

جامعة ميدأوشن

كلية الإدارة

قسم / تخصص ماجستير ادارة الاعمال



عنوان البحث

مدى تأثير الذكاء العاطفي على فعالية القادة في المملكة العربية السعودية

The impact of emotional intelligence on leadership effectiveness in Saudi Arabia

إعداد الطالب/ هلا خالد ابوخاطر

إشراف/

د. الفيصـل عبد الحميد

د. فايز جراد

العام الدراسي:

2025

1. Introduction:

The leadership in an organization is extremely important in order to guarantee the best performance. Nevertheless, conflicts between the staff might arise in an organization. It must be said in advance that, conflicts in a company are common in daily business life. However, conflicts between employees are not only damaging for the organization itself, but also for the work climate and the well-being of the employees. It also must be mentioned, that conflicts not only appear because of disagreements, but also due to a changing organizational environment. Changes are often scary, and many employees are afraid of the consequences that those may have. However, an organization has to change in order to keep up with the challenges, that globalization, new market requirements, new technology and new work environments bring. Considering how damaging conflicts can be, an effective leadership, which is preventing and solving conflicts and has the knowledge to condemn escalations is important. In order do so, the leadership must be able to detect potential conflicts and must have an amount of certain of conflict management styles. So, it is not surprising that the construct of emotional intelligence has gained more attention over the past years. Thus, the aspect of how emotional intelligence can influence or even improve leadership became increasingly important, because it is said to have an impact on creating a positive work climate, improves the well-being of the employees and the organization's success relies heavily on the competences of leadership. Emotional intelligence is "the ability to understand the way people feel and react and to use these skills to make good judgments and to avoid or solve problems". Thus, it helps to interact with each other and to understand their needs.

When considering leadership, it must be mentioned that it not only addresses the conceptual work of the employees but also the emotional work. "Emotional intelligence can help leaders solve complex problems, make better decisions, plan how to use their time effectively, adapt their behavior to the situation, and manage crises". Considering that emotional intelligence can influence leadership leads to the following research question that will be answered in this study. ⁽¹⁾

In our current era, the work environment with international teams has a constant lack of skilled workers and experts and a generation joining the workforce which is more technically literate, connected and mobile than any other generation before leadership is gaining importance and therefore coming into the focus of management research. The main research questions within leadership research are what makes an effective leader, are there certain traits, abilities or behaviors that might be identified, how could those be measured and

developed and which other abilities might be of importance. In this paper, the impacts of emotional intelligence on leadership effectiveness will be analyzed. As a fairly new concept, emotional intelligence has only been discussed for the past twenty years and valid researches on the effects of emotional intelligence in the work environment are still rare. This paper tries to add to the discussion with an analysis of the links between emotional intelligence and effective leadership. ⁽³⁾

1.1 The role of feelings in human affairs

Moods and emotions play a central role in cognitive processes and behavior. What distinguishes moods from emotions is their intensity. Moods are pervasive and generalized feeling states that are not tied to the events or circumstances which may have caused the mood in the first place. Moods are relatively low intensity feelings which do not interrupt ongoing activities. Emotions are high intensity feelings that are triggered by specific stimuli (either internal or external to the individual), demand attention, and interrupt cognitive processes and behaviors. Emotions tend to be more fleeting than moods because of their intensity. Emotions often feed into moods so that, once the intensity of an emotion subsides because the individual has cognitively or behaviorally dealt with its cause, the emotion lingers on in the form of a less intense feeling or mood. Hence for example, the intense anger that a leader might experience upon learning that he or she was deceived by a follower resulting in a lost opportunity subsides once the leader has recovered from the shock and decides how to deal with the situation. However, the anger lives on for the rest of the day in the form of a negative mood which colors the leader's interactions and thought processes. Feelings have been shown to influence the judgments that people make, material recalled from memory, attributions for success and failure, creativity, and inductive and deductive reasoning. When people are in positive moods, for example, their perceptions and evaluations are likely to be more favorable, they are more prone to remember positive information, they are more self-assured, they are more likely to take credit for successes and avoid blame for failures, and they are more helpful to others. Positive moods have been found to enhance flexibility on categorization tasks and facilitate creativity and inductive reasoning. Conversely, negative moods may foster deductive reasoning and more critical and comprehensive evaluations. While a stereotype of the 'rational' decision maker is a person who can set aside their personal feelings and coolly calculate the best course of action to deal

with a problem or opportunity, neurological findings suggest that feelings are necessary to make good decisions. Neurological research on patients who have had brain tumors removed and subsequent damage to sectors of the brain responsible for moods and emotions has yielded a perplexing pattern of results. Some of these patients show no deficits in memory, intelligence, verbal ability, and numerical ability. Given the nature of their injuries, however, they tend to be emotionally flat. ⁽⁶⁾

1.2 Feelings and leadership

As we discussed above, feelings serve multiple purposes in human affairs. It is likely that feelings play an important role in leadership. While investigated some of the potential beneficial consequences of leader positive mood, it is likely that a diversity of feelings (both emotions and moods) influences leadership effectiveness. Negative moods, for example, foster systematic and careful information processing and may be advantageous when leaders are dealing with complex problems in which errors carry high risk. As another example, relatively intense negative emotions may appropriately redirect a leader's attention to an issue in need of immediate attention. By now, it may be apparent that it is not too difficult to construct scenarios in which leaders would be well served by the experience of a variety of types of moods and emotions. Moreover, one can also construct scenarios in which a leader's effectiveness may be hampered by the experience of certain moods and emotions. Leaders who experience anger frequently may have a difficult time building good relationships with followers and engendering their trust. Similarly, a leader who frequently experiences positive moods on the job may fail to notice and attend to performance shortfalls that are less than apparent. Hence, this inquiry into the role of feelings in leadership is not bent on determining the 'right' or 'effective' moods and emotions that facilitate leadership effectiveness. Leaders are obviously human beings with the full range of moods and emotions potentially available to them. Both positive and negative moods and emotions serve numerous functions in people's lives. Likewise, both positive and negative moods and emotions can sometimes be the cause of human dysfunctions. Effective leaders possess certain emotional capabilities just as they may possess certain cognitive capabilities. Moods and emotions play an extensive role in thought processes and behavior and the same moods and emotions can result in both improved or impaired effectiveness depending upon multiple factors including the index of effectiveness (for example, a quick, heuristic-based response vs. a careful consideration of

alternatives). Moreover, research suggests that people can and do take steps to manage their own and others' moods and emotions. Might it be that some leaders have superior mood/emotion capabilities which allow them to use and benefit from the variety of feelings they experience on the job. Might it also be that these capabilities enable leaders to influence, and develop effective interpersonal relationships with, their followers? Interpersonal relationships are laden with moods and emotions as is effective social influence. These mood/emotion capabilities have been addressed by emotional intelligence theory and research. In the next section, I briefly describe emotional intelligence, and the theory and research which support its role in human affairs. Next, I describe how emotional intelligence may be a key contributor to leadership effectiveness and outline how different aspects of emotional intelligence facilitate the varied activities central to effective leadership. While emotional intelligence has been linked previously to specific leader behaviors, this paper adopts a broader approach and explores the multitude of ways in which emotional intelligence may contribute to leadership effectiveness. Additionally, I would like to point out that earlier leadership approaches, and in particular the trait approach, also have described certain leadership skills or traits that may either be subsumed under or may partially overlap with emotional intelligence. Moreover, while the term 'emotional intelligence' has been coined relatively recently, it bears some resemblance and partially overlaps with earlier concepts such as social intelligence. However, as Mayer, Salovey and Caruso (in press) suggest, emotional intelligence is theoretically preferable to earlier constructs such as social intelligence because it is more focused on affect. Emotional intelligence includes internal, private feelings that influence functioning which may not necessarily be linked to social skills and also focuses exclusively on emotional skills rather than confounding them with social or political knowledge. Hence, as will become clearer below, emotional intelligence captures capabilities and skills in the emotion domain to a greater extent than prior constructs. ⁽⁶⁾

1.3 Emotional Intelligence

In advance, it must be said that the construct of emotional intelligence developed over the past years and with this development different definitions arose. In addition to that, it must be also mentioned that, the terms emotional intelligence and emotional competencies are used synonymously. Furthermore, the term emotional intelligence will be abbreviated with EI in this whole systematic literature review. As already mentioned above, EI can be seen as

“the ability to understand the way people feel and react and to use these skills to make good judgments and to avoid or solve problems”. Another definition of EI is “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. And another more precisely definition is:

“The ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth”. EI determines our potential for learning the practical skills that are based on its five elements: self- awareness, motivation, self-regulation, empathy, and adeptness in relationships”

Another popular definition of EI is the one given from Bar- On. The definition states that “The emotional, personal, social, and survival dimensions of intelligence is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands demands”.

The newest definition of EI is from Nelson and Low, stated that emotional intelligence is the ability to to know oneself and the own personal strengths, limitations and weakness, based on the personal worth and dignity, creating healthy and effective relationships, working together and a suitable reaction to demands and pressures of everyday life and work leadership.

Simply, EI enables us to recognize, understand and respond to other people's feelings, needs and desires. EI can lead to a better interaction with each other, because of having the ability of responding properly to others and to their feelings. Therefore, EI is fundamental for a good communication. Furthermore, EI helps to control feelings and thus can prevent conflicts or even the escalation of those. ⁽¹⁾

1.4 Relationship between emotional intelligence and effectiveness

Authors Wong and Low (2002) have proven that emotional intelligence has a positive impact not only on leader efficiency but on the efficiency of followers. A similar attitude is proposed by many other researchers. Consequently, leadership effectiveness is the moving force within an organization by which the organization efficiently copes with demands, challenges, stress

and opportunities met in the business environment. Organizational effectiveness is under the influence of individual members and their feeling for collective capacities, purpose of mission and feeling of resilience. From this very concept stems the firm connection between emotional intelligence and leader effectiveness, holds that the emotional intelligence (feeling for collective capacities, mission and purpose, feeling of resilience) is further connected with leadership and organizational effectiveness. The strongest connectedness of leadership is with collective capacities, which is understandable since the leader orchestrates the team, gives instructions, adds resources and provides support for achieving goals and the mission. It is important to emphasize that success and failure are not in symmetry. They are not two sides of the coin for the leader, because the leader cannot succeed by himself. Strategy and effectiveness are the reflection of the powerful stakeholders of the organization, i.e. its leaders with the developed and noticeable emotional intelligence. According to behavioral factors such as limited rationality, numerous and conflicting goals, different levels of inclination and belief, have an impact on the selection of strategy made by leaders, who in turn determine the performance and effectiveness of the organization. Factors which impact the leader's actions are the leader's values, cognitive skills, personality and positive self-evaluation. The leader is facing a multitude of ambiguous information and his/her personal orientation greatly influences what elements of that information he/she will use and interpret, and finally whether the organization will be effective.⁽³⁾ so, in this study we will confirm that emotional intelligence has high correlation with the leader's effectiveness.

1.5 Leadership

The concept of leadership has been examined and discussed a lot. Leadership is mostly defined as “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives”. The construct of leadership changed over the years. Leadership is not solemnly about giving instructions to the employees, it also is about initiating change, understanding the needs of the organization and its employees and furthermore bringing the different needs together. An excellent leadership style is crucial in contributing to an organization's success.⁽¹⁾

1.6 Leadership styles

Leadership style defines the method a leader is using in order to provide a direction, changes, plans and to motivate its employees. As different as leaderships is, so is their style. Many authors identified various leaderships styles, that are used by leaders. In this connection the domain in which the leader is working is not from interest. These leadership styles differ from culture to culture and from organization to organization. An also important role for choosing a leadership style are the personal characteristics of each leader. All in all, there are four main leadership styles that must be known.

First, the Democratic Leadership or Participative Leadership must be mentioned. On this occasion decisions are made on the input of every single team member. It is important to highlight the fact, that every employee has an equal position in the team. The democratic leadership can often be seen as the most effective one. The decisions making process is at all times transparent and comprehensible. Moreover, the employee has the chance to carry out authority and to be independent.

second leadership style is the Autocratic Leadership. This leadership style is the complete opposite of the democratic leadership style. When making decisions, the leader does not use the input of the team or everyone else. In the eye of the leader, the only task for the employee is to follow his or her instructions without hesitation. The authority lies completely in the hand of the leader.

Third leadership style, the Laissez-Faire Leadership or Free-Rein can be also a possible leadership style. The key message here is to let the employees work as they please. In consequence almost all authority is given to the employees and not to leader. The laissez-faire leadership style is also the complete opposite of the autocratic leadership.

Forth leadership style, the Paternalistic Leadership is one of the main styles. When executing this leadership style, the leader wants to be seen as the father or mother of the team. His or her main goal is to satisfy the employees, to keep a good work climate up and to bring the employees together. ⁽¹⁾

1.7 EI and Leadership

In order to lead an organization in a good and healthy way, leaders must first know and be able to manage their own emotions and secondly be able to understand the emotions of their followers and the context in which those emotions occur. In a good leadership, the focus lies on the employees. This means, that the needs, desires and concerns of every employee is recognized and understood. It is clear, that not every need or desire of an employee can be fulfilled. However, it is important to explain the employee why his or her desire for example cannot be fulfilled and what can be done instead. The key for a person- centric leadership is EI. "Emotional intelligence can help leaders solve complex problems, make better decisions, plan how to use their time effectively, adapt their behavior to the situation, and manage crises.". EI is fundamental for understanding the own feelings and of others. Furthermore, it helps to not only control feelings, but also to prevent escalation and to adapt the behavior to the given situation This leads to the conclusion that EI has an impact or is even necessary for a favorable leadership. However, it could be possible that the usage of EI varies depending on different leadership styles ⁽¹⁾

1.8 Job Satisfaction of Employees

Job satisfaction can be defined as an emotional state of either liking or disliking one's job because of a global feeling on the one hand, or a set of related attitudes that are caused by aspects of the job that produce either satisfaction or dissatisfaction. It would be simply dividing the world of work into two distinct scenarios, where employees are identified as either unhappy and unproductive, or happy and productive. If this were the case, then one could offer a basic recipe with a list of ingredients for improving job satisfaction. It may also be so that happiness and productivity do not necessarily form an automatic alliance, but rather there are a number of other factors that are said to influence the creation of job satisfaction. There seems to be little doubt that organizations that have sustainable successes are those that manage to motivate their people effectively. These organizations are able to maximize the potential of their human resources by recruiting the most suitable candidates, enabling them through relevant induction and mentor programs, and motivating them to work at optimum performance levels. Leaders need to demonstrate the necessary emotional leadership skills in order to understand and assist in the creation of job satisfaction and positive attitudes amongst employees. In order for organizations to be more desirable places

in which to work, it is necessary for leaders to recognize their employees' emotions, be sensitive to their needs and be able to identify the EIBs they need to use in order to be successful leaders. They need to have knowledge of their own capabilities and limitations and be able to identify the factors and situations that trigger emotion at both interpersonal and intrapersonal levels. If a leader is able to do this, claims that the control and understanding of emotions and behaviors of oneself and others could improve vastly. The leader's ability to understand, identify and empathize with employees' emotions and then react appropriately are, integral factors which could help foster a feeling of job satisfaction amongst employees. Those who are emotionally intelligent can connect with people quite smoothly, be astute in reading their reactions and feelings, lead and organize, and handle disputes that are bound to flare up. They are the natural leaders, the people who can express the unspoken collective sentiment and articulate it so as to guide a group towards its goals. They are emotionally nourishing – they leave people in a good mood. If one agrees that the human element in an organization needs to develop along with the pace of change, then argue that people - and not products - are the most important resource which necessitates that leaders focus on the intrinsic needs of people in order to discover what makes them satisfied at work. Leaders need to create professional relationships with employees in order to create mentoring roles that develop partnerships and modify behaviors that are necessary to improve the EIBs of team members. The Japanese belief that work is a means of demonstrating one's abilities and aptitudes so that the whole organization may benefit, has its roots in intrinsic compensation or a sense of moral gratification. A leader's influence should be based on the intrinsic characteristics of consistency, values, inspiration and commitment. Leaders at the top of an organization demonstrate consistent values over a long period of time, then employees will most likely demonstrate these values as well. Cherniss and Adler (2000) proposed a model for promoting EI in the workplace that could impact on the job satisfaction of employees through the creation of intrinsic worth which they divided into a process of four phases:

1. *The Securing of Organizational Support:* This involves the employment of emotionally intelligent leaders, the creation of autonomy in decision-making structures, linking EI to the needs of the organization, and introducing training to improve the EI of staff.

2. *Preparing For Change:* The importance of self-directed learning is stressed and includes the setting of clear manageable goals and the creation of positive expectations amongst employees.

3. Training And Development: The recognition and acknowledgement of emotions is a skill that is learned during this phase. How to deal with extreme emotions is also paramount. The development of a positive relationship between the leader and the employee is important in this phase.

4. Encouraging, Maintaining and Evaluating Change: The leader's role in providing ongoing encouragement and support is vital here. The role of a mentor should be assumed and ongoing evaluation of emotional development should be made.

There is a link between organizational commitment - in other words the strength of the employees' identification with the organization - and job satisfaction. The link indicates that there is strong support for and an acceptance of the organization's goals and values and, as a result, employees are willing to offer high levels of commitment, service, and loyalty to the organization because they are satisfied at work. Leaders need to understand, therefore, that there should be a direct link between organizational commitment, the level of efficiency that is required from all employees, and a presence of job satisfaction in order for an organization to attain its objectives. For this to materialize, it is imperative for leaders to demonstrate acceptable levels of EIBs in their organizations. Admittedly, organizational commitment has its focus on a more global, long-term attachment to the organization as a whole, as well as an emphasis on congruence between the goals of the individual and those of the organization. The more positive the leaders' strategies, the more helpful, cooperative and positive are those on the team and the ability of leaders to manage their interpersonal and intrapersonal EIBs as predictors of job satisfaction and organizational commitment. Inevitably, a leader who deals with and understands emotions in the workplace will assist in the creation of job satisfaction because employees will feel that they are being recognized as individuals and that their feelings and emotions are being deservedly acknowledged. ⁽⁴⁾

2. Research problem:

Despite the growing body of literature on emotional intelligence in leadership globally, few studies have specifically focused on the relationship between emotional intelligence and leadership effectiveness in the Saudi context. Given the unique cultural, social, and organizational environment in Saudi Arabia, it is critical to explore how emotional intelligence influences leadership practices within this setting.

The research problem, therefore, lies in understanding:

- The extent to which emotional intelligence impacts leadership effectiveness in Saudi organizations.
- The specific role of emotional intelligence in enhancing decision-making, conflict resolution, and team performance.
- The cultural and organizational factors that may influence the application of emotional intelligence in leadership within Saudi Arabia.
- What is the requirement that makes a manager to become an effective leader.
- What are the traits, abilities or behaviors that might be identified and improve to become an effective leader.
- How much the emotional intelligence could be important in the relationship with employees.
- Analyzing the impacts of emotional intelligence on leadership effectiveness.

3. Research importance:

The significance of this research lies in its potential to contribute valuable insights to the fields of leadership and emotional intelligence, particularly in Saudi Arabia. As the country undergoes significant economic and social transformations, understanding the role of emotional intelligence in leadership becomes essential for improving leadership practices in both public and private sectors.

This research has several potential contributions:

- **Enhancing Leadership Development:** By exploring the role of emotional intelligence in leadership, this study can provide organizations with a better understanding of how to develop emotionally intelligent leaders who can effectively manage change and lead teams.
- **Cultural Contextualization:** It addresses the gap in the literature by focusing on the cultural nuances of emotional intelligence within Saudi Arabian organizations, thus providing a context-specific understanding of leadership.
- **Policy and Practice Recommendations:** The findings can inform policymakers and organizational leaders in designing leadership training programs that focus on emotional intelligence to improve organizational performance and employee satisfaction.
- **Improving the work environment:** The extent of understanding the employees characteristic's and emotions by their emotional intelligence leader, could improve their capabilities and achievements.

4. Research objectives:

The main objectives of this study are as follows:

1. To examine the influence of the competencies of emotional intelligence on leader effectiveness and efficiency in leading a group of people in order to meet the organizational demands in Saudi Arabia.
2. To analyze the impact of emotional intelligence on leadership effectiveness in Saudi Arabian organizations.
3. To explore the relationship between emotional intelligence and leadership outcomes, such as decision-making, team performance, and conflict resolution.
4. To investigate how cultural and organizational factors in Saudi Arabia influence the application of emotional intelligence in leadership.
5. To provide recommendations for enhancing leadership development through emotional intelligence training in Saudi organizations.
6. To contribute to the broader body of knowledge on leadership and emotional intelligence in non-Western contexts, with a focus on Saudi Arabia.
7. To specify the requirement that makes a manager to become an effective leader.
8. To clarify the traits, abilities or behaviors that might be identified and improve to become an effective leader.
9. To consider how much the emotional intelligence could be important in the relationship with employees.
10. To analyze the impacts of emotional intelligence on leadership effectiveness and employees' improvements.

5. Research questions:

This study aims to answer the following research questions:

1. Which impact does emotional intelligence have on leadership?
2. How does emotional intelligence impact leadership effectiveness in Saudi Arabian organizations?
3. What is the relationship between emotional intelligence and the decision-making capabilities of Saudi leaders?
4. To what extent does emotional intelligence influence leaders' ability to manage and motivate teams in Saudi Arabia?

5. How does emotional intelligence affect the leadership approach to conflict resolution within Saudi organizations?
6. What is the requirement that makes a manager to become an effective leader?
7. What are the traits, abilities or behaviors that might be identified and improve to become an effective leader?
8. How much the emotional intelligence could be important in the relationship with employees?
9. How to analyze the impacts of emotional intelligence on leadership effectiveness.
10. What are the cultural and organizational factors that facilitate or hinder the application of emotional intelligence in leadership in Saudi Arabia?

6. Research hypotheses:

Based on the theoretical foundations and previous studies, the following hypotheses are proposed:

1. There is a positive relationship between emotional intelligence and leadership effectiveness in Saudi Arabian organizations.
2. Leaders with higher emotional intelligence demonstrate better decision-making capabilities and strategic thinking.
3. Emotional intelligence positively influences leaders' ability to motivate their teams and improve performance.
4. Leaders with high emotional intelligence are more effective in resolving conflicts within their teams.
5. Cultural and organizational factors in Saudi Arabia significantly impact the application of emotional intelligence in leadership.

7. Previous researches:

7.1 Global Studies on Emotional Intelligence and Leadership

Research on emotional intelligence has shown that leaders with high EI are better at managing relationships, handling stress, and making informed decisions. **Goleman (1998)** argued that EI is essential for effective leadership, as it allows leaders to manage their emotions and those of others, thereby improving team performance and organizational outcomes. Also, found that emotional intelligence contributes to better job performance and leadership, particularly in situations that require interpersonal interactions and decision-making under pressure. ⁽⁸⁾

7.2 Studies on Emotional Intelligence in Saudi Arabia

In Saudi Arabia, research on emotional intelligence in leadership has been relatively limited but is gaining traction. **Al-Hamadi (2012)** found that emotional intelligence plays a significant role in leadership effectiveness in Saudi organizations, particularly in fostering trust and improving relationships between leaders and their subordinates. Additionally, emphasized the importance of EI for Saudi leaders, particularly in managing change and navigating the challenges of globalization. ⁽⁷⁾

7.3 Impacts of emotional intelligence on leadership effectiveness

In the aim to identify the impacts of emotional intelligence on leadership effectiveness. Different approaches to leadership are shown and analyzed and narrowed down to a working definition of leadership. This definition is furthermore translated into categories of leadership categories as a first step to measure effective leadership. The categories are then filled with items from various leadership and management definitions in order to find an itemization of leadership Questionnaire (MLQ) are presented. It is then analyzed if the defined characteristics of effective leaders would be enhanced by emotional intelligence, which is confirmed by this secondary research as well as by different primary researches. ⁽³⁾

7.4 Impact of emotional intelligence on leader effectiveness

All recent research proves that emotional intelligence is the forecast of achieving leader effectiveness. This study comprises research of respondents from private and public companies. Respondents graded emotional intelligence competencies of their leaders and their efficiency in leading a group of people in order to achieve organizational demands. We succeeded in confirming prior research through the regression model and proved that the existing questionnaires developed in the western context can be applied. After analyzing the existing questionnaires, they succeeded in confirming the hypothesis of this research, according to which the leader's competence in emotional intelligence has a positive impact on his/her effectiveness in fulfilling organizational demands and on the ability to manage an efficient team. ⁽²⁾

7.5 Principals' leadership styles: the role of emotional intelligence and achievement motivation

In order to investigate the effect of emotional intelligence (EI) and achievement motivation (AM) on elementary school principals' leadership styles. This study investigates the contribution of EI and AM on the two major leadership categories: the task-oriented and relationship-oriented leadership. Throughout implementation of correlation and hierarchical regression analysis. The surveys were sent randomly to 280 elementary school principals in South Sulawesi. They did not consider the principals' performance in the analysis. In addition, it has also brought a new insight into understanding leadership styles in collective culture such as Indonesia. ⁽¹³⁾

7.6 Awakening employee creativity: The role of leader emotional intelligence

Engaging in creativity in organizations inevitably creates tension, conflict, and emotionally charged debates and disagreements because complex organizations need both control and predictability and creativity and change. In this paper, it describes five routes through which the innate creativity of organizational members can be awakened: identification, information gathering, idea generation, idea evaluation and modification, and idea implementation. We propose that leaders, and in particular, the emotional intelligence of leaders, plays a critical role in enabling and supporting the awakening of creativity through these five complementary routes. After describing theory and research on emotional intelligence, it develops propositions concerning how leaders' emotional intelligence can enable and promote followers' creativity in multiple ways. ⁽¹²⁾

8. Theoretical Framework

8.1 Emotional Intelligence Theory

The theoretical foundation for this study is based on **Salovey and Mayer's (1990)** model of emotional intelligence, which defines EI as the ability to recognize, understand, manage, and regulate emotions. This model forms the basis for understanding how emotional intelligence can impact leadership by allowing leaders to effectively manage their emotions and the emotions of their teams. ⁽¹¹⁾

8.2 Transformational Leadership Theory

This study also draws on **Bass's (1985)** Transformational Leadership Theory, which posits that transformational leaders inspire and motivate their followers by focusing on higher-order needs and building strong relationships. Emotional intelligence is a key component of transformational leadership, as it enables leaders to understand and respond to the emotional needs of their followers, fostering loyalty and commitment. ⁽⁹⁾

8.3 Servant Leadership Theory

The **Servant Leadership Theory**, introduced by **Greenleaf (1977)**, emphasizes that leaders should prioritize the needs of their followers. Emotional intelligence is crucial in this approach, as it enables leaders to empathize with their teams, understand their needs, and provide the necessary support to help them succeed. ⁽¹⁰⁾

9. Methodology:

The objective of this research was to examine the influence of the competencies of emotional intelligence on leader effectiveness and efficiency in leading a group of people in order to

meet the organizational demands. Respondents in this research will be the able-bodied category of people, employed by multiple companies, they will be questioned by online survey within the period of May-2025. This research will be comprised of multi-fields companies from Saudi Arabia. Employees of selected companies will fill the questionnaire in a way that they directly evaluated their superiors. The questionnaire will be organized in three parts. The first part of the questionnaire relates to demographic data, where the respondents' answered questions about gender, age, employee or not, the position, marital status and education. The second part assesses ten emotional competencies: emotional awareness, self-confidence, self-control, adaptability, optimism, empathy, inspirational leadership, improving other people, managing conflicts, teamwork and collaboration. The third part of the questionnaire concerns leader effectiveness. The highly structured Multifactor Leadership Questionnaire (MLQ) was used which has the scale for measuring effectiveness. The respondents were able to express how much they agree or disagree with offered statements on a five-point Likert scale. ⁽²⁾ after collecting the required surveys, it will be reviewed and analyzed carefully.

9.1 Research Design

This study will use a **quantitative research design**, employing surveys and questionnaires to collect data from a sample of leaders and employees in Saudi organizations. The study will focus on assessing the emotional intelligence of leaders and examining its impact on leadership effectiveness.

9.2 Sampling

A stratified random sampling technique will be used to select participants from various sectors, including government, private, and nonprofit organizations in Saudi Arabia. The sample will consist of leaders at various organizational levels, as well as employees who directly interact with them.

9.3 Data Collection Tools

- **Emotional Intelligence Scale:** The **Schutte Emotional Intelligence Scale (SEIS)** will be used to assess the emotional intelligence of leaders. This scale measures self-awareness, self-regulation, motivation, empathy, and social skills.
- **Leadership Effectiveness Questionnaire:** A separate questionnaire will assess leadership effectiveness, focusing on decision-making, team performance, and conflict resolution.

9.4 Data Analysis

The data will be analyzed using **statistical methods**, including descriptive statistics, correlation analysis, and regression analysis, to examine the relationships between emotional intelligence and leadership effectiveness.

10. Research Design:

The quantitative research method will be used to determine the effects of emotional intelligence on leaders' effectiveness. A randomly survey will be distributed to various sectors, including government, private, and nonprofit organizations in Saudi Arabia. A content and construct validity of the questionnaire will be insured, a study of relevant literature on EI will be undertaken. As part of the literature study for the research, the following models of EI will be critically analyzed to compile the questionnaire:

- Personal and social EI skills
- Scales of EI
- Emotional competence framework
- Framework of emotional competencies
- Ability model of EI
- Intelligence reframed
- Four cornerstones of EI

These models of EI divide EI into skills, scales, competencies, abilities, traits, dimensions, behaviors and cornerstones. Although the models are unique in certain aspects, there are significant similarities that exist. This process will facilitate the identification of the generic interpersonal, intrapersonal, skills used in drawing up the questionnaire. ⁽⁴⁾

11. Scope of the Study

The study will focus on organizations operating within Saudi Arabia, particularly those in major cities such as Riyadh, Jeddah, and Dammam. The study will examine leaders at various organizational levels, from middle managers to top executives, across different sectors (government, private, and nonprofit).

The time frame for data collection will be three months, with results expected to provide insights into the current leadership practices in the country.

12. Research limitations:

While the study aims to provide comprehensive insights into the impact of emotional intelligence on leadership in Saudi Arabia, and after the consideration of the previous studies, there are several limitations:

- **Cultural Bias**, the study may be limited by cultural biases and the subjective nature of emotional intelligence measurement tools. the scales should be designed to specifically capture the leadership styles (i.e. the task- and relationship-orientation style), and different emotional intelligence factors.
- **Sample Size**, the sample size may limit the generalizability of the findings to all organizations in Saudi Arabia. most samples sizes mat be either too small or too big in order to examine every aspect of EI and leadership.
- **The origin of the sample**, as far as the sample is concerned it must be also mentioned, that many samples were collect in only one organization in a special domain. This is problematical, when trying to generalize the results. Desirably, an appropriate sample size and in not only one specific domain would be preferable in order to generalize the outcomes better. the generalization of this study should be made with caution. All participants may be lived in the same remote area. Thus, it should also consider this issue, whether or not culture or values mediate the relationship between emotion (or motivation) and leadership styles (or performance). ⁽⁵⁾
- **Time Constraints**, the time available for data collection and analysis may limit the depth of qualitative insights.
- **Independent variables**, this study may be to effected of the on the principal's performances. We should also focus on the effect of emotional intelligence and motivation on instructional leadership performance. Moreover, the mediating variables that strengthen the relationship between emotion (or motivation) and leadership performance should be investigated. Some variables such as gender, organizational climate, and prior experience could have mediated the relationship among variables.
- **Research design**, most of the studies used a cross- sectional design. Even though, it helped to analyze if EI has an impact on leadership, the cross- sectional design is not capable of predicting a development over a longer period of time. It is therefore necessary to conduct a long-term study in order to determine, and if there might be other impacts or outcomes of EI.
- **self- reported data**, it is important to highlight the fact that the most survey relied on the self-report of the employees or leaders. A self- reported data carries the risk of distortion. Another risk is that many people position themselves better than they actually are. ⁽⁴⁾

13. References:

- 1- Sistad, L. (2020). Emotional Intelligence and Leadership. Which impact does emotional intelligence have on leadership. Universität Regensburg, Faculty of Human Sciences, 1-25.
- 2- Kunalić, B., Mujkić, A., Jusić, J., Pajević, M., & Rovčanin, D. (2016). Impact of emotional intelligence on leader effectiveness. *Ekonomski vjesnik/Econviews-Review of Contemporary Business, Entrepreneurship and Economic Issues*, 29(2), 297-310.
- 3- Wagner, B. (2013). Impacts of emotional intelligence on leadership effectiveness. *New Challenges of Economic and Business Development*, 2, 654-669.
- 4- Singh, P. (2013). Influence of the leaders' emotionally intelligent behaviours on their employees' job satisfaction. *The International Business & Economics Research Journal (Online)*, 12(7), 799.
- 5- Dulewicz, C., Young, M., & Dulewicz, V. (2005). The relevance of emotional intelligence for leadership performance. *Journal of General Management*, 30(3), 71-86.
- 6- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human relations*, 53(8), 1027-1055.
- 7- Al-Hamadi, A. (2012). Leadership Styles in Saudi Arabian Organizations: An Exploration of Cultural Influences. *International Journal of Cross-Cultural Management*, 12(2), 213-225.
- 8- Goleman, D. (1998). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- 9- Bass, B. M. (1985). *Leadership and Performance Beyond Expectations*. Free Press.
- 10- Greenleaf, R. K. (1977). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Paulist Press.
- 11- Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition, and Personality*, 9(3), 185-211.
- 12- Zhou, J., & George, J. M. (2003). Awakening employee creativity: The role of leader emotional intelligence. *The leadership quarterly*, 14(4-5), 545-568.
- 13- Wirawan, H., Tamar, M., & Bellani, E. (2019). Principals' leadership styles: the role of emotional intelligence and achievement motivation. *International Journal of Educational Management*, 33(5), 1094-1105.