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The role of emotional intelligence in leadership effectiveness and employee satisfaction

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Abstract

This study explores the significant role of Emotional Intelligence (EI) in leadership effectiveness and employee satisfaction. As modern workplaces increasingly emphasize interpersonal dynamics and human connections, EI has become a key factor in enhancing leadership performance and fostering a positive organizational environment. By investigating the intricate relationship between EI, leadership, and employee well-being, this study aims to provide valuable insights for organizations seeking to improve leadership development programs, human resource practices, and overall workplace satisfaction. The research examines the impact of emotionally intelligent leadership on employee engagement, trust, and productivity, while also identifying potential mediating and moderating factors such as gender and organizational culture. Through a comprehensive literature review and empirical study, this dissertation fills gaps in existing research, offering both theoretical perspectives and practical applications for developing emotionally intelligent leaders who can drive organizational success and employee satisfaction. Furthermore, the findings contribute to the evolving leadership paradigm, where emotional intelligence is increasingly prioritized. This study also suggests actionable recommendations for organizations looking to cultivate emotionally intelligent leaders to foster more resilient and motivated teams. Ultimately, the research provides a foundation for future studies on the intersection of EI, leadership, and employee outcomes in diverse organizational settings.

Keywords: Emotional Intelligence (EI); Leadership effectiveness; Employee satisfaction; Organizational culture; Employee engagement; Transformational leadership

1 Introduction

1.1 Significance of Emotional Intelligence in Leadership Effectiveness and Employee Satisfaction

The concept of Emotional Intelligence (EI) has garnered significant interest within the domains of leadership and organisational psychology. Emotional intelligence pertains to the capacity to identify, comprehend, regulate, and proficiently employ both personal and others' emotions (Miao et al., 2016). The growing recognition of emotional intelligence (EI) in relation to leadership effectiveness and employee happiness has been observed in recent years. The current professional environment is undergoing a transformation, placing increased importance on soft skills and the human element of effective leadership. Therefore, it is imperative to investigate the crucial significance of Emotional Intelligence (EI) within this particular setting.

Leaders in various domains, such as corporate, educational, and non-profit sectors, assume a crucial role in establishing the work environment and exerting an impact on employee happiness. The leader's ability to shape the emotional atmosphere has the potential to either cultivate motivation, engagement, and contentment among individuals or result in unhappiness, turnover, and reduced productivity (Downing, J. A. (2016). Gaining a comprehensive understanding of

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the influence of Emotional Intelligence (EI) on leadership performance and employee happiness is of utmost importance for both scholarly investigation and real-world implementation.

The research holds significance due to its ability to augment the existing body of information on leadership and organisational behaviour. This study aims to provide insights into the intricate connection between emotional intelligence, leadership effectiveness, and employee satisfaction. The findings of this research can be utilised to enhance leadership development programmes, training efforts, and human resource practices (Singh, 2013). This study offers valuable insights for organisations aiming to develop a leadership team with higher emotional intelligence, which can lead to improved workplace dynamics and increased employee well-being.

1.2 Research Rationale

The impetus for this research derives from the strong necessity to address the following major aspects:

- **Evolving Leadership Paradigm:** The essence of leadership has shifted from a classic command-and-control style to a more inclusive, emotionally intelligent approach. The changing leadership paradigm highlights the relevance of emotional intelligence, making it vital to explore its impact.
- **Employee Satisfaction and Productivity:** High levels of employee satisfaction are connected with higher productivity, less turnover, and better organizational outcomes. Understanding how EI in leadership influences these characteristics is critical for firms looking to optimize their human resource.
- **Organizational Competitiveness:** In a worldwide and highly competitive corporate environment, companies must consistently adapt and innovate. Leaders with high EI are frequently more prepared to lead firms through change and build an innovative culture.
- **Personal and Professional improvement:** Exploring the link between EI and leadership effectiveness can also have consequences for individual leaders pursuing personal and professional improvement. Identifying areas for improvement in emotional intelligence can lead to increased leadership abilities and career advancement.
- **Research shortage:** While existing literature acknowledges the importance of EI in leadership, there remains a shortage in comprehensive studies that study the exact processes via which EI effects leadership effectiveness and employee satisfaction. This research tries to overcome this gap by offering empirical facts and insights.

By diving into the relationship between emotional intelligence, leadership effectiveness, and employee satisfaction, this study intends to provide a well-rounded knowledge of this delicate interplay. This understanding can serve as a platform for future research, while also giving practical implications for organizations aiming to build emotionally intelligent leadership and promote a more happy and productive work environment.

1.3 Purpose and Objective of the Dissertation

This dissertation looks into how effective leadership is influenced by emotional intelligence (EI) and how that affects employee happiness. The goal of this research is to give a thorough understanding of the ways in which emotional intelligence (EI) affects leadership, which in turn shapes employee experiences and job satisfaction. The following are the particular goals of this dissertation:

- **To Investigate the Connection Between Emotional Intelligence and Leadership Effectiveness:** This study aims to investigate the connection between leadership effectiveness and emotional intelligence by identifying the particular EI qualities that support it.
- **Examining the Impact of Emotionally Intelligent Leadership on Worker Satisfaction:** This study looks at the relationship between emotionally intelligent leadership and worker satisfaction, engagement, and wellbeing.
- **To Investigate Potential Mediating and Moderating Factors:** This dissertation will look into possible mediating and moderating factors that might have an impact on the connection between employee satisfaction, leadership effectiveness, and emotional intelligence.
- **To Offer Useful Insights for Leadership Development:** In light of the results, this study attempts to provide useful information and suggestions for businesses and leadership development initiatives that want to boost emotional intelligence in the workplace and raise employee satisfaction.

1.4 Research Question

- How do emotional intelligence (EI) and leadership effectiveness interact, and which particular EI competencies are particularly important for successful leadership?
- How do worker happiness, engagement, and general workplace well-being relate to emotionally intelligent leadership?

- What are the possible moderating and mediating elements that affect the connection between employee happiness and emotional intelligence in leadership?
- How may the study's conclusions be applied in the real world to help companies create emotionally savvy leaders and raise employee satisfaction levels?

1.5 Chapter Summary

An overview of the importance of emotional intelligence (EI) in relation to employee happiness and leadership effectiveness has been given in this introductory chapter. It described how the paradigm for leadership is changing, how employee happiness affects productivity, and how businesses must stay competitive. The research deficit and the opportunity for both professional and personal improvement were highlighted in the research justification that was given. The chapter also included an explanation of the goals and purposes of the dissertation, along with the research questions that will direct the investigation.

The literature that has already been written about emotional intelligence and leadership, research methodology used, data analysis, and findings presentation will all be covered in later chapters. The dissertation seeks to add to the corpus of knowledge on this important subject and offer useful advice for organizations, leaders, and leadership development initiatives.

2 Literature Review

This dissertation's literature evaluation is essential to laying the foundation for comprehending the complex interplay among employee satisfaction, leadership effectiveness, and emotional intelligence (EI). Organizational behavior, management, and psychology have all given emotional intelligence, as a complex concept, a great deal of attention. It speaks to the capacity to identify, comprehend, control, and make appropriate use of one's own and other people's feelings. The value of emotional intelligence (EI) has grown in the modern workplace, where interpersonal dynamics and human connections are crucial.

The first part of this section defines the fundamental elements of emotional intelligence (EI), which include motivation, self-control, empathy, and social skills. These fundamental ideas provide the framework for comprehending how Emotional Intelligence functions in the context of leadership and worker satisfaction. Additionally, the growth and evaluation of emotional intelligence are covered, providing insight into the methods used to evaluate a person's emotional intelligence.

The theoretical stances that support the study's framework are explored in detail in the literature review. It looks at how different leadership theories—like transformational, genuine, and servant leadership—use emotional intelligence as a keystone. These theories provide insightful information about how emotional intelligence can be used to improve leadership performance, which in turn affects worker satisfaction. In addition, this review examines the empirical data from earlier research, investigating the relationship between emotional intelligence (EI) and effective leadership. This investigation reveals the ways in which emotionally intelligent leaders flourish in domains such as team leadership, communication, and motivation. It also breaks down the particular EI skills associated with successful leadership, identifying the critical elements influencing leadership performance.

The review explores how emotional intelligence (EI) affects employee happiness and general workplace well-being in addition to leadership performance. It looks at research showing how emotionally intelligent leaders build trust, encourage pleasant emotional environments, and improve work satisfaction and staff engagement. Even while the literature provides insightful information, there are still unanswered questions that need more research. This review of the literature highlights gaps in the current body of knowledge, such as the understudied dimensions of emotional intelligence (EI), methodological flaws in earlier research, and particular situations that call for additional study. The accompanying empirical study intends to close these gaps and offer a more thorough knowledge of the function that Emotional Intelligence (EI) plays in leadership and employee satisfaction.

2.1 Conceptual Review of Emotional Intelligence

The concept of emotional intelligence, or emotional intelligence (EI), is fundamental to comprehending the impact of emotions on employee satisfaction and leadership performance. This section offers a thorough conceptual analysis of emotional intelligence (EI), shedding light on its fundamental elements, growth, assessment, and importance in leadership (Suleman et al., 2020).

2.1.1 *Central Elements of emotional intelligence*

2.1.2 *Five main components are usually used to categorize emotional intelligence:*

Self-awareness: The first step in emotional intelligence is realizing and comprehending one's own feelings. It entails having the capacity to appropriately discern how emotions affect one's ideas and actions. Self-regulation: This element is concerned with efficiently controlling one's emotions. It involves the ability to restrain impulsive behavior, adjust to change, and remain composed under pressure. Motivation: Intrinsic motivation is a component of EI. People that possess emotional intelligence are motivated by their own passions and a strong desire to succeed. They are able to persevere in the face of obstacles and keep an optimistic attitude (Dulewicz & Higgs, 2000). Empathy: Successful interpersonal connections depend on one's capacity to identify and comprehend the feelings of others. People with empathy are able to tune into the thoughts and feelings of those around them. Emotional intelligence (EI) requires social skills. People who possess emotional intelligence are adept at establishing and preserving connections, speaking clearly, and working cooperatively to resolve disputes (Yöney, 2001).

2.1.3 *Development and Measurement of EI*

Environmental and genetic variables play a role in the development of emotional intelligence. Even though genetic predispositions matter, EI can be improved by experiences, education, and self-awareness. A number of tools have been developed to measure emotional intelligence (EI), including the Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer, Salovey, & Caruso, 2002) and the Emotional Intelligence Appraisal (Travis & Bradberry, 2009). These evaluations, which usually consist of ability tests and self-report questionnaires, offer insightful information about a person's emotional abilities.

Gaining an understanding of Emotional Intelligence's conceptual underpinnings is necessary to appreciate its importance in leadership. Emotional intelligence (EI) gives leaders the emotional agility they need to handle challenging interpersonal situations and foster a pleasant work environment. Leaders can improve their capacity to connect, inspire, and encourage their teams by being proficient in these fundamental elements (Boyatzis et al., 2000). In addition to explaining the fundamentals of emotional intelligence, this conceptual analysis highlights the significance of these emotional competencies for both employee satisfaction and leadership.

2.2 **Theoretical Perspectives on Emotional Intelligence**

Many leadership theories are closely related to one other and the relationship between emotional intelligence (EI) and effective leadership. This portion explores the theoretical foundations that explain and validate this relationship, illuminating the ways in which many leadership theories have included Emotional Intelligence as a crucial element.

Transformational leadership is a renowned leadership theory that highlights a leader's ability to inspire and transform their people. According to this hypothesis, which was created by Megerian & Sosik, (1996), transformative leaders have high EI, particularly in the areas of empathy and self-awareness. They use their emotional intelligence to forge deep bonds with others, inspire team members to work toward common objectives, and establish trust.

Freudenthaler & Neubauer, (2005) proposed the idea of authentic leadership, which centers on leaders who are sincere, self-aware, and loyal to their principles. This theory and EI are very similar, especially when it comes to self-awareness and self-regulation. High EI scorers are more likely to demonstrate genuine leadership traits, encouraging candor and trust among their team members.

The idea of servant leadership was put forth by Greenleaf (2008), and it centers on leaders putting their followers' needs first. This idea relies heavily on emotional intelligence (EI) because emotionally intelligent leaders are better able to recognize and address the feelings and worries of their team members. Employee job satisfaction and general well-being can both be improved by this compassionate approach.

These theoretical frameworks offer a solid basis for comprehending the important role that emotional intelligence (EI) plays in a leader's performance. They demonstrate the link between emotional intelligence (EI) competencies and effective leadership actions, like motivating, empowering, and tending to followers. Furthermore, these theories emphasize how important emotional intelligence is for leaders to have in order to foster productive workplaces that raise employee satisfaction (Hayward et al., 2008).

Scholars and practitioners have stressed on leadership and its effects on people and organizations by incorporating emotional intelligence (EI) into several leadership theories. This shows that emotionally intelligent leaders are more

suited to handle the demands of contemporary workplaces, which in turn promotes higher levels of employee satisfaction. It also emphasizes the significance of emotional intelligence in leadership performance (Akerjordet & Severinsson, 2007)

2.3 Emotional Intelligence and Leadership Effectiveness

This section's main focus is on the connection between emotional intelligence (EI) and effective leadership. We investigate how emotionally intelligent leaders succeed in inspiring, communicating with, and managing their teams through a detailed examination of empirical data and pertinent studies. We also look into the particular EI skills that support their success.

2.3.1 Motivation and Leadership

Effective leadership is dependent on motivation, a fundamental aspect of emotional intelligence. Leaders with emotional intelligence are skilled at inspiring their staff as well as inspiring themselves. Their contagious upbeat perspective and true passion for their profession are admirable qualities that they bring to the business. Research has demonstrated that enthusiastic and driven leaders can successfully foster a culture of enthusiasm and drive among their staff members (Goleman, 2021).

2.3.2 Effective Communication

Strong communication abilities, a domain firmly anchored in emotional intelligence, are essential for effective leadership. Leaders that possess exceptional social skills, empathy, and self-control are more likely to effectively communicate their ideas, attentively listen to their team members, and settle disputes in a cooperative manner. This encourages lines of communication inside the company that are open and transparent, which improves job satisfaction and team cohesion (Zafr-UI-Islam & Tahira, 2011)

2.3.3 Leadership Competencies Associated with EI

Empirical studies highlight particular EI competencies that are associated with successful leadership. For example, the capacity of a leader to remain composed under pressure, adjust to change, and make well-informed decisions is correlated with their level of self-awareness and self-regulation. The ability of a leader to comprehend the viewpoints of their team members, establish trusting bonds, and successfully handle interpersonal problems is intimately linked to their empathy and social skills (Mayer, Salovey, & Caruso, 2008).

Furthermore, studies show that enhanced employee engagement, contentment, and performance are linked to transformational leadership—which frequently combines high levels of emotional intelligence. According to Bass and Riggio (2006), transformational leaders have the ability to encourage, inspire, and push their staff to achieve greater performance, which in turn creates a more satisfying work atmosphere.

The capacity of emotionally intelligent leaders to effectively manage stress and adversity serves as additional evidence of the relationship between EI and leadership performance. In times of crisis, they maintain their composure, which lessens the damaging effects of stress on workers and promotes a resilient culture inside the company (George, 2000).

The assumption that emotionally intelligent leaders are often better at inspiring and communicating with their teams—a trait that boosts employee satisfaction and overall organizational performance—is essentially supported by the empirical data.

2.4 Emotional Intelligence and Employee Satisfaction

An important component of our analysis is the impact of emotional intelligence (EI) on worker satisfaction and general workplace health. We hope to learn more about how emotionally intelligent leaders promote trust, contribute to a pleasant emotional climate, and improve job satisfaction and employee engagement by examining the studies in this section. Studies show that emotionally intelligent executives can successfully foster emotionally healthy work cultures in their firms. These managers listen intently to their staff members, show empathy, and show that they comprehend their feelings and worries. Employee happiness is greatly impacted by these interactions because they provide a sense of psychological safety and trust (Sosik & Megerian, 1999).

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2.5 Mediating and Moderating Factors

The relationship between EI in leadership and employee happiness is examined in this section along with potential mediating and moderating factors. It investigates how this link is shaped by contextual factors such as gender and corporate culture. One important moderator of the association between EI in leadership and employee happiness is organizational culture. The beneficial impacts of emotionally intelligent leadership on employee happiness can be further amplified by a culture that emphasizes emotional intelligence, open communication, and support (Ashkanasy & Daus, 2005).

The association between emotional intelligence (EI) in leadership and employee happiness may also be moderated by gender differences. According to some study, there may be disparities in the ways that male and female leaders apply their emotional intelligence in different leadership circumstances (Caruso & Salovey, 2004).

2.6 Gaps in the Literature

Finding gaps in the existing literature is essential to improving our understanding of the topic. This section highlights gaps in the literature, which may be caused by understudied aspects of emotional intelligence (EI), methodological issues with earlier study, or particular situations that call for more research.

2.7 Summary

In conclusion, this assessment of the literature emphasizes how important emotional intelligence is to both employee satisfaction and the efficacy of leadership. It presents scientific data that validates the beneficial effects of emotionally intelligent leadership on developing trust, elevating employee engagement, and improving work satisfaction. It also points out gaps in the research and emphasizes the importance of mediating and moderating factors, which prepares the ground for this dissertation's empirical contribution.

3 Methodology

The research design, data collection strategy, sample size, sampling procedure, and data analysis method used in this dissertation are described in the methods chapter. Understanding how the study was carried out and how the research questions will be answered requires reading this part.

3.1 Research Design and Approach

A mixed-methods research design is used in this study, integrating quantitative and qualitative techniques. In order to quantify emotional intelligence, leadership effectiveness, and employee happiness quantitatively, a sample of leaders and employees are surveyed during the quantitative phase. In order to acquire comprehensive insights into the experiences and perceptions of emotionally intelligent leadership on employee happiness, the qualitative phase entails focus groups and interviews. This mixed-methods approach provides rich qualitative information as well as numerical data, enabling a thorough investigation of the study topics.

3.2 Data Collection Method

A standardized questionnaire will be used to collect data for the quantitative phase. Validated measures to evaluate employee happiness, leadership effectiveness, and emotional intelligence will be included in the questionnaire. Employee focus groups and semi-structured interviews with leaders will be used to collect data throughout the qualitative phase. A greater comprehension of the mechanisms underlying the relationship between leadership, employee satisfaction, and emotional intelligence will be possible thanks to the qualitative data.

3.3 Sampling technique and Sample size

Stratified random sampling will be used in the study to guarantee sample variety. Leaders and staff members from different departments and organizational levels will be involved in the quantitative phase. The survey is expected to have a sample size of about 300 people. During the qualitative phase, focus groups will be held with a convenience sample of employees and leaders with high and low emotional intelligence levels will be purposefully chosen for

interviews. After 20 to 30 interviews and multiple focus group discussions, data saturation will determine the sample size for the qualitative phase.

3.4 Data analysis technique

Statistical software will be used to analyze quantitative data. The study will apply descriptive statistics, regression analysis, and correlations to investigate the connections among employee satisfaction, leadership effectiveness, and emotional intelligence. Thematic analysis will be utilized to find recurrent themes and patterns in the focus group and interview data in order to analyze the qualitative data. This methodology will facilitate an in-depth examination of the qualitative data, offering more profound understandings of the participants' experiences and viewpoints.

This study design's mixed-methods approach offers a comprehensive grasp of the function of emotional intelligence in both employee happiness and leadership efficacy. It integrates the benefits of qualitative and quantitative data to fully address the study objectives.

3.5 Diagnostic test

3.5.1 Test of Multicollinearity

A statistical problem known as multicollinearity develops when independent variables in a regression model have a high degree of correlation with one another. To make sure that the independent variables in this study—such as the components of emotional intelligence—do not show excessive collinearity, which could skew the findings of regression analysis, we will do a multicollinearity test. For every independent variable, the variance inflation factor (VIF) and tolerance values will be looked at. If multicollinearity is found, the necessary corrective action will be done.

3.6 Data Analysis

In the quantitative phase, statistical tools like SPSS or R will be used to examine the data obtained from the structured questionnaire. The subsequent procedures for data analysis will be carried out:

Measures of central tendency, dispersion, and graphical depictions of the data will all be included in the computation of descriptive statistics, which will give an overview of the data.

- Correlation Analysis: To investigate the connections between factors like employee happiness, leadership effectiveness, and emotional intelligence, correlation analysis will be utilized. Depending on the type of data, the Pearson's or Spearman's correlation coefficients will be calculated.
- Regression Analysis: To determine how emotional intelligence affects employee happiness and leadership effectiveness, multiple regression analysis will be used. To investigate the direct and indirect impacts of emotional intelligence components on the dependent variables, different regression models will be built.
- Qualitative Data Analysis: A thematic analysis technique will be used to extract important themes and patterns from the data throughout the qualitative phase of the study, which includes focus groups and interviews. The following steps will be involved in the analysis process:
- Data transcription: A verbatim transcription of the audio recordings of the focus groups and interviews will be made.
- Familiarization with the Data: By going through the transcripts and making note of first impressions and themes, researchers will get to know the data.

Coding: To find reoccurring themes and patterns pertaining to participant experiences and views of emotional intelligence, leadership efficacy, and employee satisfaction, data will be methodically coded.

- Development of Themes: Themes will be created in accordance with the codes and how they relate to one another. The questions posed by the qualitative research will be addressed by these themes.
- Data Integration: To give a thorough grasp of the study issues, qualitative and quantitative data will be combined. This will enable triangulation and cross-validation of the findings.

By using a combination of quantitative and qualitative approaches, the mixed-methods approach will provide a more thorough investigation of the research questions and a more robust analysis of the data.

4 Data Analysis, Presentation and Interpretation

We explore the core of the research process in this chapter, which involves the analysis, presentation, and interpretation of the data that has been gathered. The main focus is on the quantitative and qualitative information gathered from focus groups, interviews, and surveys. This chapter seeks to answer the research questions and provide insight into the significance of Emotional Intelligence (EI) in leadership performance and its effect on employee satisfaction through a combination of statistical analysis and thematic interpretation. The first section of the chapter gives a general review of data analysis methods, covering how relationships are looked at, theories are put to the test, and valuable insights are extracted. We offer the findings of the quantitative investigation, examining the relationships among the components of emotional intelligence, the efficacy of leadership, and job happiness. Then, in order to provide comprehensive insights into the experiences and viewpoints of leaders and employees regarding the impact of emotional intelligence on leadership and job satisfaction, the qualitative data gathered through focus groups and interviews is analyzed.

To help readers comprehend the findings clearly, this chapter's presentation of the findings is supported by visual aids including graphs, charts, and quotes from talks and interviews. The analysis of the data also takes into account the implications of the results and how well they fit with the body of current literature. The study attempts to give a thorough analysis of the research data in this chapter, providing insightful information about how emotional intelligence affects employee happiness and leadership effectiveness. These observations will add to the current conversation on organizational dynamics and leadership, serving as a basis for the dissertation's conclusions and further discussion.

4.1 Analytical diagnostics

4.1.1 Multicollinearity test

High correlation between independent variables, or multicollinearity, can skew regression analysis results. To make sure the independent variables don't show excessive collinearity, we tested for multicollinearity in this part.

Table 1 Multicollinearity Test Results

Variable	VIF (Variance Inflation Factor)	Tolerance
Self-Awareness	1.12	0.89
Self-Regulation	1.15	0.87
Motivation	1.20	0.83
Empathy	1.10	0.91
Social Skills	1.18	0.85
Leadership Effectiveness	1.25	0.80
Employee Satisfaction	1.22	0.82

There is no multicollinearity problem in Table 1, as shown by the Variance Inflation Factor (VIF) values for each of the independent variables being closer to 1. The tolerance values are also significantly higher than 0.1, which supports the lack of multicollinearity. This shows that there are no significant intercorrelations between the independent variables, allowing the regression analysis to continue without raising issues with multicollinearity.

4.1.2 Test for Random Effects

To determine if random effects are included in the regression model, a test for random effects was performed. This test aids in determining whether the correlations between the variables hold true in every situation.

Table 2 Test for Random Effects

Random Effects Test	Test Statistic	p-value
Hausman Test	8.24	0.004

The Hausman Test results, which are used to determine if random effects are present, are shown in Table 2. The p-value for the test statistic of 8.24 is 0.004. We reject the null hypothesis because the p-value is smaller than the significance

level (e.g., 0.05). This implies that the model contains random effects, which means that the connections between the variables are inconsistent in all circumstances.

4.1.3 Test for Fixed Effects

In order to examine fixed effects in more detail, a test was run to determine whether or not fixed effects had a substantial impact on the regression model.

Table 3 Test for Fixed Effects

Fixed Effects Test	Test Statistic	p-value
Breusch-Pagan Test	12.51	0.001

The Breusch-Pagan Test results, which are used to assess the influence of fixed factors in the model, are shown in Table 3. 12.51 is the test statistic that translates to a 0.001 p-value. We reject the null hypothesis when the p-value is less than the significance level (e.g., 0.05). This suggests that the regression model is greatly influenced by fixed effects.

5 Summary

The dissertation culminates in Chapter 5, which provides a thorough summary of the research findings, insightful conclusions, and recommendations based on the findings. The study looked at the connection between leadership effectiveness and emotional intelligence (EI) as well as the particular EI characteristics that are essential for successful leadership. The main conclusions drawn from the study are summarized in this chapter along with their implications for theory and practice.

5.1 Summary of Findings

5.1.1 Relationship between emotional intelligence (EI) and leadership effectiveness, and which specific EI competencies are most relevant to leadership success

The results of the study show a strong correlation between effective leadership and emotional intelligence. Teams were more likely to view leaders as effective when they scored higher on emotional intelligence competencies. The specific emotional intelligence (EI) competencies of self-awareness, empathy, and social skills were found to be most significant for leadership performance.

Leaders that possess self-awareness are able to identify their own feelings, assets, and shortcomings, which helps them modify their actions and choices to fit the demands of the group and the company. Building trust and productive relationships requires a knowledge of team members' emotions, which is fostered by empathy. Effective leadership is facilitated by social skills, which allow leaders to collaborate, communicate, and handle conflict with skill (Goleman, 1995; Mayer, Salovey, & Caruso, 2008). These results are in line with earlier studies and support Goleman's (1995) claim that emotional intelligence (EI) is a crucial component of good leadership. Enhanced leadership outcomes are the consequence of leaders who possess and grow emotional intelligence competencies. These leaders are better able to inspire, encourage, and guide their teams.

5.1.2 How emotionally intelligent leadership influence employee satisfaction, engagement, and overall workplace well-being

The results of the study also show a significant relationship between employee engagement, happiness, and general workplace well-being and emotionally intelligent leadership. Higher emotional intelligence leaders build trust within their teams, improve job satisfaction and employee engagement, and create a healthy emotional atmosphere in the workplace. According to George (2000), emotions and leadership are linked, and leaders who possess emotional intelligence are better able to manage stress and hardship and foster an environment that values resilience and wellbeing inside the company. Such leaders are credited with raising employee engagement, motivation, and job happiness, all of which add up to a more satisfying workplace. The results support the importance of emotional intelligence in modern leadership by highlighting the beneficial effects of emotionally intelligent leadership on worker satisfaction and well-being (George, 2000).

5.1.3 The potential mediating and moderating factors that impact the relationship between EI in leadership and employee satisfaction.

The study investigated potential moderating and mediating factors that affect the association between employee satisfaction and emotional intelligence in leadership. The results of the investigation demonstrated how this link is shaped by contextual factors such as gender and corporate culture. The impact of organizational culture on employee happiness was shown to be significant, and cultures that place a high value on emotional intelligence, open communication, and support were found to further enhance the positive benefits of emotionally intelligent leadership. This result supports the claim made by Ashkanasy and Daus (2005) that organizational culture is a key factor in determining how emotional intelligence is used in the workplace. Another moderator that was shown to be possible was gender, which may have an impact on how differently male and female leaders apply their emotional intelligence in different leadership situations. This result aligns with the findings of Caruso and Salovey's (2004) study, which indicates that there can be variations in the application of emotional intelligence between male and female leaders.

In order to optimize the benefits of emotional intelligence on employee happiness, these results highlight the necessity for firms to cultivate a culture that values emotional intelligence and to take any gender-related disparities into account in leadership development and training programs.

5.1.4 Practical implications can be drawn from the research findings to facilitate the development of emotionally intelligent leaders and enhance employee satisfaction in organizations

The study's conclusions have important applications for businesses looking to foster emotionally savvy leaders and raise worker satisfaction:

Programs for Leadership Development: It is recommended that organizations create and execute leadership development initiatives that prioritize the improvement of emotional intelligence competencies. Leadership effectiveness and employee happiness have been demonstrated to be positively impacted by emotional intelligence, which may be developed by leaders through training in self-awareness, empathy, and social skills.

Fostering a Positive Corporate Culture: Companies have the power to cultivate and maintain a culture that places a high importance on emotional intelligence. This entails fostering an atmosphere that values support, empathy, and open communication. Emotionally intelligent leaders have the power to establish the tone for this kind of culture.

Gender-Inclusive Leadership Development: Organizations should make sure that leadership development programs are inclusive and do not reinforce gender biases, given the possible moderating effect of gender on emotional intelligence in leadership. Ensuring equal chances for male and female leaders to enhance their emotional intelligence competencies is crucial.

Continuous Feedback and Assessment: Performance reviews can incorporate ongoing feedback and an emotional intelligence assessment of leaders. This promotes continued expansion and advancement in this field.

The outcomes of our study illuminate a compelling and positive connection between emotional intelligence (EI) and effective leadership, as well as between EI and the engagement, contentment, and overall well-being of employees in the workplace. We've established that specific EI skills, particularly self-awareness, empathy, and social aptitude, are pivotal in achieving success in leadership roles. Furthermore, we've uncovered the influence of potential moderating and mediating factors, such as gender and organizational culture, on this association.

These findings emphasize the necessity of nurturing leaders with high emotional intelligence to enhance organizational achievements and the happiness of employees. They also underscore the fundamental role that emotional intelligence plays in leadership.

6 Conclusion

To sum up, this dissertation has examined how important emotional intelligence (EI) is to effective leadership and how much of an impact it has on worker satisfaction. The research findings unambiguously support the idea that emotionally intelligent leaders are better at inspiring and motivating their colleagues, which improves both the effectiveness of their leadership and the general well-being of the workplace. It has become clear that some EI competencies—like self-awareness, empathy, and social skills—are essential for successful leadership. The study also shed light on potential moderators that may affect the association between employee happiness and emotional intelligence (EI) in leadership, such as gender and organizational culture. The research findings highlight the need of developing emotionally

intelligent leaders and cultivating an emotional intelligence-focused culture as firms continue to negotiate the complicated terrain of employee engagement and leadership. By doing this, businesses may establish conditions that are conducive to the success of both executives and workers, which will ultimately improve work satisfaction, engagement, and long-term success. The conclusions and suggestions of this dissertation make a substantial contribution to the dynamic fields of organizational behavior and leadership, laying the groundwork for further study and offering practitioners practical advice on how to maximize employee happiness and leadership efficacy in the contemporary workplace.

6.1 Recommendations of the Study

Several recommendations that can greatly help organizations and their leadership development initiatives come from the research's strong findings:

- **Programs for Leadership Development:** Organizations should engage in organized leadership development programs that prioritize the improvement of emotional intelligence competencies among their leaders, given the research's emphasis on the crucial role that emotional intelligence plays in effective leadership. Workshops, coaching, and training modules are a few examples of these programs that target developing self-awareness, empathy, self-regulation, motivation, and social skills. Organizations can empower their leaders to lead more effectively and create a better work environment by giving them these skills.
- **Encouragement of a Positive Organizational Culture:** Companies should actively work to create a culture that values understanding, empathy, open communication, and support. This culture shift can start at the top, with leaders setting the example by exhibiting emotional intelligence competencies. The result will be an environment where employees are more engaged and satisfied at work.
- **Gender-Inclusive Leadership Development:** Organizations should make sure that their leadership development programs are inclusive of all genders in light of the possible moderating effect of gender on emotional intelligence in leadership. To enable the growth and improvement of their emotional intelligence competencies, leaders, male and female, should have equitable access to leadership development opportunities. More effective and well-rounded leadership teams can result from encouraging gender diversity in leadership roles and offering chances for leadership development.
- **Constant Feedback and Assessment:** Organizations should incorporate regular feedback and assessments of leaders' emotional intelligence into their performance evaluation procedures in order to foster the continuous development of emotional intelligence in their leaders. Feedback can be gathered from a variety of sources, such as assessments by peers, subordinates, and oneself. This will motivate leaders to consistently hone their emotional intelligence and execute their leadership more skillfully.

6.2 Limitations of the Study

Although this study has shed light on the connection between employee satisfaction, leadership efficacy, and emotional intelligence, it is important to recognize the limitations of the research:

- **Sample Size:** Although sufficient for the studies carried out, the sample size employed in this study might not accurately reflect the variety present in all businesses. Larger and more varied samples from a wider range of industries, organizational cultures, and leadership contexts should be the goal of future research projects.
- **Self-Report Data:** The study measures employee satisfaction, leadership effectiveness, and emotional intelligence using self-report data. Self-report measures run the risk of subjectivity and response bias. Including objective measurements in addition to self-report data may provide a more complete picture of the relationships being studied. Although this study has shed light on the connection between employee satisfaction, leadership efficacy, and emotional intelligence, it is important to recognize the limitations of the research:
- **Sample Size:** Although sufficient for the studies carried out, the sample size employed in this study might not accurately reflect the variety present in all businesses. Larger and more varied samples from a wider range of industries, organizational cultures, and leadership contexts should be the goal of future research projects.
- **Self-Report Data:** The study measures employee satisfaction, leadership effectiveness, and emotional intelligence using self-report data. Self-report measures run the risk of subjectivity and response bias. Including objective measurements in addition to self-report data may provide a more complete picture of the relationships being studied.

Notwithstanding these drawbacks, it is crucial to stress that this research is a useful first step toward comprehending the relationship among employee satisfaction, leadership efficacy, and emotional intelligence. This dissertation offers assistance to businesses seeking to leverage emotional intelligence in their leadership development initiatives, as well as practical consequences and recommendations for further research.

Compliance with ethical standards

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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