



Journal of Emerging Management
Studies
Volume 1 Issue 2
©2024 DAV Research
Management Cell
DOI: <https://doi.org/10.3126/jems.v1i2.71524>

Harnessing Emotional Intelligence for Effective Leadership in the Technology Sector

Madan Dhungana¹, Suman Tamang²

Abstract

Purpose – This paper focuses on the Nepalese technology sector and aims to investigate the specific dimensions of Emotional Intelligence (EI) that are most critical for leadership effectiveness. It examines the relationship between leadership effectiveness and five independent variables: self-awareness, social skills, cultural intelligence, resilience, and decision-making, aiming to determine their influence on leadership outcomes.

Design/methodology/approach – This study employs descriptive and correlational research designs to examine the impact of emotional intelligence factors on leadership effectiveness. Data were gathered using a cross-sectional method from a sample of 279 corporate employees in six IT companies in Nepal. The questionnaire uses a 5-point Likert scale.

Findings and conclusion – The study finds that emotional intelligence is a critical factor in effective leadership, as it enables leaders to understand and manage their emotions and those of their team members. The independent variables examined in this research are crucial elements of emotional intelligence, each contributing to various facets of leadership.

Implications – The study emphasizes how important emotional intelligence is to team dynamics, leadership, and organizational success. Prioritizing emotional intelligence (EI) training for leaders is critical for organizations because it can greatly improve employee motivation, conflict resolution, and interpersonal relationships. Additionally, a crucial tactic to address team needs and promote a positive workplace culture is the integration of EI assessment into leadership development and recruitment programs.

Keywords: Cultural intelligence Emotional intelligence, IT sector, leadership effectiveness, self-awareness

¹M. Phil. Scholar, Tribhuvan University
Faculty at DAV College,
Kathmandu, Nepal

²Graduate Student
D.A.V. College, Lalitpur, Nepal
Email: sumantamang27150@gmail.com

Corresponding Author: Madan Dhungana
M. Phil. Scholar, Tribhuvan University
Faculty at DAV College,
Kathmandu, Nepal
Email: dhmadan8363@gmail.com

Received: 18 February 2024
First Revised: 12 March 2024
Second Revised: 25 March 2024
Accepted: 05 April 2024
Published: April 2024

License

Copyright©2024 by
Authors and *Journal of Emerging
Management Studies*



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.
<https://creativecommons.org/licenses/by-nc-nd/4.0/>

How to cite this paper:

Dhungana, M., & Tamang, S. (2024). Harnessing Emotional Intelligence for Effective Leadership in the Technology Sector. *Journal of Emerging Management Studies*, 1(2), 171-184. <https://doi.org/10.3126/jems.v1i2.71524>.

1. Introduction

Emotional intelligence has generated increasing interest, and organizations consciously focus on developing their leadership potential by correctly employing emotional intelligence (Sadri, 2012). The idea of emotional intelligence has been around for several decades. Still, it has gained increasing attention and recognition in recent years, particularly in the context of leadership and workplace performance. The significance of emotional intelligence in areas like employee engagement, team success, and leadership development has gained more attention during the past ten years. A study by Clarke (2010) suggested that influential leaders serve as role models within a group by being attentive to members' emotions and striving to create a positive atmosphere. Additionally, Ashkanasy and Tse (2000) asserted that transformational leaders know their emotions. This self-awareness allows them to assess their emotional expressions, understand the emotions of others, and respond effectively to their needs. Numerous studies have shown that leaders with high emotional intelligence are more effective in guiding and inspiring their teams (John & Niyogi, 2019; Prezerakos, 2018; Lone & Lone, 2018; Issah, 2018). These statements have also received strong support from other practitioners, as evidenced by the numerous programs designed to increase leaders' EI.

Leadership is a deeply emotional process where leaders understand and regulate the emotions of their followers (Humphrey, 2002). Correspondingly, the ability to recognize, comprehend, control, and express one's own and others' emotions, as well as to use this understanding to guide an individual's conduct and thinking, improve social interactions and coping mechanisms, and advance one's own and other people's achievement are all examples of emotional intelligence (Kaur, 2021). Emotional intelligence is categorized into self-awareness, social skills, cultural intelligence, resilience, and decision-making that affect individuals' leadership qualities.

For nearly three decades, researchers have

explored the relationship between emotional intelligence, leadership, and job success (O'Boyle Jr. et al., 2011; Kim & Kim, 2017). The importance of a leader's ability to understand and influence their subordinates' emotions is highlighted by Mayer and Salovey (1990), who contributed to the early stages of emotional intelligence research. This ability is necessary for building positive relationships. Although emotional intelligence (EI) has been identified as a crucial component of effective leadership, there is a lack of consensus regarding the elements of EI that are most important for leadership success (Goleman, 1998; Gardner & Stough, 2002; Mayer et al., 2004; Walter et al., 2011). For a comprehensive understanding of the role of EI in leadership, it is imperative to explore its relationship with leadership effectiveness in a wide range of industries and cultural contexts. In addition, multiple studies have repeatedly shown that successful and influential leaders have emotional intelligence traits like self-awareness and receptivity to their own and others' emotions (Zeidner et al., 2004).

Emotional intelligence is becoming increasingly significant in the Nepalese corporate sector as businesses adjust to contemporary management techniques and deal with the difficulties of a globalized economy. Nepal's corporate sector is expanding quickly, especially in the rapidly developing technology sector. Leaders who can oversee not just operational and technical responsibilities but also their teams' mental and emotional health are essential for employee wellbeing. According to research, leaders with high emotional intelligence can better make wise decisions, manage stress with confidence, and inspire and motivate their teams—all of which enhance overall organizational performance (Wong & Law, 2002).

This study is significant and relevant given the growing significance of emotional intelligence in the innovative, fast-paced corporate world, especially in the technology sector. It seeks to identify the most crucial EI elements and how successful leadership in IT sector organizations correlates

with each. To facilitate effective leadership in the IT industry, the study provides valuable insights to close the gap between theory and practice by providing practical insights into the EI competencies that drive leadership effectiveness.

2. Literature Review and Hypotheses Development

Several studies on emotional intelligence in leadership have explored the relationship between emotional intelligence and effective leadership in diverse circumstances. (Mills (2009) and Augusty and Mathew (2019) have revealed a relatively substantial association between emotional intelligence (EI) and effective leadership because emotionally intelligent leaders are better at recognizing and attending to the needs of their subordinates. Palmer et al. (2001) stated that transformative leadership is linked to emotional intelligence. Leaders with high EI exhibit enhanced conflict resolution, relationship building, communication, and decision-making abilities (Sintya et al., 2023). These skills help them lead others to perform better both individually and collectively. Emotional intelligence includes self-awareness, social intelligence, cultural intelligence, resilience, and decision-making (Goleman, 1996; Crowne, 2009; Navaneedhan & Kamalanabhan, 2020; Cabral et al., 2020).

Emotional Intelligence

The theory of emotional intelligence was first introduced by Daniel Goleman in his 1995 book "Emotional Intelligence: Why it can matter more than IQ." Goleman (2001) asserts that emotional intelligence refers to a set of abilities that allow individuals to perceive, understand, and regulate their own emotions, as well as the emotions of others. Executives and managers are now required in businesses to be able to reflect on their emotions in order to better demonstrate their emotional efficacy, which fosters positive working relationships (Pradhan et al., 2017). This ability is regarded as crucial for those in management since effective working relationship management promotes organizational performance, which

drives the business towards organizational success (ALnuaimi et al., 2015).

Effective Leadership

Leadership can be defined as the capacity to establish and sustain a group that outperforms its competitors. Consequently, the evaluation of leadership should be based on the group's performance over time (Hogan & Kaiser, 2005). The primary responsibility of effective leadership is to provide attentive guidance and direction to their subordinates. Leaders can steer employees towards a shared vision and effectively serve as supervisors who aid in the development of their team members' skills and abilities. This proactive approach contributes to enhancing employees' performance to its fullest potential (Chalise & Pokhrel, 2022). When necessary, leaders take calculated risks, speak out against the status quo, and step forward to assume responsibility and display initiative. In real life, this kind of behavior necessitates strong strategic reasoning, effective interpersonal communication, and emotional intelligence (Edmonstone & Western, 2002).

Emotional Intelligence and Leadership

Research has shown that leaders who consistently surpass their colleagues in performance possess not only the necessary technical abilities but also proficiency and leadership abilities in various aspects of Emotional Intelligence (Batool, 2013). Leaders who have high levels of emotional intelligence are better able to inspire and motivate their followers, build strong relationships, and achieve their goals. Furthermore, emotional intelligence is a critical factor in effective leadership as it enables leaders to understand and respond to the emotions and needs of their followers, build trust and rapport, and communicate effectively (Boyatzis et al., 2000). Goleman (2001) asserts that members might be motivated by both a strong desire to meet objectives and an interest in retaining scores. As a result, leaders who exhibit emotional intelligence traits have a better chance of assembling a team that shares their values and can drive transformation. Self-awareness, social skills, cultural intelligence, resilience,

and decision making were chosen as the emotional intelligence domains that have an influence on leadership for this study.

Relationship between self-awareness and effective leadership

A person with strong self-awareness understands what and why they want certain things, and they are more driven to make those things happen. Additionally, he or she is aware of their limitations and avoids taking unwarranted chances (Goleman, 2019). Boyatzis et al. (2000) researched how emotional intelligence and leadership effectiveness are related arguing that leaders with high scores in social awareness, self-awareness, relationship management, and self-management were more likely to be viewed as effective by managers. The results suggest that this emotional intelligence component is essential for successful leadership. On the basis of the above explanation, we hypothesize that:

H1: There is significant positive impact of self-awareness on effective leadership.

Relationship between Social Skills and Effective Leadership

Strong social skills enable leaders to interact positively with their followers, communicate clearly, and work cooperatively to accomplish shared objectives. If executives of construction industry are to achieve more successful project outcomes in the future, social skills and empathy are essential behaviors related to emotional intelligence (Butler & Chinowsky, 2006). The study's findings clearly show a relationship between leadership behavior and emotional intelligence in construction managers. Moreover, this correlation is strong, as evidenced by established criteria in social science research. Based on the literature mentioned, the following hypotheses has been proposed;

H2: There is positive relationship between social skills and effective leadership.

Relationship between Cultural Intelligence and Effective Leadership

High-level culturally intelligent leaders are better equipped to lead multicultural teams,

handle difficult cross-cultural disputes, and forge bonds with people from various cultural backgrounds (Earley & Ang, 2003; Thomas & Inkson, 2004). Emotionally intelligent leaders can apply cultural intelligence to inspire and convince this group of followers to accept the recommended change and put in a lot of effort to contribute successfully toward achieving the corporate goal. Accurate social perception allows individuals to gain considerable knowledge of other group members' attitudes, goals, and interests (Srivastava, 2013), which enable members see their unspoken needs and help them create goals that might be accepted. Based on the literature mentioned, the following hypotheses has been proposed;

H3: There is positive relationship between cultural intelligence and effective leadership.

Relationship between Resilience and Effective Leadership

Resilient leaders can better control their stress levels, deal with ambiguity, and change course when necessary. Additionally, their followers are more inclined to see them as capable and encouraging leaders (Luthans et al., 2007). According to Moore (2009), emotions that are upsetting, exhilarating, positive or "negative," motivating or de-motivating, and challenging the abilities of any person" entrusted with overseeing the change can occur in any changing organizational environment. Leaders who are self-aware and resilient are also self-assured. The leaders' confidence in the change they want to accomplish may impact the followers' belief in their abilities to do the same. Based on the literature mentioned, the following hypotheses have been proposed;

H4: There is significant positive relationship between resilience and effective leadership.

Relationship between Decision making and Effective Leadership

(Lubbadeh, 2020), a leader with great emotional intelligence can translate and realize the responses and feelings of their team members and take right decisions at the right time analyzing the impact on their behavior. A leader who has a high EQ will be

better able to drive each person toward a more engaging and productive atmosphere, foster employee dedication, and create an interactive work environment. A leader's EQ is crucial in determining how they interact with his team, which in turn affects how well they do, how motivated they are, and how they engage with one another at work. Based on the previous studies, the following hypothesis has been developed.

H5: There is significant positive impact of decision making on effective leadership

Research Framework

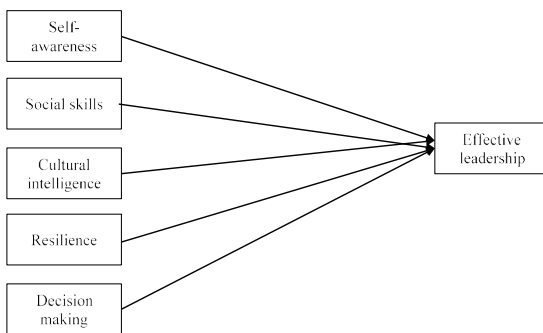


Figure 1: Research framework

Operationalization of the Variables

Self-awareness

An essential element of emotional intelligence (EI) is self-awareness, the basis for all other EI dimensions (Malekar, 2007; Antonopoulou, 2024). The ability to tune into one's emotions and sentiments and understand how they affect our thoughts, bodies, behaviors, and relationships with others at any given time is known as self-awareness (Wamsler & Restoy, 2020).

Social skills

Social skills are closely related to emotional intelligence and personality traits. Emotional intelligence requires social abilities, which are essential for both academic and personal success. These skills are necessary for maintaining relationships, regulating emotions, and achieving goals (Lechner et al.,

2022; Soto et al., 2022; Trigueros et al., 2020).

Cultural intelligence

The capacity to perform well in cross-cultural settings is known as cultural intelligence (CQ) (Van Dyne et al., 2018). CQ may also relate to characteristics of individuals who swiftly adapt in cross-cultural encounters and behaviors deemed intelligent in particular cultures (Brislin et al., 2006).

Resilience

Resilience is necessary for emotional intelligence to handle problems, control stress, and maintain well-being. It is the ability to cope with hardship, stress, or disaster adequately (Wu et al., 2013; Richards & Dixon, 2020).

Decision making

Understanding motivations behind decisions and how those decisions affect other people requires the ability to acknowledge one's own feelings when making decisions. Decision-makers who are considerate of others' feelings may be able to avoid undesirable outcomes by attending to these emotional concerns prior to making a decision (Huy, 1999; Goleman, 2001; Boyatzis et al., 2000).

Effective leadership

Effective leadership refers to a leader's ability to inspire, guide, and influence others to achieve organizational goals while fostering a positive work environment. Leaders guide, equip, and influence followers, aligning their efforts with the organization's mission and objectives (Weinfurter, 2013; Karauri & Kyongo, 2024).

3. Method

The impact of emotional intelligence factors on leadership effectiveness is investigated through descriptive and correlational research designs. Scientific methods were utilized for data collection, classification, and analysis. Using cross-sectional survey method, the study analyzed data all at once. Ugoani et al. (2015) has examined the connections between leadership and emotional intelligence using a correlational design, demonstrating the suitability of this method.

The sampling population comprises corporate workers from six IT companies located in Lalitpur district of Nepal. Based on this criterion, companies were selected, and 279 respondents were selected proportionately from these companies. Data from 279 respondents were collected using convenience sampling technique, which minimized sample selection bias while ensuring practical accessibility. The study is more pertinent to Nepal's corporate technology sector as it focuses on workers in the IT sector in a particular area. Respondents who voluntarily take consent to participate in the study and are reachable are considered for convenience (Fink, 1995; Frey et al., 2000; MacNealy, 1999; Henry, 2009).

A structured questionnaire survey has been created to collect primary data directly from the chosen sample. The questionnaire was divided into three sections. The first section consisted of demographic information, the second with dependent and independent variables statements, and the third section comprised of an open-ended question. The quantitative factors in this study were assessed using a 5-point Likert scale (1="strongly disagree", 2="disagree", 3="neutral", 4="agree" and 5="strongly agree").

The dependent variable i.e. leadership effectiveness consisted of six statements adopted from (Yukl, 2012) and the research employed a set five independent variables, four items each for resilience and decision making from (Drigas et al., 2022), four items on self-awareness from (Goleman, 1995), six items on cultural intelligence from (Ang & Dyne, 2008) and five items on social skills from (Paoletti & Ben-Soussan, 2021). Microsoft Excel and SPSS 26 version were used to analyze the data. The data were analyzed to determine the associations between the variables using descriptive statistical methods, correlation, and regression analysis.

The model for the regression analysis:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5$$

Where, Y= Effective Leadership

β_0 = Constant

X1= Self Awareness

X2 = Social Skills

X3=Cultural Intelligence

X4= Resilience

X5= Decision Making

4. Findings

Demographic Information

The questionnaire asked respondents to provide their demographic details such as age, gender, duration of employment along with their opinion regarding importance of emotional intelligence.

Demographic Variables	Classification	Frequency	Percent
Age	18-21	5	1.8
	22-25	111	39.8
	26-29	133	47.7
	30+	30	10.8
Gender	Female	143	51.3
	Male	134	48.0
	Others	2	0.7
Importance of EI (Scale)	0-3	11	3.9
	4-6	82	29.4
	7-10	186	66.7

Age revealed that about 47.7% of respondents were between the age group 26-29 indicating that majority of the respondents were in their late twenties. With respect to gender, 51.3% were female, 48% male and 0.7% belonging to other category. Out of the total 279 respondents, the majority, at 66.7%, agrees that emotional intelligence plays a vital role in effective leadership selecting the scale option between 7-10. In contrast, only 3.9% found emotional intelligence to be relevant about leadership. Lastly, 29.4% of respondents believed that emotional intelligence is moderately important in leadership.

Instrument Validity and Reliability

In order to ensure the accuracy and consistency of the results obtained from the data collected, reliability of the instruments was assessed using SPSS to examine the internal consistency of the variables measured by the questionnaires.

Table 2

Reliability Analysis

Variables	Cronbach's Alpha	Items deleted	No. of items retained
Self-Awareness	0.94	-	4
Social Skills	0.94	1	4
Cultural Intelligence	0.91	2	4
Resilience	0.92	-	4
Decision Making	0.93	-	4
Effective Leadership	0.96	-	6

Table 2 presents the Cronbach’s Alpha values for both the dependent and independent variables. After deleting some items as mentioned in the table the variables in the study has an alpha value of more than 0.7, it suggests that there are no significant issues with internal consistency. This means the items within each variable of the research instrument are measuring the same underlying construct consistently and reliably (Sekaran & Bougie, 2016). This enhances the validity of the questionnaire as it indicates that the questions are measuring what they are intended to measure. Overall, the reliability of the questionnaire used in this study provides confidence in the results obtained and adds to the credibility of the findings.

Descriptive Statistics

This section of the research uses central tendencies to describe and explain the data; mean, and standard deviation are frequently the best ways to convey the data size since they offer crucial information about the distribution and variability of the responses.

Table 3

Descriptive statistics of Variables

Variables	Mean	Std. Deviation
Self-Awareness	3.7007	1.0729
Social Skills	3.7384	1.1626
Cultural Intelligence	3.6909	.96340
Resilience	3.7885	1.0590
Decision Making	3.6765	1.1182
Effective Leadership	3.7581	1.0977

Table 3 is evident that the average scores for self-awareness, social skills, cultural intelligence, resilience, decision-making, and effective leadership are 3.7007, 3.7384, 3.6909, 3.7885, 3.6765, and 3.7581, respectively. These

outcomes imply that all of these factors lean towards agreement, as they range mostly between the scales of 3.5 and 4, which is leading towards “agree” indicating that these variables positively impact effective leadership.

Correlational Analysis

Pearson correlation analysis is a useful technique that evaluates the strength and direction of the relationship between the variables. The correlation coefficient (r) must be between -1 and 1 in order to perform a Pearson correlation analysis. By employing Pearson correlation analysis, one can establish the connection between the dependent variable, such as effective leadership, and the independent variables, including self-awareness, social skills, cultural intelligence, resilience and decision-making.

Table 4

Correlation between dependent and independent variable

	Self Awareness	Social Skills	Cultural Intelligence	Resilience	Decision Making	Effective leadership
Self-Awareness	1					
Social Skills	.896**	1				
Cultural Intelligence	.897**	.872**	1			
Resilience	.830**	.845**	.888**	1		
Decision Making	.912**	.861**	.904**	.836**	1	
Effective leadership	.888**	.873**	.878**	.866**	.858**	1

Table 4 shows a high positive correlation coefficient between independent variables and effective leadership, with coefficients of 0.888, 0.873, 0.878, 0.866, and 0.858. This implies that effective leadership traits are more likely to be displayed by leaders who have a higher level of self-awareness, social skills, cultural intelligence, resilience, and decision-making. Leaders with these traits can better comprehend their own strengths and shortcomings as well as the effects they have on those around them.

Regression Analysis

The objective of regression analysis is to ascertain the presence of a causal connection between the variables under investigation.

Table 5

Regression Summary Model

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.923 ^a	.852	.850	.42552	0.590

The table 5 presents a model for the data with an R value of 0.923 and an R-squared value of 0.852. This indicates that the independent variables (self-awareness, social skills, cultural intelligence, resilience, and decision making) account for 85.2 percent of the variation in the dependent variable (effective leadership). In other words, the model explains high variability in effective leadership based on these specific independent variables.

Table 6

Regression Analysis

	Unstandardized Coefficients				Collinearity Statistics	
	B	Std. Error	t	Sig.	Tolerance	VIF
(Constant)	.040	.103	.388	.698		
Self-Awareness	.343	.071	4.860	.000	.114	8.786
Social Skills	.185	.055	3.367	.001	.160	6.261
Cultural Intelligence	.139	.079	1.752	.081	.112	8.961
Resilience	.295	.055	5.319	.000	.189	5.284
Decision Making	.035	.064	.555	.579	.129	7.749

Table 6 demonstrates the result of regression analysis, based on unstandardized coefficients beta value, it can be shown that the impact of self-awareness on effective leadership in corporate sector with value 0.343 is greater than other. There is significant relationship between self-awareness, social skills, resilience and effective leadership with Sig. value 0.000, 0.001 and 0.000 respectively. Furthermore, the VIF of all the variables is less than 10 i.e. (VIF<10) which indicates that there is no presence of multi-collinearity between the independent variables.

Table 7

Hypothesis Testing

S.N.	Hypothesis	Result
H1	There is significant positive impact of self-awareness on effective leadership.	Accepted
H2	There is significant positive relationship between social skills and effective leadership.	Accepted
H3	There is significant positive relationship between cultural intelligence and effective leadership.	Rejected
H4	There is significant positive relationship between resilience and effective leadership.	Accepted
H5	There is significant positive impact of decision making on effective leadership.	Rejected

5. Discussion

Emotional intelligence has acquired attention for their relevance in carrying out the obligations and responsibilities of a leader, even if there are other crucial factors to leadership growth. We contend that to promote a truly collaborative culture, leaders must improve their emotional intelligence abilities and competences. This study focused primarily on emotional intelligence and effective leadership, with the goals of analyzing how emotional intelligence affects leadership effectiveness and determining the connections between emotional intelligence components and effective leadership. The research indicates that the relationship between self-awareness and effective leadership is significant. The finding is consistent with Al-Zu'bi (2015) who found that the leader with self-awareness trait is more likely to succeed in a leadership role showing that the effect of self-awareness on development of leadership is significant.

Moreover, the results indicate a significant relationship between social skills and effective leadership, which aligns with the research conducted by Al-Zu'bi (2015), which also demonstrated that leaders possessing strong social skills are more likely to succeed in their leadership roles. This further emphasizes the significance of social skills in the development of leadership effectiveness. The study found no significant correlation between cultural intelligence and leadership. This finding rejects hypothesis (H3). The results are contradicting with the findings of Ahmad and Saidalavi (2019), whose study highlighted the significant relationship between cultural intelligence and global leadership effectiveness. Therefore, the current study's results differ suggesting a discrepancy in the relationship between cultural intelligence and effective leadership across different contexts or samples.

Additionally, the study shows that there is significant relationship between resilience and effective leadership. As a result, hypothesis (H4) is accepted and this finding goes together with the findings of Nguyen et al. (2016), who reported a positive and significant association between employee resilience and leadership.

In their study, they observed that higher levels of resilience among employees were linked to more effective leadership behaviors. Also, another finding suggests that decision making doesn't significantly impact leadership effectiveness. Therefore, the hypothesis (H5) is rejected. This finding goes against with a study conducted by Ejimabo (2015), which emphasized the significance of leadership's ability to comprehend the factors that influence the decision-making process within their organization. The study emphasized that this understanding plays a crucial role in making informed decisions that contribute to the progress and success of the organization which does not support the current study's findings.

The present study's findings regarding the positive and significant impact of self-awareness, social skills and resilience on effective leadership are in line with previous literature and scholars who have extensively studied the related field. These findings support and validate the existing body of knowledge on the subject. However, the study's results indicating the lack of significant impact of cultural intelligence and decision making on effective leadership are inconsistent with the scholarly reviews conducted thus far. Previous research and scholarly literature have often highlighted the importance of the factors in shaping effective leadership behaviors and outcomes. Therefore, these findings present a deviation from the established understanding in the field.

6. Conclusion

The research conducted concludes that self-awareness, social skills and resilience skills had a more substantial impact compared to cultural intelligence and decision making, underscoring the critical importance of these skills in effective leadership. Overall, these various analytical approaches provided a comprehensive understanding of the population, their leadership characteristics, and the factors that contribute to effective leadership. Comprehensively, the research revealed a clear and significant link

between these characteristics, adding to our understanding of the population. These findings can aid the development of focused training programs for IT companies. These companies can enhance team dynamics, decision-making, and overall organizational performance by developing their current and future leaders' emotional intelligence (EI). This research will benefit IT organizations, policymakers, and researchers by expanding our understanding of effective leadership. Giving them the ability to choose and nurture leaders who can succeed in the cutthroat, technologically-driven environment will strengthen the bonds of community and inclusion among all parties.

7. Implications

Theoretical Implications

Exploring the impact of emotional intelligence on leadership effectiveness, this study contributes to our understanding of the underlying mechanisms that drive successful leadership. By highlighting the importance of emotional intelligence as a key component in effective leadership, this research can improve the theories and models of leadership already in use. By emphasizing the significance of not only cognitive and technical skills but also the emotional components of leadership, it can help us clarify and broaden our understanding of the multifaceted nature of effective leadership. Furthermore, this study's theoretical ramifications go beyond the field of leadership. Team dynamics, employee engagement, and organizational success are just a few of the domains where emotional intelligence has been related to many favorable results. This study can further debate on how emotional intelligence affects numerous facets of organizational behavior and functioning by demonstrating a link between emotional intelligence and successful leadership.

Managerial Implications

The conclusions of this study have applications for leaders and organizations looking to improve leadership effectiveness and foster a

pleasant workplace culture. According to the research, firms should place a high priority on the training of their leaders in emotional intelligence abilities and competences. Organizations may provide their leaders with the skills they need to negotiate tricky interpersonal relationships, motivate their employees, and resolve disputes by investing in training and development initiatives that emphasize emotional intelligence. The results underline how crucial it is to choose and advance leaders who exhibit high levels of emotional intelligence. Organizations should think about evaluating candidates' emotional intelligence together with other credentials and experience throughout the recruiting and selection process. It is more likely that an organization will have effective leaders who can recognize and address the needs and emotions of their team by identifying people with high emotional intelligence. Besides, the study highlights the value of on-going programs for leadership development that emphasize raising emotional intelligence. Giving leaders access to materials and opportunities for ongoing learning may help them become more effective at managing relationships, leading teams, and accomplishing corporate objectives.

8. Limitations and Direction for Future Research

This research has its own set of limitations, much like previous studies. The use of convenience sampling, which raises questions about the generalizability of the results, is a significant restriction. It's critical to understand any potential biases and the poor representativeness of this sample technique. Furthermore, the study's small sample size of only 279 participants from the Lalitpur region further restricts the conclusions' generalizability. It is advised to broaden the coverage region and enhance the sample size in order to guarantee that future studies are more representative. Additionally, the use of a Google Form for data collection in this study raises the risk of respondents recalling respondents' deliberate selections incorrectly. Also, this study offers future researchers a

chance to investigate other factors of emotional intelligence in development of leadership.

References

- Ahmad, S., & Saidalavi, K. (2019). Cultural intelligence and leadership effectiveness in global workplaces. *International Journal on Leadership*, 7(1), 1-7.
- ALnuaimi, M. A., Alzubi, H. M., Alzoubi, A. A., & AL-Shinewi, M. W. (2015). The Impact of Managers Efficiency on Quality of Strategic Decision-making under Crisis Management: An Empirical Study on Private Hospitals in Baghdad-Iraq. *Eur. J. Bus. Manag.*, 7, 156-165.
- Al-Zu'bi, H. A. (2015). The impact of emotional intelligence on leadership competencies development of employees. *International Review of Management and Business Research*, 4(1), 96.
- Ang, S., & Van Dyne, L. (2008). Conceptualization of cultural intelligence: Definition, distinctiveness, and nomological network. *Handbook of cultural intelligence: Theory, measurement, and applications*, 1, 3-15.
- Antonopoulou, H. (2024). The Value of Emotional Intelligence: Self-Awareness, Self-Regulation, Motivation, and Empathy as Key Components. *Technium Education and Humanities*, 8, 78-92. <https://doi.org/10.47577/teh.v8i.9719>
- Ashkanasy, N. M., & Tse, B. (2000). Transformational leadership as management of emotion: A conceptual review.
- Augusty, P. A., & Mathew, J. (2019). A Meta Analytic Review of the Relationship between Emotional Intelligence and Leadership Effectiveness, 118(9), 118-126. <https://doi.org/10.26643/rb.v118i9.7972>
- Batool, B. F. (2013). Emotional intelligence and effective leadership. *Journal of business studies quarterly*, 4(3), 84.
- Boyatzis, R. E., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). *Handbook of emotional intelligence*, 99(6), 343-362.

- Boyatzis, R., Goleman, D. and Rhee, K. (2000). Clustering competence in emotional intelligence: insights from the emotional competence inventory (ECI). In Bar-On, R. and Parker, J.D.A. (Eds), *Handbook of Emotional Intelligence*, Jossey-Bass, San Francisco, CA.
- Brislin, R., Worthley, R., & Macnab, B. (2006). Cultural intelligence: Understanding behaviors that serve people's goals. *Group & Organization Management*, 31(1), 40-55. <https://doi.org/10.1177/1059601105275262>
- Butler, C. J., & Chinowsky, P. S. (2006). Emotional intelligence and leadership behavior in construction executives. *Journal of management in engineering*, 22(3), 119-125. [https://doi.org/10.1061/\(ASCE\)0742-597X\(2006\)22:3\(119\)](https://doi.org/10.1061/(ASCE)0742-597X(2006)22:3(119))
- Cabral, A. M. R., Carvalho, F. M. P., & Ferreira, J. A. V. (2020). Emotional intelligence and cultural intelligence in top management of international SMEs. *Eurasian Journal of Business and Management*, 8(3), 240-265. <https://doi.org/10.15604/ejbm.2020.08.03.007>
- Chalise, D. R., & Pokharel, J. (2022). Performance-driven Practices and Employee Performance in Nepalese Commercial Banks. *Management Dynamics*, 25(1), 1-8. <https://doi.org/10.3126/md.v25i1.53279>
- Clarke, N. (2010). Emotional intelligence and its relationship to transformational leadership and key project manager competences. *Project management journal*, 41(2), 5-20. <https://doi.org/10.1002/pmj.20162>
- Crowne, K. A. (2009). The relationships among social intelligence, emotional intelligence and cultural intelligence. *Organization Management Journal*, 6(3), 148-163. <https://doi.org/10.1057/omj.2009.20>
- Drigas, A., Mitsea, E., & Skianis, C. (2022). Subliminal training techniques for cognitive, emotional and behavioral balance. the role of emerging technologies. *Technium Social Sciences Journal*, 33, 164.
- Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford University Press.
- Edmonstone, J., & Western, J. (2002). Leadership development in health care: what do we know? *Journal of Management in Medicine*, 16, 34-47. <https://doi.org/10.1108/02689230210428616>
- Ejimabo, N. O. (2015). The influence of decision making in organizational leadership and management activities. *Journal of Entrepreneurship & Organization Management*, 4(2), 2222-2839. <https://doi.org/10.4172/2169-026x.1000138>
- Fink, A. (1995). *How to Report on Surveys*. The Survey Kit. <https://doi.org/10.4135/9781412984461>
- Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating communication: An introduction to research methods* (2nd ed.). Boston, MA: Allyn & Bacon.
- Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional intelligence in senior level managers. *Leadership & Organization Development Journal*, 23(2), 68-78. <https://doi.org/10.1108/01437730210419198>
- Goleman, D. (1996). Emotional intelligence. Why it can matter more than IQ. *Learning*, 24(6), 49-50.
- Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 76(6), 93-102.
- Goleman, D. (2001). Emotional intelligence: perspectives on a theory of performance. In Chermis, C. and Goleman, D. (Eds), *The Emotionally Intelligent Workplace*, Jossey-Bass, San Francisco, CA
- Goleman, D. (2001). An EI-based theory of performance. The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations/ Jossey-Bass.
- Goleman, D. (2019). *The Emotionally Intelligent Leader*. Harvard Business Press.
- Henry, G. T. (2009). Practical Sampling. *The SAGE Handbook of Applied Social Research Methods*, 77-105. <https://doi.org/10.4135/9781412985451>
- Hogan, R., & Kaiser, R. B. (2005). What we know about leadership. *Review of general*

- psychology, 9(2), 169-180. <https://doi.org/10.1037/1089-2680.9.2.169>
- Humphrey, R.H. (2002). The many faces of emotional leadership. *The Leadership Quarterly*, 13(5), 93- 504. [https://doi.org/10.1016/s1048-9843\(02\)00140-6](https://doi.org/10.1016/s1048-9843(02)00140-6)
- Huy, Q. N. (1999). Emotional capability, emotional intelligence and radical change. *Academy of Management Review*, 24(2), 325-45. <https://doi.org/10.5465/AMR.1999.1893939>
- Issah, M. (2018). Change Leadership: The Role of Emotional Intelligence. *SAGE Open*, 8(3), p.2158244018800910.
- John, S., & Niyogi, D. (2019). A Study on the Numerous Elements of Emotional Intelligence and Leadership Qualities and Its Impact on Conflict Management: A Review of Literature. *Journal of Management*, 6(2), 111-120.
- Karauri, L. G., & Kyongo, J. (2024). Impact of Effective Leadership on Organizational Performance: An Empirical Investigation. *Open Journal of Leadership*, 13(1), 30-38. <https://doi.org/10.4236/ojl.2024.131003>
- Kaur, N., & Hirudayaraj, M. (2021). The role of leader emotional intelligence in organizational learning: a literature review using 4I framework. *New Horizons in Adult Education and Human Resource Development*, 33(1), 51-68. <https://doi.org/10.1002/nha3.20305>
- Kim, H., & Kim, T. (2017). Emotional intelligence and transformational leadership: A review of empirical studies. *Human Resource Development Review*, 16(4), 377-393.
- Lechner, C., Knopf, T., Napolitano, C., Rammstedt, B., Roberts, B., Soto, C., & Spengler, M. (2022). The Behavioral, Emotional, and Social Skills Inventory (BESSI): Psychometric Properties of a German-Language Adaptation, Temporal Stabilities of the Skills, and Associations with Personality and Intelligence. *Journal of Intelligence*, 10. <https://doi.org/10.3390/jintelligence10030063>
- Lone, M. A., & Lone, A. H. (2018). Does Emotional Intelligence Predict Leadership Effectiveness? An Exploration in Non-Western Context. *South Asian Journal of Human Resources Management*, 5(1), 28-39. <https://doi.org/10.1177/2322093718766806>.
- Lubbadeh, T. (2020). Emotional intelligence and leadership—the dark and bright sides. *Modern Management Review*, 25(27), 39-50. <https://doi.org/10.7862/rz.2020.mmr.5>
- Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). Psychological capital: Investing and developing positive organizational behavior. *Positive organizational behavior*, 1(2), 9-24.
- MacNealy, M. S. (1999). Empirical Research in the Humanities. In *Strategies for Empirical Research in Writing*, 1–14.
- Malekar, S. (2007). Emotional Intelligence-Self Awareness. *Review of Professional Management. A Journal of New Delhi Institute of Management*, 5, 46-56. <https://doi.org/10.20968/RPM/2007/V5/I2/100966>
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Target articles: Emotional Intelligence: Theory, Findings, and Implications. *Psychological Inquiry*, 15(3), 197–215. https://doi.org/10.1207/s15327965pli1503_02
- Mills, L. B. (2009). A meta-analysis of the relationship between emotional intelligence and effective leadership. *Journal of Curriculum and Instruction*, 3(2), 22. <https://doi.org/10.3776/JOCI.%Y.V3I2P22>
- Moore, B. (2009). Emotional intelligence for school administrators: A priority for school reform? *American Secondary Education*, 20-28.
- Navaneedhan, C. G., & Kamalanabhan, T. J. (2020). Emotional intelligence vs decision making; are they complementary? If yes, how they are related? *European Journal of Education Studies*, 7(12). <https://doi.org/10.46827/EJES.V7I12.3429>
- Nguyen, Q., Kuntz, J. R., Näswall, K., & Malinen, S. (2016). Employee resilience and leadership styles: The moderating role of proactive personality and optimism. *New Zealand Journal of Psychology (Online)*, 45(2), 13.

- O'Boyle Jr, E. H., Humphrey, R. H., Pollack, J. M., Hawver, T. H., & Story, P. A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32(5), 788-818. <https://doi.org/10.1002/job.714>
- Palmer, B.R., Walls, M., Burgess, Z., & Stough, C. (2001). Emotional intelligence and effective leadership. *Leadership & Organization Development Journal*, 22, 5-10. <https://doi.org/10.1108/01437730110380174>
- Paoletti, P., & Ben-Soussan, T. D. (2021). Emotional intelligence, identification, and self-awareness according to the sphere model of consciousness. *The Science of Emotional Intelligence*, 31.
- Pradhan, R. K., Jena, L. K., & Singh, S. K. (2017). Examining the role of emotional intelligence between organizational learning and adaptive performance in Indian manufacturing industries. *Journal of Workplace Learning*.
- Prezerakos, P. E. (2018). Nurse Managers' Emotional Intelligence and Effective Leadership: A Review of the Current Evidence. *The open nursing journal*, 12, 86-92.
- Ranganathan, P., & Caduff, C. (2023). Designing and validating a research questionnaire - Part 1. *Perspectives in Clinical Research*, 14, 152 - 155. https://doi.org/10.4103/picr.picr_140_23
- Richards, M., & Dixon, L. B. (2020). Resilience. *Psychiatric Services*, 71(8), 878-879. <https://doi.org/10.1176/appi.ps.71804>
- Sadri, G. (2012). Emotional intelligence and leadership development. *Public Personnel Management*, 41(3), 535- 548. <https://doi.org/10.1177/009102601204100308>
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211. <https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.
- Sintya, R., Wardi, Y., & Thaib, I. (2023). Hubungan antara kecerdasan emosional dan kepemimpinan: sebuah tinjauan sistematis. *Jurnal Ekonomi Manajemen*, 9(2), 96-104. <https://doi.org/10.37058/jem.v9i2.7154>
- Soto, C. J., Napolitano, C. M., Sewell, M. N., Yoon, H. J., & Roberts, B. W. (2022). An integrative framework for conceptualizing and assessing social, emotional, and behavioral skills: The BESSI. *Journal of personality and social psychology*, 123(1), 192-222. <https://doi.org/10.1037/pspp0000401>
- Srivastava, K. (2013). Emotional intelligence and organizational effectiveness. *Industrial psychiatry journal*, 22(2), 97. <https://doi.org/10.4103/0972-6748.132912>
- Thomas, D. C., & Inkson, K. (2005). People skills for a global workplace. *Consulting to management*, 16(1), 5.
- Trigueros, R., Sánchez-Sánchez, E., Mercader, I., Aguilar-Parra, J., López-Liria, R., Morales-Gázquez, M., Fernández-Campoy, J., & Rocamora, P. (2020). Relationship between Emotional Intelligence, Social Skills and Peer Harassment. A Study with High School Students. *International Journal of Environmental Research and Public Health*, 17(12), 4208. <https://doi.org/10.3390/ijerph17124208>
- Ugoani, J., Amu, C., & Emenike, K. O. (2015). Dimensions of emotional intelligence and transformational leadership: A correlation analysis. *Independent Journal Of Management & Production*, 6. <https://doi.org/10.14807/ijmp.v6i2.278>
- Van Dyne, L., Ang, S., & Tan, M. L. (2018). Cultural Intelligence. *Journal of Intercultural Relations*, 66, 148-171. <https://doi.org/10.1093/OBO/9780199846740-0115>
- Walter, F., Cole, M. S., & Humphrey, R. H. (2011). Emotional intelligence: Sine qua non of leadership or folderol? *Academy of management perspectives*, 25(1), 45-59.
- Wamsler, C., & Restoy, F. (2020). Emotional Intelligence and the Sustainable Development Goals: Supporting Peaceful, Just, and Inclusive Societies. *Encyclopedia of the UN Sustainable Development Goals*. https://doi.org/10.1007/978-3-319-71066-2_123-1

- Weinfurter, D. J., & Weinfurter, D. J. (2013). The keys to effective leadership. *Second Stage Entrepreneurship: Ten Proven Strategies for Driving Aggressive Growth*, 171-188. https://doi.org/10.1007/978-1-137-33714-6_12
- Wong, C. S., & Law, K. S. (2017). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. In *Leadership perspectives*, 97-128. Routledge.
- Wu, G., Feder, A., Cohen, H., Kim, J. J., Calderon, S., Charney, D. S., & Mathé, A. A. (2013). Understanding resilience. *Frontiers in behavioral neuroscience*, 7, 10. <https://doi.org/10.3389/fnbeh.2013.00010>
- Yukl, G. (2012). Effective leadership behavior: What we know and what questions need more attention. *Academy of Management perspectives*, 26(4), 66-85. <https://doi.org/10.5465/amp.2012.0088>
- Yusoff, M. S. B., Arifin, W. N., & Hadie, S. N. H. (2021). ABC of questionnaire development and validation for survey research. *Education in Medicine Journal*, 13(1). <https://doi.org/10.21315/EIMJ2021.13.1.10>
- Zeidner, M., Matthews, G., & Roberts, R. D. (2004). Emotional intelligence in the workplace: A critical review. *Applied Psychology*, 53(3), 371-399. <https://doi.org/10.1111/j.14640597.2004.00176.x>