

The impact of emotional intelligence among administrative leaders on enhancing employee job performance through organizational commitment in the contemporary corporate environment : An analytical study at Future University.

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Abstract: The study aimed to test the impact of emotional intelligence of administrative leaders on organizational commitment and job performance, and to reveal the mediating role of organizational commitment in this relationship. The study adopted the descriptive analytical approach, and a questionnaire consisting of (32) items was applied to a stratified random sample of (320) individuals from leaders and employees in service sector organizations.

The results revealed a statistically significant impact of emotional intelligence with its five components (self-awareness, self-regulation, motivation, empathy, social skills) on organizational commitment with its dimensions (affective, continuity, normative), as well as a significant impact of emotional intelligence on job performance (task, contextual). The results also confirmed the partial mediating role of organizational commitment in the relationship between emotional intelligence and job performance.

The study concluded with a set of recommendations, most notably: designing specialized training programs to develop emotional intelligence for leaders, adopting emotional intelligence standards in leader selection and promotion processes, and integrating emotional intelligence indicators into performance evaluation systems.

Keywords: Emotional Intelligence, Administrative Leadership, Organizational Commitment, Job Performance.

Introduction to the study: With the ongoing rapid organizational transformations and contemporary challenges, emotional intelligence has emerged as a strategic approach to enhancing organizational effectiveness and excellence . Organizational success is no longer limited to managerial and technical skills , but has expanded to include the ability to effectively manage emotions and relationships. Administrative leaders are the backbone of any organization, and their emotional capabilities are the cornerstone of building a positive organizational culture that motivates performance.

Despite the theoretical consensus on the importance of emotional intelligence, applied studies examining its direct and indirect effects on organizational commitment and job performance remain limited, particularly in the Arab world. This research gap justifies the need for in-depth studies that reveal the nature of these relationships and the mechanisms of their influence.

In today's highly competitive and rapidly changing corporate environment, organizational success no longer depends solely on financial or technological resources, but increasingly on human capital and how it is managed. While administrative leadership is a key driver for activating this capital, effective leadership today has transcended its traditional concept of authority and control to encompass psychological and social dimensions, most notably "emotional intelligence " (Goleman, 1995). Leaders who can understand and manage their own emotions and those of others are better equipped to build cohesive and motivated teams, which positively impacts employee performance .

On the other hand, "organizational commitment" is a crucial psychological concept that connects an employee to their organization. It represents the degree of an employee's attachment to the organization and their desire to remain there and strive to achieve its goals. It is believed that the emotional intelligence of leaders not only directly impacts performance but also builds a bridge of trust and loyalty known as organizational commitment, which in turn motivates employees to exert more effort and dedication in their work .

Therefore, the research problem lies in the need for a deeper understanding of the psychological mechanisms that link leadership behavior to individual performance outcomes, specifically testing whether organizational commitment is the mediating mechanism through which the emotional intelligence of leadership is influenced to achieve improved job performance .

The problem addressed by this study lies in the gap between prevailing leadership practices and the desired levels of organizational commitment and job performance in many organizations. Reports indicate that 58% of leadership performance can be explained by emotional intelligence alone (and that 90% of high-performing employees possess a high level of emotional intelligence, while only 20% of low-performing employees possess this trait.

Therefore, this study aims to reveal the impact of emotional intelligence among administrative leaders on organizational commitment and job performance, and to examine the mediating role of organizational commitment in this relationship. It also seeks to provide a practical framework that Arab organizations can utilize in developing their leadership programs.

Chapter One

Methodological framework of the study and previous studies

First :The methodological framework of the study

1. Type and nature of the research: Descriptive analysis This quantitative approach uses questionnaires as its primary tool, with the possibility of supplementing them with qualitative case studies . It employs a survey methodology to establish correlational and causal relationships between variables.

2. Research community and sample

Research community :

- Administrative leaders (deans of colleges and their assistants, heads of departments & employees) (at Future University(

- **Inspection method :** Stratified randomness proportional to the size of each layer.

- **Sample size :** 320 individuals (according to the formula for determining the sample size for an unlimited population (

- **Inclusion criteria :** Experience of no less than 3 years, working directly under the supervision of the leaders under study.

Problem of the study

Despite the widespread recognition of the importance of emotional intelligence in theoretical literature, there is a pressing need to examine how this concept translates into concrete leadership practices within academic institutions, particularly universities. Furthermore, the relationship between leaders' intelligence and employee performance outcomes is often indirect, with mediating variables such as organizational commitment playing a crucial role.

The problem addressed by this study lies in the cognitive and applied ambiguity surrounding the nature of the relationship between the emotional intelligence of administrative leaders and improved employee performance, coupled with a gap in understanding the mediating role of organizational commitment in this relationship within the university environment. In other words, there is no clear picture of how and why the emotional intelligence of leaders affects the performance of their subordinates in the context of the "university of the future".

3. Study objectives

This study aims to address the lack of clarity regarding how the emotional intelligence of administrative leaders at Future University affects employee job performance. It does so by exploring the crucial role of organizational commitment as a mediating variable in this relationship, attempting to fill a research gap and offer practical recommendations to enhance the effectiveness of the organizational environment . Therefore, the study examined the impact of the emotional intelligence of administrative leaders on organizational commitment and job performance, and revealed the mediating role of organizational commitment in this relationship.

4. Variables and research model

Independent variable : Emotional intelligence of leaders (with its five dimensions(

Dependent variables :

- Organizational commitment (in its three dimensions(
- Job performance (in its two dimensions(

Mediating variable : Organizational commitment

Control variables :) Gender, Age, Experience, Educational Qualification(

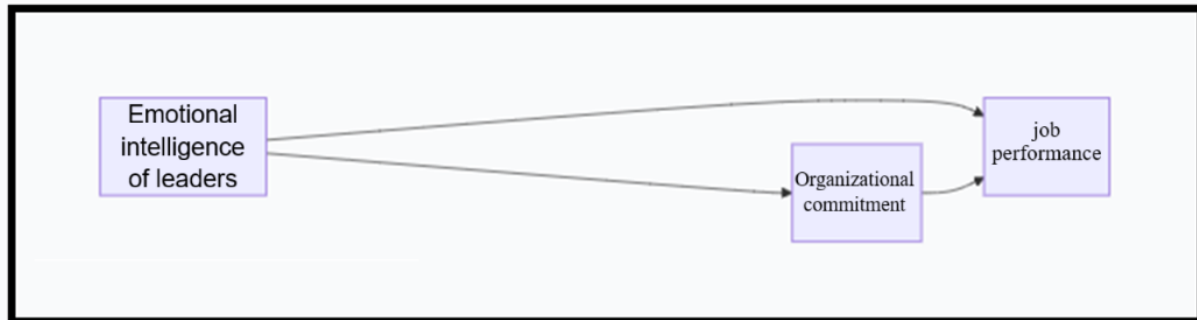


Figure (1) Hypothetical study plan

5. Study population and research sample:

The study adopted the descriptive analytical approach, and a questionnaire consisting of (32) items was applied to a stratified random sample of (350) leaders and employees at Future University .

6. Data collection tools

The main questionnaire consists of 4 sections :

Demographic data : (Gender, Age, Educational Qualification, Years of Experience) Emotional Intelligence Scale for Leaders : (40 items) divided into the five dimensions of Goleman's model

Organizational Commitment Scale : (24 items) according to the three-component model of Meyer and Allen

Job performance measurement : (20 items) includes task and contextual performance

Semi-structured interviews : with a sample of leaders (15-20 interviews) to deepen qualitative understanding

7. Scientific originality

To the best of the researchers' knowledge, this is the first study to link the three variables in an integrated model , in which measurement tools suitable for the Arab context were developed . It is hoped that it will provide an applied framework for Arab organizations.

8. The reliability and consistency of the instruments

- **Apparent truthfulness** : The tools were presented to 7 expert reviewers specializing in management and organizational psychology.
- **Constructive truth** : Using exploratory and confirmatory factor analysis
- **Stability** :
 - ✓ Cronbach's alpha coefficient (target: ≥ 0.70)
 - ✓ Stability coefficient using the split-half method
 - ✓ Test-retest (for two weeks)

9. Statistical methods

- **Descriptive statistics** : Frequencies, percentages, means, standard deviations
- **Inferential statistics** :
 - ✓ Correlation coefficients (Pearson/Spearman)
 - ✓ Multiple regression analysis
 - ✓ Path Analysis
 - ✓ One-way and multi-way analysis of variance (ANOVA, MANOVA)
 - ✓ Structural equation modeling (SEM) to test the overall relationship model.

Measures of variables:

To measure the three variables in the research, approved measurement tools were used that are appropriate for each variable, taking into account their localization and social adaptation .With the Iraqi environment, which is:

T	variable	scale
1.	Emotional intelligence (independent variable)	Goleman. (1995)
2.	Job performance (dependent variable:(Borman & Motowidlo (1997)
3.	Organizational commitment (the mediating variable) :	Meyer, & Allen, NJ (1991)

Second: Previous Studies

The literature and previous studies collectively support the validity of the research hypothesis, namely that emotional intelligence in leadership leads to outstanding job performance through employee organizational commitment . Numerous studies support the direction of the current research.

Studies examining the direct relationship between the emotional intelligence of leaders and job performance have found a positive correlation between the two variables, including the study conducted by (Sy , Tram, & O'Hara, 2006) entitled " The relationship between the emotional intelligence of the worker and the manager and job satisfaction and performance". I found that a leader's mood (which influences their emotional intelligence) is transmitted to their employees .When leaders have a positive mood (an indicator of good emotional intelligence), employees demonstrate higher job performance) . See also the study by Cavazotte , Moreno, & Hickmann , 2012.) The impact of a leader's intelligence, personality, and emotional intelligence on transformational leadership and managerial performance . It was emphasized that the emotional intelligence of leaders is a strong indicator of their managerial performance, and that the most emotionally intelligent leaders were the most effective in leading their teams and achieving performance goals .

Studies examining the relationship between leaders' emotional intelligence and organizational commitment include Meyer & Allen (1997), which demonstrated that leader behavior is a key factor influencing employees' emotional commitment (the strongest type of commitment .(A leader who empathizes with and supports their employees increases their emotional attachment to the organization . Another study , by Carmeli (2003), also explored this relationship. Regarding the relationship between emotional intelligence, work attitudes, behavior, and outcomes, a strong positive correlation has been found between managers' emotional intelligence and employees' organizational commitment (especially emotional commitment .(Employees who worked under emotionally intelligent leaders felt a stronger connection to the organization and were less likely to consider leaving .

Among the studies that addressed the relationship between organizational commitment and job performance , the meta -analysis of the study (Meyer, Stanley, Herscovitch , & Topolnytsky , 2002) showed Organizational commitment (especially emotional commitment) is strongly and positively correlated with job performance. Emotionally committed employees engage more actively in their work and demonstrate superior performance .

Chapter Two

framework:

Emotional intelligence in managerial leadership and its impact on organizational commitment and job performance

Firstly: Emotional intelligence: concept and theoretical models

Emotional intelligence is a relatively new concept in psychology and organizational behavior, referring to the ability to recognize, manage, and express emotions appropriately, whether one's own or others '(Salovey & Mayer, 1990). This concept has evolved to become a cornerstone for understanding human behavior in organizational and social contexts .

Emotional intelligence is defined as the ability to recognize, manage, and effectively utilize one's own and others' emotions to facilitate thought processes, understand emotions, and deal with them to promote personal and organizational growth) Salovey & Mayer, 1990, p. 189 .(This concept has evolved from a mere idea of "emotional power" in Maslow's work in the 1950s to become a key dimension of human intelligence . Effective managerial leadership is the product of integrating technical and managerial skills with emotional and social skills, where emotional intelligence emerges as a crucial factor in achieving outstanding leadership performance. This role can be analyzed according to the dimensions mentioned in the models proposed to explain emotional intelligence, which we will discuss in detail.

The importance of emotional intelligence

Emotional intelligence is a crucial factor in the success of executive leadership, enabling leaders to strengthen their relationships with subordinates and foster effective collaboration and communication among them (Goleman, 1995: 123). It also directly contributes to enhancing employee commitment to the organization, which positively impacts productivity levels and job satisfaction. In addition, emotional intelligence remains a pivotal tool in improving individual performance, which in turn supports higher rates of productivity and quality of working life (Salovey & Mayer, 1990: 191-192).

Areas of application of emotional intelligence

- According to Goleman, 1995: 201 (and (Salovey & Mayer, 1990: 195). Executive leaders can translate emotional intelligence into practical actions through the following :
- Journaling and reflection : Leaders can enhance self-awareness by keeping a daily journal that allows them to examine and evaluate their feelings.
- Making decisions carefully : This requires studying the situation thoroughly and evaluating it objectively before making a decision. .
- Effective motivation : This is achieved by recognizing and rewarding employees' efforts, which enhances their motivation.
- Active listening : This involves actively listening to understand the feelings and unspoken needs of employees.

Dimensions of emotional intelligence

The theoretical dimensions of emotional intelligence are represented in a set of key theoretical models, including:

1.1 The ability model of : (Salovey & Mayer 1990) This model consists of four interconnected capabilities:

- A. Perceiving Emotions :** This means the ability to recognize emotions in oneself and others, to read non-verbal cues and facial expressions, and to accurately distinguish between different emotions.
- B. Facilitating Thought involves using emotions to enhance cognitive processes, employing emotions in problem-solving and decision-making, and integrating emotions into the creative thinking process.**
- C. Understanding Emotions :** This focuses on knowing the causes of emotions and their development, understanding the relationships between different emotions, and predicting their course.
- D. Managing Emotions :** This includes regulating emotions in oneself and others, controlling negative emotions and promoting positive ones, and adapting to changing emotional situations.

2. The mixed model of (Goleman, 1995)

Goleman identified five main dimensions:

- A. - awareness :** This means recognizing feelings and their impact, understanding one's own strengths and weaknesses, and having confidence in one's personal abilities.
- B. Self-regulation :** This involves controlling emotions and feelings, maintaining standards of integrity and morality, and being flexible in adapting to changing circumstances.
- C. Motivation :** Striving to achieve goals with an intrinsic desire, initiative and optimism in facing challenges, and commitment to achievement and excellence.
- D. Empathy involves** understanding the feelings and needs of others, responding to emotions appropriately, and appreciating the diversity and differences between individuals.
- E. Social Skills :** These involve building relationships, effective communication, influencing and inspiring others, managing conflicts, and teamwork.

3. The model (the integrative model (of Baron (1997)). This model includes five interrelated domains :

- A. Intrapersonal Skills :** These are related to self-awareness and self-expression. Respecting and appreciating it, independence and self-realization.
- B. Interpersonal skills include appreciating** social responsibility, interpersonal relationships, and empathy with others.
- C. Stress Management :** This involves coping with stress and difficult situations, and controlling emotions and impulses.
- D. Adaptability involves** realistic problem-solving, flexibility in thinking and behavior, and accurate assessment of situations.
- E. General Mood** It means optimism, a positive outlook, happiness, and satisfaction with life.

4. , Wong & Law developed He developed a model specifically for organizational environments , which includes four dimensions:

- A. **Self-Emotion Appraisal** :This means the ability to understand and express deep emotions naturally , and awareness of personal emotions and their impact on performance.
- B. **Others ' Emotion Appraisal** :This involves the ability to perceive and understand the emotions of others , and sensitivity to unspoken feelings and emotional needs.
- C. **Emotion regulation** : **The** ability to regulate emotions to facilitate cognitive activities , control negative emotions and promote positive emotions.
- D. **Use of Emotion** It is related to directing emotions towards constructive goals , and using emotions to enhance personal effectiveness.

Integration between models

Various models agree that emotional intelligence encompasses multiple abilities, including personal and social aspects, and that it is developable and improvable. Studies also emphasize the importance of emotional intelligence in enhancing job performance, effective leadership, and job satisfaction.

secondly: Organizational commitment: dimensions and theories

Organizational commitment is a cornerstone of organizational stability and success in a competitive environment .It is a central concept in organizational behavior and human resource management, reflecting the strength of an individual's connection to and loyalty to the organization. Its impact extends beyond employee performance, influencing employee turnover, morale, and overall organizational productivity. Organizational commitment refers to "the psychological state that characterizes the relationship between an employee and the organization, and influences their decision to remain a member " (Allen & Meyer, 1990: 14). The following is an overview of the dimensions of organizational commitment, its influencing factors, and its effects on both the individual and the organization .

Organizational commitment is a psychological state that binds an individual to an organization, reducing the likelihood of them leaving. It manifests as a belief in its goals and a willingness to exert effort towards achieving them. The Three Components Model (TCM) by Meyer & Allen) 1991) is the most common model for explaining this concept, dividing commitment into :

- **Emotional commitment** : Emotional attachment and emotional belonging to the organization (desire to remain (.
- **Ongoing commitment** : Understanding the costs and losses resulting from leaving the organization (the need to stay.(
- **Standard compliance** : A sense of moral obligation to continue in the organization (duty to survive (.

Dimensions of organizational commitment :

Understanding its various dimensions allows management to develop targeted strategies to enhance it, which in turn produces the strongest results. By creating a fair and supportive work environment, designing meaningful jobs, and providing opportunities for growth, organizations can build a committed and dedicated workforce capable of driving growth and innovation . Allen & Meyer presented the most widely used model for measuring organizational commitment, which consists of three interrelated dimensions:

1. Commitment :

This refers to the psychological and emotional attachment of the employee to the organization, where they remain out of desire . This kind of sense of identity, belonging, and shared values arises. An employee with a high degree of emotional commitment feels proud to be part of the organization and works to the best of their ability to achieve its goals (Meyer & Allen, 1991: 67) .

2. Continuity Commitment :

This dimension reflects the worker's awareness of the costs and losses associated with leaving the organization, so he stays because Needs Furthermore, this association is based on cost-benefit calculations, such as loss of financial benefits, seniority, or job security (Meyer & Allen, 1991: 70).

3. Normative Commitment :

This is embodied in the worker's sense of moral obligation and duty to remain in the organization, where he stays because **He should** This dimension is shaped by socialization and culture that emphasizes the importance of loyalty to work, or as a reaction to the organization providing certain benefits (such as training or scholarships) to which the worker feels indebted to stay (Meyer & Allen, 1991: 72) .

Factors affecting organizational commitment :

There are many factors that affect employee commitment levels, the most prominent of which are :

- **Organizational justice :** Employees' perception of procedural justice) distributive justice) and the distribution of rewards (distributive justice) and their respectful treatment (interactional justice) plays a central role in enhancing their emotional attachment to the organization (Cohen- Charas & Spector, 2001: 278).
- **Support from management and colleagues :** When he gets The worker, by receiving direct support for himself and his colleagues, whether on a professional or personal level, enhances his sense of belonging and loyalty, which increases his emotional commitment (Rhoades & Eisenberger , 2002: 699).
- **Job characteristics :** Jobs that provide a high degree of autonomy, variety, relevance, and feedback contribute significantly to satisfying the worker's needs and their psychological attachment to the work and the organization (Hackman & Oldham, 1976: 256).
- **Development and promotion opportunities :** Providing clear opportunities for career advancement and continuous training sends a message to the worker that the organization is investing in him and cares about his future, which strengthens the bond of commitment (Mowday , Porter, & Steers, 1982: 51) .

Results of organizational compliance :

A high level of organizational commitment, especially emotional commitment, is associated with a number of positive outcomes for both the organization and the employee :

- **Low employee turnover rate :** Organizational commitment is one of the strongest predictors of employee turnover rates. An emotionally committed employee is less likely to seek other job opportunities (Griffeth , Hom , & Gaertner , 2000: 483) .
- **Improving job performance :** Committed and dedicated workers tend to put in more effort in their work and contribute positively to achieving the organization's goals (Meyer, Stanley, Herscovitch , & Topolnytsky , 2002: 21) .
- **Increased organizational citizenship :** Emotional commitment motivates employees to engage in additional voluntary behaviors that benefit the organization and their colleagues, going beyond the formal requirements of the job (Organ, Podsakoff , & MacKenzie , 2006: 89).
- **Increasing job satisfaction :** There is often a strong positive relationship between organizational commitment and job satisfaction, with commitment being an indicator of overall satisfaction with the work experience as a whole (Mathieu & Zajac , 1990: 178).

Third :Job performance: concept and interrelationships

Job performance refers to the degree to which an individual executes assigned tasks according to established standards, encompassing both task **performance**) i.e .completing the core activities in the job description (and **contextual performance** .These are voluntary behaviors that support the organizational environment (such as cooperation and initiative (. Its importance lies in the fact that it is the main indicator of the organization's effectiveness and its ability to achieve its goals .

Job performance is a cornerstone of organizational success and sustainability, representing the culmination of an individual's efforts and capabilities within their job responsibilities. The concept of performance is not limited to simply completing tasks; rather, it is a multidimensional construct reflecting the value an employee adds to the organization. Job performance is defined as "the set of measurable behaviors exhibited by an employee that are associated with achieving organizational goals "(Campbell, 1990: 30) .

Dimensions of job performance

Researchers agree that job performance is not a one-dimensional concept, but rather consists of multiple dimensions, the most prominent of which are :

1. Performance :

This refers to proficiency in performing the basic activities listed in the formal job description, which contribute directly to the organization's core operations. Examples include preparing reports for an accountant or selling products for a salesperson (Borman & Motowidlo, 1993: 72).

2. Performance / Citizenship Behavior

This refers to voluntary, optional behaviors that are not directly related to official duties but contribute to enhancing the psychological and social environment of the organization. Examples include: cooperating with colleagues, taking the initiative to help others, maintaining a positive attitude, and protecting the organization's resources (Organ, 1997: 91).

3. Counterproductive work behaviors:

These are voluntary actions that harm the organization or its employees, such as deliberate absenteeism, tardiness, misuse of property, or bullying of colleagues. This dimension is considered the negative aspect of performance, as it reduces the effectiveness of the organization as a whole (Sackett , 2002: 12) .

Factors affecting job performance :

Job performance is affected by a number of factors that can be classified into three main categories :

1. Individual factors :

- **Abilities and Skills (Ability):** Natural talent and acquired skills are among the strongest predictors of performance. Each job has specific cognitive and physical requirements that must be met by its occupant (Schmidt & Hunter, 1998: 265).

- **Motivation :** It represents the desire and effort an individual makes to achieve a goal. Without motivation, abilities do not translate into actual performance. Motivation is influenced by incentives, fairness, and job satisfaction (Pinder , 1998: 15).

- **Personality traits :** Research has shown that traits such as "conscientiousness " The Big Five traits model strongly correlates positively with performance in All occupations (Barrick & Mount, 1991: 18).

2. Organizational factors :

- **Leadership :** Leaders play a pivotal role in motivating performance by providing vision, support, and necessary resources, and creating a motivating work environment (Judge, Piccolo, & Ilies , 2004: 36).

- **Job Design :** Rich and varied jobs that give their occupants a degree of independence and responsibility contribute to raising the level of performance and satisfaction (Hackman & Oldham, 1976: 250).

- **Organizational Culture :** A work environment that encourages innovation, collaboration, and excellence greatly supports the achievement of high performance levels (O'Reilly & Chatman, 1996: 165).

3. Environmental factors :

- **Resources & Technology:** Performance is negatively affected by a lack of resources (material, financial, human) or by the use of outdated and ineffective technologies .

- **stress :** A certain amount of stress can be motivating, but chronic and severe stress leads to exhaustion and a sharp decline in performance (Jamal, 1984: 82).

The relationship of job performance to other concepts :

- **Organizational compliance :** There is a positive reciprocal relationship; good performance enhances the sense of achievement and belonging (commitment), and the committed worker makes a greater effort to achieve outstanding performance (Meyer, Stanley, Herscovitch , & Topolnytsky , 2002: 25).

- **Job satisfaction :** A worker who is satisfied with their job is often more productive, and good performance that is rewarded in turn enhances feelings of satisfaction (Judge, Thoresen , Bono, & Patton, 2001: 376).

Measuring job performance :

Organizations use several methods to measure performance, including :

- **Objective evaluation criteria :** Such as sales volume, number of units produced, error rate (results metrics) .

- **Self-assessment measures :** Where the employee himself evaluates his performance .

- **Direct Manager Evaluations :** This is the most common method, where the employee's performance is judged based on the observations of his direct manager .

- **-360degree assessment :** This system gathers feedback from all contacts with the worker (manager, colleagues, subordinates, customers), giving a comprehensive and balanced picture of his performance (Lepsinger & Lucia, 2009: 45).

Job performance is a complex system in which an individual interacts with their work environment. Understanding its multiple dimensions (task performance, contextual behavior, and counter-behaviors) and the factors that influence it (individual, organizational, and environmental) provides management with a strategic vision for enhancing it. Maximum performance cannot be achieved without creating a supportive environment, selecting the right people, designing motivating jobs, and implementing fair evaluation systems. Investing in performance improvement is an investment in human capital, the primary driver of sustainable competitive advantage .

Theoretical relationships between research variables

A. The relationship between emotional intelligence in leadership and organizational commitment :

The emotional intelligence of leaders is a cornerstone of building organizational commitment. A leader with high emotional intelligence is better able to :

- **Enhancing emotional commitment :** By creating a positive work environment based on mutual respect and fairness, we increase the sense of belonging and loyalty .
- **Encouraging compliance with standards :** Through behavioral modeling and instilling values of integrity and social responsibility, which generates a sense of duty towards the organization .
- **Managing Continuing Compliance :** By understanding the needs of employees and providing opportunities for growth, the perceived costs of leaving the organization increase (such as loss of benefits and relationships).

B. The relationship between emotional intelligence in leadership and job performance :

An emotionally intelligent leader directly and indirectly influences the performance of their subordinates through :

- **Effective motivation :** Using empathy to understand and guide individuals' motivations increases their enthusiasm and productivity .
- **Conflict management and cooperation :** Using social skills to build cohesive teams and turn disagreements into opportunities for learning and innovation .
- **Providing psychological support :** Self-awareness and self-regulation of the leader help create a safe climate that reduces stress and enables employees to do their best .

C. The relationship between organizational commitment and job performance:

An employee who is emotionally committed and affiliated with the organization not only feels a desire to stay, but also a desire to contribute. Therefore, organizational commitment is the intermediary link through which a leader's emotional skills translate into tangible results, leading to :

- **Exceptional effort was made** Exceeds the official requirements of the job .
- **Initiative and creativity** In problem-solving .
- **perseverance** In the face of challenges .

Thus, the impact model can be visualized as follows : **Leader's emotional intelligence → Enhanced organizational commitment → Improved job performance .**

The theoretical framework emphasizes that emotional intelligence in managerial leadership is not merely a personal competency, but a strategic asset that drives organizational performance. It is the mechanism through which trust and loyalty (commitment) are built, which in turn pave the way for achieving excellence in performance. These interconnected relationships highlight the critical need to adopt leadership development programs that focus on building emotional skills as a key driver of sustainable organizational success .

Chapter Three

Table No. 1: Demographic characteristics of the research sample (n = 350)

variable	Category	repetition	Percentage
Sex	male	185	52.9%
	feminine	165	47.1%
the age	Under 30 years old	120	34.3%
	30-40 years	150	42.8%
	More than 40 years	80	22.9%
Academic qualification	diploma	70	20.0%
	Bachelor's	210	60.0%
	Postgraduate studies	70	20.0%
Years of experience	under 5 years	110	31.4%

	5-10 years	140	40.0%
	More than 10 years	100	28.6%

Analysis of Table (1): The table shows that the research sample is gender-balanced, and that the vast majority of participants (42.8%) fall within the 30-40 age group, reflecting a mid-career workforce. Furthermore, 60% of the sample hold a bachelor's degree, indicating a good level of education. Experience was evenly distributed, ensuring a diversity of perspectives .

Table 2: Results of the reliability analysis (Cronbach's alpha coefficient(

Cronbach's alpha coefficient	Number of phrases	variable
0.91	25	Emotional intelligence for leadership
0.88	18	Organizational compliance
0.93	20	Job performance
0.94	63	the total

Analysis of Table (2): The table shows that Cronbach's alpha coefficient values for all study variables ranged between 0.88 and 0.93, values higher than the scientifically accepted limit of 0.70. This indicates that the study instrument (the questionnaire) has a very high degree of reliability, and that the collected data is trustworthy and reliable for conducting subsequent statistical analyses .

Table 3: Descriptive statistics for the main research variables

T	variable	arithmetic mean	standard deviation	Level of assessment
1.	Emotional intelligence for leadership	3.85	0.67	high
2.	Organizational compliance	3.72	0.71	high
3.	Job performance	3.91	0.59	high

Analysis of Table (3): The table shows that the arithmetic means for all study variables were high, with the average for leadership emotional intelligence (3.85), organizational commitment (3.72), and job performance (3.91). These values, which fall above the mean point (3) on a five-point Likert scale, indicate that the perceptions of the employees in the studied sample tend to be positive regarding their leaders' emotional intelligence, their level of commitment to their organizations, and their job performance. Furthermore, the standard deviation values were relatively low, demonstrating a general agreement among the participants regarding these perceptions .

Table 4: Pearson correlation matrix between research variables

T	variable	Emotional intelligence	Organizational compliance	Job performance
1.	Emotional intelligence	1		
2.	Organizational compliance	642	1	
3.	Job performance	685	721	1

note : All correlations are significant at the (0.01) level.

Analysis of Table (4): This table aims to measure the strength and direction of the linear relationship between the study variables. The results showed the following :

- There is a strong, statistically significant positive correlation between the emotional intelligence of leadership and job performance ($r = 0.685$) which means that the more employees perceive their leader's emotional intelligence, the higher their job performance level .
- There is a strong, statistically significant positive correlation between leadership emotional intelligence and organizational commitment ($r = 0.642$).
- A very strong and statistically significant positive correlation was found between organizational commitment and job performance ($r = 0.721$). These preliminary results support hypotheses H1, H2, and H3 and justify regression analyses to test the nature of the effect .

Table No. 5: Results of simple linear regression analysis to test the first hypothesis (H1)

The model	Value of R	R ²	value of F	Significance (Sig.)	Transactions (Beta)	value of t	Significance (Sig.)
fixed					1.210	5.987	000
Emotional intelligence	685	469	308.54	000	685	17.56	000
Dependent variable: Job performance							

Analysis of Table (5): This table tests the effect of emotional intelligence (independent variable) on job performance (dependent variable) (.

- The value of $R^2 = 0.469$ means that the emotional intelligence of leadership explains about 46.9% of the variance in job performance among employees, which is a good explanatory percentage .
- The value of $F = 308.54$ is statistically significant (Sig. = 0.000) which confirms that the statistical model is valid for explaining the relationship .
- The standard regression coefficient (Beta) for emotional intelligence was (0.685), which is statistically significant (Sig. = 0.000). **Conclusion :** Based on these results **the first hypothesis (H1) is accepted** which states that "there is a statistically significant positive effect of the emotional intelligence of managerial leaders on the job performance of employees ".

Table No. 6: Results of simple linear regression analysis to test the second hypothesis (H2)

The model	Value of R	R ²	value of F	Significance (Sig.)	Transactions (Beta)	value of t	Significance (Sig.)
fixed					1.350	6.112	000
Emotional intelligence	642	412	244.18	000	642	15.62	000
Dependent variable: Job performance							

Analysis of Table (6): This table tests the effect of emotional intelligence (independent variable) on organizational commitment (dependent variable) (.

- The value of $R^2 = 0.412$ indicates that emotional intelligence explains 41.2% of the variance in organizational commitment .
 - The value of $F = 244.18$ is statistically significant (Sig. = 0.000) which confirms the validity of the model .
 - The standard regression coefficient (Beta) for emotional intelligence was (0.642), which is statistically significant .
- Conclusion :** Based on these results **the second hypothesis (H2) is accepted** which states that "there is a statistically significant positive effect of the emotional intelligence of managerial leaders on the organizational commitment of employees ."

Table No. 7: Results of simple linear regression analysis to test the third hypothesis (H3)

The model	Value of R	R ²	value of F	Significance (Sig.)	Transactions (Beta)	value of t	Significance (Sig.)
fixed					1.350	6.112	000
Organizational compliance	721	.520	377.44	000	721	19.43	000
Dependent variable: Job performance							

Analysis of Table (7): This table tests the effect of organizational commitment (independent variable) on job performance (dependent variable) (.).

- A value of $R^2 = 0.520$ means that organizational commitment explains 52% of the variance in job performance, which is a high explanatory percentage .
 - The value of $F = 377.44$ is statistically significant (Sig. = 0.000).
 - The standard regression coefficient (Beta) for organizational commitment was (0.721), which is statistically significant .
- Conclusion :** Based on these results **the third hypothesis (H3) is accepted** which states that "there is a statistically significant positive effect of organizational commitment on employee job performance ".

Testing the fourth hypothesis (the role of organizational commitment as a mediating variable (: Mediation will be tested according to the steps proposed by Baron & Kenny (1986) using hierarchical regression analysis .

Steps one and two : This was verified in Tables (5), (6) and (7). Emotional intelligence affects job performance (H1) which affects organizational commitment (H2) and organizational commitment affects job performance (H3).

Step three : The mediating variable (organizational commitment) is entered into the regression model along with the independent variable (emotional intelligence) to see their combined effect on the dependent variable (job performance) (.).

Table No. 8: Hierarchical Regression Analysis for Mediation Test (Step 3)

The model	Independent variables	R ² value	Change in R ²	value of F	Transactions (Beta)
Model 1	fixed	469		308.54	
	Emotional intelligence				685
Model 2	fixed	635	166	301.22	
	Emotional intelligence				250
	Organizational compliance				550

Analysis of Table (8): This table is the core of the mediation test .

- **Model 1 :** It replicates the results of Table (5), where emotional intelligence alone explains 46.9% of the variance in job performance, and the Beta coefficient = 0.685.
- **Model 2 :** When the mediating variable (organizational commitment) was added, the explanatory power of the model increased significantly to $R^2 = 0.635$ (i.e., 63.5% of the variance), and the increase in explanation (ΔR^2) was 16.6%, which is statistically significant .
- **Most importantly :** The Beta coefficient for emotional intelligence decreased from 0.685 in Model 1 to 0.250 in Model 2, but remained statistically significant. At the same time, the Beta coefficient for organizational commitment was high and significant (0.550). **Conclusion :** This result indicates **partial mediation** . This means that emotional intelligence directly affects job performance (as evidenced by the significant coefficient of 0.250), but also indirectly through increased organizational commitment, which in turn enhances performance. Therefore **the fourth hypothesis (H4) is accepted** .

Table 9: Summary of Hypothesis Testing Results

Hypothesis	Formulating the hypothesis	Result
H1	There is a statistically significant positive effect of the emotional intelligence of administrative leaders on the job performance of employees .	Acceptable
H2	There is a statistically significant positive effect of the emotional intelligence of managerial leaders on the organizational commitment of employees .	Acceptable
H3	There is a statistically significant positive effect of organizational commitment on employee job performance .	Acceptable
H4	Organizational commitment plays an intermediary role in the relationship between leadership emotional intelligence and job performance .	Acceptable (partial mediation)

Analysis of Table (9): This table summarizes the final results of the hypothesis testing, confirming all four hypotheses that formed the basis of the research. The most important finding is the confirmation of the partial mediating role of organizational commitment .

Table 10: Comparison between the direct and indirect impact of emotional intelligence on job performance

Type of effect	The path	Effect size (Beta value)
direct impact	Emotional intelligence → Job performance	0.250
indirect effect	Emotional intelligence → Organizational commitment → Job performance	0.642 * 0.550 = 0.353
Overall impact		0.250 + 0.353 = 0.603

Analysis of Table (10): This table provides a deeper quantitative explanation of the results .

- **direct** effect of emotional intelligence on performance (after controlling for commitment) is 0.250 .
- **indirect** effect (The average across organizational commitment) is calculated by multiplying the path coefficient (emotional intelligence → commitment), which is 0.642, by the path coefficient (commitment → performance), which is 0.550, so that the indirect effect becomes 0.353 .
- **Important note :** The indirect effect (0.353) is greater than the direct effect (0.250). This means that a significant portion of the impact of leaders' emotional intelligence on employee performance occurs through building commitment and loyalty first. The overall impact of emotional intelligence on performance is 0.603 .

5 . Discussion of results

The study's findings confirmed the hypothesis that there are strong, positive relationships between leadership emotional intelligence, organizational commitment, and job performance. The finding that leaders' emotional intelligence explains approximately 47% of the variance in employee performance aligns with studies demonstrating that leaders who understand and effectively manage their team's emotions are able to create a positive work environment that fosters creativity and productivity .

The most important finding, however, is the mediating role of organizational commitment, which provides a profound psychological explanation for how emotional intelligence operates. An emotionally intelligent leader does not directly demand high performance, but rather cultivates it indirectly through :

1. **Building trust** : Empathy and social skills create a bond of trust between the leader and the employee .
2. **Enhancing the sense of appreciation** : Self-awareness and awareness of others enable one to honestly appreciate the efforts of their team .
3. **Increased sense of belonging** : These behaviors, taken together, increase the employee's loyalty and emotional commitment to the organization . This increased commitment motivates the employee to behave beyond expectations (high performance) because they feel that the organization's success is part of their personal success .

Chapter Four

Conclusions and Recommendations

This study concluded that the emotional intelligence of administrative leaders is a vital strategic asset in the contemporary organizational environment, not only because of its direct impact on job performance, but more importantly because of its role in building organizational commitment, which acts as a strong link that enhances this performance . The following are the most important conclusions and recommendations that emerged from the study.

First :Conclusions

1. There is a strong and influential positive relationship between the emotional intelligence of managerial leaders and the job performance of employees. This relationship is not merely correlational, but rather... A causal relationship exists, where the development of emotional intelligence in leaders leads to improved performance of their teams .
2. The impact of a leader's emotional intelligence is not limited to direct performance, but its influence The strongest and most sustainable This is achieved through its impact on the psychological and behavioral state of the workers, and this is manifested in the enhancement of Organizational commitment, and especially emotional commitment, is the essential intermediary link in this relationship .
3. The emotional intelligence of a leader improves performance through the following mechanism :
The emotionally intelligent leader It creates a supportive and motivating work environment and promotes The worker's sense of fairness, appreciation, and belonging (emotional commitment , and This commitment motivates the worker to Exerting extra effort, creativity, and volunteering (outstanding performance (.
4. Integration of skills : Emotional intelligence does not operate in isolation, but rather... Complementary to administrative and technical capabilities For the leader. The leader who is technically proficient and emotionally intelligent is the most capable of leading high-performing teams .
5. A profitable investment : Investing in developing the emotional intelligence of leaders is a strategic investment with a high return, as it not only improves performance, but also reduces employee turnover (resignations) and enhances the psychological health of the organization as a whole .

Second :Recommendations

1. For organizations :

- Integrating emotional intelligence measures into selection and appointment processes : Emotional intelligence measures should become an essential part of the criteria for selecting, appointing, and promoting administrative leaders, alongside academic qualifications and practical experience .
- Designing Sustainable Development Programs : Designing and implementing intensive and sustainable training and development programs for current and future leaders to enhance their skills in self-awareness, emotional regulation, empathy, and motivation. These programs must be practical and applied, not merely theoretical .
- Building a supportive organizational culture : Working to build an organizational culture that values feelings, empathy, and transparency, and encourages open communication and active listening, creating a fertile environment for developing organizational commitment .

- Comprehensive leadership performance evaluation : Developing leadership performance evaluation systems that take into account not only the achievement of numbers and goals, but also the level of commitment of their teams and their job satisfaction, as an indicator of their leadership effectiveness .

2. For administrative leaders :

- Investing in self-development : Every leader should make a conscious and continuous effort to develop their emotional intelligence through reading, seeking feedback, and reflecting on daily practices .
- Practicing active listening and empathy : Making open communication with employees and listening to their concerns and ideas a priority, and trying to see things from their perspective to build bridges of trust .
- Being transparent and flexible : Managing negative emotions (such as anger or frustration) in constructive ways, and being flexible in the face of challenges and change, as a role model .
- Linking individual and collective goals : Using motivational skills to link employees' personal goals with the goals of the team and the organization, thereby enhancing the sense of shared purpose and commitment .

3. For researchers :

- Conducting in-depth field studies : Conducting further applied studies in different sectors (such as education, health, technology) to verify this model and measure the size of the impact in different contexts .
- Exploring additional mediating variables : Investigating the role of other mediating variables that may enhance the relationship, such as Job empowerment, Organizational justice and psychological resilience For the worker .
- Longitudinal studies : Conducting longitudinal studies that track the long-term impact of emotional intelligence development programs for leaders to measure the sustainability of the effect on commitment and performance .

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