and psychological burnout factors in shaping leadership approaches in academic settings. This reinforces the relevance of fostering emotional proficiency and managing burnout to enhance leadership effectiveness in universities. (Finding: 24)

5.5 Recommendations

Following recommendations are proposed to enhance transformational leadership alongside emotional intelligence among leaders as well as lowering the burnout among them:

1. University leaders reported high self-perceived transformational leadership, particularly in the domain of inspirational motivation. While this is a positive

finding, relying solely on self-perception can introduce bias. Therefore, institutions may aim to validate and reinforce transformational leadership behaviors. This should be done by implementing 360-degree feedback assessments, where subordinates, peers, and superiors evaluate leaders, followed by targeted professional development workshops to strengthen genuine leadership practices based on verified data.

2. Leaders reported a high overall level of emotional intelligence, with emotional reasoning rated the highest. This indicates a strong capacity to incorporate emotional insights into decision-making. To capitalize on this strength, universities may integrate emotional reasoning into leadership processes. Therefore incorporating emotional check-ins, reflective decision-making tools, and empathy-based problem-solving frameworks in strategic and daily administrative meetings would be effective.
3. While emotional intelligence was generally high, awareness of ones own emotions and emotional expression received the lowest scores among the subscales. This gap indicates that leaders may struggle with understanding and articulating their own emotions. Therefore, it is crucial to strengthen these foundational emotional competencies. Institutions can do this by introducing guided self-reflection sessions, journaling practices, and communication training programs that focus on helping leaders articulate thoughts and emotions constructively and authentically.
4. Leaders reported a moderate overall level of burnout, with particularly high levels of exhaustion, suggesting that many of them are experiencing physical and emotional fatigue. This is a concerning trend that requires immediate action. Institutions may implement proactive burnout prevention strategies. These may include mandatory wellness days, workload redistribution policies, and regular confidential burnout assessments, allowing early detection and intervention before burnout impacts performance or well-being.
5. A statistically significant positive correlation was found between inspirational motivation and emotional intelligence. This suggests that leaders with higher emotional intelligence are more effective at inspiring others. To build on this, institutions may invest in emotional intelligence development to enhance inspirational leadership behaviours. This can be implemented through training modules that emphasize emotional awareness, empathetic communication, and authentic motivational speaking.

6. The study found a positive correlation between emotional intelligence and individualized consideration, showing that emotionally intelligent leaders are more attuned to the unique needs of their team members. To foster this, universities may cultivate personalized mentorship and support systems. This can be done by conducting emotional intelligence training that includes coaching techniques, alongside regular staff engagement sessions to build stronger one-on-one relationships.
7. A strong positive association was observed between emotional reasoning and transformational leadership, indicating that leaders who effectively use emotional information in decision-making tend to lead more effectively. Universities may intentionally foster emotional reasoning as a core leadership skill. This can be embedded through case-based learning, emotion-mapping exercises, and decision-making simulations in leadership development programs to improve both emotional and strategic insight.
8. Despite specific links with subcomponents, the overall correlation between emotional intelligence and transformational leadership was non-significant. This implies that general EI training may not translate directly into improved leadership performance. Thus, it is recommended to focus on enhancing specific EI subskills. Institutions may structure their development programs to target emotional reasoning, awareness of others, and management of others' emotions, rather than broad, generic EI workshops.
9. A significant positive correlation was found between idealized influence and burnout, meaning leaders who serve as strong role models may experience more stress. To mitigate this, universities may closely monitor high-performing leaders for signs of burnout. This can be achieved through routine psychological well-being screenings, peer support groups, and leadership wellness coaching designed to help such leaders manage the pressures of being role models.
10. The regression analysis revealed that emotional intelligence and burnout, when combined, significantly predicted transformational leadership, albeit with a small effect size. This suggests that both variables jointly influence leadership quality. Universities may therefore develop integrated programs that address both emotional capacity and burnout management. This can be implemented by creating blended leadership development pathways that combine emotional intelligence training with stress reduction, workload assessment, and peer mentoring initiatives.

5.6 Recommendations for Future Researchers

Future researchers may:

1. Conduct Qualitative or Mixed Method studies to gain deeper insights into relationship of transformational leadership style with emotional intelligence and burnout.
2. Conduct research on diverse range of institutions (private, public, regional, international settings) as well as institutions at various educational levels (such as schools, colleges, and universities) and with diverse leadership demographics (including male and female leaders) to enhance the generalizability and applicability of findings across different educational contexts.
3. Conduct research based upon multi source data collection to overcome the limitations of self perceptions. Data could be collected from teachers, students, peers, and other staff members about leaders to get 360 degree feedback to compare perceived and actual leadership behaviours.
4. Adopt longitudinal approaches to examine emotional intelligence and burnout evolve over time and how they dynamically influence transformational leadership practices.
5. Compare transformational leadership with other leadership styles to better understand which styles interact differently with emotional intelligence and burnout.
6. Design and test interventions (e.g., emotional intelligence training, burnout prevention programs) to evaluate their effectiveness in enhancing leadership behaviors and well-being.
7. Explore potential mediators (e.g., job satisfaction, organizational culture) or moderators (e.g., gender, leadership experience) that may explain or influence the relationship among emotional intelligence, burnout, and leadership styles.

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ANNEXURES

Annexure A

Questionnaire for HoD/Chairperson

Transformational Leadership Scale

Respected HoD/Chairperson, the researcher is MS scholar at the International Islamic University, Islamabad and conducting a research on the “**Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level**”. This questionnaire has different statements to determine leaders' Transformational Leadership, emotional intelligence and burnout. Your response will be kept confidential and only used for research purposes.

Demographic Information

Please tick the relevant block

University

- IIUI
- BUIC
- NUST
- NUML

For each statement item below, please tick the relevant block.

5	4	3	2	1
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Sr. No.	Statements	5	4	3	2	1
Idealized Influence (II)						
I as a leader:						
1.	Carry out tasks in accordance with the vision and mission of my university					
2.	Formulate the vision and mission of the study program to develop the insight of faculty members					
3.	Instill a high commitment to the faculty members towards the vision of the study program					
4.	Promote an attitude of mutual respect in the university environment.					
5.	Lessen penalties for any mistake made by a faculty member					
Intellectual Stimulation (IS)						
I as a leader:						
6.	Recommend reference books and material to faculty members for self-development					
7.	Provide opportunities for faculty members to get professional training					
8.	Ensure faculty members have the freedom to express their opinions on higher education policies in university settings					
9.	Engage faculty members in evaluating academic activities in higher education					
10.	Implement effective strategies to address complex professional challenges faced by faculty members					

Inspirational Motivation (IM)

I as a leader:

11.	Acknowledge faculty members' contributions through individual praise				
12.	Demonstrate enthusiasm to inspire faculty members to perform their tasks effectively to get better results				
13.	Share colleagues' success stories to motivate faculty members toward professional growth				
14.	Encourage faculty members to practice new teaching learning approaches				
15.	Set aside dedicated time for discussions with faculty members on effectively achieving pre-communicated goals				

Individual Consideration (IC)

I as a leader:

16.	Provide faculty members with dedicated time to share their opinions and suggestions for leadership improvement				
17.	Conduct follow-ups based on the submitted suggestions				
18.	Guide faculty members in reviewing evaluation results to address any shortcomings				
19.	Provide individualized guidance and support to faculty members facing challenges				
20.	Provide personalized guidance to faculty members to enhance the flow of teaching and learning in the classroom				

Genos Emotional Intelligence scale

For each statement item below, please tick the relevant block.

5	4	3	2	1
Almost Always	Usually	Sometimes	Seldom	Almost Never

Sr. No.	Statements	5	4	3	2	1
Emotional self-awareness						
1.	I struggle to recognize how my feelings impact my behavior at work					
2.	I am aware of the things that upset me at work					
3.	I understand how my feelings influence my decision-making at work					
4.	I recognize how my emotions affect my responses to faculty members					
Emotional Awareness of Others						
5.	I understand what contributes to faculty members' optimism at work					
6.	I struggle to identify what motivates faculty members at work					
7.	I demonstrate an understanding towards faculty members' feelings at work					
8.	I recognize what makes faculty members feel valued in the workplace					

Emotional expression						
9.	I struggle to find the right words to express how I feel at work					
10.	When I feel frustrated at work, I communicate my frustration appropriately					
11.	I express how I feel to the wrong people at work					
12.	I effectively express optimism at workplace					
Emotional reasoning						
13.	I communicate decisions to stakeholders in an appropriate and effective manner					
14.	I consider faculty members' potential reactions when conveying decisions					
15.	I align important decisions with the organization's values					
16.	I consider both technical information and my emotions when making workplace decisions					
Emotional self-management						
17.	I struggle to handle stressful situations at work effectively					
18.	I manage annoyances at work in a constructive manner					
19.	I respond appropriately to faculty members who frustrate me at workplace					
20.	I explore the root causes of things that upset me at work					

Emotional management of others						
21.	I effectively contribute to fostering a positive work environment					
22.	I struggle to know what to say or do when faculty members are upset at work					
23.	I assist faculty members in finding effective ways to respond to upsetting situations					
24.	I support faculty members in managing issues that cause frustration at work					
Emotional self-control						
25.	Even when upset at work, I am able to think clearly					
26.	When under stress, I tend to act impulsively					
27.	I stay focused even when feeling anxious at work					
28.	I hold back my initial reaction when something upsets me at work					

Bergen Burnout inventory

For each statement item below, please tick the relevant block.

6	5	4	3	2	1
Completely agree	agree	Partly agree	Partly disagree	disagree	Completely disagree

Sr. No.	Statements	6	5	4	3	2	1
Exhaustion							
1.	I feel emotionally drained by my work						
2.	Work-related circumstances often disrupt my sleep						
3.	Interacting with people all day requires significant effort						
4.	I frequently feel guilty because my work causes me to neglect my close friends and family						
Cynicism (detachment)							
5.	I feel disheartened at work and often consider leaving my job						
6.	I feel like I have less to offer over time						
7.	I feel a gradual decline in my engagement with my faculty						
8.	I have become more emotionally detached from people since I started working						

Inadequacy							
9.	I often question the value of my work						
10.	My expectations for my job and performance have reduced.						
11.	Honestly, I felt more appreciated at work in the past						
12.	I achieve many meaningful accomplishments in this job						

Annexure D



الجامعة الإسلامية العالمية الإسلامية
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 22nd April 2025

To,
National University of Modern Languages,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled "Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level". In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.

DR AZHAR MAHMUD
Associate Professor, Chairperson
Department of Educational Leadership & Management
International Islamic University Islamabad
Dr. Azhar Mahmood
Chairperson
Department of Educational Leadership and Management
Faculty of Education
International Islamic University Islamabad

Annexure E



جامعة إسلام آباد الإسلامية
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 22nd April 2025

To,
National University of Sciences & Technology,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled "Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level". In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.

Signature
DR AZHAR MAHMOOD
Associate Professor & Chairperson
Department of Educational Leadership and Management
Educational Leadership & Management
International Islamic University Islamabad
Faculty of Education
International Islamic University Islamabad

Annexure F



الجامعة الإسلامية العالمية الإسلامية
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 22nd April 2025

To,
Bahria University H-11 Campus,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled "Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level". In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.


Dr. Azhar Mahmood
Chairperson

DR AZHAR MAHMOOD
Associate Professor, Chairperson
Department of Educational Leadership and Management
Educational Leadership & Management
Faculty of Education
International Islamic University Islamabad

Annexure G



الجامعة الإسلامية العالمية إسلام آباد
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 14th May, 2025

To,
National University of Modern Languages,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled **“Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level”**. In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.

*Dept. Educational Leadership & Management
Dr. Azhar Mahmood
Chairperson
International Islamic University Islamabad*
Dr. Azhar Mahmood
Chairperson
Department of Educational Leadership and Management
Faculty of Education
International Islamic University Islamabad

Annexure H



الجامعة الإسلامية العالمية الإسلامية اسلام آباد

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 19th May 2025

To,
National University of Sciences & Technology,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled "Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level". In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.

Dept. Educational Leadership & Management
Faculty of Education
International Islamic University
Islamabad

Dr. Azhar Mahmood

Chairperson
Department of Educational Leadership and Management
Faculty of Education
International Islamic University Islamabad

Annexure I



الجامعة الإسلامية العالمية اسلام آباد

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 21st May 2025

To,
School of Art Science & Architecture,
National University of Sciences & Technology,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled "**Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level**". In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.

Dept Educational Leadership & Management
Faculty of Education
INTERNATIONAL ISLAMIC UNIVERSITY
Islamabad
[Signature]

Department of Educational Leadership and Management
Faculty of Education
International Islamic University Islamabad

Annexure J



الجامعة الإسلامية العالمية الإسلامية
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 21st May 2025

To,
School of Health Sciences,
National University of Sciences & Technology,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled "**Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level**". In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.

Dept. Educational Leadership & Management
Faculty of Education
International Islamic University
Islamabad

Department of Educational Leadership and Management
Faculty of Education
International Islamic University Islamabad

Annexure K



الجامعة الإسلامية العالمية الإسلامية
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
• Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 21st May 2025

To,
School of Social Sciences & Humanities,
National University of Sciences & Technology,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled "**Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level**". In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.

Dept Educational Leadership & Management
Faculty of Education
INTERNATIONAL ISLAMIC UNIVERSITY
Islamabad

Department of Educational Leadership and Management
Faculty of Education
International Islamic University Islamabad

Annexure L



الجامعة الإسلامية العالمية إسلام آباد
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 21st May 2025

To,
School of Natural Sciences,
National University of Sciences & Technology,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled "**Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level**". In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.

Joint Educational Leadership & Management
Faculty of Education
International Islamic University
Islamabad

Department of Educational Leadership and Management
Faculty of Education
International Islamic University Islamabad

Annexure M



الجامعة الإسلامية العالمية إسلام آباد

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 21st May 2025

To,
School of Mechanical & Manufacturing Engineering,
National University of Sciences & Technology,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled "**Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level**". In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.

Dept. Educational Leadership & Management
Faculty of Education
INTERNATIONAL ISLAMIC UNIVERSITY
Islamabad

Department of Educational Leadership and Management
Faculty of Education
International Islamic University Islamabad

Annexure N



الجامعة الإسلامية العالمية اسلام آباد

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 21st May 2025

To,
School of Civil & Environmental Engineering,
National University of Sciences & Technology,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled "**Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level**". In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.

[Signature]
Dept. Educational Leadership & Management
Faculty of Education
International Islamic University
Islamabad

Department of Educational Leadership and Management
Faculty of Education
International Islamic University Islamabad

Annexure O



الجامعة الإسلامية العالمية إسلام آباد

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: 21st May 2025

To,
School of Electrical Engineering and Computer Science,
National University of Sciences & Technology,
Islamabad, Pakistan

Subject: Request for Final Data Collection for Research Thesis

It is stated that Ms. Maheen Zahid Reg No. 42-FOE/MSELM/F23 is currently working on her research thesis titled "**Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level**". In this regard she needs to collect data from the respected Heads of Departments at your prestigious institution.

It is therefore requested that she be allowed to administer the instruments. Your cooperation in this regard is highly appreciated.

Dept. Educational Leadership & Management
Faculty of Education
International Islamic University
Islamabad
[Signature]

Department of Educational Leadership and Management
Faculty of Education
International Islamic University Islamabad

Annexure P

Certificate of Validity

Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level

By

Maheen Zahid

MS Scholar, Department of Educational Leadership and Management, Faculty of
Education, International Islamic University Islamabad (IIUI), Pakistan

This is to certify that the **Transformational Leadership Scale, Genos Emotional Intelligence Scale, and Bergan Burnout Inventory** adapted by the researcher have been assessed by me, and I found that it has been designed adequately to assess the **Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level.**

Name: Dr. Munazza Mahmood
Designation: Assistant Professor
Institute: IIUI
Signature: MZ
Stamp: DR. MUNAZZA MAHMOOD
IN-CHARGE
Dept. of Educational Leadership & Management
Faculty of Education
International Islamic University Islamabad

Annexure Q

Certificate of Validity

**Relationship of Transformational Leadership with Emotional Intelligence and
Burnout at University Level**

By

Maheen Zahid

MS Scholar, Department of Educational Leadership and Management, Faculty of
Education, International Islamic University Islamabad (IIUI), Pakistan

This is to certify that the **Transformational Leadership Scale, Genos Emotional Intelligence Scale, and Bergan Burnout Inventory** adapted by the researcher have been assessed by me, and I found that it has been designed adequately to assess the **Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level**.

Name: Dr. Fatima Magson
Designation: Assistant Prof.
Institute: IIUI
Signature: Dr. Fatima Magson
Stamp: Dept. Educational Leadership & Management
Faculty of Education
International Islamic University
Islamabad

Certificate of Validity

**Relationship of Transformational Leadership with Emotional Intelligence and
Burnout at University Level**

By

Maheen Zahid

MS Scholar, Department of Educational Leadership and Management, Faculty of
Education, International Islamic University Islamabad (IIUI), Pakistan

This is to certify that the **Transformational Leadership Scale, Genos Emotional Intelligence Scale, and Bergan Burnout Inventory** adapted by the researcher have been assessed by me, and I found that it has been designed adequately to assess the **Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level.**

Name: Dr. Humaira Akram

Designation: Assistant Professor

Institute: Dept. of Teacher Education
IIUI

Signature: H
10/03/2025

Stamp: DEPT. OF TEACHER EDUCATION
FACULTY OF EDUCATION

Certificate of Validity

**Relationship of Transformational Leadership with Emotional Intelligence and
Burnout at University Level**

By

Maheen Zahid

MS Scholar, Department of Educational Leadership and Management, Faculty of
Education, International Islamic University Islamabad (IIUI), Pakistan

This is to certify that the **Transformational Leadership Scale**, **Genos Emotional Intelligence Scale**, and **Bergan Burnout Inventory** adapted by the researcher have been assessed by me, and I found that it has been designed adequately to assess the **Relationship of Transformational Leadership with Emotional Intelligence and Burnout at University Level**.

Name: Sumaira Batool
Designation: Teaching Research Associate
Institute: IIU
Signature: Sumaira Batool
Stamp: *Dept. of Educational Leadership & Management
Faculty of Education
International Islamic University
Islamabad*