



A Project Report
on

An Investigation on the Relationship between Emotional Intelligence Practices and Leadership Effectiveness at Omantel Company

By

Asma Mansoor Hamed Al Rawahi

Guided by
Badriya Al-Balushi

A project report submitted in partial
fulfillment of the requirements for the award of Bachelor of Arts (Honors)
in Business Administration (General Management)

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June, 2023

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DECLARATION FORM

I, **Asma Mansoor Hamed Al Rawahi** (19F19589), would like to declare that this project is entirely original to me, is the result of my own research, and that I have acknowledged all materials and sources, including all books, journal articles, reports, lecture notes, and other written materials as well as any electronic or verbal communications, that were used in its creation.

I further confirm that I have never previously submitted this project for evaluation in any academic setting and that I have not otherwise plagiarized or replicated the work of others.

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Student Name	Student ID
Asma Mansoor Hamed Al Rawahi	19F19589

APPROVAL FORM

'**An investigation of the relationship between Emotional intelligence practices and leadership effectiveness at Omantel Company,**' states the project report. A portion of the prerequisites for the Bachelor of Arts (Honors) in Business Administration with a specialty in General Management have been met by Asma Mansoor Hamed AL Rawahi's submission **19F19589**.

Supervisor

Full name:

Department: **Management Studies department**

Signature:

Date:

Examiner

Full name:

Department:

Signature:

Date:

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ABSTRACT

Over the past ten years, the study of emotional intelligence has drawn a lot of attention in the literature on leadership and applied psychological research (Fambrough & Hart, 2008; Tang, Yin, & Nelson, 2010; Wong & Law, 2002). The practices of leaders' emotional intelligence have been contrasted to their perceived degrees of leadership effectiveness in this study. The goal was to investigate the relationship of leadership effectiveness and the emotional intelligence practices of self-awareness, self-management, social awareness (empathy), and relationship management. To ensure a fair representation of male and female participants, the research was carried out utilizing non-random sampling technique of a sample size of 40 senior managers, managers, and team leaders from the Omantel Company. SmartPLS 4.0, or partial least squares structural equation modeling, was used for the data analysis. The results showed a strong correlation between relationship management and leadership effectiveness, highlighting the critical importance of developing and sustaining strong connections in positions of leadership. Self-awareness, self-management, and empathy, on the other hand, had comparatively lower levels of reliability and validity. These findings point to the need for more study and the improvement of assessment tools in these particular fields.

Keywords:- *Emotional intelligence; leadership effectiveness; self-awareness; self-management; social awareness; empathy; relationship management*

LIST OF ABBREVIATIONS

EI / EQ	Emotional intelligence
MSCEIT	Mayer-Salovey-Caruso Emotional Intelligence Test
SREIT	Self-report emotional intelligence test
TEI-Que	Trait emotional intelligence questionnaire
ESCI	Emotional & Social Competency Inventory
IT	Information Technology
SA	Self-awareness
SM	Self-Management
EM	Empathy
RM	Relationship management
FT	Follow through
DF	Develop followership
LCV	Create vision
LAP	Leadership appraisal program
HTMT	Heterotrait-Monotrait ratio of correlation
STDEV	Standard deviation
PLS	Partial least square path modeling

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CHAPTER ONE INTRODUCTION

➤ *Background Information of the Study:*

A comparatively recent concept, emotional intelligence (EQ), emerged from the rising interest in emotions, particularly in the business context. Emotions constitute the most significant source of human vitality, desire, and purpose, triggering the most intimate feelings and life goals, claim Salovey and Mayer (1990), who were the first to define the concept emotional intelligence (Terrasi, E. M., 2015). The concept emotional intelligence (EQ) can be defined as the capacity to identify, comprehend, and control one's own emotions as well as those of others. It is seen as a critical component of effective leadership (Channell, 2022). According to Silverstein (2020) in the current landscape of modern leadership, the ability to harness emotional intelligence has emerged as a critical factor in driving the success of an organization, where it requires managers to have more than technical expertise and experience.

As stated by Armstron and Qi (2020), Leader-follower relationships are characterized by a constant presence of emotions, both of which generate and influence these interactions. Effective emotional management allows managers to more effectively tackle followers' problems and build more compassionate relationships with them (Babar et al., 2021). The emotional intelligence, work satisfaction, and stress levels of public sector personnel are the subjects of a US research. According to the study (Moon and Hur, 2011) the study showed more emotional intelligence was associated with lower levels of stress and higher levels of work satisfaction. Emotion awareness, emotion usage as a tool for thought, emotion comprehension, and emotion regulation are the four cornerstones of emotional intelligence. Understanding the reasons behind emotions, using emotions to inform decisions and solve problems, and being able to manage one's own emotions as well as those of others are a few of these skills.

Employee satisfaction can be impacted by a manager's or employee's difficulty expressing themselves, according to many theorists and researchers (Sy, Côté, and Saavedra, 2018). On the other hand, Berkovich et al.'s analysis of quantitative research suggests otherwise. (2020) asserts that emotional intelligent leaders frequently perform better in terms of inspiring and motivating their team, encouraging cooperation, achieving organizational objectives, and ensuring employee satisfaction.

As stated by the authors that social intelligence is a type of emotional intelligence which demands for engaging on and distinguishing individuals' behaviors and ideas based on their emotions and state of mind (Drigas & Papoutsis, 2018). The findings demonstrated a negative relationship between emotional intelligence and work-related stress and revealing that people with high total EI scores had less stress in the workplace. A fresh application for emotional intelligence as a driver of employee commitment to companies has been suggested by the discovery of a positive association between commitment to an organization and emotional intelligence (Nikolaou and Tsaousis, 2002).

Significant proof exists in middle management indicating links between work performance, emotional intelligence (EQ), and perceived organizational support (POS) (Bennett, 2009). Regarding the subject of the connection between successful leadership and emotional intelligence in the Omani setting, yet, little study has been conducted. According to Omantel (2023), a leading telecommunications service provider in Oman, both its employees and clientele are substantial. Since it enhances enthusiasm among staff members, participation, and productivity—as it does in all major organizations—effective leadership is essential to Omantel's success. This study looked into the connection between emotional intelligence practices and effective leadership in Omantel.

➤ *Statement of Research Problem*

Over the past ten years, the study of emotional intelligence has drawn a lot of attention in the literature on leadership and applied psychological research (Fambrough & Hart, 2008; Tang, Yin, & Nelson, 2010; Wong & Law, 2002). Whether emotional intelligence is a key component in defining behaviors associated with leadership has been the main focus of this discussion (Tang et al., 2010). Poor communication, low level of empathy and compassion, and inadequate solving problems skills can come from a business's leaders failing to apply emotional intelligence. These factors can lower employee satisfaction, increase turnover, and impede decision-making, which ultimately hinders effectiveness of the organization. Executives need to have high levels of emotional intelligence (EQ) to successfully manage and lead their teams in the fast-paced modern workplace (Goleman, 1998). Without these abilities, a leader may find it difficult to engage and inspire their staff, which may negatively impact organizational performance. Currently, owing to the reality that leadership is an emotional activity from the views of both leaders and followers, emotional intelligence is important in both leadership and business entities (Kerr, Garvin, Heaton, & Boyle, 2006; George, 2000). However, only a small percentage of those who take advantage of this widely accepted phrase comprehend that emotional intelligence is an area of intense discussion (Fambrough & Hart, 2008).

The ability of Omantel Company to recruit and retain high-performing personnel as well as its overall efficiency and efficacy may be negatively impacted by a crucial understanding gap in the relationship between emotional intelligence (EQ) and leadership effectiveness

➤ *Aim and Objectives of the Study:*

• *Aim*

This research study's aim is to shed light on the connection between emotional intelligence dimensions and leadership effectiveness at the Omantel company and to pinpoint areas in which leadership development programs may be in need.

• *Research Objectives:*

- ✓ To assess the influence of empathy on the effectiveness of leaders within Omantel.
- ✓ To Identify the correlation between self-awareness and the effectiveness of leadership in Omantel.
- ✓ To Understand the impact of self-management on the effectiveness of leadership in Omantel.
- ✓ To Measure the significance of relationship management in enhancing the effectiveness of leadership among Omantel leaders.
- ✓ To investigate leaders' perspectives in Omantel Company regarding the role of information technology in developing emotional intelligence, and examining potential limitations or drawbacks associated with utilizing technology-based approaches for emotional intelligence training.

➤ *Research Questions:*

These are the research questions that align with the research objectives:

- ✓ How does empathy contribute to the effectiveness of leaders within Omantel?
- ✓ What is the relationship between self-awareness and the effectiveness of leadership in Omantel?
- ✓ What is the effect of self-management on the effectiveness of leadership in Omantel?
- ✓ To what extent does relationship management influence the effectiveness of leadership in Omantel?
- ✓ How do leaders in Omantel company perceive the role of information technology in developing emotional intelligence, and what are the potential drawbacks or limitations?

➤ *Scope of the Study*

A closer look at the relationship between emotional intelligence dimensions and leadership effectiveness in Omantel company leaders was the main focus of this study, which involved 40 leaders (senior managers, managers and team leaders) from different departments. Omantel Company's Muscat headquarters will be the focal point of the study, so it may not be applicable to other situations or organizations. Despite this, the study's outcomes can provide valuable information about the importance of emotional intelligence for effective leadership in the telecommunications industry and may also have implications for other industries. The study may suggest future actions to enhance the emotional intelligence of Omantel Company executives, which could improve organizational performance and leadership effectiveness.

➤ *Research Hypothesis:*

The following statement constitutes the study's general hypothesis:

H₀ = The leaders of the Omantel corporation exhibit a lack of correlation between emotional intelligence practices and leadership effectiveness, and the company is unlikely to benefit in the long run from boosting emotional intelligence application.

H_a = There is a considerable correlation between emotional intelligence practices and the leadership effectiveness of Omantel firm managers, and increasing emotional intelligence application can help the firm in the long run.

In contrast, the hypotheses for the objective are:

H₀: In Omantel, there is no conclusive correlation between any component of emotional intelligence and effective leadership.

H_a: In Omantel, self-awareness, self-management, social awareness, and relationship management are the emotional intelligence aspects most significantly linked to effective leadership.

H₀: The development of emotional intelligence in Omantel Company leaders is not supported by any essential components.

H_a: the use of information technology for leadership development are the most important factors that assist the development of emotional intelligence in Omantel Company executives.

➤ *Significance of the Study:*

Lacking further investigation to establish if the association was predictive or forecasting, it was impossible to ascertain the relationship between emotional intelligence and leadership effectiveness. If the relationship connecting emotional intelligence and leadership effectiveness underwent careful examination and trustworthy results had been found, leadership researchers might be able to keep developing theory around this construct. The results, their ramifications, and any limits might then be discussed, assessed, and contributed to the existing body of knowledge on leadership for use in the future and for more in-depth research and implementation. Nevertheless, if the relationship in issue was not confirmed and the results remaining ambiguous or methodologically suspect, further theory development would likely rely on unstable footing.

Moreover, this project can assist the organization in enhancing the skills and competencies of its leaders by identifying possible shortcomings in the leadership development initiatives of Omantel. Based on the best practices and tactics found in the study, the project can also help other businesses establish their own leadership development programs with regards to emotional intelligence.

With reference to the research area of organizational behavior and leadership, the research can help facilitate the creation of new concepts and frameworks of leadership that consider taking emotional intelligence into account, as well as provide a profound comprehension of the connection between emotional intelligence and leadership effectiveness for the discipline of business behavior and leadership investigations. The study can serve as a springboard for additional investigation into leadership effectiveness and emotional intelligence in various corporate settings.

Finally, disregarding this issue may result in a wasted chance to use the most precious resource a business has: its staff's capital. On the other hand, improper management of the workforce's emotions and behaviors may contribute to other underlying issues including high employee turnover, higher absenteeism, decreased efficiency, and a rise in the frequency of injuries and incidents at work. The bottom line, the working environment, and the culture of the businesses may all be impacted by these issues. The issues may eventually threaten the firms' capacity to retain top individuals, maintain their competitiveness, be leaders in their sectors, or perhaps just exist in the quickly evolving market. The project's outcomes may assist Omantel make decisions, particularly in areas connected to leadership development and the improvement of leadership effectiveness. The project can offer recommendations for boosting leaders' emotional intelligence and strengthening their general performance.

➤ *Limitation of The Study:*

As with any research study, there are some limitations to be aware of despite the fact that this study contributes to the understanding of emotional intelligence and how it affects leaders' effectiveness. The study's limited sample size, which may potentially restrict the findings' relevance to the greater group of executives at Omantel Company, is first offset by 40 leaders from various divisions. The research may also be biased and may not fully reflect managers' genuine emotional intelligence or leadership effectiveness because it is based on managers' self-reported data. Thirdly, the researcher will only have a limited amount of time—three months—to conduct his or her research, which will only include 40 leaders. Lastlt, there is no recognized method for evaluating emotional intelligence because it is a wholly arbitrary concept. Different emotional intelligence tests may yield different results. One self-report measure raises concerns about potential methodological differences and distortions connected to the tendency to present oneself favorably. Due to its exclusive focus on the unique circumstances of Omantel Corporation, the study may not be generalizable to other businesses or sectors.

➤ *Operational Definition of Terms*

• *Emotional Intelligence (EI):*

Also known as Emotional quotient is defined as the ability to recognize and comprehend one's own emotions as well as the emotions of others. It entails being able to recognize various emotions, accurately describe them, and use emotional information to influence choices and behavior. Also, emotional intelligence entails controlling and modifying emotions to suit the circumstance and realize individual objectives (Cherry, 2022)

• *Leadership Effectiveness:*

The ability of a leader to successfully utilize their expertise, skills, and influence to inspire and lead subordinates and other stakeholders toward attaining the organization's goals and objectives (Schooley, 2023).

• *Emotional Self-Awareness:*

Being able to identify and comprehend one's own feelings. It entails being capable of recognizing and categorize various emotions with accuracy, in addition to being conscious of one's own emotional triggers and emotional response patterns (Betz, 2022)

- *Emotional expression:*

The capacity to perceive and communicate emotions. It refers to the way an individual exhibits their emotions physically, including facial gestures, body posture, tone of voice, as well as other nonverbal signals. It can also refer to vocal expressions such as expressive phrases and vocabulary (Betz, 2022).

- *Empathy:*

The process of comprehending someone else's feelings, viewpoints, and previous or present interactions, even if they are not expressly conveyed in a straightforward way. (Cherry, 2022)

- *Leader:*

An individual that leads, instructs, and persuades others to accomplish a shared objective or vision.

- *Relationship Management:*

The capacity to establish and uphold strong bonds with people. Building and sustaining good relationships with others, whether they be coworkers, clients, consumers, or even just new acquaintances, is the process of relationship management. It entails acquiring excellent communication skills, creating a trustworthy relationship, and exhibiting compassion and understanding (Tait, 2023)

- *Structure of the Research*

Table 1 Research Structure

Research structure	
Chapter 1 – introduction	The research problem will be extensively introduced in this chapter, along with the variables that influenced the choice of this particular problem statement and the background data necessary to substantiate the claim. The chapter will also provide a description of the research's aims and objectives to further stress the significance of the research. The first section will additionally provide a full description of the aims, methods, and expected outcomes in addition to defining the primary concepts that are going to be used often throughout the course of the study.
Chapter 2 – literature review	The investigation that is currently being conducted on the connection between leadership effectiveness and emotional intelligence will be thoroughly reviewed in this chapter. At the beginning of the chapter, essential concepts and terminologies related to leadership and emotional intelligence will be presented. The discussion will subsequently turn to a number of theoretical frameworks as well as models that have been developed and employed to comprehend the relationship between leadership and emotional intelligence. The section also covers the researchers' own perspectives on the subject and the study's main issue in an effort to fill the literature gap.
Chapter 3 – Research methodology	This chapter provides a description of the research project's methodology. This chapter will provide a detailed explanation of the study design, data collection, and data analysis methods used to address the research questions and objectives. as well as a clear explanation on the questions that are included in the questionnaire.
Chapter 4 – results, discussion and data analysis	The study's findings are laid out and compiled in Chapter 4, which is organized according to the study's goals. Starting at the outset, a thorough analysis of the participant's demographic data is given. Using theme analysis, the data acquired from the questionnaire is then presented and evaluated using Smart PLS. The results are supported by participant responses as well as a comprehensive study of the patterns that developed from the data.
Chapter 5 – findings, conclusion and recommendation	A research study's chapter five provides a summary of the study's main findings, examines them, derives conclusions, and offers recommendations for further study and implementation. The findings are given briefly and concisely, and then their interpretation and implications for the study's primary emphasis and other pertinent areas are examined. The research's limitations and unanswered research problems are taken into account when inferences are derived from the study's findings, gaps in research and practical applications.

❖ Summary

The first chapter provides an introduction to the research study of the investigation on the relationship between EI and leadership effectiveness at Omantel company. The background of the study, the goals of the research, the research questions, and the significance of the research to the company, the industry, and the field of study are all outlined in this chapter. The purpose of the study is to determine how effective leadership amongst Omantel Company leaders relates to emotional intelligence. The study's specific goals are to assess the emotional intelligence of leaders generally, recognize the aspects of emotional intelligence which are most closely related to leadership effectiveness, look into the most important factors that promote the development of emotional intelligence, discover how leaders view the use of information technology in fostering emotional intelligence, and suggest recommendations. The chapter concludes with a description of the study's scope and constraints, stressing any potential drawbacks that should be taken into account when interpreting the findings, and ultimately outlining the framework of the entire five-chapter study. The next chapter will be previous studies of the literature review where the concept and the objectives will be discussed in details.

CHAPTER TWO LITERATURE REVIEW

A thorough analysis of the body of knowledge in a given field is provided by a literature review, which also identifies gaps in the literature and gives context for the research questions and hypotheses under consideration. This chapter focuses on the relationship between effective leadership and emotional intelligence, with a special emphasis on the organizational setting of Omantel. The researcher expects to obtain a better knowledge of how emotional intelligence affects leadership effectiveness and offer valuable feedback for leaders to develop their emotional intelligence skills by looking at the most recent studies in this area. A description of the research methodology, data analysis, and interpretation are included in the following sections of this study, which will build on the literature review. With regard to emotional intelligence and leadership effectiveness, the present review of the literature seeks to give a broad overview of the main ideas and theoretical viewpoints.

➤ *Introduction to Emotional Intelligence (EI)*

• *The Emergence of the Concept Emotional Intelligence*

A number of recent studies and analysis have scrutinized the concept of social intelligence. For example, according to Horacio (2011) The origins of social intelligence which is the roots of emotional intelligence may be traced to a scholarly paper that was published in 1990, and its popularity skyrocketed after Daniel Goleman's best-selling book "Emotional Intelligence" was published in 1995. The concept has also evolved as a result of the creation of social intelligence assessment tools, such as the frequently utilized self-report questionnaire in 1997 and the first ability assessment in 2003. Presently the concept of social intelligence is a meticulously researched field of study, with a thorough Wikipedia entry and a wealth of authoritative handbooks and analyses available to anyone who is intrigued.

As stated by Bar-On (2006), Drigas and Papoutsi (2018) Many prominent models have emerged in the field of emotional intelligence, with Bar-On's (1988) perhaps one of the most well-known. The aforementioned framework states that emotional intelligence is made up of interrelated emotional and social competencies, skills, and instructors that influence the ability to empathize with others, comprehend ourselves, and form lasting connections while overcoming the challenges of daily life. Five broad meta-factors—*intrapersonal emotional intelligence (EQ)*, *interpersonal EQ*, *managing stress EQ*, *adaptation EQ*, and *general state of mind EQ*—are the source of these competences, skills, and facilitators. It's also important to bear in mind the well-known model created by Petrides and Furnham (2000 ab, 2003).

As mentioned by DeMoss (2022), Thorndike first proposed the idea of "social intelligences" in 1920, and Guilford subsequently restated it in 1967, piqued psychologists' attention. Social skills, personality traits, or qualities are thought of as having various causes and consequences even though they are not precisely categorized as intelligences. According to Ren (2017) There are a number of reasons for the ongoing interest in social intelligences. Firstly, no outcome measure, including educational achievement, work performance, or health, can be fully explained by cognitive capacity or intelligence. It is crucial to investigate if social intelligences cause additional incremental variance from IQ test results. Second, improving or teaching cognitive abilities is difficult, although social skills could be easier to mold. Third, notwithstanding the poor quality of their empirical data, proponents of "multiple intelligence" have succeeded in convincing people of their existence and significance for more than twenty years.

As a researcher it could be seen that the idea of social intelligence has been examined by a number of scholars, who have scrutinized its validity as a distinction, relation to personalities and traditional intellectual capacity, function in "life tasks," and development through time. However, it can be argued that there is no single definition that can be implemented in all fields (Niedtfeld, 2017). This is seen as a multifaceted concept and it is related to issues such as social awareness, perception, and interaction meaning the cognition traits which focuses on how information is processed is not much of a concern as opposed to the psychological and social characteristics. (Petrides & Furnham, 2001, 2003, 2006). Others, like Landy (2006), are far more cautious when it comes to the idea. "The long, frustrating, and fruitless search for social intelligence" is a fitting title for his chapter.

• *Definition and Conceptualization of Emotional Intelligence*

A basic assumption, prevalent in current psychological research, is that intelligence consists of multiple separate factors, as highlighted by Mindful Librarian (2016). Researchers increasingly accept that intelligence consists of numerous separate factors, including social and emotional intelligences, mathematical, linguistic, spatial-temporal and musical as opposed to seeing it as a single characteristic. These characteristics may be related to the varying information-processing capacities of various brain regions. To add on, these "intelligences" most likely correspond to the various brain regions' capacities for processing information.

Craig (2019) mentioned Over the years, emotional intelligence (EI) has been described in a variety of ways throughout the years by different researchers and theorists. These are a few of the most important EI interpretations from various eras. The investigators Peter Salovey and John Mayer who are psychologists were the ones who coined the term "emotional intelligence" in the early 1990s. They defined it as "the capacity to perceive emotions, gain access to and produce emotions so as to help believed, to comprehend emotions and knowledge of them, and to contemplatively control emotions consequently as to encourage emotional and intellectual expansion." (Issa, 2018)

However, "Emotional intelligence, according to Daniel Goleman's seminal book "Emotional Intelligence: Why It Can Matter More Than IQ" (1995), is "our capacity for identifying both our own emotions along with those of other people, for encouraging ourselves as individuals, for handling emotions well in oneself and in our relations."(Quantum Orange, 2022)

Whereas, Locke (2005) argues that the concept of EI is invalid and there is a problem with the first definition. controlling one's emotions does not call for a high level of intelligence. The main decision in controlling one's emotions is whether to direct one's attention inward toward one's own awareness or outward toward the world around one. It is clear from this claim that individuals may choose to concentrate on their thoughts (Fiori, n.d.).

As the literature demonstrates, there is ongoing discussion among academics and professionals regarding the most precise and thorough definition of emotional intelligence. Some contend that the original definition by Salovey and Mayer, which encompasses the capacities to sense, access, generate, understand, and regulate emotions, is the most comprehensive. Critics could counter that definitions that stress the tangible use of emotional intelligence in everyday circumstances, such as those by Goleman or Bradberry and Greaves, prove more approachable and pragmatic for people looking to develop their emotional intelligence abilities. Eventually, the circumstances and goals of the person or organization attempting to understand and cultivate these skills may determine the most precise and relevant definition of emotional intelligence.

Several authors have proposed that the newly coined term and concept fit the culture and quickly gained popularity. It gave rise to a sizable industry, especially among individuals motivated by professional success. Many books make grandiose claims, such as the idea that emotional intelligence (EI) accounts for 80% of the difference between cognitive capacity and traditional academic intelligence when it comes to overall achievement in academics, interpersonal relationships, and the workplace. When it comes to emotional perception, this competency includes both knowledge of one's own emotional body states as well as the capacity to spot others' emotional facial and voice clues. Comprehending the causes and effects of various emotional states, as well as the differences between distinct emotions, is necessary for understanding one's own and others' emotions (Segal, Smith, Robinson, & Shubin, n.d.).

- *Theoretical Perspectives on Emotional Intelligence*

Fiori & Vesely-Maillefer (2018) mentioned that the concept of emotional intelligence has been developed from a number of theoretical points of view, each of which provides distinct insights into the nature and elements of this complex construct. The Salovey and Mayer (1990) Ability Model, that sees EI as a collection of cognitive talents that allow people to successfully process and use emotional data, is one of the most prominent points of view. Perceiving emotions, employing emotions to aid in reasoning, comprehending emotions, and controlling emotions are the four skills this model specifies.

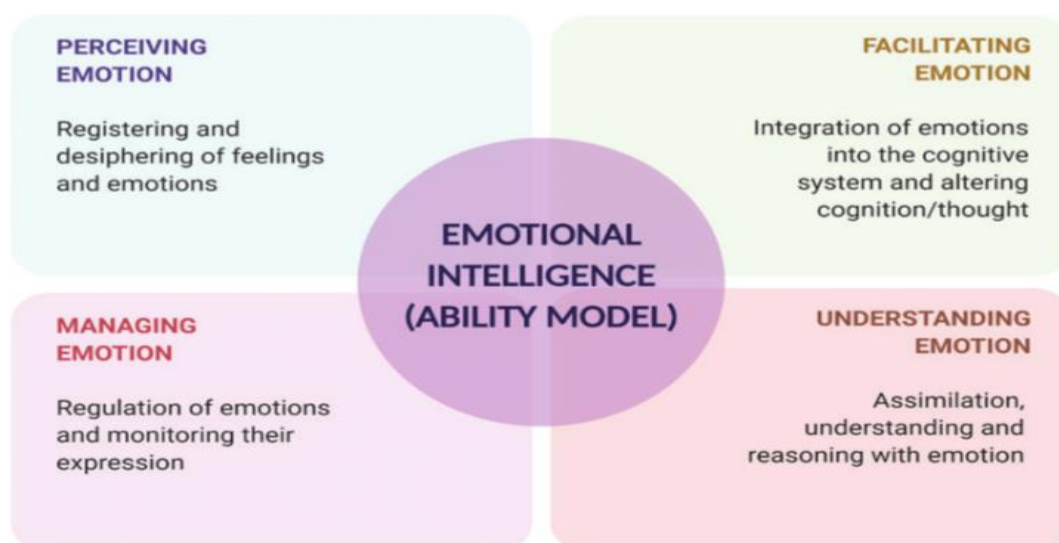


Fig 1 Salovey and Mayer Ability Model (Mikolajczak, 2010)

An extensive review of the literature reveals that the Trait Model, put out by Petrides and Furnham in 2001, is another noteworthy viewpoint that sees emotional intelligence as a collection of personality qualities that indicate an individual's emotional skills and competences (Mikolajczak, 2010). Emotional awareness, emotional control, and emotional interpersonal abilities are the three major categories identified by this concept. According to Hughes & Evans (2018) the ability and trait models are combined in Goleman's "Mixed Model," which stresses the value of both the cognitive as well as the affective components of emotional intelligence. Self-awareness, self-regulation, motivation, empathy, and social skills are the five areas on which it concentrates.

According to Farouk (2010) the Four-Branch Model, put forth by Bar-On, highlights the relationship between emotional and social skills and separates them into four categories: intrapersonal, interpersonal, adaptation, and stress management. last, Epstein's Cognitive-experience Theory sees EI as a blend of cognitive and experience mechanisms that aid people in properly processing and using emotional data (Hisli Güler & Basım2009).



Fig 1 Bar-On Emotional Intelligence Model

Through a careful analysis of the literature, it becomes clear that the perspectives of emotional intelligences are a multifaceted and complex phenomenon, with a range of factors and variables impacting its development and expression. The authors Farooq, R., Farooq, F., Ahmad & Muhammad (2022) bring some of those philosophical perspectives present a thorough understanding of EI and offer insightful recommendations for further study and practical use. Practitioners and researchers are able to develop more potent intervention for the development of emotional and social competences in both individuals and groups by having a better knowledge of the nature and elements of EI via these conceptual views.

It can be seen in the above argument that the extent to which emotional intelligence may be cultivated or elevated is a topic of discussion in the literature. Although certain research studies have asserted that interventions like feedback and counseling can help people enhance their emotional intelligence, additional research have discovered scant support for these claims and questioned the reliability of emotional intelligence as an interpersonal construct.

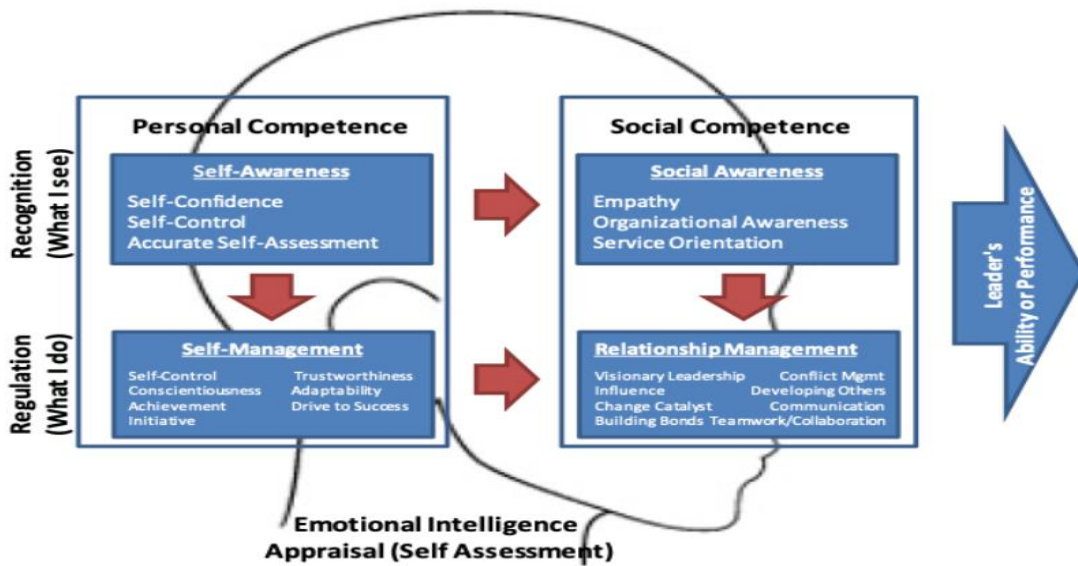


Fig 3 Goleman Emotional Intelligence Model

The concept of emotional intelligence was used for this study because it has been identified by a number of eminent scholars as a broad range of competences that influence management success (Bar-On, 2006; Boyatzis, 2008, 2009; Goleman, 2000). Goleman (2004) asserted that "truly successful managers are identified by an exceptionally high level of emotional intelligence" (p. 82). In other words, good leaders share a crucial trait in common: they are all very emotionally intelligent. Leadership is mostly an art rather than a science, according to Goleman (2004). He contends that while intellect and technical proficiency are significant, they merely serve as the minimum standards for leadership roles. On the other side, emotional intelligence is "the fundamental requirement of leadership" (Goleman, 2004, p. 82).

• *Emotional Intelligence at the Work Place*

As stated by Ott (n.d.) previous studies have suggested that emotional intelligence in the workplace refers to the capacity to recognize and comprehend the emotional requirements and indications of coworkers, clients, and other all stakeholders, as well as to effectively and appropriately react to them (Barsade & Gibson, 2007). According to numerous studies (Boyatzis, Goleman, & Rhee, 1999; Cherniss & Goleman, 2001), people with greater levels of emotional intelligence perform better at work, especially in positions of management. They are more able to interact with others, establish trusting bonds with others, and settle problems (Goleman, Boyatzis, & McKee, 2013). Additionally, emotionally intelligent people are able to handle stressful situations, adjust to shifting circumstances, and make wise decisions by carefully balancing emotional and cognitive considerations (Zeidner, Matthews, & Roberts, 2012).

➤ *Introduction to Leadership Effectiveness*

• *Definition and Conceptualization of Leadership Effectiveness*

Numerous academics have researched and identified leadership as a complicated and multifaceted phenomenon. Different definitions of leadership exist, ranging from straightforward dictionary definitions to more intricate ones that take into account traits like imaginative thinking, flexibility, and adaptability (Calarco,2017). According to Aibieyi (2009), the topic is creativity and initiative; leadership is creative, adaptable, and nimble. While Herold Koontz (1988) stated that, leadership is the practice of persuading individuals to work willingly and enthusiastically towards the achievement of group objectives. De Bruin (2020) mentioned that Heresay and Blanchard argued that in 1977, leadership is the act of influencing a person's or a group's actions in an effort to attain a goal in a particular context.

A large number of existing studies in the boarder literature have examined the concept of leadership effectiveness. According to Akparep, J. Y., Jengre, E., & Mogre, A. A. (2019) stated that it might be challenging to narrow down the many different aspects of leadership effectiveness into a single, clear description. The many facets of leadership effectiveness have been thoroughly researched in the academic literature. Throughout the years, academics have put up a variety of definitions of what it takes to be an effective leader, stressing various parts of what that implies.

Warner (2013) defined leadership effectiveness as “The successful exercise of personal influence by an individual, which results in accomplishing one or several goals as a result of the coordinated efforts of those who are led.” This means that the ability of a person to affect or convince others to adopt a particular course of behavior or way of thinking is referred to as personal influence. One or more goals are achieved when someone successfully uses their influence to fulfill their objectives. These objectives might be either immediate or distant and can be of an individual, professional, or organizational character.

However, Pillay, Viviers & Mayer (2013). argues that the impact of a leader is not the only factor in determining whether these objectives are achieved. Additionally, people who are leading must work together as a team. To put it another way, the leader must be able to successfully communicate, foster trust, and motivate the followers to cooperate in order to achieve the common objective. Effective leadership skills are needed for this, including emotional intelligence, flexibility, and foresight.

“The art of influence” is the idea that resonates with all the above-mentioned definitions. The other stakeholder taking part in the process of leadership, for examples the followers and subordinates render this definition valid and of status seeing as the abilities of leader’s are founded on the presents of these subordinates. The main impact that a leader should prioritize is on the follower’s action.

➤ *The Relationship between Emotional Intelligence and Leadership Effectiveness*

• *The Importance of Emotional Intelligence in Leadership*

In recent decades, businesses have paid a lot of attention to emotional intelligence and leadership (Dulewicz et al., 2015). A rising amount of research has also acknowledged the necessity and significance of researching how emotional intelligence plays a part in effective leadership techniques. This incorporates the fundamental idea that “people with high levels of emotional intelligence skills are more inclined than less emotionally intelligent people to demonstrate successful leadership in the work” (Aguilar Yuste, M. 2021). Additionally, according to Higgs and Aiken's 2003 research, there is suggestive evidence for the association among emotional intelligence and leadership potential that has been argued from both a theoretical and empirical perspective.

In other words, organizational leaders utilize their actions to convey signals and expectations to their subordinates about their performance and related contextual occurrences. They accomplish this by conveying to their followers the proper emotional responses to the events or circumstances. In order to appropriately direct their own responses and behaviors, the followers receive signals from the leaders and construct emotional interpretations of the situations. According to this theory, a leader can influence the actions and output of their followers by controlling the group's emotional state (Wan et al, 2022)

• *Emotional Intelligence and Leadership Style*

According to Mayer, Viviers and pillay (2012) At different periods and to varying degrees, the three leadership emphases are present. In the words of Snodgrass and Schachar (2018), research on different kinds of organizations have shown that transformational as well as transactional leadership styles are positively associated with organizational outcomes. transformational leaders outperform transactional leaders in terms of achievement at work. They are recognized as being more successful and rewarding than transactional leaders and achieve greater financial results (are bottom-line driven) (Snodgrass & Schachar, 20018). In conclusion, the empirical literature consistently demonstrates a favorable correlation between transformative leadership and leader achievement.

• *Positive Findings*

In his study, Kumar (2018) offered evidence in favor of the link between leadership style and emotional intelligence. According to their research, there are substantial links between different emotional intelligence dimensions and the leadership qualities such as client concentration, connection establishing, dedication, developing others, solving problems, and adaptability to stress. Additionally, according to Zhou and George's research from 2003, emotional intelligence leaders are crucial in facilitating and encouraging the emergence of employees' creativity. In other words, leaders with high emotional intelligence can foster environments that encourage their teams to use their emotions to solve problems in novel ways. Leaders must be able to empathize with their followers in order to provide them with the confidence, optimism, and excitement needed to be creative. Jones (2012), argued that the result of his study confirms previous findings indicating there is a link between effective leadership and emotional intelligence. To add on a recent study done in 2021 by Ferry demonstrates a clear correlation between the style of effective leadership and EQ. Showing that leaders who show greater EQ tend to foster work environments that are healthier which in turn increases employee engagement

- *Negative or Inclusive Findings*

Considering the intense interest in emotional intelligence, leadership scholars have been reluctant to come to a consensus on how emotional intelligence affects a leader's ability to lead. In fact, Weinberger (2019) investigated the connections between style of leadership, effectiveness of leadership, and emotional intelligence using the MSCEIT questionnaire, among other tools. Her research's findings demonstrate that there is no connection among a leader's perceived success or their capacity for emotional intelligence. In other words, according to Weinberger (2019), there is no substantial relationship between a leader's emotional intelligence and whether or not followers believe him or her to be making an extra effort or if they are satisfied with their leaders.

In another piece of empirical research, Harms and Crede (2010) attempted to assess assertions that emotional intelligence is substantially connected with transformational and other characteristics of leadership. In general, the results did not overwhelmingly endorse or persuade as many supporters of emotional intelligence were anticipating.

As an illustration, it was shown that employing raters from the same source resulted in a moderate association, but using diverse sources resulted in negligible or inconsequential impacts (Harms and Crede, 2010). It is nevertheless crucial to remember this even though the data at the time did not support the notion of emotions.

The findings showed that self-awareness, self-discipline, motivation, and social skills had an average (25.6%) effect on the effectiveness of a leader. The outcomes of the study showed that the effectiveness of a leader is not significantly impacted by self-awareness, self-discipline, or motivation (Aldawsari, 2020).

- *Dimensions of Emotional Intelligence in Leadership*

- *Overview of Emotional Intelligence's Four Fundamental Components*

Research done by Shojaei and Siuki (2014) and Glomen (2004) stated that self-awareness, self-management, social awareness (Empathy), and relationship management have been recognized as the four primary components of emotional intelligence. Development programs for leaders ought to focus on the four components that make up emotional intelligence since they are crucial for effective leadership. Identifying and fostering these qualities can help leaders better inspire and motivate their people to accomplish corporate success.

- ✓ **Self-Awareness:** The capacity to identify and comprehend one's own emotions, advantages, and flaws is referred to as self-awareness. Self-aware managers can control their feelings and actions in order to accomplish their objectives and motivate their subordinates. They are capable of changing their conduct since they are aware of how their activities affect other people (Emeritus, 2023).
- ✓ **Self-Management:** Self-management is having the ability to regulate one's feelings and actions so as to accomplish goals and sustain positive interpersonal connections. Self-managing leaders are able to stay composed despite stress, adjust to shifting circumstances, and refrain from rash behaviors that might endanger their team or company (Shojaei and Siuki, 2014).
- ✓ **Social Awareness (Empathy):** The capacity to comprehend and address the requirements and feelings of others is referred to as social awareness. In a social sense conscious leaders have the ability to forge close bonds with their colleagues and customers and to foster an atmosphere at work where everyone is appreciated and cherished.
- ✓ **Relationship Management:** Effective communication, conflict resolution, and relationship building are all part of relationship management. The ability to adapt to various circumstances and traits, additionally their ability to influence and persuade people toward accomplishing their objectives, are characteristics of leaders who perform well in this area.
- ✓ There have been several research done in the topic of emotional intelligence. For example, in order to investigate the impact of emotional intelligence on the efficacy and ability of addressing problems, Rahim and Minors (2013) evaluated each of the three components of emotional intelligence (self-awareness, self-regulation, and empathy) alongside the attention of leadership to the goods' quality, services' effectiveness, and subordinates' behavior. Their study found a clear correlation between self-regulation and quality, which suggests managers are more likely to pay attention to service quality if self-regulation is encouraged among them. Additionally, taking into account the findings of their study, the empathy had a significant impact on quality. Self-control and empathy showed a comparatively strong interaction impact on quality.



Fig 2 Four Main Components Of Emotional Intelligence

• *Assessment Tools for Emotional Intelligence in Leaders.*

According to Martin (2023) and Millacci (2019) An evaluation tool called an emotional intelligence test (EIT) is used to gauge a person's emotional intelligence (EI), that signifies to the capacity to comprehend and control one's own emotions in addition to those of other people. A variety of abilities connected to emotional intelligence are commonly measured by emotional intelligence tests, including (self-awareness, self-regulation, social awareness, relationship management, empathy, and motivation).

As stated by Sivanathan and Fekken (2002) Emotional intelligence assessments come in a variety of formats, including assessments based on performance to self-report surveys. Although performance-based assessments may include tasks requiring people to recognize emotions in gestures, interpret emotional situations, or resolve emotional problems, questionnaires for self-report generally ask people to assess one another on an array of assertions concerning interpersonal skills.

Assessments for emotional intelligence may be utilized for a variety of objectives, including highlighting areas in which individuals can develop their emotional skills, gauging the success of training programs, and choosing applicants for leadership positions. Assessments for emotional intelligence do have certain drawbacks, therefore it is vital to bear in mind that the findings ought to be evaluated with attention. The outcomes of assessments of emotional intelligence may be impacted by variables including cultural variations, personal prejudices, and social attractiveness. Consequently, to offer a deeper comprehension of a person's emotional intelligence, it is advised that psychological intelligence examines be employed alongside with additional evaluation tools and techniques. According to various studies done there are evaluations that can give an in-depth assessment of the leader's emotional intelligence skills and point out areas for development. These include the following:

✓ *MSCEIT*

(MSCEIT) measures each and every part of the Mayer-Salovey-Caruso EQ model and this assesses ability. Initially acknowledged recognized ability test explicitly designed for evaluating emotional intelligence was Multifactor Emotional Intelligence Scale (MEIS), and the intelligence-testing tradition created by the developing empirical understanding of emotions and how they work served as the foundation for MSCEIT (Mayer, 2016).

✓ *SREIT*

Emotional Intelligence Self-Report Test (SREIT): This examination measures a person's self-reported emotional intelligence. It evaluates elements including emotional control, emotional stimulation of thought, and feelings of perception and presentation (O'conner et al, 2019).

✓ *TEI-Que*

Trait emotional intelligence is a consistent characteristic of people that characterizes their emotional preferences and inclinations. The Trait Emotional Intelligence Questionnaire (TEIQue) examines attribute emotional intelligence. (Siegling, Saklofske, & Petrides, 2015).

✓ *EQ-I*

Emotional Quotient Inventory (EQ-i) by Bar-On: utilizing a concept of emotional intelligence involving scores for intrapersonal, social, adaptability, managing stress, and overall mood, this exam assesses emotional and social competence (Baron, 2006).

✓ *ESCI*

Emotional and Social Competence Inventory (ESCI): This examination gauges individuals' social and emotional abilities at work. It evaluates elements including organizational awareness, managing oneself, social awareness, and relationship management. It is a 360-degree survey created to evaluate the 12 characteristics that separate exceptional success at work from ordinary achievement.

• *Perspectives on Assessments of Emotional Intelligence*

The literature research by Millacci (2019), Matthews, Roberts, and Zeidner (2004) show that self-reported assessments of emotional intelligence (EQ) have serious flaws, and measures based on performance are required to comprehend EQ as an ability to think. The Multi-Factor Emotional Intelligence Scale (MEIS) and the MSCEIT were created as a result of this. Evaluations based on performance have problems with reliability, although self-report measures of EI have shown excellent dependability. Both self-reported and based on performance measures of EI, according to Millacci (2019) satisfy the requirements for construct reliability. Self-report assessments, nevertheless, may be used to easily quantify EI, according to some study. Nevertheless, self-report might not be the most precise way of measuring EI since it encompasses a variety of skills.

According to the review of the literature done by Narong (2015), the Emotional and Social Competence Inventory (ESCI), which assesses interpersonal and emotional abilities including self-awareness, empathy, and social skills, is best suited for examining the connection between emotional intelligence and leadership effectiveness at Omantel. The ESCI is made to evaluate interpersonal and social abilities connected to work performance, such as leadership effectiveness, and it offers advice to people and organizations on how to improve these skills. As a result, it is especially pertinent for measuring leaders' emotional intelligence and efficacy in a particular corporate setting, like Omantel.

➤ *Training and Development in Emotional Intelligence*• *The Role of Training and Development in Emotional Intelligence*

O'serrat (2017) mentioned that Leaders' ability to grow their emotional intelligence can be greatly influenced through training and development. According to research, emotional intelligence can be developed by practice and instruction, and people in leadership positions who receive emotional intelligence training are better able to control their emotions, form strong connections, and handle challenging social circumstances. Millacci (2019) emphasizes the significance of continual emotional intelligence development and training because EQ skills may need constant practice and reinforcement. Furthermore, studies have demonstrated that emotional intelligence training might improve decision-making, interpersonal skills, and ability to resolve disputes in work environments. It is pointed out that although some people may inherently exhibit emotional intelligence skills, numerous others may need help in order to do so.

According to Lam and O'Higgins (2012) As a result, most firms' development and learning initiatives are now incorporating emotional intelligence training as a key component. Businesses may promote the development of a more positive and effective work environment by giving their workers the chance to acquire these abilities. As an example, research by Vakola and Nikolaou (2015) found that training in emotional intelligence can boost workers' productivity, job satisfaction, and dedication to the organization. The research conducted by Mayer et al. (2008) also revealed that emotional intelligence training can enhance leadership effectiveness, resolution of disputes, and abilities to communicate.

While some academics oppose with the concept that emotional intelligence is an ability that can be learned and developed, contending that it is primarily a natural characteristic with limited room for improvement via training and development interventions. Moreover, Petrides (2011) argues that the validity of the concept in terms of science and its ability to be effectively taught and developed have both been called into doubt by emotional intelligence detractors.

Others contend that developing emotional intelligence requires both resources and time and might not have a major effect on the company as a whole. They recommend that businesses put more of an emphasis on more observable and quantifiable abilities, like technical proficiency and particular to the job.

- *Approaches to Develop Emotional Intelligence*

- ✓ *Formal Training Programs*

According to Dolev and Leshem (2017) One of the most popular methods for helping leaders increase their emotional intelligence has been formal training programs. These courses often comprise structured, classroom-based training sessions where participants learn about EI, learn how to build EI skills, and have the chance to put those skills into practice. Specifically, self-awareness and self-management skills can be significantly improved by formal training programs, according to research. For instance, a research by Luthans and colleagues (2008) discovered that formal EI training programs significantly increased leaders' levels of self-awareness, self-control, and motivation.

- ✓ *Coaching and Mentoring*

As stated by Watagodakumbura (2019). A different approach for improving EI among leaders is through coaching and mentoring. This strategy entails individual coaching sessions involving a leader and a coach or mentor. The mentor or instructor gives advice on the leader's EI competencies and works with the leader to create improvement plans. According to studies, mentoring and coaching are potent methods for fostering EI skills, especially in the domains of self-awareness and relationship management. For instance, a study conducted in 2010 by Boyatzis and coworkers indicated that coaching was successful in enhancing managers' emotional self-awareness, empathy, and relationship management abilities

- ✓ *Using Information Technology*

Lawton (2020) asserts that there is a fresh and developing method for using information technology (IT) into emotional intelligence instruction. Some academics claim that centered around technology interventions might help a leader's emotional intelligence. For example, managers from a variety of sectors have gotten training in emotional intelligence through applications for smartphones, augmented reality modeling, and web-based education platform.

Nevertheless, there is ongoing discussion in the literature about the efficacy of technology-based interventions for emotional intelligence training. The development of emotional intelligence skills can be facilitated more effectively through face-to-face interaction and experiential learning, according to some research, whereas other studies have indicated that technology-based interventions may be equally as effective as conventional training approaches (Gurdjian , Halbeisen and Lane, 2014).

- *Studies Related to Emotional Intelligence in Oman*

The concept of emotional intelligence has been the subject of several studies in Oman. Al-Lamki (2013), for instance, examined the connection between employees' job performance and emotional intelligence in Omani public sector enterprises. The findings indicated that emotional intelligence is a crucial component in predicting job performance in Oman, where there is a positive association between emotional intelligence and job performance. In a different study conducted by Al-Busaidi et al. (2016), the emotional intelligence of medical students in Oman was evaluated. The results showed that the students had a moderate degree of emotional intelligence, with empathy and social skills receiving the highest marks. Al-Swailmi (2018) also looked at how OCB, or organizational citizenship behavior, amongst Omani bank workers is influenced by emotional intelligence.

Emotional intelligence has recently been investigated by Balasubramanian and Al-Mahrooqi (2016) amongst 60 undergraduate English language learners in Oman. The research discovered that while the students had a high degree of self-awareness and motivation, they lacked social skills, self-regulation, and empathy. This was done using a questionnaire containing multiple choice and questions that were open-ended. The significance of emotional intelligence in the Omani environment and its favorable effects on individual and organizational outcomes are highlighted by this research.

- *Research Gap*

The ability to lead effectively while utilizing emotional intelligence has become essential for businesses to succeed due to the complexity of the modern economic environment. For the benefit of Omantel Company, research on the relationship between emotional intelligence and effective leadership is needed. The foundation of effective leadership is emotional intelligence practices. Despite the growing interest in emotional intelligence, there is still a lack of research on the relationship between EQ and leadership effectiveness in the context of the Omantel organization. The study's goal is to provide the Omantel company's management with insightful information that they can use to improve their leadership styles and produce better performance outcomes. Research on how information technology (IT) aids in the development of leaders' emotional intelligence is lacking. Despite numerous studies looking at the efficiency of technology-based interventions for emotional intelligence training, very little research has looked at leaders' perceptions of the significance of IT in fostering emotional intelligence. The study will give a

clear understanding of how EI and leadership effectiveness are related, as well as recommendations for enhancing and developing EI skills among leaders in the Omantel corporation.

➤ *Conceptual Framework*

The intended conceptual framework for the research is given as following:

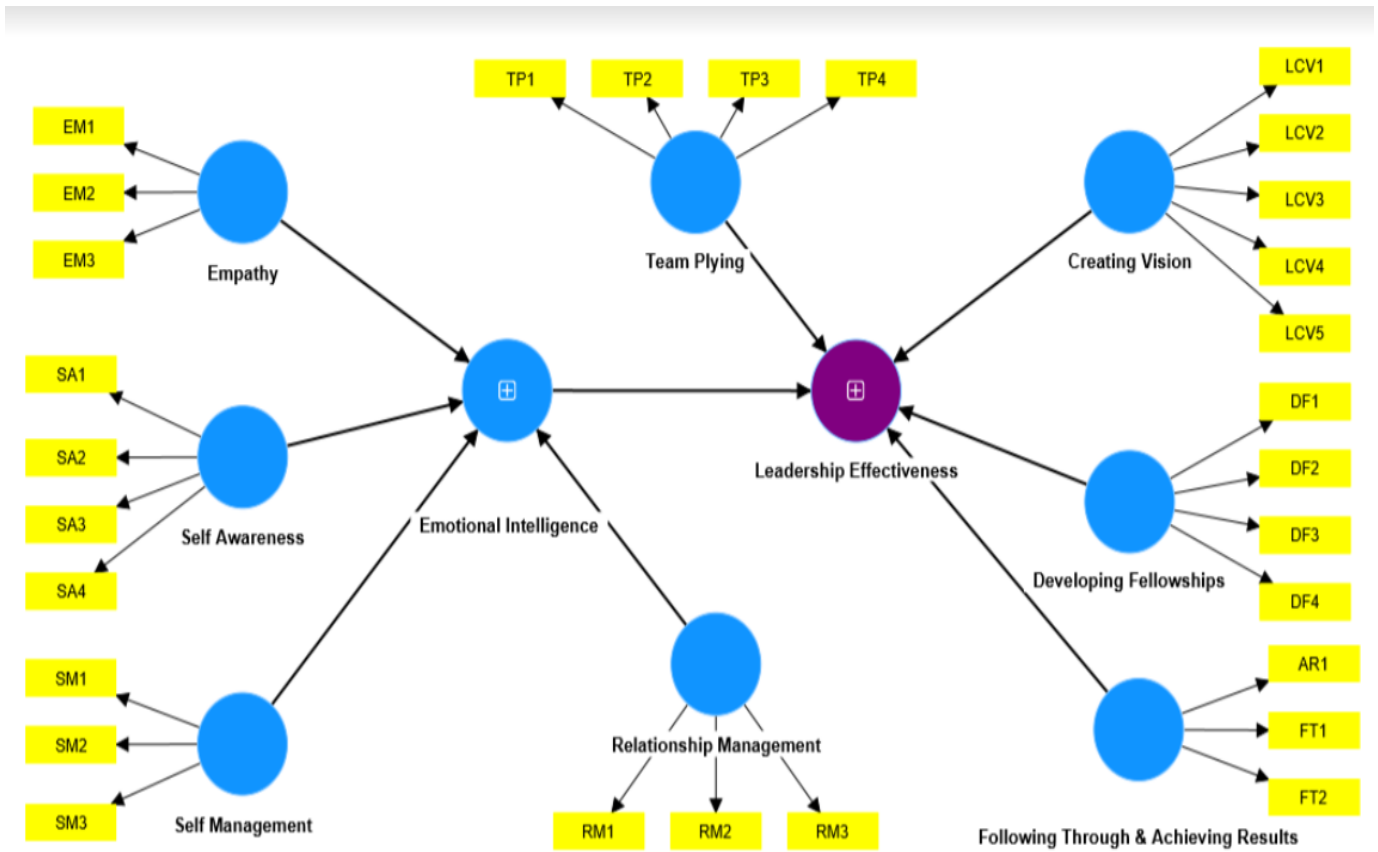


Fig 3 Conceptual Framework Created By Author

❖ *Summary*

The current literature on emotional intelligence and leadership effectiveness is outlined in this chapter. The concept of emotional intelligence is explained at the outset of the chapter, along with its theoretical underpinnings and historic discussions. The chapter then defines and discusses numerous methods to evaluate leadership effectiveness. The chapter examines after that the connection between emotional intelligence and effective leadership, emphasizing the significance of emotional intelligence in effective leadership and going over several leadership philosophies connected to emotional intelligence. The chapter's exploration of the various aspects of leadership's emotional intelligence, including self-awareness, self-management, social awareness, and relationship management. Additionally, the chapter discusses the role training and development in (EI) and studies related to EI in the context of Oman. The next chapter will discuss the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

The purpose of this chapter is to elucidate the research methodology employed to explore the correlation between leaders' emotional intelligence and their effectiveness in the context of the Omantel firm. The chapter commences by providing a concise overview of existing studies concerning two key variables: leaders' emotional intelligence and leadership effectiveness, while also exploring the potential co-variation of these traits within an organizational setting. Subsequently, the chapter delves into a comprehensive discussion of the research design, including the specific methodology selected for this study.

The chosen research design enables a critical and systematic response to the research questions by outlining a practical approach for data collection. This encompasses defining the sample population and sample size, establishing precise research techniques, and assessing the generalizability, reliability, and validity of the research findings. Finally, the general processes for adhering to the fundamental ethical principles of respect for individuals, beneficence, and justice laid out to safeguard the rights, welfare, and wellbeing of the individuals concerned are specified in this chapter. Before any operations involving human subjects had begun, the Omantel Company and Middle East College completed the appropriate evaluations and approvals, which are listed in this section.

➤ *Research Design*

According to Bhandari (2020) Without exerting any control over or influencing the variables under consideration, a correlational research approach examines the relationships between variables. The degree and direction of the association between two or more variables are revealed via correlation analysis. When a correlation points in a positive direction, it means that if one variable rises, the other variable likewise tends to rise. A negative correlation, on the other hand, means that when one variable rises, the other variable tends to fall.

A correlational research strategy, particularly, is used in this study. Despite changing any of the variables, the correlational design seeks to evaluate the connection between two or more variables. The factors that are relevant in this situation are the leaders' perceived leadership effectiveness and emotional intelligence. The correlational research method enables the researcher to examine the relationship or correlation between leadership effectiveness dimensions and emotional intelligence practices, revealing possible connections amongst these variables in the context of the Omantel Company. This structure makes it possible to investigate the direction and intensity of the link between leadership effectiveness and emotional intelligence (Al Dawsari, 2020).

Due to their ability to achieve certain research objectives, the explanatory and predictive correlational designs used in this study were specifically chosen and considered acceptable. The researcher was able to comprehend and clarify the link between the variables under examination since to the explanatory design. The predictive design, on the other hand, made it easier to forecast outcomes, such the perceived degree of leadership effectiveness, by using some factors, like emotional intelligence dimensions, as predictors. This choice of correlational designs is consistent with the objective of the study and is supported by academic literature (Hur, Berg and Wilderom (2011) and (Creswell, 2012).

➤ *Population of the Study*

The population for this academic study comprised of managerial level employees at Omantel company, Oman. Where the population were 40 active full-time senior management employees, 98 managers, and 71 team leaders which in total are 239. These participants were from all various operating units, including Transmission and Distribution, Customer Service, Finance, Human Resources, Regulatory Affairs, Audit Services, Legal, and other operating units within Omantel Company. The study was conducted between May 2023 and June 2023, and all participants and their raters were located at Omantel's headquarters in Madinat Al Irfan. It is important to note that the inclusion or exclusion of subjects in this research was not based on their resulting emotional intelligence scores or leadership effectiveness ratings.

➤ *Sampling Technique and Sample Size*

• *Sampling Technique:*

The sampling technique was non-random sampling under non random sampling, stratified and convenient sampling has been chosen as the sampling technique for the purpose of this research. Due to the distinctive characteristics of the population under consideration, which is composed of current full-time senior management employees, managers, and team leaders from different operating units within Omantel Company, these techniques are deemed suitable. With stratified sampling, the population is divided into various subgroups or strata according to predetermined criteria, such as operational divisions and leadership levels. By using this method, the researcher can be certain that each segment is fairly represented in the sample in accordance with the size of the subgroup in the population. The participants are then chosen by random selection within each stratum, guaranteeing a

thorough representation of leadership across all levels and units. Since stratified sampling reduces the possibility of sample bias and makes it possible for a more accurate depiction of the variety and makeup of the population, it enhances the validity and generalizability of the study's findings (McComber, 2019).

- *Sample Size:*

Sample size for the current study was 40 out of the total population of 239 Omantel managerial level. this sample size was found using a sample size calculator. This sample size was chosen with a 5% stated margin of error in order to achieve an adequate level of precision. The permissible range of deviance from the actual population variable, within which the sample estimate is anticipated to fall, is indicated by a margin of error. The researcher intended to be confident that the sample estimate would be within 5 percentage points of the actual population figure, therefore the researcher selected a margin of error of 5% (Madellia, n.d) . An acceptable degree of accuracy was found to be possible given the stipulated margin of error, despite the sample size of 40 being slightly small compared to the population. It is crucial to note that a larger number of samples would have further decreased the margin of error, however the choice of this specific sample size may have been affected by practical factors like accessibility and resources.

The sample size was calculated using a sample size equation given in the figure bellow:

$$\text{Sample size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N} \right)}$$

N = population size • e = Margin of error (percentage in decimal form) • z = z-score

Fig 6 Sample Size Equation

- ✓ *Inclusion Criteria:*

To guarantee that participants satisfied precise criteria for eligibility and applicability to the study's goals, the inclusion criteria for this study were established. The pursuing inclusion criteria were used:

- Participants required to be employed by Omantel Company at the time of the study and in an active (full-time senior management, manager, or team leader job).
- Participants have to be voluntarily willing to participate in the questionnaire. This requirement was designed to guarantee that participants will be eager to participate in the research and actively give information.
- Participants had to be accessible throughout the designated study period (May 2023 to June 2023) in order to complete the 360-degree Leadership Assessment Program and the Emotional Intelligence Appraisal questionnaires.

- ✓ *Exclusion Criteria*

The purpose of the exclusion criteria was to discover any elements or traits that would lead to the rejection of potential research participants. The ensuing exclusion criteria were used:

- The research did not include those who deliberately declined to take part in the optional leadership effectiveness survey or the Emotional Intelligence Appraisal. By using this criterion, individuals in the sample would have actively opted to pursue leadership development.
- Participants in the research who did not work for Omantel Company full-time were not included. With a strong commitment to their positions, participants who held senior management, manager, or team leader positions were the focus of this criteria.

➤ *Research Instruments and Validity and Reliability Testing*

• *Research Instrument:*

Data collection, measurements, and analysis for the study are all done using research instruments. Selecting the appropriate research instrument is essential since it may improve the effectiveness and precision of data collecting (Taherdoost, 2021), .

❖ *Research Instruments used in this Project are: -*

- *Questionnaires (For Primary Research).*
- *Existing Data (For Secondary Research).*



Fig 7 Research Instruments (Source: Created by Author using Word Tools)

Every investigation needs research instruments since they are the means by which data are gathered and the variables of interest are measured. The Emotional Intelligence Appraisal questionnaires and the 360-degree Leadership Assessment Program surveys served as the study's primary research tools. These tests were chosen because they have been shown to be relevant to the study's objectives and can evaluate the concepts of emotional intelligence and leadership effectiveness.

✓ *Emotional Intelligence Appraisal Questionnaire:*

The research's theoretical underpinning was Goleman's model; therefore, the Emotional Intelligence Appraisal (EIA) questionnaire was used since it is a performance-oriented self-assessment survey of emotional intelligence. Drs. Travis Bradberry and Jean Greaves, the survey's creators, built it on four aspects of emotional intelligence: self-awareness, self-management, social awareness (Empathy), and relationship management (Bradberry & Su, 2016). As it links emotional intelligence elements (both personal and social competences) to what one perceives and acts with emotions on a personal level and around other people, it assesses emotional intelligence competencies.

20 assessment inquiries make up the Emotional Intelligence Appraisal questionnaire, which was developed by Bradberry and Su (2006). These questions are created with behavioral effect statements to correctly analyze behavior that demonstrates emotional intelligence skills. 5 self-awareness questions, 5 self-management questions, 5 questions about social awareness, and 5 questions about relationship management constitute the questionnaire. The questions measure the degree of frequency with the statements describing on-the-job activities and are based on a five-point Likert-type scale as follows: "5 – Strongly disagree," "4 - disagree," "3 - neutral," "2- Agree", "1 – Strongly agree,"(Bradberry & Su, 2006; Talent Smart Inc., 2010). There is no time constraint, however the assessment may be finished totally online in five to seven minutes.

✓ *360-Degree Leadership Assessment Program (LAP):*

The 16 survey questions in the seven performance categories of the 360-degree Leadership Assessment Program are as follows: Create vision (5 items), developing followership (4 items), achieving results (1 item), team player (4 items), following through (2 items). The questions measure perceived leadership effectiveness in each performance area and are based on a five-point Likert-type scale as follows: "5 – Strongly disagree," "4 - disagree," "3 - neutral," "2- Agree", "1 – Strongly agree," There is no time constraint, however the survey may be finished thoroughly online in five to seven minutes.

- *Validity and Reliability:*

As stated by Bru-Luna et al (2021) In order to ensure the dependability and credibility of research findings, validity and reliability testing is of the utmost significance. The research instruments employed in this study, the 360-degree Leadership Assessment Program surveys and the Emotional Intelligence Appraisal questionnaires, went through extensive validity and reliability testing. In prior investigations carried out by respected academics in the area, these instruments demonstrated beneficial psychometric qualities and underwent comprehensive validation. Through an in-depth examination of the literature on emotional intelligence and leadership evaluation, discussions with subject matter experts, and pilot testing, the validity of the instruments has been confirmed. Furthermore, testing for reliability has been done to evaluate the internal consistency and stability of the instruments using metrics like Cronbach's alpha coefficient. The use of previously tested, well-validated instruments guarantees the integrity and quality of the data obtained, boosting the study's findings' overall credibility and reliability. Furthermore, to ensure the validity and reliability of the questionnaire the testing has been done.

Threats to data validity were addressed by the study, including confusing instrument questions, non-standard test delivery techniques, and participant characteristics including exhaustion or disorientation. Reliable assessment tools, such as the 360-degree Leadership Assessment Program survey and the Emotional Intelligence Appraisal questionnaire, were chosen to lessen these risks. These tools have undergone rigorous testing and validation across a range of contexts. In order to provide a favorable testing environment, standardized test administration techniques were followed. These actions intended to guarantee the quality and trustworthiness of the information gathered for the study, which especially looked at the connection between leadership performance at Omantel and emotional intelligence.

- *Data Collection Techniques*

This research study could provide comprehensive insights into the link between emotional intelligence and leadership effectiveness at Omantel by combining primary and secondary data gathering techniques. While secondary data approaches offer a larger context and more information from current sources, primary data techniques enable the collecting of first-hand viewpoints and experiences from employees which makes it more valid and reliable. Online surveys will be given to Omantel employees in order to gather data for this project. Google Forms will be the tool used as a data gathering technique to help with this data collection procedure. Using any browser-enabled device, Google Forms is a free web-based questionnaire management tool that enables the design, dissemination, and analysis of surveys. A user-friendly interface is offered by Google Forms for creating and customizing questionnaires in accordance with the goals of the research. The research team can successfully and efficiently gather data from a variety of Omantel personnel using Google Forms, despite where they reside in the world. The data will be automatically recorded in a digital format, making it simple to maintain and analyze the data. Google Forms also has the benefit of graphically displaying survey results, making it simple to understand and visualize the data (Harinarayana and Raju, 2016).

- *Data Analysis Technique*

The researcher followed the essential steps to prepare the data file for analysis and testing the proposed hypotheses prior to beginning the study. These actions required converting the previously gathered paper and electronic Emotional Intelligence Appraisal (EIA) and 360-degree Leadership Assessment Program (LAP) data, which was acquired from Omantel Company employees. Prior to completing the survey, the researcher changed several questions from negative to positive and vice versa in order to assure impartial results and identify the direction of links. Further, the researcher conducted tests for causality to establish the direction of associations (Saarineen, Ashridge and Ravaja, 2013).

For the structural equation modeling, or SEM, analysis, the author used SmartPLS in accordance with Hair et al.'s suggested technique. Researchers can study intricate interactions between variables and evaluate the importance and validity of the structural model using the commonly used software tool known as SmartPLS. For the purpose of to explore the connections between empathy and leadership effectiveness as well as those between self-awareness and leadership effectiveness, self-management and leadership effectiveness, relationship management and leadership effectiveness, and the role of information technology in fostering emotional intelligence, the researcher used SmartPLS.

The SEM analysis gave insightful information on the importance and strength of these relationships inside Omantel Company. The researcher was able to test model fit, examine individual route coefficients, and assess the overall efficacy of the leadership constructs under consideration by using SmartPLS. A thorough knowledge of the correlations between important variables and leadership effectiveness in the Omantel Company is made possible by the use of SmartPLS in the study's approach.

It provides a variety of statistical analysis tools, enabling researchers to run numerous tests and methods to look at the relationship between variables. Researcher with various degrees of statistical competence may utilize it because to the user-friendly interface, which makes data entry, modification, and analysis simpler. Additionally, Smart PLS offers data visualization capabilities that of support the presenting of findings and the detection trends. Large datasets may be handled effectively with the help of Smart PLC thanks to its compatibility, support, and data management tools, which also guarantee the analysis's quality and accuracy.

➤ *Legal, Ethical and Social Considerations*

Aspects of legal, ethical, and social concerns are crucial while conducting research on the connection between emotional intelligence (EI) and leadership effectiveness at Omantel in order to safeguard study participants, preserve participant anonymity, and maintain the study's integrity.

• *Legal Consideration :*

The study must abide by all applicable laws, rules, and policies regulating research activities. This includes adhering to data protection and privacy laws and requesting the required permits or approvals from the appropriate authorities. Participants' data must be managed safely and in compliance with the law, according to researchers.

• *Ethical Considerations:*

During the study process, ethical norms including informed consent, voluntarily involvement, and confidentiality must be respected. Before being included in the study, participants should be given a thorough explanation of its goals, methods, risks, and advantages. To safeguard the privacy of participants' personal information and guarantee anonymity or pseudonymity while publishing findings, confidentiality procedures should be put in place. Additionally, researchers ought to be cautious about any conflicts of interest and make sure their conduct complies with moral standards.

• *Research Integrity:*

When conducting the studies, researcher must uphold the greatest levels of integrity. This entails carrying out the study accurately, transparently, and honestly. Data collection, processing, and reporting must be done carefully and impartially. Any potential prejudices or conflict of interest must be reported, and suitable measures should be made to reduce or manage them. The validity and reliability of the research tools utilized should also be taken into account, as well as their suitability for the study.

• *Social Considerations:*

The research should take into account how it could affect the individuals, the company (Omantel), and the community at large. When conducting a study, researchers should consider if it could have unforeseen repercussions or provide moral or societal quandaries. Participants' welfare and dignity must to come first, and precautions ought to be made to lessen any possible harm. It is important to follow ethical research procedures and convey the results in a way that respects all parties involved, is objective, and advances the subject of study.

Overall, the study indicates a dedication to carrying out a thorough and socially suitable inquiry of the connection between emotional intelligence and leadership performance at Omantel by considering these legal, ethical, and social factors.

❖ *Summary*

The crucial components that were employed in the investigation are succinctly summarized in this chapter. The study's correlational approach is centered on determining how emotional intelligence (EI) and leadership effectiveness at Omantel relate to one another. Targeting active full-time senior management staff, managers, and team leaders from several Omantel divisions, stratified sampling is the sample approach used. Both of the study instruments employed—the 360-degree Leadership Assessment Program survey and the Emotional Intelligence Appraisal questionnaire—have been thoroughly validated and used in prior studies. Google Forms is the primary data collecting tool, and online surveys are sent as part of the data collection process. SPSS, a statistical analysis program, will be used to evaluate the acquired data in order to make inferences and draw conclusions. Furthermore, legal, social and ethical considerations were discussed. The next chapter will cover the data analysis.

CHAPTER FOUR DATA ANALYSIS

This study sought to ascertain the association between leaders' perceived levels of leadership effectiveness and their emotional intelligence components. The research additionally examined at how well leaders' emotional intelligence attributes, such as self-awareness, self-management, social awareness (Empathy), and relationship management, may predict how effective their leadership proved to be. This chapter covers the analysis related to the study's eventual conclusions as well as the research questions itself.

➤ *Demographic Analysis:*

Senior managers , manager and team leaders (N = 40) from the Omantel Company who participated in the study between May 2023 and June 2023 submitted responses for the 360-degree Leadership Assessment and the Emotional Intelligence Assessment questionnaires. Table (1) below shows a summary of all participant demographic profile information. This research looked at a group of participants (50.0% males, 50.0% females) from various business divisions. Ages of the participants ranged from (20 to 60). The table provided below helps the researcher understand the demographics of the respondents.

Table 1 Demographic Results of the Data

Specifics	Description	Values	Percentage
Gender	female	20	50%
	male	20	50%
	sum	40	100%
Age	20-29	11	27.5%
	30-39	16	40%
	40-49	7	17.50%
	50-59	6	15%
	60 or above	0	0%
	sum	40	100.0%
Educational Background	Highschool or equivalent	6	15%
	Undergraduate	21	52.5%
	Postgraduate	12	30%
	PHD	1	2.50%
	sum	40	100%
Years of experience In Leadership Role	Less than 1 year	14	35%
	1-5years	10	25%
	6-10years	4	10%
	11-15years	9	22.5%
	16 or more	3	7.5%
	sum	40	100%

➤ *Data Analysis and Results:*

Because PLS-SEM can quantify intricate models, it is employed to evaluate data in the present investigation. It is typically more acceptable to utilize when the investigation combines intricate models and many different factors. According to Akter (2017) , PLS-SEM may provide a solid foundation for the verification of hypotheses and produce data that aid in the explanation of how hypotheses are applied. PLS-SEM is used in this study's data analysis since it can handle complicated models and an abundance of variables. PLS-SEM is renowned for its capacity to validate ideas and offer insights that clarify how these theories are used. The inner model and the outside model are the two sub-models used in the analysis in SmartPLS. Whereas the outer model looks at the correlations among dependent variables and their indicators, the inner model concentrates on the connections between independent and dependent variables.

The current study additionally examined at conventional technique bias using Lindell and Whitney's approaches. Conceptually independent variables are utilized to rectify the link between the study's key elements. For instance, the recently created parameter is known as "InnVar". After the test, it was shown that there does not seem much of a connection between empathy and other attributes like self-awareness or leadership effectiveness . After squaring the coefficient, the biggest variance shared with the other components may be seen. It may be concluded that there is no common technique bias because the maximum proportion of variation was just around 0.1.

Table 2 Construct Reliability and Validity

Overview				
Empathy	0.442	0.660	0.709	0.505
Leadership Effectiveness	0.968	0.971	0.972	0.695
Relationship Management	0.872	0.881	0.922	0.797
Self Awareness	0.837	0.863	0.891	0.674
Self Management	0.575	0.779	0.773	0.543

The researcher may employ the Smart PLS program to analyze the data and determine the validity and reliability of the following constructs which are dimensions of emotional intelligence with reference to leadership effectiveness: Empathy, leadership effectiveness, relationship management, self-awareness and self-management.

• *Reliability Analysis:*

The reliability of inner consistency is measured by Cronbach's alpha. Higher levels of reliability imply greater dependability; values vary from 0 to 1. In this study, researcher discover that Self Awareness is associated with a Cronbach's alpha of 0.837, Self-Management has a Cronbach's alpha of 0.575, the effectiveness of leadership has a Cronbach's alpha of 0.968, Relationship Management has a Cronbach's alpha of 0.872. Values greater than 0.7 are often regarded as adequate for internal consistency reliability. As a result, whereas Empathy, Self-Awareness, and Self-Management show a lower degree of reliability, Leadership Effectiveness and Relationship Management exhibit high levels of reliability.

Comparable reliability measurements with a 0 to 1 range include composite reliability (rho_a) and composite reliability (rho_c). According to this research, Leadership Effectiveness has an exceptionally high composite reliability score (rho_a = 0.971, rho_c = 0.972), suggesting a high degree of internal consistency. The reliability of Relationship Management is similarly strong (rho_a = 0.881, rho_c = 0.922). Nevertheless, the composite reliability is somewhat less favorable for self-management, self-awareness, and empathy (rho_a = 0.779, rho_c = 0.773, 0.863, and 0.891, respectively).

• *Validity Analysis*

The average variance extracted (AVE) measures the amount of variation captured by the construct in comparison to the amount caused by error in measurement. More validity convergent is indicated by higher scores on the AVE scale, which has values ranging from 0 to 1. In the study conducted, Leadership Effectiveness had the highest AVE (0.695), indicating substantial convergence validity. Relationship management has excellent convergent validity (0.797). With substantially lower AVE values, empathy (0.505), self-awareness (0.674), and self-management (0.543) only partially explain the variation.

Table 3 Fornell-Larcker Criterion

	Empath y	Leadership Effectiveness	Relationship Management	Self Awareness	Self Management
Empathy	0.711				
Leadership Effectiveness	0.872	0.834			
Relationship Management	0.851	0.850	0.893		
Self Awareness	0.858	0.890	0.874	0.821	
Self Management	-0.168	-0.396	-0.276	-0.369	0.737

The Fronell-larcker criteria is the method of choice for the evaluation of a discriminant validity of measurement models. This characteristics states that the correlation of any two construct must be much larger than the squared root of the mean variance retrieved by the construct. When these numbers fit it shows proof of discriminant validity. The "Fornell-Larcker" criteria along the given correlations allow researchers to give a value constructs; the discriminant validity:

The AVE for empathy has a square root of 0.711 as demonstrated. Presenting a discriminatory basis for empathy, it is greater than the correlations among leadership effectiveness (0.872), relationship management (0.851) and self-awareness (0.858) which therefore confirms discriminant validity. To add on, the AVE for leadership effectiveness has a square root of 0.834. which is higher than the correlation between empathy and leadership effectiveness and therefore it confirms discriminant validity. Whereas, self-management is 0.737, the discriminant validity is confirmed since it is greater than the correlations between self-management and empathy (-0.168), leadership effectiveness (-0.396), relationship management (-0.276) and finally self-awareness (-0.369). According to the investigation, the leadership effectiveness, relationship management, self-awareness, and self-management characteristics are certainly different from one another. They do not only disagree in how they view the same object; rather, they measure various characteristics or traits.

Overall, the tables (1) and (2) present the Cronbach's alpha, composite reliability, and average variance extracted (AVE) values for the variables utilized in this investigation. The findings indisputably demonstrate that all Cronbach's alpha and composite reliability (CR) values are greater than 0.7, above the minimal permissible standards. The values of AVE for each of the variables are higher than 0.5, which satisfies the requirements for adequate convergent validity.

When a variable's measure satisfies the requirements for satisfactory convergent validity, discriminant validity is demonstrated. Its variability and relationship to other research factors are weaker. These are two distinct tests for discriminant validity: the Fornell-Larcker test and cross-loading. Cross-loading and the Fornell-Larcker test are both used to assess the indicator degree of discriminant validity. Results of the CR and AVE test, which measures the variable level of discriminant validity, are provided.

Table 4 Heterotrait-Monotrait Ratio (HTMT) - List

	Heterotrait-monotrait ratio (HTMT)
Leadership Effectiveness <-> Empathy	1.216
Relationship Management <-> Empathy	1.230
Relationship Management <-> Leadership Effectiveness	0.915
Self-Awareness <-> Empathy	1.287
Self-Awareness <-> Leadership Effectiveness	0.970
Self-Awareness <-> Relationship Management	1.010
Self-Management <-> Empathy	0.907
Self-Management <-> Leadership Effectiveness	0.492
Self-Management <-> Relationship Management	0.369
Self-Management <-> Self Awareness	0.513

Hensele et al., (2015) developed a unique method for evaluating discriminant validity called the heterotrait-monotrait ratio of correlations (HTMT). The HTMT gauges how comparable concealed variables are. Discriminant validity may be considered as proven if the HTMT is obviously below one. A threshold of 0.85 reliably separates those pairings of latent factors that are discriminating valid from those that are not in numerous real-world scenarios. The HTMT's effective classification efficiency is supported by Monte Carlo simulations (Franke & Sarstedt, 2019; Voorhees, Brady, Calantone & Ramirez, 2016). Furthermore, the computation of the HTMT simply needs the correlations of the measured variables as input. There is no requirement for confirmatory or exploratory factor analysis. According to the given table According to the HTMT ratios, there may be challenges with discriminating validity among relationship management and empathy in addition to with leadership effectiveness. Additional trait pairings often show strong discriminant validity, demonstrating the separation of these constructs from one another. This could be due to the sample size.

Table 5 Cross Loading

	Empathy	Leadership Effectiveness	Relationship Management	Self Awareness	Self Management
AR1	0.717	0.880	0.677	0.754	-0.467
DF1	0.813	0.887	0.746	0.840	-0.227
DF2	0.736	0.840	0.840	0.772	-0.335
DF3	0.823	0.888	0.866	0.830	-0.416
EM1	0.181	0.140	0.117	0.085	0.518
EM2	0.844	0.726	0.771	0.722	-0.241
EM3	0.878	0.778	0.704	0.768	-0.153
FT1	0.711	0.838	0.661	0.692	-0.302
FT2	0.615	0.742	0.527	0.571	-0.142
LCV1	0.685	0.741	0.776	0.758	-0.296
LCV2	0.655	0.783	0.604	0.664	-0.224
LCV3	0.733	0.889	0.784	0.803	-0.251
LCV4	0.768	0.792	0.634	0.688	-0.161
LCV5	0.775	0.900	0.758	0.855	-0.334
RM1	0.657	0.682	0.862	0.719	-0.265
RM2	0.840	0.817	0.941	0.835	-0.348
RM3	0.769	0.768	0.873	0.779	-0.123
SA1	0.634	0.768	0.726	0.837	-0.341
SA2	0.804	0.849	0.822	0.904	-0.307
SA3	0.828	0.738	0.752	0.843	-0.364

SA4	0.517	0.522	0.532	0.682	-0.175
SM1	-0.095	-0.203	-0.147	-0.241	0.689
SM2	-0.087	-0.184	-0.053	-0.112	0.546
SM3	-0.167	-0.414	-0.319	-0.388	0.924
TP1	0.683	0.790	0.673	0.667	-0.331
TP2	0.669	0.849	0.618	0.721	-0.467
TP3	0.762	0.869	0.681	0.759	-0.453
TP4	0.723	0.797	0.692	0.688	-0.481

The items display typically similar correlation trends between the constructs. As an illustration, empathy-related items often have lower correlations with various constructs and stronger correlations with the empathy construct. This indicates that the measuring model is reliable and precise. It is vital to remember that certain items only have weak correlations with the construct they were created to measure. For example, the constructs of self-awareness and Self Management have a negative association with the item "SM1". This can imply that the item is not accurately capturing the desired construct or that there are other variables that might be impacting the responses to that specific item.

• *Structural Model Analysis:*

The structural model analyzes the correlation between the study's specified variables. Nothing more than regression analysis is involved. The findings of the structural model, which includes a beta value that represents the magnitude of the explanatory factors' influence on the dependent variable, are shown in Figure 4. The direction of the impact is indicated by the sign next to the beta number. T-values and p-values are also provided by the structural model. The relevance of the association is gauged using these values. T-values must be more than 1.96 or p-values must be lower than 0.05 to indicate a meaningful association. Similar to signs with beta values, signs with t-values likewise indicate the direction of the association. The value of R2, that demonstrates the strength of the link, is also included in the findings of the structural model. When attempting to forecast the future based on Frost's study results, these parameters are crucial.

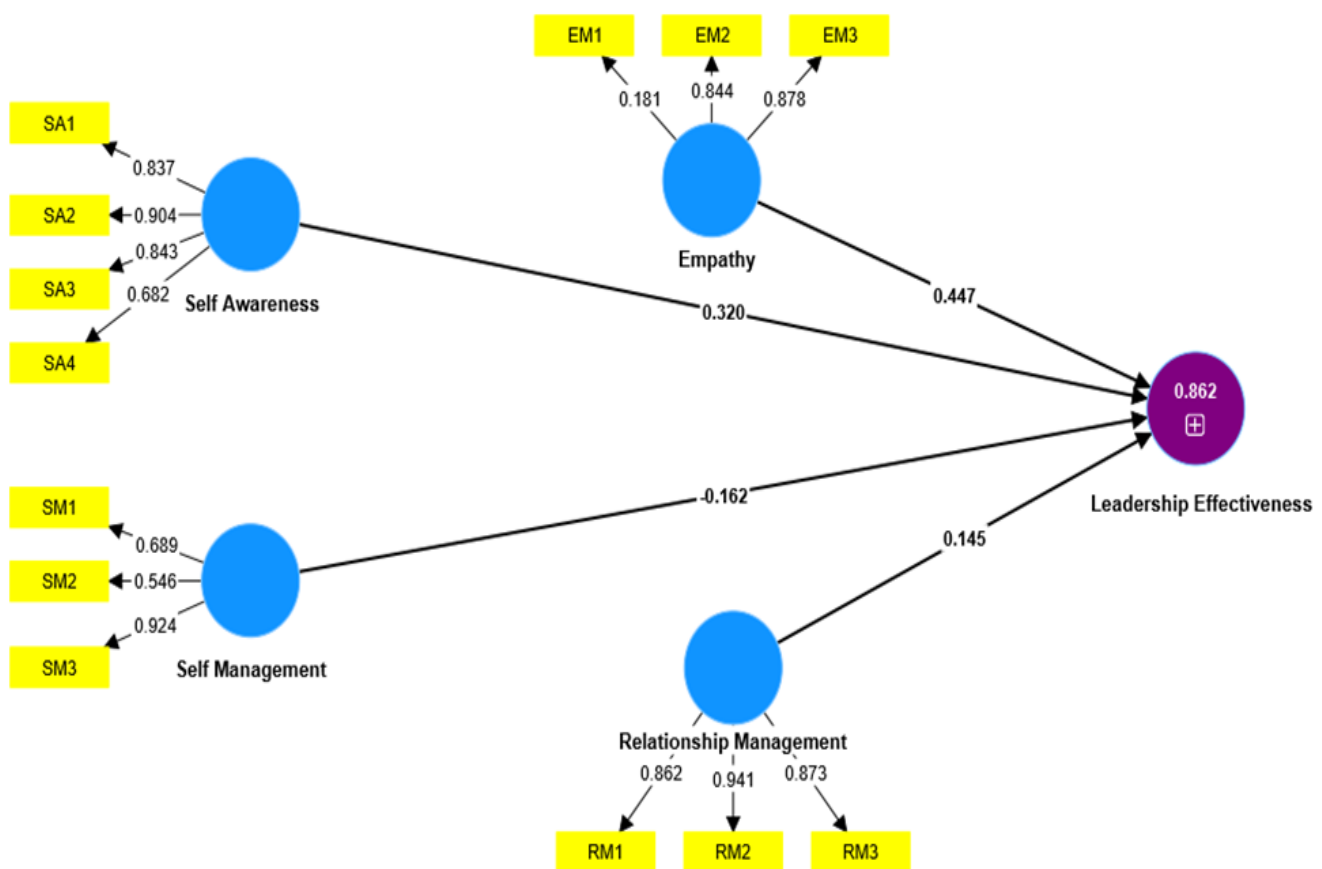


Fig 8 Structural Model Analysis Created by Author (2023)

- *Mean, STDEV, T Values, P Values*

Table 6 Mean, STDEV, T Values, P Values

Hypot hesis	Constructs	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values	Results
H1	Empathy -> Leadership Effectiveness	0.450	0.429	0.143	3.142	0.002	Supported
H2	Relationship Management -> Leadership Effectiveness	0.141	0.165	0.159	0.886	0.375	Rejected
H3	Self Awareness -> Leadership Effectiveness	0.320	0.308	0.163	1.964	0.005	Supported
H4	Self Management -> Leadership Effectiveness	-0.163	-0.171	0.091	1.783	0.075	Rejected

✓ *The Relationship between Empathy and Leadership Effectiveness*

Since the p-value (0.002) is below the usual significance level of 0.05, it may be concluded that there is a significant difference between leadership effectiveness and empathy. As a result, the researcher would **reject** the null hypothesis and come to the conclusion that empathy and leadership effectiveness are significantly related.

✓ *The Relationship between Relationship Management and Leadership Effectiveness*

Relationship Management and Leadership Effectiveness do not substantially differ according to the p-value (0.375), which is larger than 0.05. the result would thus **accept** the null hypothesis and come to the conclusion that there is no significant relationship among these two dimensions.

✓ *The Relationship between Self-Awareness and Leadership Effectiveness*

The p-value (0.005) is below the threshold of 0.05, indicating that there is a significant difference between leadership effectiveness and self awareness. As a result, **reject** the null hypothesis and come to the conclusion that self awareness and leadership effectiveness are significantly related.

✓ *The Relationship between Self-Management and Leadership Effectiveness*

There is no significant statistical distinction among Self Management and Leadership Effectiveness, according to the p-value (0.075), which is larger than 0.05. thus **accept** the null hypothesis and come to the conclusion that there is no meaningful connection between these two dimensions.

It is seen to be essential that there are links between self-awareness and leadership effectiveness as well as empathy. Nevertheless, according to the presented p-values, there's no statistically significant correlation between Relationship Management and Leadership Effectiveness or Self Management and Leadership Effectiveness.

- *Role of IT in Emotional Intelligence*

Graph (1): drawbacks of using IT on emotional intelligence development and how do leaders perceive the role of IT in developing emotional intelligence.

How do leaders at Omantel perceive the role of IT in developing emotional intelligence?

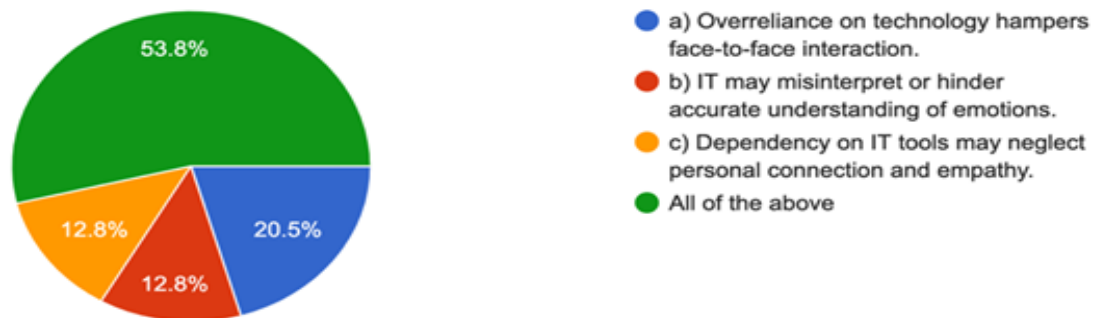
39 responses



Graph (2): drawbacks of using IT on emotional intelligence development and how do leaders perceive the role of IT in developing emotional intelligence

What are the drawbacks or limitations of using IT for emotional intelligence development?

39 responses



Based on the Given Graphs Above, the Study States the Following in Light of the Available Options:

Large number of responses from the managers point out that information technology helps develop emotional intelligence, however its efficacy may differ. This suggests that Omantel management believe information technology plays a big part in fostering emotional intelligence, but that influence may not be ubiquitous.

The restrictions or drawbacks of utilizing information technology to develop the perception on emotional intelligence are likewise subject to differing opinions. The inclusion of options a, b, and c allude to possible issues. These involve an excessive dependence on tech that undermines interpersonal communication, the limited influence of IT on emotional intelligence as a result of its technological concentration, and the potential for IT tools to misread or obstruct a sufficient comprehension of emotions.

It appears that Omantel managers are aware of a mix of the aforesaid viewpoints because the option "All of the above" is listed in many answers. They believe that enhanced interaction and comprehension made possible by IT helps increase emotional intelligence, however they are also aware of the potential downsides and restrictions that come with its use.

owing to the facts that while this analysis relies on the alternatives offered, it might not fully account for all possible viewpoints or subtleties. To get an in-depth understanding of the way executives at Omantel view the role of IT in fostering emotional intelligence and its downsides or limits, further data or information would be required.

❖ Summary

Tables	Summary
Correlations	The correlations between various constructs are provided in the table. Positive correlations show a link between the constructs that is positive, whilst negative correlations demonstrate a relationship that is negative. The higher the values indicate a relationship in which it is

	stronger. In this analysis empathy, self-awareness and relationship management have positive correlations with leadership effectiveness, suggesting that they are positively related to effective leadership.
Covariances	The covariance table contains details regarding the correlations between various constructs. Covariance gauges how much the two concepts differ collectively. In contrast to negative covariance, which shows that the dimensions frequently shift in opposing ways, positive covariance implies that the constructs tend to change in the same direction. In this research, it can be observed that Leadership Effectiveness and Empathy, Self-Awareness, and Relationship Management have positive covariances, showing tendency to fluctuate together.
Reliability and validity	Measures of each construct's reliability and validity are included in the overview table. The internal consistency and convergent validity of the constructs are shown by Cronbach's alpha, composite reliability (rho_a), composite reliability (rho_c), and average variance extracted (AVE). Greater reliability and validity are indicated by higher values. Although Empathy and Self-Management score lower in this study, Leadership Effectiveness, Relationship Management, and Self Awareness score higher.
Fornell-Larcker criterion	The Fornell-Larcker criteria evaluates the constructs' discriminant validity. It contrasts the correlations between components with the square root of the AVE for each construct. It is a sign of strong discriminant validity when the square root of the AVE is larger than the correlation. According to this study, each construct's square root of AVE is higher than the associated correlations, which is an indication of strong discriminant validity.
Cross loading	Every indicator's cross loading on both its target construct and other constructs are displayed in the cross-loading table. It reveals the degree that the indicators are specifically connected to the constructs for which they are designed. The majority of the indicators in this research had better convergent validity than other indicators, with larger loadings on their target constructs.
Mean, STDEV, t-values and p values	The mean comparison analysis between constructs is presented in the table alongside the standard deviation, t-values, and p-values. For every comparison, it displays the sample mean, standard deviation, t-statistics, and p-values. The p-values establish the importance of the difference, whereas the t-statistics show how much the means differ. In this research, the mean comparison analysis reveals that Relationship Management and Self-Management do not exhibit significant differences, whereas Empathy and Self Awareness have a substantial difference in means compared to Leadership Effectiveness.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

➤ *Introduction*

This study's main objective was to determine whether there was any correlation between leaders' perceived leadership effectiveness and their emotional intelligence. The study also looked for any correlation between a number of independent predictor factors, or dimensions of emotional intelligence, and the dependent variable, or outcome variable, leadership effectiveness. The findings are discussed in this chapter's four major sections in order to fulfill the stated goal. The results are presented and examined in the first part in relation to each study topic. The implications and limitations for research, practice, and theory are discussed in the second and third parts. Based on the research's findings, the final section presents recommendations for areas that should be the subject of more study.

➤ *Summary of Findings*

A total of 40 Omantel Company employees participated in the study, 50% of whom were men and 50% of whom were women. The ages of the participants varied from 20 to 60, with levels of education ranging from high school or equivalent to postgraduate degrees. The years of experience in leadership roles varied from less than one year to 16 or more years. Due to its ability to manage intricate models and multiple variables, Partial Least Squares-Structural Equation Modeling (PLS-SEM) was utilized in data analysis. It was selected because it effectively validates hypotheses and provides insights on how to use them.

The reliability analysis assessed the internal consistency of the constructs using Cronbach's alpha and composite reliability (ρ_a and ρ_c). Self-awareness, self-management, leadership effectiveness, and relationship management all showing high reliability levels according to Cronbach's alpha values, whereas empathy demonstrated lower reliability. Composite reliability ratings further supported the internal consistency of relationship management and leadership effectiveness. The convergent and discriminant validity of the construct was assessed by validity analysis. Average variance extracted (AVE) scores showed significant convergence validity for leadership effectiveness and relationship management, while self-management, self-awareness, and empathy helped to explain some of the variations. The Fornell-Larcker criterion and cross-loading analysis established the discriminant validity of the constructs.

According to the Heterotrait-monotrait ratio (HTMT) analysis, relationship management, and empathy were found to have problems with discriminant validity, as were issues with leadership effectiveness. The structural model analysis looked at the correlation of different aspects of emotional intelligence and effective leadership. The findings strongly connected leadership effectiveness, relationship management, self-awareness, and self-management. However, research on the association between empathy and self-awareness or leadership effectiveness was inconclusive.

Overall, the findings demonstrate that the constructs utilized in this study are reliable and valid. The Cronbach's alpha values, composite reliability, and AVE exceeded the minimum recognized standards. The findings emphasize the significance of relationship management, self-management, and self-awareness in effective leadership while supporting substantial association between leadership effectiveness and emotional intelligence practices.

➤ *Conclusion*

The concept of emotional intelligence has drawn a lot of attention over the past few decades as a possible and significant underpinning quality of effective leadership (Goleman, 1998, 2000, 2004). There are a variety of arguments both in favor and against the existence of a link between emotional intelligence and effective leadership. The study aimed to investigate how relationship management, social awareness (empathy), self-management, and self-awareness all fit under the category of emotional intelligence and how they relate to leadership effectiveness. This research aimed to highlight the significance of acquiring these abilities for effective leadership and explore how leadership effectiveness is impacted by emotional intelligence.

The research shed light on several important issues. First, the analysis showed that relationship management and self-awareness were positively associated with leadership effectiveness. These results are consistent with previous research acknowledging the importance of self-awareness in knowing one's strengths, shortcomings, and how one's behavior affects others (Armstrong & Qi, 2020). Additionally, it was shown that leaders need strong relationship management skills to develop and maintain good relationships with their employees and stakeholders (Drigas & Papoutsis, 2018).

The study also discovered no significant relationship between empathy and other emotional intelligence traits, such as self-awareness or leadership effectiveness. This outcome differs from other earlier studies that emphasize the need for empathy in effective leadership. (Arghode et al., 2021) It implies that while empathy may be an important leadership quality, its direct influence on leadership effectiveness may differ based on the situation or the interaction of other emotional intelligence components (Kock et al., 2018).

Robust statistical analysis methods, such as PLS-SEM, were used in the study to make sure that the results were reliable and valid. For most constructs, the measurement model showed sufficient discriminant validity, convergent validity, and internal consistency. There were, however, difficulties establishing discriminant validity between relationship management and empathy, as well as leadership effectiveness (Zhu, Wang, Wang, & Yu, 2021). These results emphasize the need for additional research and the improvement of measurement tools, as emotional intelligence is a complex construct.

From a practical standpoint, the research emphasizes the value of leaders acquiring self-awareness and relationship management skills. It implies that initiatives and training programs focusing on these areas could improve leadership effectiveness. Organizations can gain from integrating emotional intelligence assessments and development programs into their leadership development initiatives to allow leaders to forge solid bonds with others, recognize their strengths and weaknesses, and master their emotions (O'Connor, Hill, Kaya, & Martin, 2019).

The implications of this study are significant for both practice and academia. The research adds to existing studies on emotional intelligence and leadership effectiveness from an academic standpoint. It deepens our understanding of emotional intelligence and its components closely linked to leadership effectiveness. Future studies in this field will be influenced by the findings, which also offer insights into measuring and validating emotional intelligence constructs.

➤ *RECOMMENDATION*

Several key recommendations may improve leadership effectiveness through the development of emotional intelligence. First and foremost, organizations should consider integrating emotional intelligence assessments and training courses into their leadership development initiatives, focusing on self-awareness and relationship management skills. Furthermore, providing focused training programs geared at enhancing emotional intelligence competencies can enable leaders to comprehend and control their emotions, promoting effective leadership and employee engagement (Gilar-Corbi, Pozo-Rico, Sánchez, & Castejón, 2019). A leader's ability to forge solid relationships and effectively control emotions can be ensured by incorporating emotional intelligence evaluations into the selection process. Leaders may also benefit from managerial training for emotional intelligence and regular assessments and feedback on their emotional intelligence.

➤ *LIMITATION*

Despite the use of a multi-source, diversified collection of respondents and the use of well-established theoretical viewpoints, there are some restricts that must be taken into account and acknowledged. It is crucial to recognize the limitations of this study. Firstly, the sample size was relatively small which was only 40 managers, which would prevent the results from being applied to a larger population. Second, the study used self-reported information, which can contain biases and mistakes. Thirdly, the research was conducted in a controlled laboratory setting, which might not accurately reflect real-world leadership situations' nuanced nature and complexity. In addition, the research was carried out over the course of 12 weeks, which is a short period of time. Consequently, before extrapolating the research findings to other populations in general, regions, or time periods that differ significantly from the population under study, the location, and duration time frame, they should be thoroughly and properly assessed. Finally, the study only examined a single aspect of leadership and did not focus on other potential influences on leadership effectiveness. The results should be interpreted with these limitations in mind, and further research is required to fill in these gaps.

➤ *Future Research*

Future studies in this field should concentrate on a few crucial areas to deepen our understanding of the subject. To optimize the application of the findings in other contexts, it is important to investigate how contextual factors, such as organizational culture and industry dynamics, affect the efficacy of leadership interventions. It would also be helpful to determine these interventions' sustainability and long-lasting impact by investigating their long-term effects on worker satisfaction, retention, and overall organizational performance. Furthermore, looking at the potential moderating impact of individual differences, such as personality traits and cognitive capabilities, would lead to an in-depth comprehension of how leadership interventions interact with individual characteristics (Knight, Patterson, & Dawson, 2019). To add on, the complex dynamics involved in leadership development and its outcomes would be better understood if mixed-methods approaches and longitudinal designs were included. Future research can increase our understanding and help to create evidence-based leadership strategies by addressing these issues.

Additionally, among the most debated concerns in the present research is how to assess emotional intelligence. The validity of present measuring tools and earlier study methods is frequently contested by different scholars (Antonakis, 2004; Antonakis et al., 2009; Weinberger, 2009). One explanation is that evaluations of EQ are frequently self-reported or single-source tests. These sorts of evaluations frequently provide extremely skewed data that is frequently disputed (Antonakis et al., 2009). Additionally, it is frequently difficult to measure emotional intelligence. The majority of tests, if not all of them, assess talents years after actual emotional experiences have occurred. As a result, there is a significant rise in the possibility of retrospective biases.

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APPENDICES

➤ Appendix (1): Diaries



Document Name & Type	Project 2 (BABA) Dairy Template	Author/Department	Head, Management Studies Department
Approval Date	23/12/2020	Effective Date	23/12/2020
Review Date	15/01/2023	Next Review Date	14/01/2024



Project 2 (BABA) Dairy

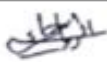
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Module Code	<input type="checkbox"/> PROJ 30001-HR <input type="checkbox"/> PROJ 30001-AF <input checked="" type="checkbox"/> PROJ 30001-GA <input type="checkbox"/> PROJ 30001-MK		
Programme Name	BA (Hons) Business Administration (CU)		
Name of Student and ID: Asma Mansoor Al Rawahi – 19F19589			Week: 5
Name of Supervisor: Ms. Badriya Al Balushi			
Project Title: <u>“An investigation of the relationship between emotional intelligence and leadership effectiveness at Omantel company.”</u>			

Date/ Day: 3 rd of April 2023	Time: 2:15 pm	Venue: AKZ 105 – middle east college
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Tasks as per project plan	Actual tasks taken up / completed
1- Selecting a suitable title for the project research. 2- composing the outline of the proposal and writing it.	Project title was finalized on the 15 th of March 2023. To further refine the project's scope and goals, the instructor's assistance was sought, and together, five objectives and questions were defined. These objectives and questions aimed to provide a clear and concise direction for the research and guide the project's progress. Moreover, the project proposal included a detailed explanation of the problem statement and the opportunity the project seeks to address. It also outlined the research question, research objective, research methodology, and research ethics.

Comments / observations / remarks by the student
 Selecting a project title and creating a project proposal are critical steps in ensuring the project's success. The title of the project was chosen as it is considered a trendy and important topic in business administration. The project's title was relevant, descriptive, and appropriately reflected the project's scope and objectives before it is started. By providing this comprehensive proposal, the project's purpose and approach were well-described, ensuring that the instructor fully understood the project's objectives and goals. The proposal was submitted on the 29th of march 2023.

Remarks / Comments by the Supervisor
 Student showing good progress.

Signature of Student:  Date: 5 th of April 2023	Signature of Supervisor: <i>Badriya Al Balushi</i> Date: 9/4/2023
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Document Name & Type	Project 2 (BABA) Dairy Template	Author/Department	Head, Management Studies Department
Approval Date	23/12/2020	Effective Date	23/12/2020
Review Date	15/01/2023	Next Review Date	14/01/2024



Project 2 (BABA) Dairy

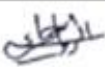
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Programme Name	BA (Hons) Business Administration (CU)		
Name of Student and ID: Asma Mansoor Al Rawahi – 19F19589			Week: 9
Name of Supervisor: Ms. Badriya Al Balushi			
Project Title: <u>“An investigation of the relationship between emotional intelligence and leadership effectiveness at Omantel company.”</u>			

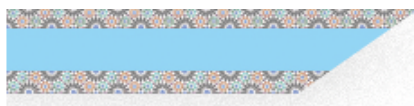
Date/ Day: 6 th of May 2023	Time: 2:15 pm	Venue: AKZ 105 – middle east college
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Tasks as per project plan	Actual tasks taken up / completed
Writing {chapter (3)- Literature review} and submitting it	The researcher completed an assortment of activities for the literature review in Chapter 2. I did a thorough review of the literature, choosing pertinent scholarly works that addressed the connection between emotional intelligence and effective leadership in the Omani telecommunications industry. Common themes and important insights were discovered via meticulous research and synthesis of the literature. the conceptual framework and the gap were written

Comments / observations / remarks by the student
 I learned a lot about the current studies on the connection between leadership effectiveness and emotional intelligence when I conducted the study for Chapter 2. To compose Chapter (2), a significant quantity of research and reading were necessary. Given the time constraints, a substantial amount of time was spent researching academic books and journals to ensure that the paper was based on the most recent and relevant information available, especially because emotional intelligence is one of the most recently popular business issues.
 Chapter 2 was submitted on the 29th of April which is right on submission due date.

Remarks / Comments by the Supervisor
Student showing good progress and to be continue the same.

Signature of Student:  Date: 5 th of May 2023	Signature of Supervisor: Badriya Al Balushi Date: 7/5/2023
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Document Name & Type	Project 2 (BABA) Dairy Template	Author/Department	Head, Management Studies Department
Approval Date	23/12/2020	Effective Date	23/12/2020
Review Date	15/01/2023	Next Review Date	14/01/2024

Project 2 (BABA) Dairy

Module Name	Project 2		
Module Code	<input type="checkbox"/> PROJ 30001-HR <input type="checkbox"/> PROJ 30001-AF <input checked="" type="checkbox"/> PROJ 30001-GA <input type="checkbox"/> PROJ 30001-MK		
Programme Name	BA (Hons) Business Administration (CU)		
Name of Student and ID: Asma Mansoor Al Rawahi – 19F19589			Week: 7
Name of Supervisor: Ms. Badriya Al Balushi			
Project Title: “An investigation of the relationship between emotional intelligence and leadership effectiveness at Omantel company.”			

Date/ Day: 26 th of April 2023	Time: 2:15 pm	Venue: AKZ 105 – middle east college
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Tasks as per project plan	Actual tasks taken up / completed
Writing {chapter (1)- introduction} and submitting it	composing the research paper's introductory chapter, which described the topic and provide relevant background on the chosen study. To make sure that the chapter's content complies with the study objectives, I began by going over the research question and objectives. The chapter was developed to ensure that all the crucial elements of an introduction are addressed, including the definition of key words, an explanation of the research problem, a discussion of the study's importance, and a structure of the study and finally summary of the first chapter.
Comments / observations / remarks by the student It required an extensive amount of studying and devouring literature to write Chapter (1). Due to the time allotted, a significant amount of time was spent reading scholarly books and journals in order to guarantee that the paper was founded on the most current and pertinent material accessible, particularly because emotional intelligence is one of the more recent trendy business topics. My thoughts altered and developed as I was writing the chapter. This made it difficult for me to maintain my concentration, yet it additionally helped me reflect critically on my research and adapt my strategy in explaining the background information as the reader reads through it can understand it . Chapter 1 was submitted on the 6 th of April which is ahead of time.	
Remarks / Comments by the Supervisor Student showing good progress.	
Signature of Student:  Date: 26 th of April 2023	Signature of Supervisor:  Date: 26/4/2023




Document Name & Type	Project 2 (BABA) Dairy Template	Author/Department	Head, Management Studies Department
Approval Date	23/12/2020	Effective Date	23/12/2020
Review Date	15/01/2023	Next Review Date	14/01/2024



Project 2 (BABA) Dairy

Module Name	Project 2		
Module Code	<input type="checkbox"/> PROJ 30001-HR <input type="checkbox"/> PROJ 30001-AF <input checked="" type="checkbox"/> PROJ 30001-GA <input type="checkbox"/> PROJ 30001-MK		
Programme Name	BA (Hons) Business Administration (CU)		
Name of Student and ID:	Asma Mansoor Al Rawahi – 19F19589	Week:	11
Name of Supervisor: Ms. Badriya Al Balushi			
Project Title: <u>“An investigation of the relationship between emotional intelligence and leadership effectiveness at Omantel company.</u>			

Date/ Day: 6 th of May 2023	Time: 2:15 pm	Venue: AKZ 105 – middle east college
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Tasks as per project plan	Actual tasks taken up / completed
Writing {chapter (3)- research methodology} and submitting it	Chapter 3 involved completing essential tasks for the research methodology, including selecting the appropriate design and approach, developing research instruments, and implementing data collection procedures. These tasks were undertaken to ensure a rigorous and effective study, enabling the collection of reliable data to address the research questions.
Comments / observations / remarks by the student I have encountered so many difficulties in this chapter, trying to choose the appropriate research design, instruments and overall, the methodology. However, after various discussion with the instructor these obstacles where overcome. Additionally, due to private matter I submitted it a bit late. Chapter 3 was submitted on the May 13, 2023.	
Remarks / Comments by the Supervisor Student has good understanding and ability on how doing the research methodology.	
Signature of Student:  Date: 20 th of May 2023	Signature of Supervisor: Badriya Al Balushi Date: 21/5/2023





Document Name & Type	Project 2 (BABA) Dairy Template	Author/Department	Head, Management Studies Department
Approval Date	23/12/2020	Effective Date	23/12/2020
Review Date	15/01/2023	Next Review Date	14/01/2024



Project 2 (BABA) Dairy

Module Name	Project 2		
Module Code	<input type="checkbox"/> PROJ 30001-HR <input type="checkbox"/> PROJ 30001-AF <input checked="" type="checkbox"/> PROJ 30001-GA <input type="checkbox"/> PROJ 30001-MK		
Programme Name	BA (Hons) Business Administration (CU)		
Name of Student and ID: Asma Mansoor Al Rawahi – 19F19589			Week: 12 <input type="checkbox"/>
Name of Supervisor: Ms. Badriya Al Balushi			
Project Title: <u>“An investigation of the relationship between emotional intelligence and leadership effectiveness at Omantel company.”</u>			

Date/ Day: 22 th of May 2023	Time: 5:15 pm	Venue: AKZ 105 – middle east college
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Tasks as per project plan	Actual tasks taken up / completed
Writing {chapter (4) data analysis} and submitting it	Data analysis was Chapter 4, where the gathered data was prepared and then examined in order to get useful findings. The activities carried out in this chapter comprised data collection and cleansing, statistical technique application, and result analysis. To explore patterns, correlations, and trends in the data, several statistical approaches were used, including descriptive statistics, inferential statistics, and qualitative analysis. The objective was to successfully respond to the research questions and offer a thorough analysis of the study findings.
Comments / observations / remarks by the student Data analysis in Chapter 4 was a difficult part of the study process. I had trouble gathering the data, organizing it, cleaning it up, and choosing the right statistical methods to evaluate it. However with help from my instructor and other assets, I was able to get through these obstacles and effectively finish the data analysis. Despite some delays in delivering the chapter because of personal issues, I made sure that there was enough time and energy to provide a comprehensive examination of the data.	
Remarks / Comments by the Supervisor student showing good progress and to be continue the same.	
Signature of Student:  Date: 27 th of May 2023	Signature of Supervisor: 



Document Name & Type	Project 2 (BABA) Dairy Template	Author/Department	Head, Management Studies Department
Approval Date	23/12/2020	Effective Date	23/12/2020
Review Date	15/01/2023	Next Review Date	14/01/2024

Project 2 (BABA) Dairy

Module Name	Project 2	
Module Code	<input type="checkbox"/> PROJ 30001-HR <input type="checkbox"/> PROJ 30001-AF <input checked="" type="checkbox"/> PROJ 30001-GA <input type="checkbox"/> PROJ 30001-MK	
Programme Name	BA (Hons) Business Administration (CU)	
Name of Student and ID:	Asma Mansoor Al Rawahi – 19F19589	Week: 12
Name of Supervisor:	Ms. Badriya Al Balushi	
Project Title:	<u>“An investigation of the relationship between emotional intelligence and leadership effectiveness at Omantel company.</u>	

Date/ Day: 3 rd of June 2023	Time: 4:15 pm	Venue: AKZ 105 – middle east college
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Tasks as per project plan	Actual tasks taken up / completed
Writing {chapter (5summary of findings, conclusion and recommendation	The researcher summarized the key findings and reached judgments and provided guidance in light of the research on emotional intelligence and leadership effectiveness. Recommendations were provided and a conclusion was mentioned.
Comments / observations / remarks by the student This is the final milestone of the project. the most challenging part was to provide the information in a clear and consistent way.	
Remarks / Comments by the Supervisor Student showing good progress	
Signature of Student: 	Signature of Supervisor:
Date: 3 rd of June 2023	

➤ Appendix (2): Questionnaire Questions Survey



Document Name & Type	Coursework Questionnaire Template	Author/Department	Head, Centre for Academic Practices
Approval Date	29/09/2019	Effective Date	29/09/2019
Review Date	30/10/2022	Next Review Date	29/10/2023

QUESTIONNAIRE FOR PROJECT REPORT/DISSERTATION/CASE STUDY /COURSEWORK/ASSIGNMENT

Title of the Survey:

An investigation of the relationship between emotional intelligence practices and leadership effectiveness at Omantel company.



Objectives of Questionnaire:

1. To assess the influence of empathy on the effectiveness of leaders within Omantel Company.
2. To Identify the correlation between self-awareness and the effectiveness of leadership in Omantel Company.
3. To Understand the impact of self-management on the effectiveness of leadership in Omantel Company.
4. To Measure the significance of relationship management in enhancing the effectiveness of leadership among Omantel leaders.
5. To investigate leaders' perspectives in Omantel Company regarding the role of information technology in developing emotional intelligence, and examining potential limitations or drawbacks associated with utilizing technology-based approaches for emotional intelligence training.

Confidentiality and Ethics Declaration from the Student(s):

The information that you express through this questionnaire will be handled by me/us with extreme confidentiality and will be used for arriving at some conclusions for my assignment/case study/thesis/dissertation/report of (Name of Module and Module Code) to be submitted at MEC. Your participation in this survey is optional and highly appreciated and will be of great value to reach objectives of my mentioned work. Please fill out carefully the entire questionnaire for which I thank you in advance. Your response to these questions is based on agreement that you have been clearly explained about the purpose and scope of the survey.

كل المعلومات التي ستعبر عنها في هذا الاستبيان سيتم التعامل معها من قبلي ومن قبل فريق العمل بسرية تامة، وسيتم استخدام نتائجها في هذا البحث/دراسة الحالة/مشروع التخرج/ الرسالة/ التقرير للمادة الدراسية (اسم البرنامج الدراسي ورمز المادة واسمها) لتقديمه لكلية الشرق الأوسط. مشاركة في هذا الاستبيان هي اختيارية، وهي محل تقديرنا وستساهم في تحقيق اهداف هذا العمل الاكاديمي. يرجى ملأ كامل الاستبيان شاكرا لكم ذلك مقدما. راكم على هذه الأسئلة بناء على موافقتكم وأن الغرض منها قد تم توضيحه لكم.

- Student Name & ID*: Asma Mansoor Hamed Al Rawahi – 19F19589
- Signature*:

Approved by: Badrige A. Balushi (Module Leader / Module Instructor)

Dear Participants,

I am a student at middle east college in the department of business management studies (GA). Please consider taking part in a survey that examines the connection between leadership effectiveness and emotional intelligence at the Omantel Company. Rest assured that all responses will be handled with the utmost confidentiality and anonymity, ensuring the privacy and integrity of your input. This questionnaire will take 10-15 minutes. Thank you for taking the time to answer this questionnaire.

Part (A): Demographic information

1- Gender:

Male
Female

2- Age:

20-29
30-39
40-49
50-59
60 or above

3- Educational Background:

High school diploma or equivalent
Undergraduate
Postgraduate
PHD
Other (please specify)

4- Years of Experience in Leadership Role:

Less than 1 year
1-5 years
6-10 years
11-15 years
16 or more years

5- Department:

Sales
Marketing
Human Resources
Operations
Finance
Information Technology
Other (please specify)

Part (B): Emotional intelligence:

1- I can explain my actions:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2- Other people don't see me as I see myself:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3- I understand the feedback that others give me:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

4- I can describe accurately what I am feeling:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5- Things that happen in my life make sense to me:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

6- I can stay calm, even in difficult circumstances:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Document Name & Type	Coursework Questionnaire Template	Author/Department	Head, Centre for Academic Practices
Approval Date	29/09/2019	Effective Date	29/09/2019
Review Date	30/10/2022	Next Review Date	29/10/2023

7- I am prone to outbursts of rage:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

8- I feel miserable:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

9- I get irritated by things, other people, or myself:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

10- I get carried away and do things I regret:

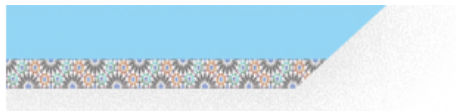
Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree



Document Name & Type	Coursework Questionnaire Template	Author/Department	Head, Centre for Academic Practices
Approval Date	29/09/2019	Effective Date	29/09/2019
Review Date	30/10/2022	Next Review Date	29/10/2023

11- I encounter difficult people:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

12- I am comfortable talking to anyone:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

13- I achieve win/win outcomes:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

14- I feel uncomfortable when other people get emotional:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

15- I get impatient with incompetent people:

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

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Approval Date	29/09/2019	Effective Date	29/09/2019
Review Date	30/10/2022	Next Review Date	29/10/2023

16- My colleagues are uncommunicative:

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

17- I get on well with each of my work colleagues:

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

18- I find it easy to "read" other people's emotions:

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

19- It's unpredictable how my colleagues will feel in any given situation:

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

20- People prefer to work with me in preference to equally-talented colleagues:

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Section (C): Leadership effectiveness

- 1- **Studying problems in light of past practices to ensure predictability, reinforce the status quo and minimize risk.**

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

- 2- **Feeling comfortable in fast-changing environments; being willing to take risks and to consider new and untested approaches.**

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

- 3- **Acquiring and maintaining in-depth knowledge in your field or area of focus; using your expertise and specialized knowledge to study issues in depth and draw conclusions.**

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

- 4- **Emphasizing the importance of making decisions independently; looking to yourself as the prime vehicle for decision making.**

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

- 5- **Taking a long-range, broad approach to problem solving and decision making through objective analysis, thinking ahead and planning.**

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

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Approval Date	29/09/2019	Effective Date	29/09/2019
Review Date	30/10/2022	Next Review Date	29/10/2023

6- Building commitment by convincing others and winning them over to your point of view.

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

7- Acting in an extroverted, friendly and informal manner; showing a capacity to quickly establish free and easy interpersonal relationships.

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

8- Operating with a good deal of energy, intensity and emotional expression; having a capacity for keeping others enthusiastic and involved.

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

9- Maintaining a low-key, understated and quiet interpersonal demeanor by working to control your emotional expression.

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

10- Seeking to exert influence by being in positions of authority, taking charge, and leading and directing the efforts of others.

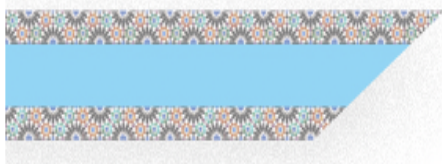
Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

16- Demonstrating an active concern for people and their needs by forming close and supportive relationships with others.

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Approval Date	29/09/2019	Effective Date	29/09/2019
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Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Thank you for taking the time to participate!!

➤ *Appendix (3): Certificate of Ethical Approval*



Certificate of Ethical Approval

RollNumber 19F19589

Student Name ASMA MANSOOR HAMED AL RAWAHI

Semester 2023 Spring

Project Title

an investigation of the relationship between the emotional intelligence and leadership effectiveness at Omantel

This is to certify that the above named student has completed the Middle East College Ethical Approval process and their project has been confirmed and approved as Low Risk.

Supervisor Badriya Al Balushi

Date of Approval May 29, 2023

➤ *Appendix (4): NDA Letter*



Date: 23/May/2023

Name/ Asma Mansoor Hamad Al Rawahi

Subject/ Request to conduct university research.

With reference to your request mentioned above regarding conducting university research related to **“Relationship Between Emotional Intelligent And Leadership Effectiveness In Omantel”** to complete bachelor’s degree in Business Administration , we have no objection to conducting the research without the company bearing any administrative responsibility towards others.

We wish you success in your scientific and practical life.

Yours sincerely,

A handwritten signature in blue ink, consisting of several fluid, overlapping strokes.

**Abdelkader Rabea Kibboua
Senior Manager • Learning & Development
Human Resource Management**

➤ Appendix (5): Student Declaration Form



Document Name & Type	Student Declaration for coursework Form	Author/Department	Head, Centre for Academic Practices
Approval Date	14/05/2020	Effective Date	14/05/2020
Review Date	20/05/2021	Next Review Date	19/05/2022

h

Student Declaration for Coursework

(To be scanned and attached with coursework report after signing)

I/We confirm that this submission is part of a coursework (as chosen below) undertaken in semester spring 2023 towards completion of the following module:

Module Name and Code: Project II – PRO 30001-GA

(Please tick the correct choice below)

- Individual Assignment or Case Study
- Group Assignment or Case Study/Mini Project *(in this case, all members have to sign below in space provided)*

I/We declare that the coursework report and artifacts submitted by me/us are original, duly written and prepared by me/us and has not been copied or taken in part or in whole from any other source except where duly acknowledged. All use of previously published work (from books, journals, magazines, internet sources etc.) has been acknowledged within the main report to an item in the References or Bibliography lists. I/we also agree that an electronic copy of this report and artifacts may be stored and used for the purposes of prevention and detection of all types of academic integrity violations.

I/We also acknowledge that I am/we are aware of MEC Student Academic Integrity Policy and Research Ethics and Biosafety Policy and the disciplinary action that shall be taken in case of violation of the policies. Further, in case of group work each of us in the group are equally responsible for the group component and liable for application of penalty on policy violation.

Student ID, Name and Sign: Asma Mansoor Hamed Al Rawahi – 19f19589 -

Date: 7th June 2023

➤ *Appendix (6): questionnaire URL*

https://docs.google.com/forms/d/14DWmSl6QIsbJepj5wx6ULN8cZwhUIUfw_HFLsfQJe2E/viewform?edit_requested=true#responses

“An investigation of the relationship between emotional intelligence and leadership effectiveness at Omantel company.”

➤ *Appendix (7): Excel Sheet Results and Analysis*



Asma
Measurement



Asma SEM Results
Updated.xlsx