

THE IMPACT OF EMOTIONAL INTELLIGENCE ON LEADERSHIP EFFECTIVENESS: A CASE STUDY OF FORTUNE 500 COMPANIES

Harsh Shrivastava
Research Scholar

DECLARATION: I AS AN AUTHOR OF THIS PAPER / ARTICLE, HEREBY DECLARE THAT THE PAPER SUBMITTED BY ME FOR PUBLICATION IN THE JOURNAL IS COMPLETELY MY OWN GENUINE PAPER. IF ANY ISSUE REGARDING COPYRIGHT/PATENT/ OTHER REAL AUTHOR ARISES, THE PUBLISHER WILL NOT BE LEGALLY RESPONSIBLE. IF ANY OF SUCH MATTERS OCCUR PUBLISHER MAY REMOVE MY CONTENT FROM THE JOURNAL WEBSITE. FOR THE REASON OF CONTENT AMENDMENT/ OR ANY TECHNICAL ISSUE WITH NO VISIBILITY ON WEBSITE/UPDATES, I HAVE RESUBMITTED THIS PAPER FOR THE PUBLICATION. FOR ANY PUBLICATION MATTERS OR ANY INFORMATION INTENTIONALLY HIDDEN BY ME OR OTHERWISE, I SHALL BE LEGALLY RESPONSIBLE. (COMPLETE DECLARATION OF THE AUTHOR AT THE LAST PAGE OF THIS PAPER/ARTICLE)

Abstract

Leadership is what influences an organization's interest; thus experts, decision-makers, and researchers have always been interested in it due to its perceived significance in business. Administration of change and managing employee emotions are essential variables that are significantly influenced by leadership skills in order to advance or even persist in a fast changing, competitive corporate environment. So, the key to effectively leading an organisation is the capacity to recognize and manage people's emotions. As managing and dealing with employees requires emotional intelligence, competent leaders understand that controlling people's emotions is essential to their performance. The objective of the ongoing review is to decide the association between leadership capacities and emotional intelligence. The reason for this study is to investigate how employees of Jordanian modern organizations that are recorded on the Amman Stock Trade fabricate their leadership competencies. Employees at these companies make up the review populace.

Keywords: *Leadership Competencies, Employees, Emotional Intelligence, Companies*

1. Introduction

The question of whether leaders are born or made has lost relevance in the face of the uncertainty brought on by the fast-evolving business environment. As organisations consciously work to enhance leadership qualities through various leadership development programmes, they are both born and made. As per Goleman, compelling pioneers work with feelings and are responsible for guiding those feelings in the appropriate headings. Emotional intelligence (EI) is the limit of a person to get a handle on their feelings along with to influence the feelings, considerations, and conduct of others. When emotions are carefully controlled and managed, trust, loyalty, and dedication are fostered as well as the efficiency and effectiveness of the individual, the team, and ultimately the organisation. EI has been viewed as a key factor in predicting success at work. He also asserted that properly designed training programmes might improve emotional intelligence (EI) in workers and leaders, which would have a favourable impact on the performance and success of the organisation as a whole.

According to researchers, leaders' effectiveness at work is significantly influenced by their emotional intelligence and leadership abilities. A leader's emotional and cognitive states are linked by emotional intelligence. It is guaranteed that leadership assumes an essential part in overseeing change in an association and that HR should make new competencies to address the troubles of progress. The progress of an association relies upon having pioneers with high emotional intelligence. These pioneers should have the option to detect the feelings of their employees in the working environment, control their own feelings to prevail upon their trust, step in when issues emerge, and fathom the political and social environment of the association. By establishing a specific work climate, a leader has the power to affect the efficacy and efficiency of a company. EI is seen as a key component of determining one's personal and professional success. It also has an impact on one's psychological and emotional well-being, which in turn has a significant impact on one's leadership abilities.

It has been determined that a crucial factor and driver of leadership performance is a person's emotional intelligence. Women and men are equally emotionally intelligent, according to tests of

emotional intelligence, although they excel in distinct areas or qualities that are thought to be gender-specific.

2. Literature review

With Niccolo Machiavelli's ideas in *The Prince* in the 16th century, leadership thought has undergone extensive change. Machiavelli says in this manual that becoming a great leader requires "slowly accumulating authority and creating a frightening respect" (as cited in Conger, 1999, p. 17). A significant portion of leadership study in the 20th century also concentrated on methods and techniques to boost a leader's authority and influence. Yet, more modern leadership theorists have argued that in order for followers to be empowered to produce extraordinary achievements, leaders must share power with them.

Mayer and Salovey (1990) carried out research in an effort to analyse people's emotions. They investigated why some people were better at reading people's feelings than others, and they published the term "emotional intelligence" for the first time. Shortly after, Mayer and Salovey published a second study that suggested the first model of emotional intelligence and made it known to the research community (Salovey&Mayer, 1990). They gave a structure to emotional intelligence, an assortment of capacities that are remembered to help exact mindfulness, viable inclination control in others, and the utilization of sentiments to move, plan, and achieve objectives throughout everyday life.

Daniel Goleman presented the famous thought of emotional intelligence in his blockbuster success *Emotional Intelligence: Why It Can Matter More Than intelligence level*, which quickly aroused the curiosity of scholastics, organizations, and associations. He made the possibility of emotional intelligence, which includes mindfulness and drive control, steadiness, excitement, and self-inspiration, sympathy, and social deftness, generally acknowledged (Goleman, 1995).

Because leaders want everyone to do their duties as efficiently as possible, which calls for a high level of interpersonal effectiveness, emotional intelligence has a big impact on leadership responsibilities. Seven percent of leadership achievement, according to Cooper and Sawaf (1997),

is related to intelligence, with the remaining seven percent coming from trust, integrity, authenticity, honesty, inventiveness, and resilience.

According to Feldman (1999), leaders with high levels of emotional intelligence successfully use social skills to persuade people and build solid bonds with clients and staff. Self-motivation is a key factor influenced by emotional intelligence. Leaders who have high levels of personal efficacy and emotional intelligence are more driven to approach circumstances with confidence because they believe they have more control over and influence over life's occurrences (Sosik and Megerain, 1999).

According to George's (2000) research, leaders with high EI can perceive, assess, estimate, and deal with feelings in a way that permits them to motivate their group. Links between certain emotional intelligence components and behaviours connected to effective and ineffective leadership have been found by Ruderman et al. in 2001.

Leaders are thought of as change agents. These are the people with the ability to improve and maintain performance based on the leadership style they display (Humphreys, 2002).

Effective leadership is the capacity of a leader to handle a situation effectively or be able to carry out the tasks and goals established by organisations, both of which call for the proper behaviours and characteristics, which are the result of high EI (Rastogi and Dave, 2004). The ability to lead others well, manage stress, and work well in teams is influenced by emotional intelligence (Rosete and Ciarrochi, 2005).

2.1. Research Hypotheses

Main hypothesis:

Ho-1: The parts of emotional intelligence (mindfulness, self-guideline, inspiration, compassion, and interactive ability) essentially affect how well individuals further develop their leadership abilities.

Furthermore, from which the accompanying sub-speculations are determined:

Ho1-1: Mindfulness fundamentally affects how well employees foster their leadership abilities.

Ho1-2: Self-guideline essentially affects how well individuals foster their leadership abilities.

Ho1-3: Representative inspiration fundamentally affects the securing of leadership abilities.

3. Research methodology

3.1. Population of the study and Sample

A total of 100 Jordanian industrial enterprises that are registered on the Amman Stock Exchange make up the study population. This amount reflects 30% of the entire population of the research companies and was chosen as a deliberate sample of (500) companies. These businesses were chosen for the study's objectives based on their older age. There was a total of (200) distributed questionnaires, (500) returned questionnaires, and (5) incomplete questionnaires. Hence, a percentage of the 500 questionnaires that have been examined, which represent 92% of the sample as a whole, is sufficient to distribute the study's findings.

Table 1 lists some of the study sample's characteristics, with the number of men (249) and their percentage (78%) of the total sample size. While there are 261 females overall and by (22%). The age group between (40-49 years old) was found to be the most prevalent in terms of the distribution of respondents by age group, with (90) people belonging to this age range making up (35%) of the sample size.

The category was smaller (those 50 years and older), and the number of people who fell into it (120) represented 15% of the sample size. According to the distribution of the sample's demographics, individuals with bachelor's degrees made up the majority (93) of the study's sample, accounting for (71%) of the total number of participants. As far as the conveyance of the example in light of term of work with the organization, the people who have finished a time of administration (5-9 years) are the most probable gathering, with (88) people, or (28%) of the example size.

Table 1: The study sample's demographic details (n=500)

Demographic characteristics		Frequencies	Percentage
Gender	Male	249	78
	Female	261	22
	Total	500	100
Age	Less than 29 years	150	22
	30-39 years	140	28
	40-49 years	90	35
	50 years and over	120	15
	Total	500	100
Qualification	Diploma or less	115	16
	Bachelors	93	71
	Master	182	9
	Doctorate	110	4
	Total	500	100
Years of experience	4 years and less	69	20
	6-9 years	88	28
	10-14 years	152	14
	15-19 years	91	22
	20 years and over	100	16
	Total	500	100

4. Validity and reliability of the instrument

4.1. Instrument validity

A group of experts in the development of leadership competencies and emotional intelligence assessed the questionnaire's content validity.

4.2. Instrument Reliability

Cronbach's coefficient alpha was used to evaluate the survey instrument's dependability (a). Our sample's reliability revealed a respectable level of reliability (>0.70) (Sekran, 2006).

Table 2: Analysis of reliability

Variables	Coefficient alpha
Leadership competencies	0.83
Self-awareness	0.75
Self-regulation	0.80
Motivation	0.79
Empathy	0.81
Social skill	0.86

5. Results and Discussion

The discoveries of this study exhibit that mindfulness affects the development of leadership characteristics. As indicated by the various relapse investigation, charitableness has a beta worth of 1.470, a t-worth of 2.76, and a p-worth of 0.000. The discoveries support dismissing the invalid speculation that mindfulness has no perceptible effect on the development of leadership characteristics.

The findings of this study demonstrate that self-regulation has an effect on the growth of leadership competencies. The regression result (beta=1.494, t=3.329, p-value= 0.001) shows that Self-regulation has a substantial (0.05) level (p= 0.001) impact on the development of leadership qualities. The outcome demonstrates a constructive direction between the two structures. As a result, the hypothesis is disproved in points 1–2.

Table 3: Results of regression

Variables	Beta	t-value	p-value
Self-awareness	1.470	2.769	0.000
Self-regulation	1.494	3.329	0.001
Motivation	0.015	4.736	0.000
Empathy	1.390	6.060	0.000
Social skill	0.112	3.490	0.013

The development of leadership competences is positively impacted by the motivation factor, which is a crucial dimension. In Table 3, the 1-3 speculations were analyzed to decide if inspiration significantly affects the advancement of leadership characteristics. The relapse result shows that the impact of inspiration on the advancement of leadership capabilities is critical at the.01 level ($p=0.000$) ($\beta=0.015$, $t\text{-value}= 4.736$, $p\text{-value}= 0.000$). The result shows a positive bearing between the two originations with regards to course. As indicated by the review's discoveries, compassion levelly affects leadership capability advancement. As indicated by the numerous relapse investigation, sympathy has a beta worth of 1.390 and a p-worth of 6.060 ($p = 0.000$). The discoveries exhibit that the invalid speculation that there is no way to see an impact of sympathy on the development of leadership characteristics might be negated.

The discoveries of this study show that interactive ability affects the development of leadership competencies. According to the regression results ($\beta=1.109$, $t=2.491$, $p=0.012$), social skill has a significant impact on the development of leadership abilities at the 0.05 level ($p=0.024$). The outcome demonstrates a constructive direction between the two structures. The theory is therefore disproved 1–5.

We can conclude from the aforementioned findings that the study's goals were met because they show that Jordanian industrial businesses have a high level of emotional intelligence. And it became obvious that all aspects of emotional intelligence contributed favourably to the growth of employees' leadership competencies. Look at table 3 above.

6. Conclusion

EI is becoming recognised as a key factor in predicting success in the workplace. The study concentrated on examining the effect of emotional intelligence on leadership abilities in order to increase the applicability of EI. The goal of this study work is to investigate any connections between managers' personal emotional intelligence and their leadership abilities. As per the review's discoveries, chiefs' capacity to develop their leadership abilities is essentially affected by their degree of emotional intelligence), (not entirely set in stone by the Schutte Self-Report Emotional Intelligence Test (SSEIT). The review loans trustworthiness to the possibility that employees' development of leadership capacities inside the firm might be altogether affected by their emotional intelligence.

A female leader may feel pressured to be less sympathetic or compassionate in order to accomplish company goals, which are frequently gauged almost exclusively by financial performance. It's critical that these women understand this inclination. But, in practise, a woman's profession may need some difficult choices and self-compromises in order to perform well. To be successful on an interpersonal level, leaders must be trained to develop intellectual and emotional maturity. This involves recognising the feelings of all parties involved, but notably those of essential employees. The current study supports the notion that managers might receive training to use leadership abilities within the company. Future studies could examine how emotional intelligence affects the development of leadership abilities in industries other than service (Herbst& Maree, 2008). The report also recommends emphasising how managers and leaders can build their emotional intelligence skills through training and development programmes.

References

1. Abraham, R. (2000). *The Role of job control as moderator of emotional dissonance and emotional Intelligence-outcome relationships. Journal of Psychology, 134 (2), 169-186.*
2. Abraham, R. (2000), *the role of job control as a moderator of emotional dissonance and emotional intelligence–outcome relationships, Journal of Psychology, 134 (2), 169-84.*

3. *Al-Qudah, Alwan. (2006). The impact of the adoption of the comprehensive quality strategy to improve the competitive position. (Unpublished dissertation), Amman, Jordan.*
4. *Barling, J., F. Slater and E. K. Kelloway. (2000). Transformational leadership and emotional intelligence: an exploratory study. Leadership and Organization Development Journal 21 (2):157-161.*
5. *Batool, B. F., (2013). Emotional Intelligence and Effective Leadership. Journal of Business Studies Quarterly. Vol. 4, No., ISSN 2152-1034.*
6. *Beigi M. & Shirmohammadi, M. (2009). Training employees of a public Iranian bank on emotional intelligence competencies, Journal of European Industrial Training, Vol. 34 Iss: 3, pp. 211 – 225.*
7. *Cavallo, K. & Brienza, D. (2002). Emotional competence and leadership excellence at Johnson and Johnson: the emotional intelligence leadership study. Website: <http://www.eiconsortium.org>.*
8. *Conger, J. (1992). Learning to lead: The art of transforming managers into leaders. San Francisco: Jossey-Bass.*
9. *Dulewicz, V & Higgs, M. (2004). Emotional Intelligence: A Review and Evaluation Study. Journal of Managerial Psychology. 15(4), 341 - 372.*
10. *Furnham, A & Petrides, K.V. (2003). Trait Emotional Intelligence and Happiness. Social behavior and Personalitg .31(8), 815- 824.*
11. *Gardner, L., & Stough, C. (2003). Measuring Emotional Intelligence in the workplace with the Swinburne University Emotional Intelligence Test. Proceedings of the First International Conference on Contemporary Management. (pp. 91-100), Adelaide, 1-2 September*
12. *Gautam, A. & Khurana, C. (2017). Emotional Intelligence: The essential ingredients to employees' professional success. Vidya International Journal of Management Research, Vol. 5, No. 1, pp. 78-88.*
13. *Rawashda, Mohsen. (2012). The impact on performance excellence management efficiency: An Empirical Study on the Jordanian private sector institutions. (Unpublished Thesis). University of Jordan, Amman, Jordan.*

14. Sadr, Golnaz. (2012). *Emotional Intelligence and Leadership Development. Public Personnel Management, 41(3), 535 – 547* Sekran, uma. (2006). *Research methods for business. 3rd ed, John Wiley & sons, USA.*
15. White, J. (1992). *A few good women: Breaking the barriers to top management. Englewood Cliffs, New Jersey: Prentice Hall.*

Author's Declaration

I as an author of the above research paper/article, hereby, declare that the content of this paper is prepared by me and if any person having copyright issue or patent or anything otherwise related to the content, I shall always be legally responsible for any issue. For the reason of invisibility of my research paper on the website/amendments /updates, I have resubmitted my paper for publication on the same date. If any data or information given by me is not correct I shall always be legally responsible. With my whole responsibility legally and formally I have intimated the publisher (Publisher) that my paper has been checked by my guide (if any) or expert to make it sure that paper is technically right and there is no unaccepted plagiarism and the entire content is genuinely mine. If any issue arise related to Plagiarism / Guide Name / Educational Qualification /Designation/Address of my university/college/institution/ Structure or Formatting/ Resubmission / Submission /Copyright / Patent/ Submission for any higher degree or Job/ Primary Data/ Secondary Data Issues, I will be solely/entirely responsible for any legal issues. I have been informed that the most of the data from the website is invisible or shuffled or vanished from the data base due to some technical fault or hacking and therefore the process of resubmission is there for the scholars/students who finds trouble in getting their paper on the website. At the time of resubmission of my paper I take all the legal and formal responsibilities, If I hide or do not submit the copy of my original documents (Aadhar/Driving License/Any Identity Proof and Address Proof and Photo) in spite of demand from the publisher then my paper may be rejected or removed from the website anytime and may not be consider for verification. I accept the fact that as the content of this paper and the resubmission legal responsibilities and reasons are only mine then the Publisher (Airo International Journal/Airo National Research Journal) is never responsible. I also declare that if publisher finds any complication or error or anything hidden or implemented otherwise, my paper may be removed from the website or the watermark of remark/actuality may be mentioned on my paper. Even if anything is found illegal publisher may also take legal action against me

Harsh Shrivastava