Unpacking the relationship between emotional intelligence as a predictor of leadership success with reference to Kalyan City

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ABSTRACT:
The article sought to analyze the part played by EI as an antecedent of leadership effectiveness in organizations. The purpose of this research is to establish the correlation between EI and leadership effectiveness among 300 participants drawn through convenient sampling technique. This research aims at understanding how EI self-awareness, empathy, and social skills affect leadership decision-making, engagement, and performance outcomes. The current research employs a quantitative research method to assess how emotional intelligence (EI) correlates with leadership success with leaders working in Kalyan City. To achieve this task, the researcher targeted leaders by sampling 300 respondents through convenience sampling from the different sectors such as corporate organizations, educational organizations and small business in the city. Kalyan City was chosen as the study site based on the rapidly expanding business and professional demographics; affording a sample of leaders and organizations. The importance of EI in determining leadership outcomes and suggesting directions for intervention in both leadership development and organizational improvement efforts. This article analyses relevant literature, synthesizes theory, and uses example to justify the link between EI and leadership efficacy. Also, it presents prescriptive ways of increasing EI in leadership development programmes and potential research directions that has emerged from the review.

Keywords: Emotional Intelligence (EI), Leadership Success, Self-Awareness, Empathy, Organizational Performance, Employee Engagement, Leadership Development, Decision-Making, Social Skills and Workplace Dynamics

Introduction

The article seeks to argue that leadership success is in fact poly-dimensional and depends on factors such as cognitive skills, professional competencies and interpersonal skills. Of these, the EI research has gained prominence as an essential factor of leadership in academic and organizational fields. Defined and introduced by Salovey and Mayer in 1990 and enhanced by Unlike the cognitive intelligence quotient or IQ that is related with more mechanical and analytical work EI concentrates on emotions and social aspects of leadership. It empowers the leaders or managers to influence, persuade and Trust which are some of the touchstones of transformational and adaptive leadership cultures. The versatility of EI throughout industries and levels of leadership makes it even more important as a predictor of leadership success. Research has conducted time and again identifies that people with high EI perform better than their counterparts in various organizations including corporate boards, schools, and sports teams. Since the outburst of promoting the values of emotional and social competencies in leadership development programs, EI has been a foundation for selecting and developing leaders for sustainable value and innovation. This article examines the conceptual nature of EI, its elements and the evidence for its correlation to leadership effectiveness as a differentiator element in the current leadership frameworks. Treglown and Furnham (2023) examined age, sex, education, EI, CI and the management level in their survey carried out in Great Britain. Newer and middle managers gain higher return to EI to progress in the management job ladder whilst CI is prevalent for all ages. The research reveals that women perform higher than men when it comes to EI while the latter rely on CI decision-making for managerial outcomes. Also, the relationship of educational attainment to CI is stronger than that to EI, though the latter is also important to leadership outcomes. The research develops implications about the value of nurturing both affective and analytical intelligences to boost supervisory competencies and meet demographic authentic requirements for development. Coronado et al.(2023) noted to be an essential component in determining leadership performance and team productivity. Employees with higher levels of EI are known to exhibit improved communication, addressing of conflicts and cooperation in teams. This review organizes leaders' behaviors (e.g. transformational, transactional, servant leadership) and proteins how EI improves these behaviors specifically in the case of increasing the level of effective team cooperation based on trust and motivation. Also, and as it will be highlighted in this article, EI could be crucial in the issues to do with stress at the workplace, job satisfaction and other organizational results. To improve knowledge of EI and train and improve leaders and teams, the authors encourage organizations to adopt more extensive EI-consequence training and coaching procedures. It is ascertained that the good intentions of EI are correlated to leadership and teamwork in many organizations, though additional investigations more about several types of cultures and contexts are necessary. It also argues for the need

to conduct more longitudinal studies in a bid to determine the impact of efforts directed to enhancing the EI levels of persons, groups or whole organizations in the longer run on the overall performance of organizations.

Research background

Munir et al. (2023 transformative leadership) assesses the EI as a determinant of leadership effectiveness, through the transformational approach. The authors opined that EI is inherent in the transformational framework of the organizational change wheels such as visioning, motivation, and emotionality. Several studies presented in the article indicate that LEIs are able to better recognize and regulate personal and others' emotions, thus favouring interpersonal trust, conflict solving and innovation. Furthermore, LEIs positively influence the level of employee engagement, satisfaction, and team cohesiveness in different organisational contexts. The authors also review the literature and note an absence of strong research designs and how these can be used to systematically connect EI with transformational leadership outcomes. They hold that, for effective transformational leadership to be achieved, organisations should incorporate EI assessments and development initiatives in leadership training. Meng, J. (2014) considers the relation between organisational cultures in the light of leadership excellence particularly in PR settings. It, therefore, seeks to use both quantitative and qualitative approaches of data collection and analysis to survey and interview PR practitioners and organisations to assess the correlation between EI and the development of communication strategies and teamwork. The research indicates that leaders who possess the skills of emotional intelligence can effectively manage cultural issues in organizations and can ensure proper match between organizational objectives and beneficiaries' expectations. Meng also notes that, based on his study, leadership development programs combined with EI training should be considered a priority by the PR organizations as far as their strategic and cultural compatibility is concerned. The authors explore the ways in which people with high EI work through social processes, build better interpersonal connections and possess a better way of handling conflict. The study uses experimental and self-reported data to demonstrate that emotionally intelligent individuals are better at interpreting emotional cues, communicating empathetically, and maintaining positive interactions. The findings highlight that EI contributes to social adaptability, higher levels of trust, and mutual satisfaction in relationships. The article emphasizes the importance of emotional skills in both personal and professional contexts, suggesting that EI development can enhance social functioning and overall well-being.

Literature review and research Agenda

Boyar et al. (2023) discussed in this article provide a conceptual understanding of EI, reasoning abilities, and leader adaptability as items that fit into the interface of adaptive leadership. The authors claim that the leaders possessing the high level of EI and the high level of cognitive abilities are ready for the changes in the organizational environment and learn from them. Emotional intelligence in relation to interpersonal relationships and team dynamics is one of the most critical determinants of team stability and the key to successful handling of change processes. The article aims to present a model that demonstrates a connection between EI and reasoning on the one hand and leader adaptability on the other hand with a focus on the aspects that help leaders to communicate and make decisions within the climate of uncertainty. Findings in the study provide an empirical backing to the assertion showing that leaders possessing high EI are likely to excel in various and challenging contexts. To improve the adaptive leadership skills and readiness of leaders for future organizational challenges, the authors suggest that organization should now offer specific EI training and development activities. Delgado (2023), aims to examine the current levels of EI among the Latino male school principals and the impact on their leadership. Delgado explores such EI aspects of Latino leaders as family loyalty, community involvement, and cultural intelligence. The study of the principle advancing EI level shows stronger capacities for such tasks as controversy solving, staff encouragement, and school climate building. Accordingly, culturally sensitive leadership training for the cultivation of emotionally intelligent Latino male school leaders should be another focus of the study. George, (2000) article examines how self as well as other's emotional intelligence factors affect leadership. Using the EI framework developed by the article, important prospective dimensions are revealed such as self-awareness, self-control, passion, compassion, and interpersonal skills. The article concludes that integrating EI into leadership development programs is essential for cultivating leaders who can adapt to complex and emotionally charged situations.

1. **Communication Skills**: The communication process is essential for leaders to disseminate ideas across the organisation, articulate vision, and cultivate connections. These competencies include verbal and written communication, active listening, and clarity in expression. In the present tense, these four talents include interpersonal communication, non-interpersonal communication, listening, and clarity of information. Professional communicators advise, cooperate, and enable; they ensure that their team members understand their expectations. Furthermore, effective communication mitigates conflicts of interest, assumptions, and language barriers, hence enhancing dependability. When executed proficiently, the talent empowers leaders to collaborate with diverse individuals, reconcile stakeholders' self-interests, and cultivate their subordinates' trust in the

leadership vision. Continuous skill development via training and coaching is crucial for improving communication abilities that align with organisational change dynamics.

2. **Conflict Resolution**: Leadership conflict management is a competency focused on resolving disputes inside an organisation, described as the capacity to resolve intergroup conflicts. Conflict management is the capacity to listen and comprehend the perspectives of others, identify the underlying causes, and choose an appropriate resolution that satisfies all parties concerned. Competent managers with essential conflict-resolution skills foster a harmonious environment, alleviate stress, and enhance productivity among colleagues. These professionals serve as intermediaries who ensure that all parties feel appreciated while facilitating their understanding of the optimal resolution to the situation. By encouraging communication and promptly resolving problems, both formal and informal supervisors may prevent negative outcomes and enhance organisational productivity to fulfil workers' ambitions.

3. **Cultural Intelligence**: CQ denotes Cultural Intelligence, the capability of people to operate successfully while being attuned to and responsive to cultural distinctions in diverse cultural contexts. Leaders with high cultural intelligence are adept at managing multicultural teams because they appreciate variations in culture, communication, and beliefs. This talent fosters collaboration, mitigates misunderstandings, and prevents alienation among team members. Their significance is amplified in the contemporary globalised landscape marked by perpetual multicultural exchanges. Employees may acquire cultural intelligence via education, travel, and developing empathy for others. Leaders embrace cultural variety to cultivate innovation, improve group cohesion, and provide equitable opportunities for individuals within an organisation, so guaranteeing a healthy work environment.

4. **Decision-Making**: Decision-making is seen as a crucial leadership talent that involves evaluating available options and their ensuing implications amid varying degrees of ambiguity. They should ideally possess analytical skills, creativity in problem-solving, and confidence in their decisions, all while considering the emotional intelligence of their personnel and teams. It requires significant short-term objectives aligned with long-term initiatives that support the organization's aims. When decision-making duty is shared throughout the whole team, a feeling of ownership or accountability for the outcomes of the choice emerges. Thorough problem-solving mitigates problems, creates new possibilities, ensures corporate stability, and fosters trust and credibility among individuals.

5. **Emotional Development**: Emotional development in leadership is acquiring the ability to effectively react to one's own emotions and those of others in order to successfully navigate relational and conflict scenarios. This enables leaders to recognize their emotional triggers and develop the ability to contemplate before responding. Emotional growth fosters resilience to stress and adaptability to situations, essential for individuals to maintain a happy demeanor at work. The significance of emotional intelligence in creating a healthy, trust-based working environment. Individuals' continual self-assessment and introspection, initiative to examine their ideas, feelings, and behaviours, together with external input, facilitate their emotional growth, enabling them to effectively navigate interpersonal relationships and address organisational difficulties.

6. **Employee Engagement**: Organisational commitment is most accurately characterized as the engagement workers exhibit towards their job and the organisation. Research indicates that engaged employees exhibit enhanced performance, innovation, and job happiness, so contributing to the company's success. Managers must do numerous actions to engage individuals; they must foster a good work attitude, promote equitable appreciation among everyone, and align personal, group, section, division, and organisational objectives. Factors that will enhance participation include supporter communication, trust cultivation, and the establishment of personal growth possibilities. Adopting both an intentional and endogenous method enhances the sense of organisational involvement by facilitating regular feedback and organisational practices. Focusing on engagement not only enhances outcomes but also reduces employee turnover and improves the organisational atmosphere of the workplace.

7. **Organizational Environment**: The organisational environment pertains to the culture and other elements that exist or affect the workplace atmosphere. An organisational environment significantly facilitates cooperation and the inclusion of diverse individuals in organisational processes, while also serving as a catalyst for innovation. An unhealthy organisational environment adversely affects worker productivity and morale. The pervasive organisational culture is influenced by leaders who communicate their standards both publicly and informally, while continuously endorsing and rewarding ethical behaviour. Consequently, elements such as leadership, teamwork, and resources significantly influence the working atmosphere. By adeptly addressing emerging difficulties and upholding exemplary standards of individual recognition, leaders may cultivate the development of each member within the organisation, so optimizing their contributions and benefiting the organisation as a whole.

8. **Personality Traits**: Openness, conscientiousness, and emotional stability are essential for assessing leadership efficacy and organisational dynamics. While qualities like as empathy and flexibility are vital for proactive and effective interpersonal relationships, traits like drive and tenacity are critical for organisational success. Comprehending personality traits that are subordinate to oneself offers insight into one's strengths and weaknesses, hence enhancing self-actualization and leadership capabilities. Customized leadership strategies aligned with individual team members' personality traits enhance their involvement. The acquisition of good personality qualities and emotional intelligence empowers leaders to address difficult issues, adapt efficiently to changing environments, and foster an enhanced organisational climate.

9. **Self-Awareness:** Emotional self-awareness is fundamental to the competences required for personal development in leadership. This encompasses an individual's emotions, abilities, shortcomings, and their impact on others. Self-aware leaders possess the ability to manage their emotions, make sound judgments, and react adeptly to various circumstances. Genuine self-organization fosters trust and credibility; hence, leaders' delegating may enhance relationships with team members. It also aids leaders in recognizing certain biases, improving interactions, and consistently monitoring leadership growth. Leaders may enhance self-awareness via reflection, feedback, and mindfulness to foster organisational and personal growth.

10. **Stress Management**: Time management is a crucial interpersonal skill for leaders in dynamic, high-pressure circumstances. Awareness of stress, along with effective organisational skills and appropriate stress management techniques such as meditation, exercise, and scheduling, may facilitate stress coping. Executives who use effective stress management techniques maintain composure, make decisive decisions, and support their subordinates in managing stress. Leaders within an organisation should cultivate a work environment that minimises stress, consequently increasing productivity among employees. Training and tools for stress management are essential for successful leadership and organisational resilience.

11. **Team Performance**: Team performance entails the level of productivity exhibited by individuals charged with the responsibility of completing projects for an organization. High performing teams mean a clear channel of communication, and mutual understanding, and cooperation motivated by formal leadership. It is thus the role of the leaders to ensure that all the individuals deployed within teams optimize on their strengths and everyone is accountable and innovative. Commendation, constructive criticism, and encouragement as well as exposure to opportunities for learning improve team productivity. However, friendly resolutions of disputes and resolution of conflicts in early stages, as well as daily communication between team members, help to support cohesiveness. Holistically, leaders can improve participation, as well as, support employees and foster effectiveness to guarantee consistent organizational gains and smooth tackling of challenges.

12. **Training and Development**: Organization invest greatly in the training and development programmes in order to improve on the skill, knowledge, and performance of its employees. These programs provide the employees with skills and means to meet changing organizational requirements and escalate their careers. In the case of leaders, professional development enhances the organization's learning culture while enhancing the value of a team and productivity. When training programs are associated with organizational goals and self-interests of employees, leaders foster and attain motivation, minimize competencies deficiencies and sustain organisational success even in a competitive climate.

13. **Social Skills:** Communications skills which form part of the emotional intelligence can improve a leader ability to initiate, maintain and shape relationships. There are primary and specific interpersonal skills, which include listening skills, assertive and cooperative communication skills, problem solving, and interpersonal conflict solving skills. Personable managers build effective teams that allow everyone to embrace their talents and feel comfortable with what they are doing. They also increase the competencies in networking, and efficient communication and the handling of stake holders and group dynamics. Thus, only learning by doing, together with giving and receiving feedback and training, enables leaders to build trust and engage members and shape motivation and performance in various organizational contexts.

Statement of the Problem:

Leadership effectiveness remains one of the critical success factors in organizations, although the search for defining characteristics of effective leaders continues to elude a consistently accurate answer. There are issues with traditional leadership missing the human aspect of leadership – these schools of leadership place much emphasis on technical know-how, on intelligence, and on position of authority, which are all important but cannot capture the human side of leadership that is rapidly becoming crucial in today's complex work environment. Thus, further discussing these issues, it is necessary to focus on the identification of the unique factors that contribute to the leadership success applying EI in diverse organizations, employing the strict methodological study. This research aims to fill these gaps comparing the correlation between EI and leadership effects using a sample of 300 convenience samples. Its purpose lies in making practical

suggestions regarding the importance of EI for leadership, stressing it as a possible vocational asset in contemporary organizational context. In this way, the outcomes of this study are significant as it will enhance the existing literature on emotionally intelligent leadership and produce a groundwork for an application of advanced practice.

Research Gap:
There has been a shift in the leadership literature to integrating EI in leadership practices, the following gaps are evident in the current literature. Largely the studies have been undertaken in particular industry or in particular culture which makes it somewhat cumbersome to extrapolate the research findings to various cross sections of organizations. In addition, the cross sectional approach has also been widely used despite its inherent weakness with only a few substantial or diverse samples being used to address EI and leadership development. There is also a gap in the variability of the instruments used to measure EI and the frameworks that are used to make conclusions regarding the effects of EI in leadership success. Although there are descriptions about the EI as described by Goleman's five dimensions and Mayer and Salovey's ability model, there is no clear understanding of which of the techniques is best suited to enhance EI in leaders. Furthermore, few studies have examined the moderation of other factors where EI and leadership effectiveness are concerned, including organisational culture, industry-specific factors or leadership positions. Moreover, despite EI being associated with interpersonal skills, including social awareness and interpersonal communication, its significance concerning the hard skills necessary to successfully accomplish leadership tasks, including risk-taking, crisis decision making and championing change processes, has not been sufficiently researched.

Methodology:
A cross-sectional convenience sample of 300 respondents was recruited based on the convenience of the access to participants in leadership roles into organizational sectors within the city extending to corporate firms, educational institutions and small businesses. These factors led to the selection of Kalyan City as the study location because of the rapidly changing business and professional population offering diverse leadership and organisational contexts. The data gathering instrument, a structured questionnaire survey was developed in two major parts. The first set of questions dealt with the demographic data of the respondents, their age, gender, education, and work experience to offset the leadership profiles of the respondents. The second section presented the measures of EI and leadership effectiveness confirmed in previous studies. Emotional intelligence was assessed using a modified version of Goleman's Emotional Competence Inventory (ECI), covering five key dimensions: which includes awareness of the self, being able to control one's emotions, desires and thoughts, the drive to accomplish certain goals, ability to comprehend other people's feelings and morn Kahleotsdats: abilities to interact with the other people. Frequency and percentage distribution was used to analyze the demographic and EI characteristics of the respondents while the hypothesis testing and the measures of relationship in this study included correlation and regression analysis tests.Ethical consideration such as informed consent, anonymity and voluntary participation was observed in this study. In that way, this methodology targets a broad range of leaders in Kalyan City so the findings would allow shed the light on the utility of EI as an antecedent of leadership performance in the modernizing urban context.

Research Objectives:
1. To recognize the dimensions of the emotional intelligence and their connection with the leadership effectiveness.
2. To examine the association between EI and critical leadership performance measures, such as employee engagement, and team cohesiveness and decision-making.

Analysis, findings and Results
Managers regularly find themselves in situations that demand decision making and, at the same time, inspiration, trust building, and conflict resolution. Nevertheless, a lot of companies do not devote adequate attention to EI in the training courses for leaders that may result in leadership training shortcomings. Moreover, cultural and contextual differences which make it difficult to generalize the prior literature on EI and leadership, while few efforts have made investigating these relationships across different organizational settings. First, there remains no clear agreement on how best to measure EI and its utility in the leadership domains; second, the confusion over its capability to predict leadership effectiveness only deepens. Indeed this gap creates doubts in the minds of organizations on the benefits of implementing EI within selection and development of leaders. Furthermore, the present literature is primarily composed of small samples and frequently includes students alone, which may not allow the expanding of result generalization.

Null Hypothesis: There is no significant difference between the mean ranks of emotional intelligence as a predictor of leadership success   among the sample.

Table 1: Descriptive Statistics

Factors	Mean	Std. Deviation	Mean Rank	Chi-square value	P value
Communication Skills	2.86	0.789	6.40		
Conflict Resolution	3.98	1.123	6.76		
Cultural Intelligence	3.62	1.174	5.25		
Decision-Making	3.21	1.876	6.09		0.000**
Emotional Development	3.39	.876	5.66		
Employee Engagement	3.17	1.176	6.72		
Organizational Environment	3.49	1.078	6.04	398.101	
Personality Traits	3.56	1.126	5.86		
Self-Awareness	3.82	0.932	5.15		
Stress Management	3.40	.977	5.23		
Team Performance	2.72	.961	6.47		
Training and Development	3.55	1.101	6.66		
Social Skills	3.41	.678	6.10		

Null Hypothesis: Chi square value=398.101 and p value =0.000 is observed. The chi-square value of 398.101and a p-value of 0.000 indicate that there is strong evidence to reject the null hypothesis. There is a significant difference between the mean ranks of factors considered to select emotional intelligence among the sample. Magrum et al. (2023) focuses on the topic of the connection between self and others emotional intelligence (EI) with coaching effectiveness in sports. Employing quantitative research, the article evaluates the extent to which EI can facilitate the understanding of the prospective coaching outcomes such as athlete performance, team cohesion, and relationship between the coach and the athlete. They highlight certain EI competency variables namely self-awareness, emoting coaching, empathy and show that they are significant determinants of practicing coaches. EI is used in enhancing the generation of positive and supportive training environment thus improving individual and team performances. The last that is the study recommendation avails useful information as to how EI development may be incorporated into the trainer accredited coach-training programs with the aim of increasing the efficacy of coaching and satisfaction amounts of the athletes.

Results of independent t-test
The Marital status factor depends on the state of marriage of an individual in a deterministic manner can affect the connection of EI and leadership effectiveness through the approach to the relationship, emotions, and decision-making. Through the process of handling personal relations, marriage might bring about greater personal maturity and personal responsibility, as well as proper handling of emotions, all of which will lay greater foundation for a higher level of EI competencies like self-awareness and social skills. These attributes can be relevant for improved interpersonal communication, handling of conflicts and managing people in an organizational environment-a key aspect of leadership Derue and Sylvia (2008). On the other hand, unmarried leaders, flexibility and being able to work independently profiting from intelligence in different aspects. Considering this relation explains how context and personal life influence leadership outcomes.

Table 2
Results of independent t-test

Factors influencing emotional intelligence as a predictor of leadership success.		
Marital status	**Single**	**Married**
N	121	179
Mean	3.12	3.00
SD	1.198	0.776
T	-7.832	
P	<0.001**	

The computed t & p-value for factors among the married and unmarried respondents working is -7.832 & <0.001. The p-value is <0.01. Therefore, the study confirmed that there is a significant difference between married and unmarried respondents concerning factors affecting emotional intelligence. Saha, S (2023) reviewed the current scholarship on EI for leadership in reference to the future of work. The authors underscore that technology and globalization, virtual organizational culture, and cultural differences resulting from Millennial entering organizations intensify the requirement for leaders to be emotionally intelligent masters who can create commitment, morale, and drive for the workforce. The first theme of the study consists of factors that can be incorporated into the EI competencies where some of these factors include emotional awareness, adaptability, empathy, and relationship management. It also how EI contributes to decision making, builds up resilience and encourages innovative practices in fluid organizations. Lunenburg and Ornstein has designed the authors' argument on how to infuse EI into leadership development programs, focusing especially on how to develop emotionally intelligent appalling organizational cultures for organizational success in the future workplace. The authors compare the positive and negative effects such as enjoyment and hope as well as anxiety, boredom, and others, and their impact on the learning process. The present study aims to reveal that positive affect increases learner engagement and, therefore, improves academic performance, while negative affect reduces engagement and academic performance. Engagement therefore acts as the moderating variable through which emotional experiences impact on performance. Consequently, the study reveals that a positive emotional climate needs to be maintained in the EFL context regarding supportive educational approaches and constructive feedback. On this basis, the authors propose the implementation of EI training in EFL classroom to enhance students' interest and performance.

Association between the satisfaction and the nature of the respondents
Null Hypothesis: There is no significant difference in the impact towards emotional intelligence as a predictor of leadership success.

Age plays a major role when it comes to EI and leadership success because usually it corresponds to experience, personal development, and work exposure. Authority less experienced, while being enthusiastic in their work, may rely more on the IQ and vigor, while the EI develops step by step as the person faces various conditions in his or her lifetime. On the other hand, the older leaders are usually more perceptive of the self, others and their emotions than the young leaders since they are people with experience accumulated through social dealings and conflicts. Knowledge of how age affects EI is useful in the process of customizing leadership training interventions to improve organisational outcomes in diverse life phases.

Table 3: Difference in the impact according to the level of age

Age group	N	Mean	Std. Deviation
Young	71	34.7329	3.21050
Middle	102	35.1075	3.15549
Old	127	34.6345	3.62393
Total	300	33.1213	3.54320
F value	4.276		
P value	0.011		

All groups register comparable variability, as depicted in the standard deviations (3.15549 to 3.62393), hence equal spread of EI scores within each of the group-value (4.276). EI and its role in building leadership Capacities in organisations of varying types are discussed by Koutsioumpa (2023). Koutsioumpa has argued important EI characteristics for leadership success by integrating many research findings. Self- awareness, empathy, as well as self – regulation are among the qualities displayed in classroom management. The evaluation has highlighted how the development of those skills enhances the improvement of the response to change, teamwork, and motivation as well as decision-making skills. The study reveals the fact on how EI is capable of integrating and influencing numerous forms of leadership such as the adaptive and the transformational leadership. This work also established that EI is core today's workplace as it affects trust and teamwork as well as the problem solving. In order to effectively meet the challenges as they occur, Koutsioumpa opined that, EI training should be incorporated into leadership development programs.

Implications of the Study:
Organisations may also use those findings to create greater a hit management improvement packages that concentrate on improving emotional intelligence characteristics, inclusive of self-awareness, empathy, and social abilities, together with traditional control abilities. This complete technique may also increase leaders` capability to control teams, settle disputes, and make emotionally knowledgeable choices, so improving organisational success. The observe highlights how vital it's miles for corporations to consist of tests of emotional intelligence into their procedures for deciding on and comparing leaders. To higher navigate the complexities of cutting-edge workplaces, inclusive of growing inclusive environments and dealing with numerous teams, emotional intelligence-centered equipment and schooling packages may also assist locate destiny leaders and assist them develop in key areas

Conclusion
Research has also revealed that first nestled leaders with higher levels of emotional intelligence are better placed to conduct multi-faceted contemporary organisation including handling of teams, conflicts, and cooperation. Besides supporting and enriching such individual employee decisions, such talents also create a positive organisational climate, increase employee's motivation, satisfaction, commitment, and organizational performance. Surprisingly, the study reveals that age is the most relevant factor determining the level of the claimed values' possession in the sphere of emotional intelligence. Middle age has the highest level of EI, probably due to personality development in workplace and life experiences that increase awareness, prosaically and interpersonal skills. However, the differences between the groups are whilst statistically significant the sizes of the differences are not large. To do this, the results imply the necessity of further examination of other factors that may moderate the relationships between age and EA, including professional experience or training. The findings thus highlighted the significance of ego and emotional intelligence for determination of leadership productivity outcome and would offer substantial implications to leadership course and organisational growth frameworks. Based on an analysis of the current literature, the essay compares and combines theories and offers data that proves the link between EI and LE. Moreover, having identified best practices regarding the development of emotional intelligence within leadership development programs, it discusses the research directions that remains only outlined. The study leaves lasting proof of the

importance of emotionally intelligent leadership in increasing organizational utilization, fostering collaboration, and achieving organisational goals.

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