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**The Relationship between Leaders' Emotional Intelligence  
and Leadership Effectiveness from Perspectives of Leaders  
and Faculty Members at University of Hafr Al Batin**

**BY**

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**Abstract**

**The purpose of the study was to highlight the significance of emotional intelligence in educational leadership, and to investigate the relationship between emotional intelligence (EI) and effective leadership from faculty members' perspectives in the Saudi higher education system. A survey of 36 items comprising 5 dimensions of self-awareness, self-regulation, motivation, social skills, and leadership effectiveness was administered to a population sample of 110 leaders and faculty members from different colleges in the University of Hafr Al Batin in Saudi Arabia. Findings revealed that there is a positive relationship between the level of emotional intelligence and the level of leader's effectiveness; as the correlation coefficient value is 0.507 ( $p < 0.001$ ). Analysis also revealed that the level of emotional intelligence and leadership effectiveness among the leaders and faculty members is significantly high. The results indicated that the impact of emotional intelligence (self-awareness, self-discipline, motivation, and social skills) on leader's effectiveness is medium (25.6%). The study revealed that self-awareness, self-discipline, and motivation does not have a significant effect on leader's effectiveness. The results are discussed, and recommendations are made based upon the data analysis and conclusion.**

**Keywords: emotional intelligence, leadership, leadership effectiveness, leaders.**

## علاقة الذكاء العاطفي بكفاءة القيادة من وجهة نظر قياديين وأعضاء هيئة التدريس بجامعة حفر الباطن

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### ملخص البحث

تهدف هذه الدراسة إلى تحديد أهمية الذكاء العاطفي في القيادة التربوية، بالإضافة إلى معرفة العلاقة بين الذكاء العاطفي وكفاءة القيادة من وجهة نظر أعضاء هيئة التدريس في جامعة حفر الباطن في المملكة العربية السعودية. استخدمت الباحثة لهذا الغرض استبانة مكونة من ٣٦ فقرة موزعة على خمسة مجالات: الوعي الذاتي، التنظيم الذاتي، التحفيز، المهارات الاجتماعية، وكفاءة القيادة. استخدمت الدراسة المنهج الوصفي المسحي حيث تكونت عينة الدراسة من (١١٠) من قياديين وأعضاء هيئة التدريس من مختلف الكليات. كما توصلت إلى عدد من النتائج أهمها وجود علاقة إيجابية بين مستوى الذكاء العاطفي ومستوى فاعلية القائد. كما اتضح أن مستوى فاعلية القيادة لدى قياديين وأعضاء هيئة تدريس في الجامعة مرتفع بدرجة كبيرة عند مستوى دلالة ( $\alpha \leq 0,05$ ). وأظهرت النتائج أن أثر الذكاء الانفعالي (الوعي بالذات، الانضباط الذاتي، الدافعية، المهارات الاجتماعية) على المتغير التابع (فاعلية القائد) متوسطة وبنسبة ٢٥.٦%. كما أن المتغيرات المستقلة التي ليس لها تأثير إيجابي هي (الوعي بالذات، الانضباط الذاتي، الدافعية) حيث أن القيمة الاحتمالية لكل منها أكبر من ٠.٠٥. تمت مناقشة النتائج وتقديم التوصيات بناءً على تحليل البيانات والاستنتاجات.

الكلمات المفتاحية: الذكاء العاطفي، القيادة، كفاءة القيادة، القادة.

## **Introduction**

Effective leadership is vital for today's rapidly changing organizations. Emotional intelligence is one of the significant skills required for leaders in higher educational institutions because it is associated with leadership effectiveness and success. The primary role of leaders is to lead organizational change smoothly, which is not easy. Therefore, leaders have to have high rates of emotional intelligence. Studies showed that intelligence quotient (IQ) is not sufficient as an indicator of leaders' effectiveness and success (Goleman, 1997; Cooper & Sawaf, 1997; Druskat & Wolff, 2001). The concept of emotional intelligence (EI) is defined as the 'ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth' (Mayer & Salovey, 1997, p. 10). On the other hand, leadership effectiveness is defined as "...makes a profoundly positive difference in people's commitment and performance at work" (Kouzes & Posner, 1987, 2012). Kouzes and Posner (1996) asserted that leadership is the ability to mobilize followers to achieve shared aspirations and goals. There is a positive influence of emotional intelligence on leaders' performance and success. Studies have shown that 90% of the success in leadership positions is attributed to emotional intelligence (Fatt & Howe, 2003), showing that emotional intelligence can predict high level of success, happiness, and health (Cartwright & Pappas, 2008; Bardzill & Slaski, 2003). In turn, emotional intelligence is significant for success as it predicts job performance and leadership skills (Bardzill & Slaski, 2003; Goleman, 1997). The main purpose of this study is therefore to understand the significance of emotional intelligence in leadership, and to explore the relationship between emotional intelligence and leadership effectiveness in the realm of the Saudi higher education.

## **Theoretical Framework & Literature Review**

This study explores the relationship between emotional intelligence and leadership effectiveness; therefore, an exploration of bar-on model theory is appropriate. A bar-on model theory describes emotional intelligence as a social competence and set of interrelated emotions, behaviors, and skills impacting intelligent behavior. Petrides et al. (2016) noted that, when using the model of bar-on theory in

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psychological studies, social information could be divided into conceptualization theory and psychometric segments of the model. The approach focuses on accessing the measure of emotional intelligence. The theory affects cognitive functioning, decision making, leadership, and occupational performance, among others. The trait theory measures traits or patterns of behavior, that are routine, emotions, and thoughts. Petrides et al. (2016) suggested that habits differ across individuals and contrasts states making it more transitory deposition. The trait theory of leadership assumes that leaders are born; therefore, leaders with the correct traits and qualities are better suited to leadership. The theory can identify behaviors that show characteristics that are common in leaders.

Emotional intelligence enables leaders to control, comprehend, and develop their feelings to manage and understand the opinions of others. According to Leithwood et al. (2020), emotions may affect the surrounding people if not positively managed. The authors further observed that emotional intelligence enables effective team management, whereby team dynamics are acknowledged, and everyone is given a voice. In addition, the culture of a given place is improved with open communication, where stronger relationships are encouraged. The results have great implications on people who are not subjected to unfiltered emotions by their superiors and thus become more productive (Welch, 2003; Ozcelik et al., 2008). Therefore, it is important to consider people with high emotional intelligence in leadership positions to ensure ultimate goals are achieved with ease and effectiveness.

According to Salovey & Mayer (1990), emotional intelligence is the ability to manage and understand individual emotions and those people who surround an individual. Usually, people with a high degree of intelligence can understand their feelings, the meaning of their beliefs, and their effects. He further argued that emotional intelligence is a crucial aspect for leaders if they are to succeed. There are five dimensions of emotional intelligence, which include: relationship management, empathy, motivation, self-awareness, and self-regulation. Miles and Scott (2019) discussed the five dimensions in emotional intelligence. First is the self-regulation, and leaders who can effectively regulate themselves rarely engage others in verbal attacks, stereotype people, make decisions that are emotional or rushed, or compromise their values. Self-regulation makes leaders stay in control. Secondly, self-awareness makes one have a picture of weaknesses and

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strengths and makes leaders have humility. Motivation helps leaders work towards their goals producing high-quality works, consistently. Empathy help leaders develop teammates and challenge those acting unfairly, listen to the needy, and also give good feedback. Finally, social skills help develop excellent communication for leaders.

According to Santandreu et al. (2016), having all these dimensions of emotional intelligence enables one to have a gratification and be conscientious about pursuing set goals and recovering from emotional distress, and will help in effective management. The dimensions help in transformational leadership, whereby organizational behavior is given vital attention. The authors expounded by saying that transformational leaders excite and inspire employees to have excellent performance. These leaders rely on individual attributes instead of leadership positions, are visionary, and have conversion capacity of their visions to become a reality. The leadership enhances positive change, with transformation being introduced to individuals. Higgs and Dulewicz (2016) identified the five dimensions of leadership: the inclusion of attributed influence, behaviors, consideration of individuals, intellectual stimulation, and inspirational motivation. A leader who is transformational acts as a catalyst for subordinate's transformation through commitment and motivation to enhance incredibly exceptional achievements.

Emotional intelligence is a crucial aspect of effective leadership. When a leader can control emotions and be able to have an awareness of situations, it is possible to lead a team professionally. Leaders who have emotional intelligence can create an environment that makes their followers feel obligated to perform well. It also enhances a leader with the ability to cope with stress and have smooth avenue to lead others (Muyia, 2008; Bar-On, 2001). Self-assessment would help leaders understand themselves, how to make their decisions, their abilities, and their shortcomings. In Dhiman's view, confidence helps leaders reach their potential to the maximum through understanding that they have essential skills. Leaders who can appreciate their abilities in the workplace keep growing regularly. Through compassion and empathy, leaders can motivate and encourage their employees whenever they are stuck in a situation to come out successfully (Dhiman, 2018). Organizations that have recorded high performances usually ensure the leader they choose has high emotional intelligence to ensure that workers

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relate amicably. Communication is enhanced between workers and management, and a situation that could crumble an organization is handled in advance. Hejase et al. (2017) argued that leaders who have emotional intelligence establish a high level of trust with their employees, which helps in building an influential culture of unity and serenity. A workplace becomes a place where people enjoy their work, and their co-workers' company becomes satisfying.

When a leader has a higher level of emotional intelligence, it is easier to adjust in a work environment towards growth by focusing on the organization's improvement. In most cases, employees do not welcome change, but when they have high emotional intelligence, they most often embrace change and help in the positive growth of the organization. There is a greater sense of self-control where individuals can handle tough situations with ease due to frequent occurrences of uncomfortable situations in a workplace, especially for leaders. Compassion is among the most significant aspects of emotional intelligence in an individual's life and workplace. According to Allen (2019), compassion enhances interaction with others in a level of emotions and enhances excellent cooperation in the workplace. Time management is affected, and minimal time is wasted with employees meeting deadlines on time. When there is emotional intelligence among employees, a leader has a lesser role in monitoring the work done by their staff. Motivation is high since employees feel optimistic and naturally focus on achieving their goals.

### **Research Question**

**The research questions that guided the study are:**

1. What is the level of emotional intelligence among the leaders and faculty members at the University of Hafr Al Batin (UHB)?
2. What is the level of leadership effectiveness for the leaders and faculty members at (UHB)?
3. Is there a correlation between the level of emotional intelligence and the degree of leader's effectiveness among leaders and faculty members at the university?
4. Can leaders' effectiveness be predicted by emotional intelligence?

## **Methodology**

### ***Participants & Study Site***

The participants included in the study consisted of deans, deputy, department heads, managers, and faculty members. The participant age range was 30 years of age to 60 years of age. All participants were working full-time in a tenure track positions. All participants were working at the university in Hafr Al Batin in the 2019-2020 academic year. The sample included 110 (25 male and 85 female) individuals from the College of Science, Business Administration College, Education College, Preparatory Year Deanship, College of Computer Science and College of Applied Medical Sciences, Al Khafji University College, Qaryah Al-Ulya University College, Nuairyah University College. This sample was selected because they played one or different leadership roles at the university. Each faculty member at UHB is expected to hold a leadership position such as leading committees, and they can be selected in more top leadership roles such as being a dean, deputy, or department chair. Data collection started from May to July 2020. The study was conducted at the University of Hafr Al Batin (UHB) in Hafr Al Batin city, in the eastern region of Saudi Arabia.

### ***Procedures***

We used questionnaires distributed electronically to the study the members of the study community. A total of 110 questionnaires were retrieved; no questionnaire was excluded after the preliminary evaluation since they complied with the required criteria. The 36 items questionnaire were organized in three parts. The first part included the demographic data of participants, and the second part assesses emotional intelligence which includes: self-awareness, self-regulation, motivation, and social skills. The third part assesses leadership effectiveness. Respondents were able to express how much they agree or disagree with offered statements on a five-point Likert scale. The survey was written on Google Drive and distributed to faculty members of all colleges of the university. After data collection, the Google Drive file was converted to an Excel file in order to analyze the data. We used a quantitative data analysis. Data obtained from the survey were analyzed using SPSS version 26 to obtain the averages, standard deviations, and significance level. We used the following statistical tools: 1) The data was encoded using a five-point Likert Scale. In order to determine the scale's length

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(the lower and upper limits) used in the study sections, the range (5-1= 4) was calculated, then divided by the number of the five scales to obtain the item's length (4/5=0.8), then this value was added to the lowest value in the scale (1) to determine the upper limit for the first period, and so on. Table (6) shows the periods' lengths.

**Table (6): Five-point Likert Scale**

<b>Period</b>	<b>1-1.8</b>	<b>1.8-2.6</b>	<b>2.6-3.4</b>	<b>3.4-4.2</b>	<b>4.2-5</b>
<b>Assessment</b>	<b>I strongly disagree</b>	<b>I disagree</b>	<b>Neutral</b>	<b>I agree</b>	<b>I strongly agree</b>
<b>Degree</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Relative Average</b>	<b>20-36%</b>	<b>36-52%</b>	<b>53-68%</b>	<b>68-84%</b>	<b>85-100%</b>

- 2) Repetitions and percentages were calculated to identify the characteristics of the study vocabulary and determine the responses of its members towards the main sections. 3) The arithmetic average was used to identify the extent of high or low responses of the participants for each phrase of the study variables, knowing that it is useful in arranging the phrases according to the highest average. 4) Standard deviation was used to identify the extent of responses' deviation for each phrase of the study variables and each of the sections from its mean. (if SD > 1 or higher, then the responses are not focused and dispersed). 5) Cronbach's Alpha determines the reliability of the questionnaire's items. 6) Pearson correlation coefficient was used to measure the validity of the items and the relationships between the study's dimensions. 7) A one-sample *t*-test was used to see the difference between the item's average and the natural average (3). 8) One-way analysis of variance (ANOVA) was used to test the differences between the averages of three or more samples.

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### *Limitations*

Limitations of this study were as follows: 1) the research study lacked population diversity (i.e., other regions in Saudi Arabia or non-Saudis). 2) this study only included leaders and faculty members at University of Hafr Al Batin in the city of Hafr Al Batin in the eastern region of Saudi Arabia.

### *Validity and Reliability*

First, validity of the study was confirmed by three experts in the field of educational leadership who confirmed that the items of the questionnaire were valid. Additionally, validity and reliability in the study were obtained by internal consistency, and structural consistency.

#### *i) Internal Consistency*

The internal consistency of the questionnaire was analyzed on 36 items by calculating the correlation coefficients between each item and the total score of its section. Tables (1 and 2) show the correlation coefficients between each item and the overall rate for these paragraphs. All items were significantly correlated.

**Table (1): Internal Consistency**

1 <sup>st</sup> Section: Self-Awareness			2 <sup>nd</sup> Section: Self-Discipline			3 <sup>rd</sup> Section: Motivation			4 <sup>th</sup> Section: Social Skills		
Item No.	Correlation Coefficient	Probability value	Item No.	Correlation Coefficient	Probability value	Item No.	Correlation Coefficient	Probability value	Item No.	Correlation Coefficient	Probability value
1	*.459	0.011	1	**678	0.000	1	**687	0.000	1	*753*	0.000
2	**510	0.004	2	**745	0.000	2	**849	0.000	2	**725	0.000
3	**654	0.000	3	**879	0.000	3	**729	0.000	3	**710	0.000
4	**705	0.000	4	**648	0.000	4	**855	0.000	4	**739	0.000
5	**750	0.000	5	**626	0.000	5	**709	0.000	5	**811	0.000
6	**822	0.000				6	**717	0.000	6	**693	0.000
7	**709	0.000									

Variables of significance \* $p \leq 0.05$ , \*\* $p \leq 0.01$

**Table (2): Internal Consistency**

Leadership Effectiveness											
Item No.	Correlation Coefficient	Probability value	Item No.	Correlation Coefficient	Probability value	Item No.	Correlation Coefficient	Probability value	Item No.	Correlation Coefficient	Probability value
1	**749	0.000	4	**608	0.000	7	**789	0.000	10	**491	0.006
2	**800	0.000	5	**831	0.000	8	**866	0.000	11	**705	0.000
3	**798	0.000	6	**837	0.000	9	**906	0.000	12	**775	0.000

\*\*Correlation coefficient: 0.01

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***ii) The structural consistency***

Table (3) shows the correlation coefficients between the rates of each section and the total average of the questionnaire items, which shows that the correlation coefficients are at a significance level of (0.05).

**Table (3):**

**Correlation coefficient of each section with the overall rate of the survey's items**

<b>Section</b>	<b>Correlation Coefficient</b>	<b>Probability value</b>
<b>First Section: Self-Awareness</b>	<b>**756</b>	<b>0.000</b>
<b>Second Section: Self-Discipline</b>	<b>**831</b>	<b>0.000</b>
<b>Third Section: Motivation</b>	<b>**819</b>	<b>0.000</b>
<b>Fourth Section: Social Skills</b>	<b>**620</b>	<b>0.000</b>
<b>Fifth Section: Leadership Effectiveness</b>	<b>**688</b>	<b>0.000</b>

**Tabular value of (t) is at a significance level of (0.05). (28) Degree equals (0.361).**

**\*\*Significance level  $p \leq 0.01$**

Second, reliability steps were conducted on the same pilot sample using two methods: Split-Half Coefficient and Cronbach's alpha.

***1- Split-Half Coefficient***

The Pearson correlation coefficient was found between the average of all the questions for each section. Correlation coefficients were *corrected* using the Spearman-Brown Coefficient Correction Factor according to the following formula: Internal Consistency is: ; where (t) is the correlation coefficient. Table (4) shows that there is a relatively significant internal consistency across the questionnaire's items; where the items' coefficient reached 0.877, which is greater than 0.70.

**Table (4):  
Internal Consistency (Split-Half Coefficient)**

<b>Sections</b>	<b>Correlation Coefficient</b>	<b>The Adjusted Correlation Coefficient</b>
<b>First Section: Self-Awareness</b>	0.657	0.793
<b>Second Section: Self-Discipline</b>	0.715	0.834
<b>Third Section: Motivation</b>	0.743	0.853
<b>Fourth Section: Social Skills</b>	0.698	0.822
<b>Fifth Section: Leadership Effectiveness</b>	0.739	0.850
<b>All sections</b>	0.781	0.877

**2- Cronbach's Alpha**

Cronbach's alpha was used to measure the internal reliability of the questionnaire as a second method for measuring consistency. Table (5) shows that the coefficients are high; as the reliability coefficient for all items reached 0.894; internal consistency is considered acceptable when  $\alpha > 0.70$ .

**Table (5):  
Internal Consistency (Cronbach's Alpha)**

<b>Section</b>	<b>Items No.</b>	<b>Cronbach's Alpha</b>
<b>First Section: Self-Awareness</b>	7	0.814
<b>Second Section: Self-Discipline</b>	5	0.853
<b>Third Section: Motivation</b>	6	0.872
<b>Fourth Section: Social Skills</b>	6	0.843
<b>Fifth Section: Leadership Effectiveness</b>	12	0.887
<b>All sections</b>	36	0.894

**Results and Discussions**

*Background Profile*

**Table (7): Demographical data**

<b>Variables</b>	<b>Description</b>	<b>Percentage</b>
<b>Gender</b>	Male (25)	22.7%
	Female (85)	77.3%
<b>Age</b>	Less than 40 years	41.8%
	40 - 50 years	45.5%
	Over 50 years	12.7%
<b>Qualifications</b>	Bachelor's Degree	2.7%
	Masters' Degree	14.5%
	PhD.	80%
	Other	2.7%
<b>Position</b>	Dean	3.6%
	Deputy	10.9%
	Department Head	14.5%
	Manager/Assistant	8.2%
	Faculty member	62.7%
Years of Experience	Less than 5 years	20.9%
	5 to less than 10 years	42.7%
	10 to less than 15 years	13.6%
	15 years and over	22.7%

**Table (7): Demographical data**

Demographical data of respondents are summarized in Table (7). Most participants, 88 (80%) had a doctoral degree, followed by 16 (14.5%) with a masters' degree, 3 (2.7%) had a bachelor's degree and 3 (2.7%) have other qualifications such as secondary education or less. Of the 110 participants, 62.7% were faculty members, 14.5% were department heads, deputy 10.9%, and 3.6% deans, and 8.2% were managers or assistant managers.

One-Sample t-test was used to analyze the questionnaire's paragraph. The paragraph is seen positive (in the sense that the sample members agree to its content) if the calculated value of (t) is greater than its tabular

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value, which is (1.98); or the probability value is less than (0.05), the average mean is greater than (60%), and the arithmetic mean is greater than the neutral average (3). Otherwise, the paragraph is seen as negative (in the sense that the sample members do not agree with its content).

1) What is the level of emotional intelligence among the leaders and faculty members at Hafr Al Batin University? This question is divided into the following sub-questions:

i) What is the level of self-awareness among the leaders and faculty members at the university?

One-Sample t-test was used and the results are shown in Table (8), which shows the opinions of the study participants on the level of self-awareness in descending order according to the relative mean. The level of self-awareness among the leaders and faculty members at the university is very high at the significance level of ( $\alpha \leq 0,05$ ).

**Table (8):  
Analysis of the Paragraphs of Self-Awareness**

No.	Paragraphs	Mean	Standard Deviation	Relative Average	Calculated Value of (t)	Probability Value	Rank
1	I can identify my goals clearly	4.74	0.44	94.73	41.144	0.000	1
2	My positive feelings motivate me	4.61	0.51	92.18	33.185	0.000	2
3	I accept constructive criticism from others	4.57	0.55	91.45	30.015	0.000	3
4	I feel optimistic and hopeful	4.48	0.60	89.64	25.829	0.000	4
5	I know my strengths and weaknesses	4.45	0.61	88.91	24.667	0.000	5
6	I manage my emotions in tough times at work	4.08	0.86	81.64	13.222	0.000	6
7	Anxiety does not affect my job performance negatively	3.76	1.16	75.27	6.877	0.000	7
		4.38	0.46	87.69	31.602	0.000	

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The tabular value of (*t*) at the significance level of (0.05) and a degree of (109) equals (1.98).

ii) What is the level of self-discipline among the administrators and faculty members at the university?

A t-test was used for the single sample and the results are shown in Table (9), which shows the participants' opinions on the level of self-discipline arranged in descending order according to the relative mean. The level of self-discipline among the leaders and faculty members at the university is very high at the significance level of ( $\alpha \leq 0,05$ ).

**Table (9):  
Analyzing the Self-Discipline Paragraphs**

No.	Paragraphs	Mean	Standard Deviation	Relative Average	Calculated Value of (t)	Probability Value	Rank
5	I take responsibility for my mistakes and apologize when needed	4.64	0.50	92.73	34.197	0.000	1
4	I look for the positive aspects in all circumstances	4.47	0.62	89.45	25.057	0.000	2
2	I am able to manage my feelings, thoughts, and behaviors	4.12	0.75	82.36	15.618	0.000	3
1	I remain calm under stress	4.09	0.86	81.82	13.265	0.000	4
3	I make stress work to my advantage	4.07	0.89	81.45	12.709	0.000	5
		4.28	0.54	85.56	24.958	0.000	

The tabular value of (*t*) at the significance level of (0.05) and a degree of (109) equals (1.98).

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iii) What is the level of motivation among the leaders and faculty members at the university?

One-Sample t-test was used and the results are shown in Table (10), which shows the participants' opinions about the level of motivation, arranged in descending order according to the relative average. The level of motivation among the administrators and faculty members at the university is very high at the significance level of ( $\alpha \leq 0,05$ ).

**Table (10):  
Analyzing the Motivation Paragraphs**

No.	Paragraphs	Arithmetic Mean	Standard Deviation	Relative Average	Calculated Value of (t)	Probability Value	Rank
1	I am excited when I try to achieve my goals	4.72	0.47	94.36	38.194	0.000	1
2	I can get things done with great focus	4.48	0.62	89.64	25.198	0.000	2
6	I encourage my colleagues to find new ways to solve problems	4.43	0.57	88.55	26.448	0.000	3
5	I have a great patience, even if I fail to achieve any specific results	4.35	0.63	86.91	22.500	0.000	4
4	I have great patience, even if I fail to achieve any specific results	4.34	0.69	86.73	20.185	0.000	5
3	I can achieve success under stress	4.25	0.79	85.09	16.553	0.000	6
		4.43	0.45	88.55	33.214	0.000	

The tabular value of (t) at the significance level of (0.05) and a degree of (109) equals (1.98).

iv) What is the level of social skills among the leaders and faculty members at the university?

One-Sample t-test was used and the results are shown in Table (11), which shows the participants' opinions about the level of motivation,

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arranged in descending order according to the relative average. The level of social skills among the leaders and faculty members at the university is very high at the significance level of ( $\alpha \leq 0,05$ ).

**Table (11):  
Analyzing the Social Skills Paragraphs**

No.	Paragraphs	Mean	Standard Deviation	Relative Average	Calculated Value of (t)	Probability Value	Rank
4	I always pay attention when I listen to others	4.39	0.66	87.82	21.939	0.000	1
6	My colleagues believe that I understand them	4.29	0.63	85.82	21.634	0.000	2
1	I can influence others	4.28	0.71	85.64	19.054	0.000	3
5	I have the ability to meet the needs of my employees	4.28	0.67	85.64	20.203	0.000	4
2	I gain respect of others, even if they disagree with me	4.27	0.84	85.45	15.798	0.000	5
3	I remain calm even when people bother men with their questions	4.20	0.85	84.00	14.728	0.000	6
		4.29	0.54	85.73	24.940	0.000	

**The tabular value of (t) at the significance level of (0.05) and a degree of (109) equals (1.98).**

***Level of emotional intelligence***

In order to measure the emotional intelligence among leaders and faculty members, a *t*-test was used and the results are shown in Table (12), which shows the participants' opinions about the level of emotional intelligence, arranged in descending order according to the relative average. The level of emotional intelligence among the leaders and faculty members at the university of Hafr Al Batin is very high at the significance level of ( $\alpha \leq 0,05$ ).

**Table (12):  
Analyzing the Emotional Intelligence Paragraphs**

No.	Paragraphs	Mean	Standard Deviation	Relative Average	Calculated Value of (t)	Probability Value	Rank
3	Motivation	4.43	0.45	88.55	33.214	0.000	1
1	Self-Awareness	4.38	0.46	87.69	31.602	0.000	2
4	Social Skills	4.29	0.54	85.73	24.940	0.000	3
2	Self-Discipline	4.28	0.54	85.56	24.958	0.000	4
	All dimensions of Emotional Intelligence	4.32	0.45	86.41	30.537	0.000	

The tabular value of (t) at the significance level of (0.05) and a degree of (109) equals (1.98).

***Level of leadership effectiveness***

2) What is the level of leadership effectiveness for the leaders and faculty members at the University of Hafr Al Batin?

One-Sample t-test was used and the results are shown in Table (12), which shows the participants' opinions about leadership effectiveness, arranged in descending order according to the relative average. The level of leadership effectiveness among the leaders and faculty members at the university is very high at the significance level of ( $\alpha \leq 0,05$ ).

**Table (12):  
Analyzing the Leadership Paragraphs**

No.	Paragraphs	Mean	Standard Deviation	Relative Average	Calculated Value of (t)	Probability Value	Rank
12	I feel satisfied when employees achieve high rates of performance	4.63	0.56	92.55	30.686	0.000	1
5	I create a workplace environment of mutual respect and ethical behavior	4.57	0.57	91.45	29.143	0.000	2
1	I successfully represent my university	4.52	0.57	90.36	27.915	0.000	3
6	I foster creativity and innovation	4.44	0.64	88.73	23.432	0.000	4
2	I encourage employees with opportunities for growth at work	4.41	0.61	88.18	24.218	0.000	5
3	I encourage employees to depend on themselves	4.33	0.65	86.55	21.378	0.000	6
4	I make sure that I connect employees with the university's mission	4.28	0.72	85.64	18.712	0.000	7
9	I encourage employees to look for new perspectives and approaches	4.26	0.65	85.27	20.546	0.000	8
8	I have proactive plans for any risks in the university	4.22	0.67	84.36	19.102	0.000	9
10	I motivate inactive people	4.15	0.77	83.09	15.757	0.000	10
11	I fairly evaluate employees' performance	4.15	0.77	83.09	15.757	0.000	11
4	I reward employees when they achieve their goals	3.88	0.91	77.64	10.209	0.000	12
		4.32	0.45	86.41	30.537	0.000	

The tabular value of (t) at the significance level of (0.05) and a degree of (109) equals (1.98).

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***Correlation between emotional intelligence and leader's effectiveness***

3) Is there a correlation between the level of emotional intelligence and the degree of leader's effectiveness among leaders and faculty members at the university?

To answer this question, Pearson Correlation was used. The results are shown in Table (13) as follows:

- There was a correlation between self-awareness and the level of leader's effectiveness; as the correlation coefficient value is (0.373) and the probability value is (0.000), which is less than (0.05).
- There was a positive relationship between self-discipline and the level of leader's effectiveness; as the correlation coefficient value is (0.434) and the probability value is (0.000), which is less than (0.05).
- There was a positive relationship between motivation and the level of leader's effectiveness; as the correlation coefficient value is (0.444) and the probability value is (0.000), which is less than (0.05).
- There was a positive relationship between social skills and the level of leader's effectiveness; as the correlation coefficient value is 0.501 and the probability value is 0. (0.000), which is less than (0.05).
- There was a positive relationship between the level of emotional intelligence and the level of leader's effectiveness; as the correlation coefficient value is (0.507) and the probability value is (0.000), which is less than (0.05).

**Table (13):  
Analyzing the Relationship between the Emotional Intelligence Level and leader's effectiveness levels of leaders and faculty members at the university**

Variable	Statistics	Emotional Intelligence Level				All Level of Emotional Intelligence
		Self-Awareness	Self-Discipline	Motivation	Social Skills	
	Pearson Correlation	373	434	444	501	507
	Probability Value	0.000	0.000	0.000	0.000	0.000
	Sample Size	110	110	110	110	110

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The major finding of this study could be generalized as follows: there is a strong positive relationship between the level of emotional intelligence and the level of leaders' effectiveness. The result of this research confirmed previous studies by Sosik & Megerian (1999); George (2000), Rosete & Ciarrochi (2005), Belma Kunalić, Jasmin Jusić (2016). It is particularly important for leaders to make sure that they have a higher level of self-awareness and self-discipline, motivation, and social skills as they reflect positively on the relationship and success at professional level.

### ***Predicting emotional intelligence***

4) Can leaders' effectiveness be predicted by emotional intelligence at a significance level of ( $\alpha \leq 0,05$ )?

Regression Analysis was used (Stepwise Regression method) to identify the effect of emotional intelligence (self-awareness, self-discipline, motivation, and social skills) on the dependent variable (leader's effectiveness). The results show (Table 14) that the regression equation is ideal; where ( $F = 10.354$ ;  $p < 0.001$ ).

The only independent variable that has an impact on leader's effectiveness is social skills ( $T = 2.707$ ). The adjusted coefficient of determination was ( $R^2 = 0.256$ ); indicating that the impact of emotional intelligence (self-awareness, self-discipline, motivation, and social skills) on leader's effectiveness is medium (25.6%).

The regression equation used can be written as:

1. The Multiple Linear Regression Equation:

$$Y = \text{constant} + b_1 \cdot X_1 + b_2 \cdot X_2 + b_3 \cdot X_3 + b_4 \cdot X_4 + E.$$

Whereas:

Y is the dependent variable (leader's effectiveness)

$X_1$  is self-awareness x1

$X_2$  is self-discipline

$X_3$  is motivation

$X_4$  is social skills

E is a random error

$b_1$ - $b_4$  is the regression coefficients for the independent variables

2. The regression equation as follows:

$$\hat{Y} \text{ (Leader's effectiveness)} = 2.088 - 0.032 \times \text{self-awareness} + 0.142 \times \text{self-discipline} + 0.138 \times \text{motivation} + 0.269 \times \text{social skills}.$$

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**Table (14):  
Multiple Linear Regression Analysis of the effect of leader's effectiveness**

Independent variables	Regression Coefficients	Standard Error	Standard Deviation – BETA	(t) Value	Probability Value	Significance
Constant	2.088	0.405		5.160	0.000	Not significant at (0.05)
Self-Awareness	0.032	0.142	0.033	-0.228	0.820	Significant at (0.05)
Self-Discipline	0.142	0.126	0.169	1.129	0.262	Not significant at (0.05)
Motivation	0.138	0.128	0.137	1.078	0.283	Not significant at (0.05)
Social Skills	0.269	0.100	0.321	2.707	0.008	Not significant at (0.05)
Analysis of Variance (ANOVA)						
F = 10.354				Probability Value = 0.000		
$R^2 = 0.256$						

**Recommendations**

Based on the findings of this study, the following recommendations are proposed: First, emotional intelligence should be one of the most important criteria when selecting leaders since it is an indicator of higher performance and professional success. This can be done by adopting a scientific-based approach when identifying and selecting potential leaders in leadership positions; this may include establishing standards that indicate level of emotional intelligence as an indicator of leadership efficiency. Second, more workshops and conferences can be organized to explain the impact of emotional intelligence on leadership. Third, findings from the research could provide an insight regarding the preparation and training of educational leaders in enhancing their emotional intelligence. Fourth, further research is needed to explore the construct of emotional intelligence qualitatively.

## **Conclusions**

Leadership in today's fast-moving world is changing rapidly; so, policy makers and higher education institutions have to keep pace and embrace the change. To ensure the success and continuity of organizations in achieving their goals, leaders are assumed to have higher levels of emotional intelligence. Highly effective leaders tend to be highly emotionally intelligent. Highly emotionally intelligent and effective leaders have the ability to control and manage their own feelings and understand others' feelings which help them to better deal with difficult situations at work (Leithwood et al., 2020). Therefore, leaders have to improve their emotional intelligence to be more effective and to succeed professionally. In other words, emotionally intelligent leaders tend to be happier, more productive, communicate better, perform better, and, they work toward achieving goals with enthusiasm and focus (Goleman, 2000; George, 2000; Sosick and Megerian, 1999; Watkin, 2000). The more emotional intelligence a leader has, the more effective in leadership and success he/she would be. Strong leadership potentials are thus required in all leadership levels in higher educational institutions to lead institutions effectively.

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