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The Effect of Emotional Intelligence Skills on Leaders' Performance: An Empirical Study Applied on Egyptian Public Universities

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ABSTRACT

This study is conducted to determine the effects of emotional intelligence on leaders' performance within Egyptian universities. The concepts of emotional intelligence and employee engagement have received significant attention in both academic and business fields in the recent years. Much of the attention has been focused on the relationship between the leaders' performance and organizational results. The attention has not come without controversy related to many aspects of each concept. The debate continues amongst researchers of how to define and measure emotional intelligence, and whether emotional intelligence is a new type of intelligence or simply another way of assessing personality characteristics. The research examines the role that emotional intelligence plays in leaders' performance at the Egyptian universities. The goal is to draw conclusions about the effect of emotional intelligence on leaders' performance among leaders' candidates, and offer relevant recommendations for selecting, training, developing, and evaluating leaders. The research sample includes the university leaders, as higher education is so important in Egypt. It reveals importance of education in enhancing the competitiveness and economic development. It will help developing the knowledge economy, which will in turn create a demand for higher skill levels in most occupations. A new range of competences such as adaptability, team work, communication skills and motivation for continual learning has become critical. The public Egyptian universities have been chosen to be the research society because of being an important sector, which has an impact on other productive and service sectors. All sectors are affected by education policies; it is the environment which affects the mechanism of all other sectors. In short, the success or failure of the leadership process within any sector would directly affect the success of business in other sector.

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Introduction

This study is conducted to determine the effects of emotional intelligence on leaders' performance within the Egyptian universities. According to (Bar-On, 1997), the concepts of emotional intelligence and employee engagement have received significant attention in both academic and business popular press in the recent years. The study of (Brown, Kirkcaldy& Thome, 2000) focuses on the relationship between Emotional Intelligence within organization and leaders' performance. Yet, the debate continues amongst researchers of how to define and measure emotional intelligence, and whether emotional intelligence is a new type of intelligence or simply another way of assessing personality characteristics.

However, the employee engagement is not as widely researched as emotional intelligence, it has little consensus amongst scholars and business consultants related to the construct and definition, and has faced criticism in relation to distinguishing itself from similar concepts, such as job satisfaction. Emotional Intelligence (EI) has an emerging track record of being linked to leadership performance. Emotional intelligence connects a leader's cognitive abilities with their emotional state. The ability for leaders to recognize the effect of their own emotions on their decision making is paramount if a leader is to make decisions based on the best interests of the organization. A leader must be able to read emotions in his/her peers and employees in order to be as effective as possible. (Mayer, Salovey & Coruso, 2000)

According to (Zhou & George, 2003),due to the complexity of organizational change and the role emotions play in changes such as global expansion, job eliminations, leadership changes, as well as stressors of day to day responsibilities, the EI of managers and how they manage their associates is an element that leadership needs to consider while moving their organizations forward. Organizations everywhere need to realize the benefits of primal leadership by cultivating leaders who generate the emotional resonance that lets people flourish.

The research sample includes the public university leaders. Higher education is so important in Egypt, It Increases importance of education to competitiveness and economic development, it brought the transition to a knowledge economy have created a demand for higher skill levels in most occupations. A new range of competence such as adaptability, team work, communication skills and the motivation for continual learning have become critical (Ibrahim ,2008)

The public Egyptian universities has been chosen to be the search society, because it is an important sector that has an effect on other productive and service sectors, moreover all sectors are affected by the education policies. The environment in which it operates also affects all other sectors mechanism. The success or failure of the leadership process in education sector would directly affect the success of business in other sectors. In addition, there is a need for effective leadership skills, plus emotional intelligence skills which is currently used as the basis for the selection of administrative leaders in societies after the mid-nineties (Strategic Planning Unit, 2008).

Research Background

(Zhou & George, J.M. 2008), mentioned that, in assessing the human factors at workplace in any leadership situation, the affect of emotions on individuals have always contributed to the possible outcomes. The positive potential inherent in this interaction of emotions, however, has not always been recognized as having a role in bringing out problems solutions, moreover motivating others to perform some action or achieve a common goal or objectives. The prevailing philosophy has been one of mitigating or minimizing the role emotions play in problem solving or decision making.

According to, (Tram & O'Hara, L.A. 2006), there is an evident in the context of a military culture where leaders are conditioned to make rapid decisions in any environment. Allowing for emotion as part of a decision making process can bring out negative consequences. As a result, the military leader is one who most likely has learned to subdue or separate the influence of emotions in any situation.

(Mesmer-Magnus, Viswesvaran, Joseph & Deshpande,2008), mentioned that Since the Second World War, social and clinical research has examined the emotional effect on men and women who have experienced the extreme end of the military operational context, a hostile combat environment. As a result, we now have a great understanding of the affects this environment has on the role of human emotions, plus the short and long term of effectiveness on men and women in battle.

(Burks & Kobus 2012) mentions that Emotional Intelligence construct has been widely popularized in literature as an outgrowth of management or leader effectiveness movements. In his 1995 book entitled Emotional Intelligence, Daniel Goleman placed emphasis on EI as a set of management principles and character traits to be applied by members within an organization.

Based on the belief that many intellectual problems contain emotional information, and that this information may be processed differently than the processing of non-emotional information, psychologists Jack Mayer and Peter Salovey developed an ability-based construct of EI that has met a scientific standard sufficient to establish EI as a distinct component of human intelligence, thereby opening the door for research.

intelligence to leaders' performance in Egyptian universities, and offer implications for selecting, training, developing, and evaluating universities leaders (Abdelsamad, 2007).

Research Purpose:

This research examines the effect of emotional intelligence on leaders' performance at Egyptian universities. The goal is to draw conclusions about the effect of emotional intelligence on leaders' performance among leader candidates, and offer relevant recommendations for selecting, training, developing, and evaluating leaders.

In recent years, a number of studies have started examining the effect of emotional intelligence on business ethics. While a majority of the studies have used a global measure of emotional intelligence, very few have looked at effect of various facets of emotional intelligence. Many factors such as organizational factors, environmental factors, job nature and employee's characteristic influence on job satisfaction. Job satisfaction depends on the balance between work-role inputs and work-role outputs. Employees compare their inputs and outputs, if outputs increase relatively to inputs, job satisfaction will increase (Clarke, N. 2010).

(Salovey & Mayer, 1997) mentions that in the past decade many studies of emotional intelligence and leadership have been conducted using different constructs of emotional intelligence and leadership effectiveness. The review of literature gives a mix of findings on relationship between EI and leadership effectiveness and between EI & leadership styles. Some researchers have found significant positive relationships between these variables. And other researchers are doubtful about the predicting ability of emotional intelligence construct. (Grant , 2014) Despite widespread application, there are

The research sample will include leaders of different destinations of Egyptian public universities; the researchers are unable to determine the number of respondents in each university. The researcher use four metrics prepared by others, after calculating the reliability coefficient for each of them in a way re-testing and viewing the rationale for the use of each of these metrics. They also build a measure of the performance of the administrative leaders, taking into account scientific conditions in the construction of the scale. These measures are emotional intelligence skills measurement, Organizational Commitment Questionnaire (OCQ), Job satisfaction scale and administrative leaders' performance measurement"

Research Questions

Does emotional intelligence affect leaders' performance?

Do employee satisfaction and employee commitment (as moderating variables) affect the relationship between the (EI) and university leaders' performance?

How does emotional intelligence affect employee satisfaction and organizational commitment?

Do emotional intelligence skills and leaders' performance differ according to demographic variables?

To what extent do the university leaders need a training programme to enhance their (EI) skills?

Research Objectives:

The research objective is the trial of figuring out appropriate answers for the research questions according to the empirical and theoretical importance. It is summarized as follows:

To define the dimensions of the term Emotional Intelligence and its effects and relations through accredited references.

To Increase awareness of the concept of emotional intelligence and its importance in the workplace.

To analyze the Emotional Intelligence skills weakness and strength that the Egyptian universities leaders have and how to invest them.

To study the effect of Emotional Intelligence on leaders and employees' performance at Egyptian universities.

To develop recommendations for leaders' emotional intelligence training programmes.

To study the effect of employee satisfaction and employee commitment as a moderate variable on EI and leaders' performance relationship.

Research Hypotheses

The First Hypothesis:

H1: Emotional intelligence skills have a significant positive effect on leaders' performance in Egyptian universities.

The Second Hypothesis:

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H2: Emotional intelligence skills have a significant positive effect on employee satisfaction in Egyptian universities.

The Third Hypothesis:

H3: Emotional intelligence skills have significant positive effect on employee commitment in Egyptian universities.

The Fourth Hypothesis:

H4: The effect of Emotional intelligence skills on leaders' performance differs according to the employee satisfaction as a moderating variable.

The Fifth Hypothesis:

H5: The effect of Emotional intelligence skills on leaders' performance differs according to the employee commitment as a moderating variable.

The Sixth Hypothesis:

H6: The effect of Emotional intelligence skills on leaders' performance differs according to the relationship between employee commitment and employee satisfaction as moderating variables.

The Seventh Hypothesis:

H7: There are no differences between Emotional Intelligence based on gender, age, employee position, certification, and the leader's management position.

This hypothesis can be divided into sub-hypotheses according to the leader's demographic sample as follows:

H7(a) There are no significant differences between emotional intelligence skills dimensions based on gender.

H7(b) There are no significant differences between emotional intelligence skills based on age.

H7(c) There are no significant differences between emotional intelligence skills based on employee services.

H7(d) There are no significant differences between emotional intelligence skills based on certifications.

H7(e) There are no significant differences between emotional intelligence skills based on the leaders' position.

The Eighth Hypothesis:

H8: There are no core differences between leaders' performance dimension based on gender, age, and employee services, and qualification or leaders' position.

This hypothesis can be divided into sub-hypotheses according to leader's demographic sample as follows:

H8(a) There are no significant differences between leaders' performance dimensions based on gender.

H8(b) There are no significant differences between leaders' performance dimensions based on age.

H8(c) There is no significant differences between leaders' performance dimensions based on employee services.

H8(d) There are no significant differences between leaders' performance dimensions based on certifications.

H8(e) There are no significant differences between leaders performance dimensions based on leaders' position.

Research Design:

(Creswell, 2007) mentions a study discusses the term research design that is widely used in education, yet it takes on different meanings in different studies. Research process linked to studying a promising idea is rigorous. These conditions simplify an examination of the role of research design in the study of promising ideas. Characteristics of three research methodologies (qualitative methods, quantitative methods, mixed methods) and their role in studying ideas believed to be worth studying are described. The research design, as well as opportunities to enhance the results, and give greater attention to different methods because of their relative newness and potential. There are three ways that researchers can enhance the ability of research designs to better support the study of promising ideas in educational studies, by arguing that different methods offer an especially promising path toward using research designs in ways that support rigorous inquiry.

Key features of many quantitative studies are the use of instruments such as tests or surveys to collect data, and reliance on probability theory to test statistical hypotheses that correspond to research questions of interest. Quantitative methods are frequently described as deductive in nature; in the sense that inferences from tests of statistical hypotheses lead to general inferences about characteristics of a population. Quantitative methods are also frequently characterized by assuming that there is a single "truth" that exists, independent of human perception (Creswell, 2007).

This study reflects a comparison of the emotional intelligence ability measures to evaluate leaders' performance of 300 select male and female leaders in different public Egyptian universities. Regression analysis is used to analyze the effect of the selected variables on the probability of an individual performing effectively as a team leader. Team leader performance models estimated by the sample members and some significant relationships between the EI scores and leaders' performance will be discussed during the study.

This research reveals the effect of emotional intelligence on the leaders' performance as well as the use of the effect of employee's satisfaction and organizational commitment as moderating variables. The research design aims at the fulfillment of the major and the minor targets as mentioned in figure (1) that shows the research variables and the relationship between them in details. The research variables are represented as being (dependent, independent, and moderating) through the following points:

The relationship between emotional intelligence (independent variable) and the leaders' performance (dependent variable) without moderating variable.

The effect of employee satisfaction (moderating variable) on the relationship between emotional intelligence (independent variable) and the leaders (dependent variable).

The effect of organizational commitment (moderating variable) on the relationship between emotional intelligence (independent variable) and leaders' performance.

The effect of employee satisfaction and organizational commitment together (moderating variables) on the relationship between emotional intelligence (independent variables) and leaders' performance (dependent variable).

The effect of emotional intelligence (independent variable) on organizational commitment (dependent variable) without moderating variables.

The effect of emotional intelligence (independent variable) on employee satisfaction (dependent variable) without moderating variables.

The effect of employee satisfaction and organizational commitment (independent variables) on leaders' performance (dependent variable).

The effect of emotional intelligent and employee satisfaction and organizational commitment (independent variables) on leaders' performance (dependable variable).

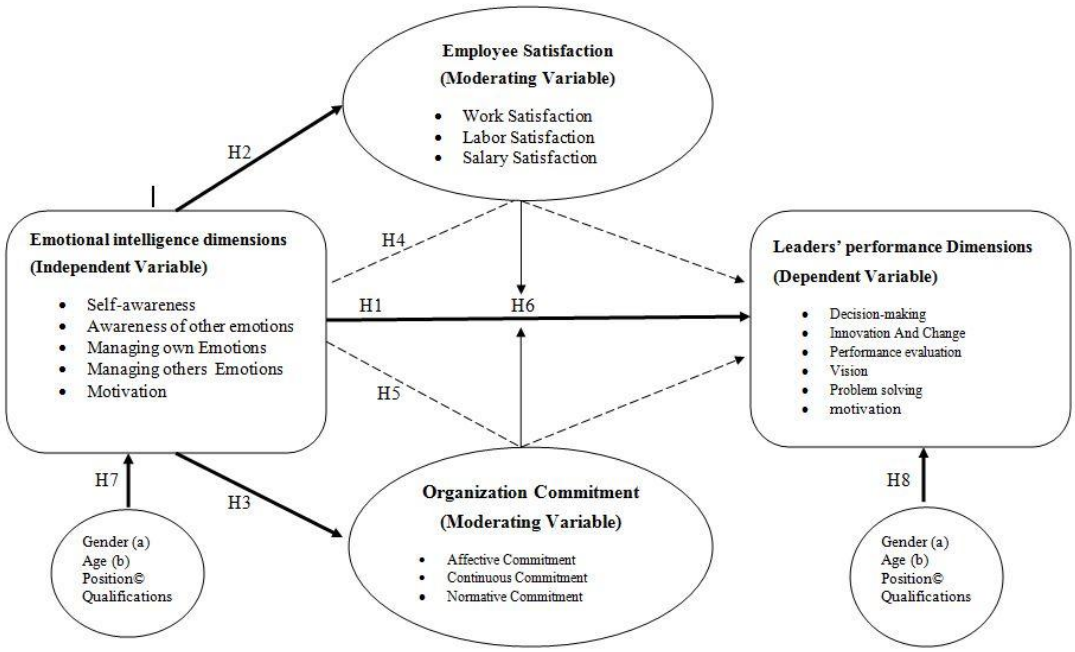


Figure 1. The relations between research variables

The use of a set of statistical method that suits the nature of the research data, and the assumptions of the search, this is the most important (Berliner, 2010):

- Pearson correlation: to determine the correlation relations between research variables.- Simple and multiple regressions: to determine whether there is a relationship between independent variables and the dependent variable, and the strength of the relationship.

- Multi-regression analysis of the output variables is the models, and the coefficient of determination that can determine the proportion of variation on the dependent variable contributed by the independent variable.

- Interaction method analysis of variance model, Universities Analysis of Variance is to see if the job satisfaction and organizational commitment intermediate variables modulate the power of emotional intelligence-leadership performance relationship.

- Partial correlation: to measure the correlation between two variables, after controlling or adjusting the degree of influence of one or more of the other variables, in order to detect counterfeit or surface links which is the result of

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calculating the Pearson correlation, or Spearman correlation or other correlation coefficients.

- Anova T Test, to measure the effect of demographic variables on the research; it measures the differences between variables for demographic variables, whether we have one or more dependent variables.

Results:

1- First Hypothesis Test

Emotional Intelligence skills have a significant degree equals 48.1% variation of the leaders' performance average when the degree of confidence is more than 99%. This effect comes through only two of the emotional intelligence skills dimensions, such as the skill of using emotions in problem solving, which has the greatest effect, the other dimension is assessment and understanding self emotions.

Thus, the first hypothesis is accepted (the alternative hypothesis)

2- Second Hypothesis Test

Emotional intelligence skills have a positive significant effect on job satisfaction, but it is less than the effect of emotional intelligence on the leaders' performance.

Thus, the second hypothesis is accepted (the alternative hypothesis)

3- Third Hypothesis Test

Emotional intelligence has a significant effect on total organizational commitment, but this positive effect is not real, it's the result of the effect of job satisfaction. Thus, emotional intelligence does not affect the organizational commitment directly, but through its effect on job satisfaction, which affects organizational commitment.

Thus, the third hypothesis is refused (the alternative hypothesis), and accept null hypothesis: emotional intelligence skills have not a significant effect on the organizational commitment of leaders' performance in the Egyptian universities.

4- Forth Hypothesis Test

As a result of the interaction between emotional intelligence and job satisfaction, it is shown that there is no independent affect of job satisfaction on leaders' performance. Yet, there is an effect of the interaction between job satisfaction and emotional intelligence on leaders' performance. This effect is increased when the job satisfaction level is dropped. That means job satisfaction is considered a moderate variable.

Overall: the fourth hypothesis is accepted (alternative hypothesis)

5-Fifth Hypothesis Test

As a result of the interaction between emotional intelligence and organizational commitment, there is no independent effect of organizational commitment on leaders' performance, but there is an effect of the interaction between organizational commitments and EI on leaders' performance, whenever organizational commitment level gets lower. Organizational commitment is considered moderating variable.

Overall, the fifth hypothesis is accepted (alternative hypothesis)

6- Sixth Hypothesis Test

As a result of testing the effect of the interaction between EI and job satisfaction and organizational commitment, on the EI and leaders' performance relation; which is the comprehensive sample for all variables; it shows a direct and indirect significant effect of emotional intelligence on leaders' performance, and there is no indirect significant effect of these two variables on leaders' performance, through the interaction of each of them with emotional intelligence.

Overall, sixth hypothesis is accepted (alternative hypothesis)

7- Seventh Hypothesis Test

By revealing how emotional intelligence skills differ according to demographic variables, it shows the following:

There is a significant differences of the total emotional intelligence skills according to gender, three dimensions of its dimensions such as, understanding self emotions, understanding the others' emotions, and taking advantage of emotions in problem solving. Thus, all the differences in favor of males, which means that the null hypothesis of the sub (a) of the seventh hypothesis is rejected, and accept the alternative one that there are significant differences between emotional intelligence skills based on gender.

The overall five emotional intelligence and skills significantly varies depending on age and career service, where emotional intelligence increases with age and career service.

This means that the sub hypothesis (B,C) of the seventh hypothesis is rejected, accepting the alternative hypothesis stating that there is a significant difference between emotional intelligence skills based on age or career service.

Emotional intelligence does not differ depending on career position, or according to qualification, which means accepting sub hypothesis (w, c) of the seventh null hypothesis.

8- Eighth Hypothesis Test

The leaders' performance and all its dimensions are significantly different according to gender, and in favor of males, except two dimensions "empowering employees and teamwork skills", as there are no differences between gender performance.

This means that sub hypothesis (a) of the eighth hypothesis is rejected, and accepts the alternative hypothesis that there are significant differences between the leaders performance based on gender.

Leaders' performance and all its dimensions, defers depending on age and career service, where performance increases with increasing age, and career service.

Thus, sub hypothesis (B, C) of the eighth hypothesis is rejected, and accept the alternative hypotheses that there are significant differences between leaders' performance based on age and career of service.

The results show the absence of significant differences between the leaders' performance; based on qualification, and accept the sub - hypothesis (w) of the eighth null hypothesis.

Using demographic variables as moderating variables to test the relationship between emotional intelligence and leaders performance.

Emotional intelligence effect on leaders' performance differs according to gender, and this effect is greater in females; gender is considered moderating variable.

Emotional intelligence affects leaders' performance according to age, and career service.

This means that both age and career service is considered moderating variables.

Emotional intelligence effect on leaders' performance doesn't differ according to qualification, so qualification is not a moderating variable.

Test the explanatory model of emotional intelligence, job satisfaction and organizational commitment.

It shows that the overall model, which contains emotional intelligence, job satisfaction and organizational commitment; explains 61.7% of the variance of performance, which is considered a high rate.

Emotional intelligence is the most important variable, where the interpreter explains 46.6% of the variation of performance, while job satisfaction has only 15.2% of performance. It shows that organizational commitment does not contribute to any change in driving performance.

The emotional intelligence variation in driving performance is more than double of the overall effect of job satisfaction, organizational commitment, career service and demographic variables.

Limitation of the Study

There is a group of limitations that this research tackles; these limitations are divided as follows:

The research represents a sample consisting of the Egyptian universities leaders. The responders of the sample are mixed of the top leaders in public universities, where the sample doesn't include middle and direct managers who may have a high EI based on their long experience. This may have a significant effect on employee satisfaction and organizational commitment as well. The sample aims to have a large numbers of participants, but the researcher faces difficulties according to the public sector bureaucratic system.

This research focuses on testing the effect of EI skills on leaders' performance and using job satisfaction and organizational commitment as moderating variables. On the other hand, the research doesn't test this effect directly on the employees themselves and to what extent does this affect their satisfaction and commitment.

There are several competencies not related to EI that are extremely important to leadership success that are not measured in this research. Variables such as motivation, technical skills, experience, and extent of one's network can all lead to increase the levels of success in leadership in various situations and these competencies are not accounted for in this study. The size of the sample studied also limits the generalization of the findings of the study.

All research measure statements use self-report methods, such as interviews, questionnaires and asking the person for information directly. The advantage is that they give you the person's own perspective; their disadvantage is that there are potential validity problems (i.e. people may deceive themselves or others). So the result may differ if we use a different method.

Recommendations:

Based on the overall results of the search, and as a result standing on the strengths and weaknesses of emotional

intelligence skills, leadership, and leaders' performance, the researcher recommends the following:

The need of organizations and government to invest in improving the emotional and social skills of the leaders of Egyptian universities, because 46.6% of leaders' performance is caused by the skills of emotional intelligence. This is done as follows:

The development of emotional and social skills of children at home and school, in order to raise children who have high emotional intelligence skills.

The allocation of study materials at every stage of education, and customize programs and seminars in various media to spread awareness of the importance of emotional intelligence skills as a means of professional and social success.

The focus on the training courses that help university leaders to cope with the updated designed program to develop the emotional intelligence skills for leaders.

The seeking of the development and training operations in the Ministry of Administrative Development, in different ministries or universities (particularly business schools), to get used to the training courses and conferences to be held on a global level to develop emotional intelligence skills, especially those set up by the Studies and Research command centers, and various universities in Europe and America.

The selection leaders' positions based on having the skills of emotional intelligence, as one of the most important criteria in the selection of those leaders, and one of the most important leader's high performance indicators, and to predict their success in the future.

The focus on the use of emotions in problem solving and decision-making dimension, since it is the most influential dimension of emotional intelligence in leadership performance.

The reliance on emotionally intelligent leaders in the change management, especially in times of crisis and change of circumstances, because it is proven that the effect of emotional intelligence on encouraging change and innovation is very high.

The seeking of training the second administration level by the top administrative leaders, because the average age of the senior administrative leaders in all three levels approaches the retirement age.

The focus on selecting males than females in leadership positions, because research results shows that the emotional intelligence skills and performance average is higher among males than females.

The focus on senior leaders, with older age to have leadership positions, but the experience shall not exceed approximately twenty years, it is found that emotional intelligence starts to decline gradually after the age of sixty years.

The inclusion of emotional intelligence in leadership theories, not to be involved under the trait theory, or other theories, but it shall be considered the basis of modern leadership theory called emotional intelligence leading, and that theory includes the proven effect of the leaders' success on other leadership theories group.

The reconsideration of the word intelligent in the Arab environment, which generally means the one who gets high marks in academic tests, or in general IQ, because it has a deeper meaning and dimensions such as understanding and assessing others' emotions, having social interaction skills, and the ability to influence and persuasion, and the management and use of emotions in problem solving and decision- making. The purpose of intelligence is to succeed in both social and professional fields.

Future Research

This research finds that it is expected that the effect of emotional intelligence on leaders' performance is increased with the new leaders, or lower career positions. This expectation is demonstrated by the current research of emotional intelligence as increasing of performance with less expertise. Therefore, researchers suggest making sure of this expectation in the future research.

Conducting future research on leaders to make sure that EI effect on mitigation of work pressures that leaders have. It shall include all work pressures dimensions.

The results show that there is no significant effect of emotional intelligence on overall employee relations satisfaction. Nevertheless, it is a strange result, the researcher suggests doing other research to confirm or deny.

Conducting future research about EI skills effect on performance, by using different measures, just to make sure if this great effect of emotional intelligence on performance will differ by using different scales.

Retesting the exploratory analysis to measure the driving performance that is designed by the researcher, and codified in the Egyptian environment, to make sure of the reliability and validity of the scale, and also make sure of the dimensions of performance that are resulted from the factor analysis scale.

Testing the effect of emotional intelligence on leaders' performance of subordinates, not on leaders'

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performance (as in the current research)' and using other intermediate variables, such as work independence.

Testing the effect of emotional intelligence as an independent variable on other variables, such as: organizational citizenship, motivation achievement... etc.

Conducting a long-term study in the future, to test the ability of emotional intelligence to predict individuals' success in both professional and social life.

Conclusion

The research results shows that some of the leader's performance dimensions suffer from weakness and shortage which reflected negatively on the performance, those dimensions are as follows:

Leaders within the Egyptian university suffer from weakness in its performance during the stress and crises conditions.

There is weakness within the organization dimensions that relate to the commitment of the organization mission. It indicates that organizational mission is not important and didn't affect leaders' behavior.

There is significant weakness concerning the empowerment dimensions where the percentage of empowering employees indicates the unwillingness of the leaders to develop the second row of leaders cadres.

There is a lack of teamwork as research indicates how result concerning inability to cooperate to solve complex problems and rapid change as teamwork is considered a success factor in modern organizations.

There is a weakness in decision making process. The low percentage point to an obvious problem as decision making doesn't done correctly in terms of collecting the necessary data then analysis them in order to take the right decision.

The research shows that the leader in Egyptian universities suffers from weakness in their emotional skills, but this weakness isn't that great and could be handled by training.

Implementation of emotions intelligence in any organization by a leader to be effective and efficient plays a vital role to leader effectively. There are so many studies which reflect that emotional intelligence also has impacts on organizational goals. Our study reflects that emotional intelligence can help to reduce stress, improve performance, and increase the sense of achievement by motivating the leaders within the organization and helping to enhance the productivity to meet organizational end goals in an ethical way by putting positive impacts on the society as a whole.

We believe that emotional intelligence is one of the useful tools which helps a leader to judge people more clearly and closely and build a connection between people. Moreover, it develops creating a sense of sensitivity, balance feeling and a strong mix of cognitive capacity (logical, conceptual, and creative thinking), people skills (interpersonal skills, influence skills and communication skills). Our study has taken some steps towards understanding the connection between effective leadership and emotional intelligence, and pointing out the key role affective factors which play pivotal role in enhancement towards quality of leadership in organization.

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