



A'SHARQIYAH UNIVERSITY –

College of Business Administration

Master Dissertation

**The Meditating Role of Empowering Leadership on the
Relationship between Emotional Intelligence, Psychological
Empowerment, Work Engagement, and Risk-Taking
Behavior**

Prepared by:

Raya Masoud AL-Brwani

Supervised by:

Dr. Khalid Abed Dhaleez

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Prepared by:

Raya Masoud AL-Brwani

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Prepared by:

Raya Masoud AL-Brwani

This dissertation was defended on \ \2022 and Approved.

Supervisor

Dr. Khaled Dhaleez

Committee Members

Name

Signature

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2.

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3.

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4.

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Acknowledgment

I acknowledge that the source of the scientific content of this dissertation has been determined and that it is not provided for any other degree, and that it reflects the opinions of the researcher which are not necessarily adopted by the donor.

Researcher:

Name:

Raya Masoud AL-Brwani

Signature:

.....

Dedication

I dedicate this study to:

My supervisor Dr. Khalid Dhaleez for continuous support and encouragement.

My wonderful mother, who has always prayed for me and never stopped believing in me.

This is for my amazing husband, who has always been there to encourage and support me.

A dedication to my beloved daughter, Shaden

Dear Family and Friends,

Thank you

Raya

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Abstract

This study aims to examine the relationship between emotional intelligence, psychological Empowerment, Work Engagement, and Risk-Taking Behavior through the intervening effect of empowering leadership in the health sector in Oman. The study follows a quantitative methodology and employs Smart PLS and SPSS analysis (Hierarchical regression analyses) to analyze data collected from a convenient sample of 322 employees working in different positions in the health sector.

The findings reveal that emotional intelligence directly impacts employees' psychological empowerment, work engagement, and risk-taking behavior. Furthermore, the findings confirmed a strong connection between emotional intelligence and both psychological empowerment and work engagement through empowering leadership. However, they reveal a non-significant mediating effect of empowering leadership on the relationship between emotional intelligence and risk-taking behavior.

This study underscores the important role of leaders in adjusting and improving their employees' experience and motivation and enhancing their self-efficacy at work, especially in applying emotional intelligence by effectively controlling their emotions and positive thinking. It is also recommended that empowered leaders should encourage their employees to take risks and complete tasks creatively and innovatively to achieve high performance and effective results.

Keywords: Emotional Intelligence, Empowering Leadership, psychological Empowerment, Work Engagement , Risk-Taking Behavior , Health Sector, Sultanate of Oman

الملخص

تهدف هذه الدراسة الى التحقق من طبيعة العلاقة بين الذكاء العاطفي، والتمكين النفسي، والمشاركة في العمل، وسلوك المخاطرة من خلال وجود المتغير الوسيط التمكين القيادي في قطاع الصحة في عمان. واعتمدت هذه الدراسة على المنهج الوصفي التحليلي باستخدام برنامجي التحليل الذكي PLS وSPSS (تحليلات الانحدار الهرمي) لتحليل البيانات التي تم جمعها من عينة ملائمة من 322 موظفًا وموظفة يعملون في مناصب مختلفة في القطاع الصحي.

كما وقد أوضحت النتائج أن الذكاء العاطفي يؤثر بشكل مباشر على التمكين النفسي للموظفين والمشاركة في العمل وسلوك المخاطرة. علاوة على ذلك، أكدت النتائج وجود علاقة قوية بين الذكاء العاطفي وكل من التمكين النفسي والمشاركة في العمل من خلال تمكين القيادة في القطاع الصحي. ومع ذلك، فإنها تكشف عدم وجود التأثير غير المهم للتمكين القيادي على العلاقة بين الذكاء العاطفي وسلوك المخاطرة كمتغير وسيط.

وتؤكد هذه الدراسة على الدور المهم للقيادة في ضبط وتحسين خبرة موظفيهم وتحفيزهم وتزويدهم وتعزيز كفاءتهم الذاتية في العمل، من خلال تطبيق مفهوم الذكاء العاطفي عن طريق التحكم الفعال في عواطفهم وتفكيرهم الإيجابي. كذلك توصي هذه الدراسة أيضًا بأن يقوم القادة المتمكنون بتشجيع موظفيهم على تحمل المخاطرة وإكمال المهام بشكل مبدع ومبتكر لتحقيق أداء عالٍ ونتائج فعالة.

الكلمات المفتاحية: التمكين القيادي، التمكين النفسي، المشاركة في العمل، سلوك المخاطرة، الذكاء العاطفي، القطاع الصحي، سلطنة عمان.

List of Abbreviations

| | |
|---------------------------|-----|
| Emotional Intelligence | EI |
| Empowering Leadership | EL |
| psychological Empowerment | PE |
| Work Engagement | WE |
| Risk-Taking Behavior | RTB |
| Ministry of Health | MOH |
| Oman Health Facilities | OHF |
| Others' Emotion Appraisal | OEA |
| self-emotion appraisal | SEA |
| Use of Emotion | UOE |
| Regulation of Emotion | ROE |
| Absorption | AB |
| Devotion | DE |

Chapter One: Introduction

1. Chapter One: Introduction

1.1.Introduction

For more than three decades, leadership theory has been applied through top-down bureaucratic systems in various organizations (Alotaibi et al., 2020). The majority of researchers advocated for a shift away from traditional hierarchical systems to empower people (Fong & Snape, 2015). To achieve this, there is evidence that employee empowerment is positively connected with their attitudinal and behavioral outcomes (Schilpzand et al., 2018; S. Wang et al., 2020). A distinct sort of leadership attitude, known as Empowering Leadership (EL), has been defined as one type that provides support and motivation to subordinates through a variety of methods including coaching, encouragement, training, emotional support, and knowledge (Muafi et al., 2019). According to a stream of positive scholarship, the benefits of empowerment leadership are generally claimed to be largely good, humanistic, and virtuous. The notion of EL has been created in line with this stream of positive study (Lorinkova et al., 2013).

Employees are therefore more likely to have a feeling of purpose in their jobs, as well as to believe that they are competent in carrying out their responsibilities on a self-managed basis (Han et al., 2019). EL has gained increased attention from scholars and practitioners alike because of its ability to improve crucial work outcomes, such as creativity, job satisfaction, work engagement (WE), and organizational commitment (Adiguzel, 2020; Alotaibi et al., 2020; Gao & Jiang, 2019a). Leader empowering practices are linked to many outcomes and advantages, such as staff empowerment, according to recent studies (Bucher et al., 2020), WE (de Villiers & Stander, 2011), and risk-taking behavior (RTB) (Jung et al., 2020b). Based on De Dreu & Weingart (2003) EL is considered a style of leadership that aims to improve the self-efficiency of employees and to behave on their own (Adiguzel, 2020). According to Blaik Hourani et al (2021); Feenstra et al., (2020a), the role of leadership is becoming more challenging, and expected leaders to use their emotional intelligence (EI) with themselves and their employees. There has been a growth in both academia and research interest in the beneficial aspects of empowered leadership.

Superior leaders who can effectively use their own emotions to understand and manage the emotional process that employees are involved in are called emotional leaders. As a result, high EI is a critical component of effective leadership (A. Lee et al., 2018).

Emotionally intelligent leaders do better in the workplace than those with a lower level of EI (H. W. V. Tang et al., 2010). Wang et al (2020) emphasized that EI has a significant impact on job retention when it comes to relationships between managers and their employees. Thus, the EI and EL play a critical role in improving employee psychological empowerment (PE) and commitment to their jobs. Moreover, Previous research has established that the meaning of making impactful decisions is conveyed through good communication. Empowering leaders to give their employees significant authority and responsibility to enable them to take care of the organization's needs for improved performance (Sims et al., 2009).

Numerous studies have found a positive correlation between employee engagement and organizational commitment (Kerdpitak & Jermittiparsert (2020); Kim & Beehr (2020c). As a result, leadership has been proven to be a major driver of job engagement, and specific leadership styles that are believed to improve WE include transformational leadership, servant leadership, authentic leadership, charismatic leadership, and empowerment leadership (Testa et al., 2021). Studies in the Arab world tend to be sparse on the subject of the connections between effective leadership and employee engagement (Adiguzel, 2020). Emotional intelligence and leadership qualities have been shown in the previous study to be highly connected with the development of empowering work settings, particularly for nurses; leadership success; WE; and nursing staff's intention to leave (Adiguzel, 2020; S Bhattacharjee & Rahman, 2016a; H. W. V. Tang et al., 2010).

In addition, nurse leaders play an important role in promoting nurse performance, hospital goals, and patient outcomes in this setting. EL happens when nurses realize that they are empowered, and EL provides staff with greater autonomy and a supportive work environment (N. A. Ahad et al., 2011; S Bhattacharjee & Rahman, 2016b; Cao et al., 2019). EI and EL will play a significant role in enhancing PE and WE from this perspective, as Cao et al. (2019); Khuntia et al.(2017); Wan et al. (2018) believed. Because of a scarcity of nurses and rising health care expenses, previous research has found that WE are essential in the hospital context (Khuntia et al., 2017; Tuckey et al., 2013).

As a result, the relevance of knowing how risk influences may alter the likelihood of engaging in high-risk behaviors has been extensively examined by many researchers but not nearly as extensively in the health sector. These risks come from doing things that

make it more likely that you will have bad physical, psychological, or social effects (Maktabi et al., 2016). Referring to Ketprapakorn (2019) Employees who work in an uncertain environment are more likely to make changes and do their jobs actively. Empowered employees are more motivated, responsible, and proactive in managing and improving their work (Adiguzel, 2020; Gong et al., 2020). The importance of employees' work is recognized by enabling leadership (Cheong et al., 2016) that also empowers individuals in a variety of ways, including psychologically (Cheong et al., 2016). It's easier for workers to take chances if they believe they can achieve high performance and trust their leaders, which encourages them to be more creative and imaginative in their job. Additionally, EL has a good impact on performance by fostering a sense of stability in the organization among employees (Kim & Beehr, 2020a; Michie, 2019).

This paper clarifies that empowering leaders should encourage and motivate employees' views, opinions, and attitudes towards positive organizational change (David & Darren, 2002). Employees of an organization are always working in an uncertain business environment and are increasingly required to manage the changes and actively perform their work (K. Lee et al., 2017). Moreover, employees should be aware of the requirement of change for the organization's development and help to run such change after getting employee PE and WE (Alotaibi et al., 2020).

Oman's health sector has EI and EL as essential elements for developing PE (AlUbaidi et al., 2020). However, there has been little research on the impact of these two factors on staff engagement, PE, and RTB. EI and EL's ability to maintain a competitive advantage in the health industry, as well as their role in empowering employees in the health sector, should help hospitals to reduce turnover among their staff and improve patient relations, which decreases work risks. As this paper will concentrate on.

1.2. Problem Statement

As the business landscape constantly changes, leaders must adapt their approaches to foster and encourage employee initiative in supporting the organization's common aim of long-term sustainability (Liu & Boyatzis, 2021). To achieve lasting organizational change, leaders must take PE, job engagement, and RTB into consideration as crucial aspects that might influence favorably or negatively employee performance (AlUbaidi et al., 2020; Farrukh et al., 2019). In empowering leadership, leaders delegate authority to their employees and increase motivation by giving them more responsibility and

autonomy in their work which is called emotional intelligence (De Klerk & Stander, 2014).

Oman's health industry is one of the most essential, contributing significantly to the well-being of the country's residents by providing the care they require. Hospital workers are under a lot of stress, anxiety, and emotional disorders because of new diseases and health complications that have evolved throughout the years (AlUbaidi et al., 2020). Hospitals deal with these issues daily because they are regarded as a necessity for all human beings. Khuntia et al. (2017) stated that the primary purpose of healthcare doctors and their staff is to offer their patients the best and most comprehensive care possible. It is critical to maintain high levels of emotional intelligence for the medical officers' workforce in hospitals because they are exposed to high levels of emotional stress daily, which has a negative impact on their job satisfaction and performance, as well as the quality of care they provide to their health care workers and patients (Kim & Beehr, 2020c; Maktabi et al., 2016; Shanafelt et al., 2021; Walton et al., 2020).

Researchers show that employees with high EI and a positive reaction to the EL enjoy increased psychological empowerment and job satisfaction. It's more essential, though, because employees with greater levels of EI have a better chance of forming strong relationships with coworkers and gaining their support (Resnik & Dewaele, 2020; Slušnienė, 2019; Varshney & Varshney, 2020). EI and workers' risk-taking and PE are the subjects of this study, which was done in a relatively new domain. EI hasn't been studied in Oman's health industry through the mediating variable of empowering employees' leadership. To expand the scope of the theory, this study experimentally tests the link between leadership that empowers people, EI, PE, RTB, and commitment at work.

Based on Oman vision 2040, all of Oman's governorates should be covered by a publicly funded, privately delivered, and publicly accountable healthcare system that prioritizes inclusivity and equity. This should expand to include more medical subspecialties and specialized medical institutes and colleges to train doctors in a wide range of fields. Medical services, healthcare facilities, laboratories, and healthcare professionals all need to be accredited to meet the standards set by the intended healthcare system.

As one of the challenges that could prohibit health sector workers in Oman's private and public hospitals from providing high-quality healthcare (Abbasi et al., 2021), this study sheds light on the problem of the impact of emotional intelligence on the sector. On the other hand, this paper will focus on the role of leadership and psychological empowerment as essential factors for preparing the best quality doctors and health workers to take on more responsibility for public health. As it will help to boost performance and organizational development in hospitals as a result. To achieve this objective, the researcher developed a model by integrating Rapp's (2005) success model of empowering leadership with Wong and Law's (2002) Emotional Intelligence and then modifying this integration to point to all user performance, health professional relationships, and patient care in order to answer the research's main question:

Q1: "How is emotional intelligence directly related to psychological empowerment, work engagement, and risk-taking behavior?"

1.3. Research Question

Based on the discussions above and the main question, in order to address the research gaps and to help in directing the research as well as identifying a suitable research methodology, the following sub-questions will be addressed:

RQ1: Does empowering leadership mediate the relationship between emotional intelligence and psychological empowerment?

RQ2: Does empowering leadership mediate the relationship between emotional intelligence and work engagement?

RQ3: Does empowering leadership mediate the relationship between emotional intelligence and risk-taking behavior?

1.4. Research Objectives

The main objective of this study is to investigate the relationship between emotional intelligence, psychological empowerment, work engagement, and risk-taking behavior through empowering leadership as a Mediator. Specifically, this study aimed at achieving the following three sub-objectives:

RO1: Investigate the relationship between emotional intelligence and psychological empowerment over empowering leadership.

RO2: Investigate the relationship between emotional intelligence and work engagement through empowering leadership.

RO3: Investigate the relationship between emotional intelligence and risk-taking behavior through empowering leadership.

1.5. Study Model & Hypotheses

The researcher used and adapted a model established and tested by other researchers Saad M. Alotaibi, Muslim Amin, and Jonathan Winterton (2020) to address the above research's major and sub-questions. This model incorporates indirect linkages between emotional intelligence and empowering leadership, psychological empowerment, and work engagement. That model was expanded by the researcher to include correlations to healthcare institutions' risk-taking behavior. Numerous studies have examined the effect of emotional intelligence on risk-taking behavior, but I could not identify a single study that examined the relationship between individual constructs of emotional intelligence and risk-taking behavior through empowering leadership or applied such a study to the health sector, A new scientific contribution can be made by studying these relationships.

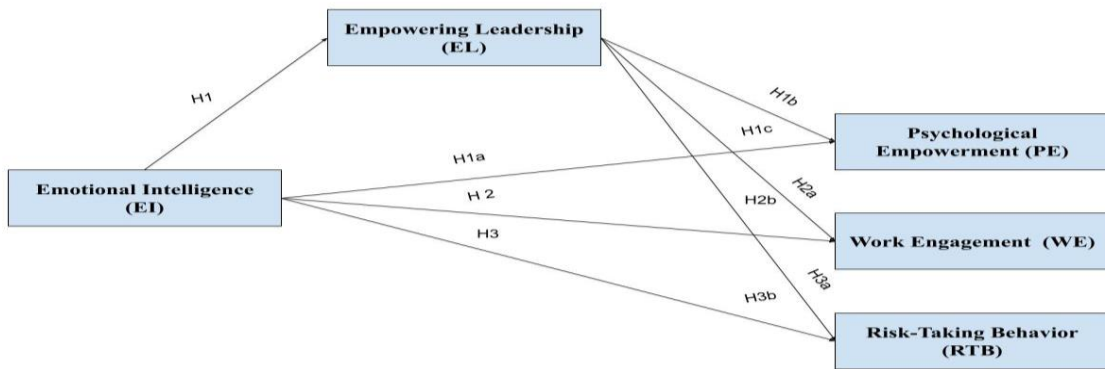


Figure 1-1 Final version of study Model

The extension of the model was established and tested by Saad M. Alotaibi, Muslim Amin, and Jonathan Winterton (2020).

The following hypotheses can be formed from research analytical questions and research objectives:

1. **H1:** Emotional intelligence has a direct significant impact on Empowering Leadership.

H 1a: Emotional intelligence has a direct significant impact on psychological empowerment.

H1b: Empowering Leadership has a significant impact on psychological empowerment.

H1c: Empowering Leadership has an indirect significant impact on the relationship between Emotional intelligence and psychological empowerment.

2. **H2:** Emotional intelligence has a direct significant impact on work engagement.

H2a: Empowering leadership has a direct significant impact on work engagement.

H2c: Emotional intelligence has an indirect significant impact on work engagement through empowering leadership.

3. **H3:** Emotional intelligence has a direct significant impact on risk-taking behavior.

H3a: Empowering leadership has a direct significant impact on risk-taking behavior.

H3b: Emotional intelligence has an indirect significant impact on Risk-taking behavior through empowering leadership.

1.6. **Significance of the Study**

Oman's health sector is one of the most essential, contributing significantly to the country's residents' and citizens' well-being by providing the medical and psychological attention they require (AlUbaidi et al., 2020). It is common for healthcare managers and their staff to focus on providing the best and most comprehensive care and service possible for their other employees and patients. So, the quality of management services has become the primary objective for improving the workplace environment in Oman, which includes healthcare facilities. This is done to promote the enhancement of human resources and service quality. This includes health care workers who require decision-making planning, education, empowerment, coaching, quality control, motivation, and initiative. The significance of this study based on the above opinions stems from the fact that emotional intelligence enables employees to feel confident and secure within the organization by allowing them to operate independently and by providing assistance for capacity development which will help managers in health industry to figure out to what extent that their employees need these factors (EI, EL, PE, WE and RTB) for better performance which reflect on the organization overall effectiveness.

1.6.1. Theoretical Significance

The researcher is an administrative specialist in the college of business administration at A'Sharqiyah University. As an educational organization, many employees and students need such a skill, specifically emotional intelligence as well as its impact on empowered leadership, psychological and career stability, and the ability to take risks in decision-making in the work environment. Particularly, such a study will be a valuable addition to the researcher's information and a clearer understanding of the environment of health institutions, which through their experiences we can convey to our environments for better performance. Furthermore, this research is a required part of the Master of Business Administration (MBA) program, and the researcher does it to fulfill the MBA degree requirements.

Since most previous studies have focused on the factors that support the successful implementation of emotional intelligence and its relationship to administrative practices, this study can be an important reference for those interested in and participating in research fields. Few previous studies link emotional intelligence to leadership and its concept or dimensions. Additionally, this study can serve as a basis for future research into similar topics, particularly in healthcare settings. Numerous scientific studies, as well as the use of reliable and effective tools, have shown that effective leadership can have an impact on an employee's psychological well-being, his ability to perform efficiently, and his tendency to make risky decisions in other areas of work.

1.6.2. Practical Significance

An important benefit of this research is that it can provide important information to Ministry of Health (MOH) decision-makers, particularly department heads, about the strengths and weaknesses of the awarding and encouragement system as well as how these areas can be addressed or improved to achieve better employee overall performance. Additionally, the findings of this research will provide light on how Omani hospitals, both public and private, use the concept of emotional intelligence and how this influences the ability of health sector managers and staff to exercise effective leadership. Psychological empowerment and active participation in their work environment may have a beneficial or negative impact on this, allowing individuals to take the initiative and make decisions, regardless of how risky or unexpected the effects.

As a result, leaders in the MOH will be able to better understand the importance of utilizing emotional intelligence by managers in helping employees (more than 50000 staff) achieve psychological empowerment and encouraging them to work effectively and in a spirit of initiative, which will positively impact the services provided to the community at all levels and ages. Employees will be better able to avoid mistakes, such as medical or administrative errors if the ministry pays attention to them and encourages managers to do so on both a practical and emotional level. This will improve their relationship with Omani society and help bridge any gaps that may arise, leading to increased job satisfaction. As a result, the standard of living in Oman and the stability of the country's economy has improved.

The significance of this study based on the above opinions stems from the fact that emotional intelligence enables employees to feel confident and secure within the organization by allowing them to operate independently and by providing assistance for capacity development which will help managers in health industry to figure out to what extent that their employees need these factors (EI, EL, PE, WE and RTB) for better performance which reflect on the organization overall effectiveness.

1.7. Operationalization & Definitions of Study Variables:

A study variable can be categorized into independent, mediating, and dependent variables in Tables (1-1, 1-2, 1-3), which further elaborates on each of these three categories:

Table 1-1 List of independent variables:

| Independent Variable | |
|-----------------------------|---|
| Emotional Intelligence | The subset of social intelligence involves the ability to monitor one's own and others' feelings and emotions, discriminate among them, to use this information to guide one's thinking and action (Mayer et al., 2004) |

Table 1-2 List of meditation variables:

| Mediation variables | |
|----------------------------|--|
| Empowering Leadership | As described by Conger (2011), it is the process through which a leader or management shares his or her power with subordinates. Two aspects of EL have been studied in the arena of organization which are: structural and PE (Lorinkova et al., 2013, Lorinkova et al., 2013, Gao & Jiang, 2019) |

Table 1-3 List of dependent variables:

| Dependent variables | |
|----------------------------|--|
| Psychological Empowerment | Najafi et al. (2011) define the concept of PE as “enhancing an individual’s intrinsic motivation towards his/her tasks manifested in four forms of cognition: meaning, competence, self-determination, and impact” (P.2) |
| Work Engagement | Schaufeli and Bakker (2004) defined the WE as “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. In this state one experiences difficulties with detaching oneself from work” (p. 295) |
| Risk-Taking Behavior | Attitudes toward risk are defined as an individual’s positive or negative assessment of occupational dangers and indicate whether employees are risk-neutral, risk-averse, or risk-seeking. Thus, A person’s attitude toward risk is an important part of taking a risk (Jung et al., 2020b) |

1.8. The Study Context

Oman had no healthcare agency until 1970. The pattern of illness was characterized by high mortality and morbidity rates, primarily due to communicable diseases; an infant mortality rate of 118 per 1000 live births and an under-5 mortality rate of 181 per 1000 live births; and a prevalence of childhood diseases, including acute poliomyelitis, tetanus, diphtheria, measles, mumps, pertussis, pulmonary tuberculosis, and malaria (Al Dhawi et al., 2007). In 1979, the Ministry of Health (MOH) established the Directorate of Nursing, which helped realize that nurses in Oman had become an essential part of the healthcare system's growth and development (Minority Nurse Staff, 2013) (Al Maqbali et al., 2019).

The health sector has witnessed a clear development in the process of health development by achieving a qualitative leap and tangible progress at all levels of health care in the Sultanate at high and rapid rates, with advanced technology that is in line with modern trends in the mechanisms of providing health and medical care services to the population. This has resulted in the Sultanate's population being better served in terms of both health and medical care. This new development had a good impact on all health indicators, and the results of the ninth five-year plan for health development (2016-2020

AD) demonstrated further growth and development in the quality and efficiency of performance of the health sector in the Sultanate. This information will be helpful in the preparation of the tenth five-year plan for health development (2021-2025 AD), which is primarily based on the vision of the Sultanate of Oman to become a world-class health care provider (Al Maqbali et al., 2019).

The Omani government has made several efforts to encourage Omanis to pursue careers in this industry. Students at MOH and SQU, for example, are not charged tuition and get financial aid each month. Students who graduate from MOH institutes might expect to find employment. A wide range of commercial and public programs are now available to Omanis who wish to pursue a career in the health care sector (Wartiovaara et al., 2019). The Sultanate of Oman has (83) hospitals, including (50) associated with the Ministry of Health, for the year 2019. As the number of patients using outpatient clinics and hospitals increased, so did the demand for medical laboratory, radiology, and dental services, as the number of cases treated in hospital internal departments increased until the end of 2019 AD (approximately 331 thousand cases and the demand for these services increased). The below table provided by the Omani National Statistics Center shows that the health sector has employed a wide range of people during the past five years in different positions (NCSI, 2021):

Table 1-4: Oman Manpower in Healthcare Services, 2015 -2020

| Indicators | Gender | Nationality | 2018 | 2019 | 2020 |
|--------------------------------------|---------------|------------------------------|-------------|-------------|-------------|
| Health Manpower | Total | Omani | 27786 | 28520 | 28242 |
| | | Expatriate/ Non Omani | 11517 | 10893 | 10324 |
| Administrators | Total | Omani | 140 | 137 | 95 |
| | | | NA | 137 | 95 |
| | | Expatriate/ Non Omani | 4 | 4 | 2 |
| | | | NA | 4 | 2 |
| Doctors | Total | Omani | 2667 | 2583 | 2299 |
| | | Expatriate/ Non Omani | 3866 | 3836 | 3661 |
| Consultants & Specialists | Total | Omani | 800 | 919 | 959 |
| | | Expatriate/ Non Omani | 1612 | 1583 | 1522 |
| Medical Officers | Total | Omani | 1867 | 1664 | 1340 |
| | | Expatriate/ Non Omani | 2254 | 2253 | 2139 |
| Laboratory Technicians | Total | Omani | 1007 | 1116 | 1173 |
| | | Expatriate/ Non Omani | 657 | 599 | 532 |

(source: (PORTAL, 2020))

1.9. Organization of the Thesis

There are five sections to this research. Introduction, problem statement, research questions and objectives, research model and variables, hypothesized findings, the significance of the study, study constraints and obstacles, and thesis format are all included in Chapter 1. Developing a study model and elaborating on psychological empowerment, work engagement, and risk-taking behavior are all covered in Chapter 2, which begins with an introduction to emotional intelligence and the concept of empowering leadership. The second section concludes with an introduction to the Oman health care industry, which includes both public and private institutions. Section 3 in this chapter summarizes prior studies and research in the field and discusses how they compare to the findings of this one, as well as the implications that may be drawn from them. The next paragraphs explain why this research is unique. Study demographic and sample, data collection, questionnaire development, questionnaire piloting, and questionnaire validity and reliability testing are all included in Chapter 4 of the manual. According to this chapter 4 , demographics of the study sample, descriptive analysis, data analysis using SPSS and PLS, and discussion of the outcomes of hypothesis testing are all covered in detail. Conclusions and recommendations are included in Chapter 5.

1.10. Chapter Summary

There are four main hypotheses and six sub-hypotheses in this chapter that the researcher explains, along with several variables that were used during the study. The researcher also emphasized the importance of the research to several interests, including the researcher herself, other researchers, the health sector, and the community at large. Study limits and obstacles were also discussed.

Chapter Two: Theoretical Framework

2. Chapter Two: Theoretical Framework

2.1.Introduction

The organization is the planned arrangement of individuals to achieve a specific objective (Stephen P. Robbins et al., 2013). An organization must have a clear mission, which is usually articulated as a specific aim or group of related objectives. Second, organizations are made up of people who work together to accomplish a similar objective or purpose (Gulick, 1937). Decisions are made and work is done by the employees of an organization to achieve the best possible results (Moh Ali Shahab et al., 2019). Lastly, all organizations create an intentional and systematic structure that defines and restricts the behavior of its members, which is the final attribute (Klammer & Gueldenberg, 2018; Semler, 1997). Some members of the organization may supervise others, workgroups may be formed, or job descriptions may be created to ensure that members of the organization know exactly what they are expected to do (Klammer & Gueldenberg, 2018; Semler, 1997). Workforce organization, development, monitoring, and control could be revolutionized by the application of people analytics (Medne & Lapina, 2019). Therefore, it is not unexpected that organizations throughout the world are increasingly using people analytics to assess and link data on human behavior, social interactions, and employee attributes with internal or external business information (Medne & Lapina, 2019; Roša & Lace, 2018).

Managing more territory and people necessitated bureaucracy, a system of defined rules applied impartially. Expanding markets demanded more efficient administration. Communication and transportation advancements enabled better leadership (Dessler, 2013). To address some of the challenges raised by scientific management and an under-socialized perspective of workers, the human relations movement was born. Taylor, Weber, and Fayol all shared the belief that efficiency might be achieved through operational, legal, or administrative changes (Bergman & McMullen, 2021; Christensen & Pedersen, 2018; Muldoon et al., 2021). People's attitudes, perceptions, and wants all have a part in how well they perform in the job, and the human relations movement recognized this (Organization, 2019). Today, a company's competitive edge is based on its ability to attract and retain top employees. The effectiveness of an organization is directly linked to the efficiency of its employees. If an organization's staff has a distinct set of skills, it will stand out from its competitors (Davis & DeWitt, 2021; Dissanayake,

2019). In today's corporate world, it is getting increasingly difficult to find employees who are capable of handling multiple tasks at once. As a result, it is growing more difficult to find the "ideal" individual for a given position (Mustafa et al., 2020). In consequence, Organizations face major difficulty in attracting and retaining exceptional employees (Low et al., 2019). Employees are influenced by cultural-cognitive, regulative, and normative aspects of organizations. By definition, organizations cannot achieve a pure, stable state and are perpetually subject to both incremental and radical change processes (Chatterjee et al., 2021). 326

The organization is a goal-directed process that tries to achieve its objectives via adequate planning and coordination of operations. It is based on the notion of work division and establishes authority-responsibility relationships among the organization's members (Medne & Lapina, 2019; Roša & Lace, 2018). These processes are Step 1: Identification and categorization of the company's activities Step 2: Grouping the activities into departments that are manageable Step three: assigning authority and accountability for completing delegated tasks to departmental executives. Developing relationships between superiors and subordinates within the unit or department is the fourth step. Creating particular lines of supervision and developing policies for proper coordination between superiors and subordinates is the fifth step (Andrade et al., 2021; Grèzesa et al., 2020; Wall et al., 2020).

There are two types of people who make up most organizations: nonmanagerial employees and managers. Non-managerial employees are those who work directly on a job or task and have no responsibility for overseeing the work of others (Jung et al., 2020b). Managers, on the other hand, are members of an organization who are in charge of directing and supervising the work of others. This separation does not mean, however, that managers do not ever work directly on the things they are responsible for. It is not uncommon for managers to have additional responsibilities that are not immediately related to monitoring the work of others (Dissanayake, 2019). More accurately, management is the process of accomplishing goals with and through the cooperation of both managers and subordinates. In other words, Management is the process of getting things done with and through both managers and employees effectively and efficiently through a series of ongoing and interrelated actions (Dissanayake, 2019). Raik et al. (2008) clarified that managers have a keen interest in accomplishing their tasks.

Effectiveness is a management term for this. In order to be effective, the employee must perform activities in a way that aids the company in achieving its goals by "doing the right things".

According to studies, the demand for talented workers will expand in the next years. Thus, the potential growth of organizations across the globe is contingent upon their capacity to ensure that the appropriate people with relevant abilities are in the right position at the correct time and are concentrating on the right activities (MacDonald et al., 2019; Valtakoski & Witell, 2018). For these reasons, self-regulatory leaders are significantly less likely to engage in violent conflicts and adopt fast decision-making (van Knippenberg et al., 2021). Leaders and managers should be aware of the role emotions play in decision-making and should not overlook these roles (Alzoubi & Aziz, 2021). Therefore, effective decision-making depends on both logic and emotion. As a result, emotional intelligence has gained popularity as a trait of effective managers (Tsaur & Ku, 2019). There is substantial evidence that a high EI value predicts psychological and physical wellness (Gómez-Leal et al., 2022). It is widely accepted that leadership style is a critical component of effective management since it has a significant impact on the behavior of subordinates and employees alike (Fachrunnisa et al., 2019).

This chapter discusses the concepts and definitions associated with the effective and general conception of organization and the role of the employee in healthcare institutions, as well as the theory of EI and EL, which has a significant impact on health, interpersonal relationships, and work performance. In addition, it discusses some of the theories and models utilized by researchers in evaluating the successful implementation of the key components, namely PE, WE, and RTB, in order to retain employees in the health sector.

2.2.Types of Health Facilities

The term "health facility" is used to refer to any location where health care services are offered. Various types of healthcare facilities exist, ranging from little doctor's offices to huge hospitals with extensive Educators, as well as everything in between (Feikin et al., 2009; McCoy et al., 2012). Health care facilities can include any or all of the following:

- **Hospital:** is a facility for healthcare that offers inpatient care, supported by sophisticated technology and personnel, as well as highly trained physicians, surgeons, and registered nurses. Outpatient departments, chronic treatment units, and common support units like radiology, pathology, and pharmacy are examples of the types of departments that could be found in hospitals. There are many distinct varieties of hospitals (Bader, 2016).
- **General hospital:** is typically equipped with both urgent care as well as a substantial number of beds for intensive and long-term treatment (Bader, 2016).
- **Specialized hospitals:** Include institutions specializing in treating certain medical needs, such as psychiatric issues and certain disease categories, as well as trauma centers, rehabilitation hospitals, children's hospitals, senior citizens' hospitals, and hospitals treating the elderly (Bader, 2016).
- **Teaching hospital:** mixes the provision of aid to individuals with the instruction of nursing students and medical students (Bianchi et al., 2018; Raghurir, 2018a).
- **Rehabilitation hospitals:** are devoted to the process of rehabilitating individuals suffering from a variety of neurological, musculoskeletal, orthopedic, and other medical problems after the acute medical issues they were experiencing have been stabilized. These treatment facilities offer high-quality professional therapies such as speech therapy, occupational therapy, and physical therapy to their patients. Even though some hospitals specializing in rehabilitation can be considered to be independent facilities, the vast majority of inpatient rehabilitation centers are housed within hospitals (Bader, 2016).
- **Clinic:** An outpatient clinic, also known as an ambulatory care clinic, is a type of health care institution that is focused on providing services to outpatients. This type of clinic is typically administered by one or more general practitioners. The primary health care requirements of populations living in local towns are often met by this type of facility, which may be public or private property or even an integral element of a large hospital. There are many different kinds of specialist clinics, such as those dedicated to physical therapy that is operated by physiotherapists and those dedicated to psychological treatment that is staffed by clinical psychologists (Bader, 2016).
- **Specialized Clinics:** Every clinic specializes in a certain area of medicine. A few examples include an otolaryngology clinic and an internal medicine clinic. The patient

must seek treatment in a clinic that specializes in the condition or health issue they are experiencing.

- **Major operations:** surgeries that necessitate total anesthesia for the patient and the use of a variety of medical equipment during the procedure.

- **Minor Operations:** These are the straightforward procedures that the patient can carry out while he is awake or under only a minimal amount of anesthesia, and there are no instruments involved.

- **Health Polyclinic:** In addition to the health complex's having many specialized outpatient clinics in various disciplines, it is an organization that provides basic health care to all patients.

- **Health care center:** consists of medical facilities such as doctor's offices, clinics, urgent care centers, and ambulatory surgical centers. These facilities act as patients' initial point of contact with a health care provider and offer outpatient medical, nursing, dental, and other types of care services (Bader, 2016).

- **Nursing home:** residential care is one of the types of care that can be provided by a health care institution. It is a place of residence for people who require continuous nursing care and have severe difficulty dealing with the required activities of daily life. The residents of this facility have significant difficulty coping with the required activities of daily living. In most cases, nursing assistants and registered nurses are accessible around the clock (Bader, 2016).

Health care providers contribute to society's well-being. Health care jobs are complicated and dangerous. Harmful working conditions can reduce the health industry workforce. The quality of treatment offered by healthcare workers is in part based on their work environment (Mustafa et al., 2020). Lack of clear information is a frequent cause of low motivation in organizations. While poor management and oversight are among the primary reasons for curfews, Stress and high employee turnover rates are also significant contributors (employee succession mission) (Moh Ali Shahab et al., 2019). There is a direct correlation between dissatisfaction among healthcare workers and a lack of effective organizational structures. Several factors can contribute to this, including higher costs, security, coding upgrades, disruptive technologies, and overall inefficiency (Al Maqbali et al., 2019).

2.3.The concept of Leadership

Leadership is it is the process of leading and influencing a group to achieve its objectives. All managers should strive to be leaders, as leading is one of the four roles of management. Organizational behavior subjects such as leaders and leadership, as well as motivation, have seen a great deal of research. There has been a lot of investigation into the subject, "What makes a good leader?"(Li et al., 2018). Because of the importance of achieving goals as a group, people have always been interested in leadership. However, it wasn't until the beginning of the twentieth century that scholars began to investigate it. Trait theory and the leader's interactions with his or her group members were the emphases of these early leadership ideas (behavioral theories) (Lorinkova et al., 2013). intelligence, charisma, decisiveness, zeal, strength, bravery, honesty, and conscience are just a few of the desirable characteristics. Trait theories of leadership are essentially represented by these responses (Morden, 2017). It was believed that the behavioral theories of the leadership approach would provide more precise answers regarding the nature of leadership and, if successful, have practical implications that are significantly different from those of the trait approach. It would have been possible to pick the right people for formal leadership roles in organizations if trait research had been successful (Chance, 2013; Yukl, 1971). Kurt Lewin and his associates at the University of Iowa conducted one of the earliest studies of leadership behavior (Dirani et al., 2020; Mayfield & Mayfield, 2010).

Autocratic, democratic, and laissez-faire leadership styles were examined by those researchers in their investigations. In an autocratic leadership style, the authority of the leader is centralized, the work techniques are dictated, and the choices are made without input from the employees(Dessler, 2013; Morden, 2017). Employees are encouraged to take part in the decision-making process by a leader who uses the democratic style of leadership. The democratic style is consultative or participatory. A democratic-consultative leader seeks input and acknowledges employee concerns, but makes the final decisions. Democratic-participative leaders often let employees weigh in on decisions. Here, group decisions are decided with leader input (Bhatti et al., 2012; M. S. Khan et al., 2015). Hinkin & Schriesheim, (2008); Skogstad et al., (2007); Tosunoglu & Ekmekci, (2016) confirmed that Laissez-faire leaders allow staff entire flexibility to make decisions and perform work as they see fit.

A continuum of leadership behaviors was proposed by Tannenbaum and Schmidt. From boss-centered (autocratic) to employee-centered (laissez-faire), the continuum showed that a wide range of leadership practices are feasible (M. S. Khan et al., 2015). They argued that managers should adopt more employee-centered approaches in the long term to improve work engagement, decision quality, cooperation, attitude, and productivity (M. M. Khan et al., 2021). These early leadership research offered the behavioral aspects of a two-dimensional leadership grid. This managerial grid ranked a leader's "care for people" and "concern for output" actions from 1 (low) to 9 (high) (high) (Skogstad et al., 2007). The leadership theory created by Paul Hersey and Ken Blanchard is widely used by management development professionals. Situational leadership theory (SLT) is a contingency theory that focuses on the readiness of followers. In leadership effectiveness, followers are valued as they accept or reject the leader. No matter what the leader does, the group's success rests on the followers (Sims et al., 2009).

Leaders who connect with, motivate, and support their subordinates are a common feature in current leadership views. The following are the most up-to-date leadership viewpoints:

- Leader-member exchange theory (LMX): It is a theory of leadership that states that individuals that are in the in-group will have higher performance evaluations, fewer turnover, and a stronger sense of job satisfaction (Ardabili, 2020).

- Transformational-Transactional Leadership: leaders that rely heavily on social interactions to achieve their goals (or transactions). Transactional leaders engage people by rewarding productivity (Vu et al., 2021). While transformational leadership means leaders who inspire followers to reach extraordinary outcomes (Li et al., 2018).

- Charismatic-Visionary Leadership: A charismatic, self-confident leader who inspires others to act in a certain way because of his or her personality and actions (Coulter, Mary, Robbins, 2018). Visionary leadership improving the current state of affairs requires the ability to envision a more promising future and to explain it convincingly (Prestiadi et al., 2019).

- Authentic Leadership: self-aware and self-confident leaders who live out their values and convictions in a transparent manner can be counted on (Bakari et al., 2017).

- Ethical Leadership: "normatively suitable conduct" is demonstrated and promoted via personal acts and interpersonal relations by leaders (Bakari et al., 2017).
- Team Leadership: Leaders and followers alike might benefit from a new approach to leadership known (Malik et al., 2021).
- Empowering Leadership: trust their subordinates with decision-making authority and empower them to do so. Both managers and employees have a high degree of trust in each other's capacity to fulfill their duties independently (Ardabili, 2020).

Many firms are now empowering their staff because they need to make quick judgments by those who are best qualified to do so—often lower-level employees. Employees must be able to make judgments and implement changes rapidly if firms are to compete in a dynamic global economy (Ramona & Alexandra, 2019). As a result of the organizational reduction, many managers now have expanded spheres of influence. Managers were required to empower their employees in order to meet the growing job expectations. Even though empowerment is not a universal solution, it can be advantageous when individuals have the information, abilities, and experience to perform their duties properly (Malik et al., 2021).

2.4. Development of Study Model

'Emotional intelligence,' as Mayer et al. (2004) termed it, could be an entirely separate type of intellect. It was proposed that some people may be more intelligent about emotions than others based on research in the fields of emotion, intelligence, psychotherapy, and cognition. Theorizing on emotional intelligence has been led by Mayer's and others' descriptions of a set of principles. People who lack EI will not be able to lead well, even if they have excellent training, a keen analytical mind, a long-term outlook, and an infinite supply of brilliant ideas (R. Ahad et al., 2021). The higher a star performer's rank, the more EI emerges as a factor for his or her success. When comparing star and ordinary senior managers, 90% of the difference in effectiveness was due to EI, not intelligence (Casino-García et al., 2021). Organizational transformation and many other work-related experiences are known to cause strong emotional responses, which has led to an increased focus on how emotions play a role in the workplace (Alotaibi et al., 2020).

From the discussion so far, the theoretical grounds supporting EI as a discrete and real kind of intelligence integrating cognitive-emotional capacities seem well-grounded in

intelligence literature. Because of this, the original three-branch hierarchical model proposed by Mayer et al., (2004) has since been replaced by a four-branch one by that group. In this unstable business, people are key to success. To cope with this dynamic environment, employees require time, and managers should offer them creative scope. It is a critical element for an individual's effectiveness as well as improving leadership quality (Swadip Bhattacharjee & Rahman, 2016a).

In this study titled “ Does emotional intelligence and empowering leadership affect psychological empowerment and work engagement?” Alotaibi et al. (2020) designed, tested, and validated a model that includes the key aspects that influence EI and EL, which are psychological empowerment and work engagement. This model had been used to study the relationship between EI and EL. The concept of empowering leadership affects both of these principles. According to the findings of the study, an increased level of psychological empowerment and work engagement can be shown in employees who have a high level of emotional intelligence and who are exposed to the positive stimulation of empowering leadership.

In this model, “Empowering Leadership, Risk-Taking Behavior, and Employees' Commitment to Organizational Change: The Mediated Moderating Role of Task Complexity”, Jung et al., (2020b) mentioned the function of risk-taking behavior as a mediator in the relationship between empowering leadership and employees' commitment to organizational change. To the growing body of knowledge about the mechanisms and dynamic interactions that influence employees' commitment to organizational change, these findings provide new information to the growing body of knowledge. Several studies imply that EI may play an essential role in job performance, which led the researcher to focus on the manager-employee relationship in the health industry (Vierimaa, 2013). The implication is that organizations should use emotional intelligence as a selection criterion, particularly for positions requiring a significant impact on public engagement. Delegation, encouraging subordinates to take responsibility for their own leadership, increasing authority and autonomy, promoting participatory decision-making, and providing support for subordinates' development through modeling and coaching are all examples of leadership behaviors that empower subordinates (Chiang & Chen, 2021; Kwan et al., 2022; C. J. Wang & Yang, 2021). This is due to the fact that it leads, for the majority of employees, to satisfying organizational factors that can generate

self-motivation. These characteristics are consistent with traditional employee empowerment variables like independence and diversity.

The healthcare industry should be prepared for all of these changes and difficulties that they may face at any time. They would need to provide the best care to their patients regardless of the complexities that can occur. Health systems are undergoing rapid changes as a result of technological advancements. New diseases have also emerged over time. The Sultanate of Oman's Ministry of Health places a strong emphasis on the nation's increasingly developed healthcare infrastructure (Al Maani et al., 2019). According to Conger & Kanungo, (1988), two primary factors are determining the brilliance of the next generation of leaders for us. The first factor to consider is the environment in which the business operates. The global nature of competition is generating some new and distinct requirements for leadership. The second force is the increasing diversity that may be found inside companies and other organizations. The relationship between the people of an organization, their job, and the organization itself will be drastically altered in ways that are both tough and difficult, as well as highly positively impactful. On the other hand, Alzoubi & Aziz, (2021), emphasizes that Empowerment in the workplace as an internal environment can be enhanced through the use of EI and EL. For this reason, hospital managers should empower staff with EI and EL training. Throughout, enabling them to effectively assist their subordinates.

2.5. Key Factors of Successful Work Environment of health sector

This study analyzes the direct and indirect effects of emotional intelligence and empowering leadership on the psychological empowerment of health industry employees. In these scenarios, the effects of empowerment, work engagement, and risk-taking behavior on managers and employees are examined.

2.5.1. Emotional Intelligence

Salovey and Mayer invented the term "Emotional Intelligence" in the management literature in 1990 (Mayer et al., 2004). EI was defined by Mayer et al. (2004) as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, to use this information to guide one's thinking and action" (p.201). This concept encompasses three distinct abilities: (I) emotion expression and evaluation, ii) emotion management, and iii) emotion used in decision-making (Carmeli, 2003; Ortiz & Ortiz, 2012). Later in 1997, Mayer and Salovey

(1997) introduced a significant contribution to the study of emotions and changed their definition of EI as “involves the ability to perceive accurately, appraise 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 et al., 2004) p.201. EI has been extensively studied for its influence on employee motivation and work behavior, as well as its impact on organizational change and individual risk-taking. (Gao & Jiang, 2019).

Goleman (1998) described EI as the capability of identifying our own and others' feelings, motivating ourselves, and effectively managing our own and others' emotions (Adiguzel, 2020; Alotaibi et al., 2020). Several non-cognitive skills, abilities, or competencies are linked to emotional intelligence, suggesting that EI can affect a person's potential in several ways (Pacheco et al., 2019). Scholars such as Martinez (1997), Davies, Stankov, and Roberts (1998), Cooper & Sawaf (1998), and Weisinger (1998, respectively) have all contributed definitions of EI(Aida Mehrad, 2020). Thus, EI is the ability to recognize and comprehend emotions, control and organize emotions, and, generate and manage emotions to increase thinking and promote intellectual progress (Bakhriddin & Ulmasova, 2021).

Referring to A. Lee et al., (2018) EI contains four dimensions OEA (others' emotion appraisal); SEA (self-emotion appraisal); UOE (use of emotion), and ROE (regulation of emotion). OEA refers to a person's ability to perceive and understand the emotions of those around them. All dimensions in order connected between individuals' perceptions and other emotions around him/her, expressing these emotions naturally, recovering from psychological suffering, and directing these emotions toward helpful activities and personal performance (Gutiérrez-Cobo et al., 2018). However, even though there have been several arguments about the definition of EI and its constructs (Cavazotte et al., 2021; Rajah et al., 2011), most researchers have used the measures of Salovey and Mayer (1990) in their empirical studies (Mayer et al., 2004). According to Wong and Law (2002), an individual's ability to successfully perceive, express, interpret and assess his or her own and others' emotions is measured using multidimensional constructs. Emotion management should be integrated with the goals and plans of each individual and also there is a developmental progression of skills and abilities from the more than basic elements to the more sophisticated and better performance (Hammond et al., 1999). In the 1980s, expanding research in psychology concerned the normative collaboration of

emotion and thought which was relatively neutral regarding intelligence, recognition, and readiness to change or improve (Skaar & Williams, 2012).

People's attitudes are linked to feelings and beliefs. Concerning the object or any of the events that occur in various conditions, attitude is a response. It varies with time, region, and person. It can favorably or negatively influence behavior. Affects perception, and thus, behavior (Extremera Pacheco et al., 2019; Kanesan & Fauzan, 2019; Valente et al., 2019). All of another's actions can be influenced by own emotions at any point in one's life. Emotions have been ignored in intelligence research for a long time. EI, on the other hand, has emerged as a word for discussing the influence of emotions on intelligence and behavior (Asandimitra & Kautsar, 2019; Carmeli, 2003). When it comes to human resources, EI is a critical factor in the planning and selection of job candidates, as well as in the development of managers, customer relations, and customer service (Pacheco et al., 2019; Schilpzand et al., 2018; Singh & Rangnekar, 2020). Organizations provide the optimal environment for interpersonal interaction. The majority of these engagements are related to job obligations, such as serving clients, receiving instructions and reporting to supervisors, or cooperating and coordinating with coworkers (Assaad et al., 2021). Employees with a high level of EI are those who can effectively regulate their emotions through predecessor- and response-focused emotional management, as well as manage their connections with others (Asandimitra & Kautsar, 2019; Drigas & Papoutsis, 2018; Pérez-Fuentes et al., 2019).

Bakari et al., (2017) argued that in a professional environment, employees' performance is contingent upon their ability to collaborate with a diverse collection of people who have varying ideas, thoughts, and perspectives. EI improves team cohesiveness. People who lead need to have strong EI since they represent the company to clients, interact with the most people inside and outside the company, and set the standard for employee morale. Emotionally intelligent leaders may comprehend their employees' needs and deliver helpful comments (Danquah, 2021; Moon, 2021b). Enhancing employee engagement and leadership skills reduces employee attrition while also fostering a more positive work environment (Auh et al., 2014). EI is a transformative agent that regulates and guides team emotions, manages disputes, and promotes flexibility, change acceptance, and better work culture. Employees with a high Emotional Quotient feel more a part of the organization, leading to higher faithfulness and corporate commitment culture (Monje Amor et al., 2021).

Emotionally intelligent people are believed to be more resilient and loyal in the workplace because they can control their impulses, anxieties, stress, and emotions in difficult situations (Drigas & Papoutsis, 2018; Moon, 2021b). This reduces employee turnover and increases productivity. To improve professional performance and personal development, an emotionally competent employee embraces complex tasks and is eager to develop new skills (C. J. Wang & Yang, 2021). In other words, improving the quality of the interaction between nurses or subordinates and their supervisors can be achieved through enhancing management and PE (Gong et al., 2020; A. Lee et al., 2018). In the nursing literature review, Ahmad et al., (2002) confirmed the nurses' ability to manage and understand their own emotions and those of their patients is an asset in providing the best possible care, but the potential value of EI is an issue that still needs to be searched especially in relationships and work performances.

A recent study links PE to beneficial employee outcomes like WE, organizational commitment, and performance (Cao et al., 2019; Jung et al., 2020b). Employees are better able to express their values and true interests through their work experiences when they believe that their work is meaningful and has a significant impact on their skills or competencies, giving them autonomy to make decisions about how to perform their work or determine for themselves (Blaik Hourani et al., 2021; Hao et al., 2018; Kim & Beehr, 2020a)

2.5.1.1. Main dimensions of Emotional Intelligence

Emotional intelligence (EI), the ability to perceive and regulate emotional cues and information, is one field of emotional research with interesting insights into the personality (R. Ahad et al., 2021). EI has been defined in the most accurate and acceptable manner. Emotional Intelligence (EI) has evolved to include four dimensions: self-emotional appraisal (SEA), others' emotional appraisal (OEA), use of emotions (UOE), and regulation of emotions (ROE) (Wong & Law, 2002). The term "appraisal and expression of emotion in the self" (SEA) refers to an individual's capacity to comprehend the profound feelings that they experience as well as their inherent ability to convey such feelings (Alubaidi et al., 2020; Swadip Bhattacharjee & Rahman, 2016b; Spee, 2004). It is the individual's ability to understand and express their own profound emotions that are referred to as SEA (appraisal and expression of emotional self). Perceiving other people's

feelings and being able to identify them (OEA) is an important life skill for everyone (Swadip Bhattacharjee & Rahman, 2016b).

ROE is a measure of a person's capacity to control their emotions, which can help them recover from psychological discomfort more quickly (Sánchez-Álvarez et al., 2020). The ability of individuals to use their emotions constructively and improve their own performance is known as the "Use of Emotion to Facilitate Performance" (UOE)(R. Ahad et al., 2021). However, both senior and junior employees' emotional intelligence (EI) had an impact on job satisfaction, according to Wong & Law, (2002). Because individuals with high EI who can control their emotions may accept good sentiment and support from the business, resulting in a high level of job satisfaction, Brackett et al., (2010) argued that regulating capacity had an impact on the level of employee happiness. Erkutlu & Chafra, (2012) asserted that ROE and UOE were found to be related to employee happiness at work.

2.6. Empowering Leadership

Previously, empowerment was generally associated with power-sharing (or resource sharing) as a delegated authority (Blau, J.R : Alba, 1982). Bowen & Lawler III (1992) believed that EL promotes people's sense of self-worth, competence, self-determination, impact, and meaning by empowering them. While Empowerment, as described by Conger (2011) is the process through which a leader or management shares his or her power with subordinates. So, The directional definition of empowerment has been defined as the act of conferring authority or power on others (Schilpzand et al., 2018; S. Wang et al., 2020). Thus, empowerment is centered on power (Ardabili, 2020). In comparison to similar concepts such as transformational leadership, EL is more explicitly focused and implies a greater relationship with empowerment (Aida Mehrad, 2020).

There are two aspects of EL that have been studied in the arena of organization which are: structural and PE (Lorinkova et al., 2013, Lorinkova et al., 2013, Gao & Jiang, 2019). Moreover, the structural aspect of EL has six dimensions which are accountability; self-directed decision-making; information sharing; skill development, and coaching for innovative performance (Konczak et al., 2000). The Structural empowerment type emphasizes that the structural context of empowerment is providing employees with opportunities and chances to share formal authority with others (Alotaibi et al., 2020). The structural empowerment concept, in particular, emphasizes the sharing of power and

delegation of responsibilities by leaders to employees (M. M. Khan et al., 2021). Arnold et al. (2000) argued that the decision-making process is happening when empowering leaders to share information to enable subordinates to participate in it. These leaders are providing them with power, and responsibility and encouraging accountability (D. et al., 2013). Furthermore, actively encouraging and enabling followers to lead themselves to greater decision-making of self-sufficiency to employees, who as a result feel their jobs are valued and appreciated, which increases their PE and WE (Alotaibi et al., 2020; Jiang et al., 2019; Wu & Peng, 2020).

The other aspect is PE which describes the motivation process created by an individual's experience in improving the employee's self-efficacy at work (Lin et al., 2019). On the other hand, this type of EL has four dimensions: meaning, competence, self-determination, and impact (S Bhattacharjee & Rahman, 2016b). This aspect describes the EL as a factor of self-motivating that reflects on individuals' beliefs and in particular a set of perceptions that emphasizes a motivational side of self-competence or self-efficacy, including the awareness of personal control (Alotaibi et al., 2020). As a result, three options exist for a follower to establish a high-quality leader-member exchange relationship as a result of perceived EL. To start with, leaders can show their subordinates that they trust them by giving them the power to make decisions and giving them praise for their work (Amundsen & Martinsen, 2014; A. Lee et al., 2018). These actions give followers the impression that their leaders care about them and respect and value them (Alotaibi et al., 2020). The second benefit of EL is that it promotes group decision-making. Third, leaders who show that they care about their followers show that they can help them. Personal identification and devotion are two of these traits (Erkutlu & Chafra, 2012). By accepting the principles and beliefs of empowered leaders, followers develop a sense of resemblance to them and win their appreciation and acknowledgment, resulting in high-quality leader-member interaction and partnerships (Jung et al., 2020b; Newman et al., 2021). Individual and group creativity and productivity are positively influenced by leaders' EL style, which in turn encourages followers' PE and behavioral attitudes (M. C. C. Lee et al., 2017; Muafi et al., 2019; Sims et al., 2009). Earlier research also has revealed critical outcomes of empowered leadership, including organizational citizenship behavior (A. Lee et al., 2018) innovativeness and creativity (Batool et al., 2015) task performance (Harris et al., 2014), and career self-efficacy (Biraglia & Kadile, 2017). Staff empowerment is influenced by leadership satisfaction, which promotes

employee engagement, loyalty, and commitment while decreasing employee intent to resign and skepticism (Lucas et al., 2008).

According to previous research, EL is one of the most significant leadership traits since it aligns with the current trend of increasing employee autonomy (Alotaibi et al., 2020; Kim & Beehr, 2021; Shehawy, 2021). Giving employees the freedom to make their own decisions, encouraging them to be involved in the decision process, and giving them a sense of self-confidence are all benefits that come from an empowered leadership style (Bucher et al., 2020; Han et al., 2019; Jiang et al., 2019; Jung et al., 2020b; Kim & Beehr, 2020b). Employees' creative output is also boosted by workplace empowerment. When employees feel empowered to make decisions, they are more likely to come up with innovative solutions to consumer problems and give high-quality service (Hao et al., 2018; Newman et al., 2021).

2.6.1. Main dimensions of Empowering Leadership

Leaders can be described in numerous ways, but the most common term is "leadership," which means having an impact on others, according to (Chiang & Chen, 2021), the term "empowered leadership" has only been used in academic studies in the last 15 years. Studies on behavioral self-control were the primary source of research on empowering leadership in the past (Thoresen & Mahoney, 1974). A new set of leadership styles, including directive or aversive leadership, transformational leadership, transactional leadership, and empowering leadership, were developed based on the findings of the previous studies (Pearce & Conger, 2003). The term "empowering leadership" refers to strategies or techniques for helping employees gain self-control and the ability to lead themselves, with the goal of preparing them to be effective leaders in their own right who can take initiative and make decisions based on their own interests (Pearce & Conger, 2003).

According to Ahearne et al., (2005) conception, empowering leadership entails emphasizing the enhancing the meaningfulness of work, fostering participation in decision making, expressing confidence that performance will be high, and removing bureaucratic restraints. Employees who are empowered have a sense of purpose and self-efficacy and competence in their work. people's sense of purpose in their employment is influenced by both their work and their sense of self. Personal values, beliefs, and purpose

are critical to determining the meaning and purpose of one's work. Work meaningfulness may be affected by the way people prioritize their goals in their lives, which is linked to their sense of self-worth. Choosing a learning goal orientation was crucial since it contributes to self-motivation, which may be required to determine the significance of the job (Ahearne et al., 2005; Swadip Bhattacharjee & Rahman, 2016b; P.Stephen & Coulter, 2018). Empowering leaders encourage individuals to abandon their inactive attitudes, take chances, and increase their self-responsibility, therefore making them accountable for their results (Swadip Bhattacharjee & Rahman, 2016a; Fapohunda, 2013).

Higher task autonomy allows for greater decision-making linked to task execution, which requires extra and diverse information processing. More effort and complex decision-making may raise cognitive interference and switching costs, causing increased stress for autonomous people (Alhawamdeh & Alsmairat, 2019; MacDonald et al., 2019; Moon, 2021a). Employees' willingness to engage in good conduct may be boosted if they have a pleasant encounter with an empowered boss (Jung et al., 2020b). By offering employees complete liberty and increasing their task-related intrinsic motives, EL fosters employees' sentiments of powerlessness. In addition, it has a good effect on the employees' work environment, which provides them with the required working resources, stimulates their motivating behaviors, and increases their capacity to flourish at work (Bell & Khoury, 2016; Ward et al., 2020). Traditional leadership styles, on the other hand, highlighted the charismatic and behavioral context of leaders, which deals with the momentum of people changing their behavior (Swadip Bhattacharjee & Rahman, 2016b; Dasborough et al., 2021; van Knippenberg et al., 2021).

2.7. psychological Empowerment

PE, according to Conger & Kanungo (1988), refers to the process of members' self-efficacy in the organization through the identification of conditions that contribute to disability and the identification of a method to eliminate that disability, which is a motivating construct. While according to Thomas & Velthouse (1990), PE is concerned with employees' perspectives through utilizing their power to cope with events, situations, and problems in an effective manner. Spreitzer (1995) describes PE as another aspect of EL which indicates to individual's experience of the motivation process that provides and

enhances their self-efficacy at work. Najafi et al. (2011) define the concept of PE as "enhancing an individual's intrinsic motivation towards his/her tasks manifested in four forms of cognition: meaning, competence, self-determination, and impact" (P.2). Therefore, PE is concerned with how individuals understand their roles in the workplace and their sense of capability to contribute to the firm (Najafi et al., 2011). The fundamental belief is that PE initiatives improve employee performance, well-being, and positive attitudes toward their work (Gong et al., 2020).

There are four main dimensions in PE which are meaning, competence, self-determination, and impact. Meaning is regarded as the significance of subjective job evaluations and reflects positively on a personal relationship with the workplace (Hempel et al., 2012). According to M. C. C. Lee et al. (2017), An individual's dedication, involvement, and concentration in the work were strengthened by a high level of meaning. Competence refers to self-efficacy or beliefs by the employee that they need expertise and abilities to achieve their goals. High concentrations of competence lead to an increased sense of confidence which assists individuals doing appropriate efforts to face all possible difficulties (Lin et al., 2020). Self-determination means getting a high level of control, autonomy, and freedom to select the possibilities and choices to perform the required tasks in appropriate ways which affect individual and organizational levels (de Villiers & Stander, 2011). Impact describes the individual's belief that they need the suitable ability to influence the work environment which affects the work (Liang et al., 2012). The PE construct provides a useful framework for discussing how team contributions might influence the success of new projects (Hao et al., 2018; Lin et al., 2020)

Empowerment emotions are likely to be formed by the organizational context, particularly by management techniques that conceive decision-making at the group level (Fong & Snape, 2015; Lin et al., 2020; Newman et al., 2021; Tuckey et al., 2013). Subordinates can evaluate their leader based on both how the leader treats them individually and how the leader treats the group (Feenstra et al., 2020b; Kim et al., 2018; Kim & Beehr, 2020c). This type of group Individual-level enabling leadership may explain further diversity in employee outcomes (Fong & Snape, 2015; Kim et al., 2018) because followers of an empowering leader will be influenced not just by their dyadic relationship with the leader, but also by the dynamics of being a member of an empowered

group (Kim & Beehr, 2019; Lin et al., 2020). Each member of the team is empowered psychologically, which has been linked to several previous causes (Amundsen & Martinsen, 2015; Jiang et al., 2019). The empowerment literature refers to these antecedents as structural empowerment, a collection of institutions, rules, and practices that facilitate the transfer of authority and responsibility to workers. By contrast, PE reflects the psychological states of employees and assesses their sense of empowerment (Alotaibi et al., 2020; Gong et al., 2020; A. Lee et al., 2018). PE has been linked to improved individual performance outcomes like employee satisfaction, WE, and performance outcomes, according to the previous literature (Kim et al., 2018; Newman et al., 2021). Using individuals as a unit for analysis is supported by the evidence that both individuals and teams similarly experience empowerment, and so, team performance may be considered as a function of the individual performance of the team members (Newman et al., 2021).

Recent studies signify that the empowering leader leads to different outcomes such as employee empowerment (Feenstra et al., 2020b; Jiang et al., 2019; Kim et al., 2018; Lin et al., 2019; Muafi et al., 2019). The association with PE is likely to be stronger with empowering and transformational leadership (Fong & Snape, 2015). In addition, self-motivating and individual beliefs are vital factors that reflect on personal relationships and in particular influence perceptions of self-competence or self-efficacy, including the perception of personal control in any workplace (de Villiers & Stander, 2011). In addition, PE mediated the beneficial association between professional nursing clinical learning environment and job involvement (Alotaibi et al., 2020). For PE, Kim & Beehr (2020c) stressed the importance of employee engagement since Shehawy (2021) has also been related to higher WE through PE, which in turn has been associated with an increase in creativity.

2.7.1. Main dimensions of psychological Empowerment

The previous study has shown that empowerment is a key element of organizational effectiveness, and practitioners and experts agree that it warrants additional investigation (Kanter, 1989; Pearce & Conger, 2003; G. M. Spreitzer, 1995; Thoresen & Mahoney, 1974). Literature has two definitions of empowerment. One method describes empowerment as "a practice, or series of procedures including the transfer of

responsibility down the hierarchy to provide employees increased decision-making ability"(Leach et al., 2003, P. 23). Second, empowerment is viewed as a four-dimensional psychological condition based on "employees' perceptions of (a) meaningfulness, (b) competence, (c) self-determination, and (d) impact" (Conger & Kanungo, 1988; G. M. Spreitzer, 1995; Thomas & Velthouse, 1990). Meaning refers to the worth of a work aim or purpose in relation to ideals and standards; that is, the match between the needs of a job function and the beliefs, attitudes, values, and actions of an employee (G. M. Spreitzer, 1995). Commitment, participation, and concentration of effort are the result of high levels of meaning (Thomas & Velthouse, 1990). This concept is related to meaningful work, which is defined as finding a greater purpose in employment than its extrinsic outcomes (Lysova et al., 2019).

Confidence in one's own ability to carry out a task is referred to as "competence" (Gretchen M Spreitzer, 1996) and in Bandura & Cervone, (1986) theory of self-efficacy, it is intimately linked. Perceptions of competence are a person's ideas about what they can and cannot do in competence-relevant circumstances, such as the workplace. High degrees of competence leads to confidence, action effectiveness, initiative, effort, and persistence (Morden, 2017). A person's conviction in their ability to alter or influence organizational outcomes with strategic, administrative, and operational decisions is reflected in their impact, which is also known as knowledge of results (McCoy et al., 2012; G. M. Spreitzer, 1995; Thomas & Velthouse, 1990). The concept of self-determination refers to an employee's sense of agency in initiating and controlling his or her own behavior (Chatman et al., 1986). Spreitzer's theory development and construct validation of an empowerment measure testifies to the concept's potential positive impact on individual and organizational results (Conger & Kanungo, 1988; G. M. Spreitzer, 1995; Thomas & Velthouse, 1990). The leader's behavior is supposed to have an impact on the psychological empowerment of his or her subordinates. An increase in organizational effectiveness has been linked to the empowerment of subordinates in leadership studies (Amundsen & Martinsen, 2014, 2015).

2.7.1.1. The mediating effect of Empowering leadership on the relationship between Emotional intelligence and psychological empowerment

A person's emotional state can have an impact on their ideas, speech, or actions, which can have ramifications for their work performance. A person's emotional state can be detected by someone with high EI (Skaar & Williams, 2012; Yang et al., 2021). Many well-educated people who lack EI are unable to succeed in the workplace because of their lack of interpersonal skills (Hietschold & Voegtlin, 2021; Kenny et al., 2013). EI can also be used to assess an individual's opportunity to acquire practical skills and assist performance (Black et al., 2018). A provision in the EI of each organization regulates the work of each employee so that the work can be coordinated. It is accomplished by establishing a job description for the individual to perform (Moh Ali Shahab et al., 2018). Cognitive orientations towards their professional position are demonstrated by four cognitions: competence, purpose, self-determination, and impact in PE, which constitutes the motivational concept of internal activity (G. M. Spreitzer, 1995). Thus, EI can assist one in comprehending the emotions of colleagues, allowing him/her to determine the optimal time to resolve disagreements (Fernández-Gavira et al., 2021). Reeve & Lee, (2019) stresses the importance of satisfying one's psychological needs. According to this theory, three psychological demands, such as autonomy, relatedness, and competence, are critical for the formation of autonomous, intrinsic motivation at work, which in turn drives WE. This is the route of motivation.

A person with EI is capable of assessing the cognitive fluctuations of a peer and anticipating an outburst before it occurs (Călinici et al., 2020; Zeidner & Matthews, 2018). Additionally, if anyone gets into a disagreement, individuals with EI and practicality measures are always available to assist him with some productive success options. Therefore, individuals with a high EI ratio experience no discomfort when challenged with an undesirable scenario, as they always resolve the source of the dispute by teamwork and foreseeing certain snags (Di Fabio & Saklofske, 2021). A recent study links PE to beneficial employee outcomes like job satisfaction, organizational commitment, and performance (Malik et al., 2021). Employees that are more intrinsically motivated than others are more likely to be satisfied with their work and to put forth more effort to complete their tasks successfully, according to Casino-García et al., (2021); Liu

& Boyatzis, (2021); Yang et al., (2021). Thus, we argue that when employees consider their work to be meaningful, they engage in discretionary job behaviors, as meaningful work drives individual employees to go the extra distance in ways that benefit the business(Alzoubi & Aziz, 2021; Liang et al., 2012). Consequently, empowerment is critical because that can motivate people to do things they previously couldn't, such as recognizing and managing their emotions, motivating themselves, recognizing and managing the emotions of others, and building relationships with others, all of which are referred to as emotional intelligence(Hayat Bhatti et al., 2022; Malik et al., 2021; Monje Amor et al., 2021; Vu et al., 2021).

Various researchers have noted that EL and PE through EI have a powerful linkage (Gyu Park et al., 2017; Khuntia et al., 2017; Kim et al., 2018; Lin et al., 2020; Malik et al., 2021). According to (Yang et al., 2021), a team leader's EI has a transformative influence on the members of the team. The leader will be able to adhere to the most significant criteria in any work, encouraging team distinctiveness, identity, and satisfaction by using this authority. In addition, he or she will be able to foster a work environment that encourages employees to take chances to improve overall productivity. In the hospital sector, Dahleez et al., (2022) emphasized the significance of nurse managers' leadership behaviors and attitudes in the workplace and in their interactions with coworkers. According to his findings, leaders with high EI have a favorable impact on the connections between their nursing staff and their coworkers and patients. They were also able to improve their ability to control their emotions at work as a result of this form of leadership.

PE represents the motivational hypothesis and component of central chore and mission in many types of works in the health sector (S Bhattacharjee & Rahman, 2016b). Based on previous studies the leader's personality also plays a critical role in staff PE through self-evaluation and self-esteem. As we can infer that EI would be an antecedent factor before PE. The same research emphasizes that there is a positive influence of EL in PE (M. M. Khan et al., 2021). Followers and staff who are Psychologically empowered experience and live more achieved of their needs which are considered as a fulfillment on their jobs and, thus, lead to being more satisfied with their performance. This research also exposed that EL acts as a mediator of the effect of work context, outcomes, staff performance, and PE, and these are achieved by the empowered leader and their abilities to understand the real meaning of intelligence emotional of leader in the

workplace (Amundsen & Martinsen, 2014; Kim et al., 2018; Kim & Beehr, 2019; Ming-Chu & Meng-Hsiu, 2015). Therefore, we proposed two direct and indirect hypotheses as follows:

- 2 **H1:** Emotional intelligence is positively influenced by Empowering Leadership
- 3 **H 1a:** Emotional intelligence is positively related to psychological empowerment.
- 4 **H2b:** Empowering Leadership mediates the relationship between Emotional intelligence and psychological empowerment.

2.8. Work Engagement

Personal engagement is defined as the process through which organization members' selves are harnessed to their work roles; during role performance, people employ and express themselves physically, cognitively, and emotionally (Kahn, 1990). Schaufeli and Bakker (2004) defined the WE as “a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. In this state one experiences difficulties with detaching oneself from work” (p. 295) (Schaufeli & Bakker, 2010). González-Romá et al. (2006) merged these two perspectives and defined WE as the physical, cognitive, and emotional energy employees commit to their jobs, which enables them to persevere in the face of adversity and get absorbed in their work activities. Kenny et al., (2013) define Positive Psychology in the Workplace as a construct that involves engagement. WE is defined as a favorable work-related state of mind that is conceptualized and expressed through three theories: vigor; commitment and absorption (Gong et al., 2020).

Vigor is associated with a high degree of energy and cognition while an employee is working, as well as their willingness to confront challenging conditions with discretionary effort to improve performance (Alotaibi et al., 2020). According to studies, a high degree of workplace involvement can lead to a variety of benefits, including greater mental health (Shehawy, 2021), and a reduction in psychological problems (Monje Amor et al., 2021). Many principles are significant in the workplace that can be illustrated by devoting one's self to the assigned task (Lin et al., 2019). Absorption refers to being fully focused and extremely fascinated with one's work, being deeply engrossed, and not easily distracted by diversions (De Klerk & Stander, 2014). Thus, absorption (AB), devotion (DE), and vigor are the three dimensions that makeup WE (González-Romá et al., 2006).

All the above dimensions produce positive outcomes at both individual and organizational levels and Engaged employees supposedly perform their work proactively (Alotaibi et al., 2020). In the work environment, employee personal resources play an important role in WE, especially where employees have the power to make something unique (Wu & Peng, 2020). Employee engagement and employee emotional element are integrated factors that deal with the employee's viewpoint and how the employee experiences within the organizations and both of them affect the relationship between the leader and subordinates (M. C. C. Lee et al., 2017). Employee engagement has been linked to increased productivity as well as other positive effects for employers (R. Ahad et al., 2021), such as increased organizational loyalty and satisfaction as well as proactive conduct (Bakker, 2010).

According to studies, a high degree of workplace involvement can lead to a variety of benefits, including greater mental health (Shehawy, 2021), and a reduction in psychological problems (Monje Amor et al., 2021). Many principles are significant in the workplace that can be illustrated by devoting one's self to the assigned task (Lin et al., 2019). Absorption refers to being fully focused and extremely fascinated with one's work, being deeply engrossed, and not easily distracted by diversions (De Klerk & Stander, 2014). Given its significance, it is theoretically necessary to investigate the antecedents of WE (Monje Amor et al., 2021). Many factors contribute to employee engagement, including optimism, self-efficacy, and self-esteem (Bantha & Sahni, 2021; Ghani et al., 2019).

Research on the impact of EL on employee engagement has been sparse. Employees' greater sense of agency is one of the many benefits of EL (D. Cai et al., 2018; Kim & Beehr, 2020c; M. C. C. Lee et al., 2017). Jada et al. (2019); Jung et al. (2020); Park & Hassan (2018) agreed a key component of relational leadership is EL, which entails distributing authority in ways that encourage people to take an active role in their jobs. There are many reasons to believe that encouraging and WE are linked, such as the enthusiasm and excitement of employees who are actively engaged in their work (Ng et al., 2019; Young et al., 2018). Employees who are engaged in their work are less likely to indicate an interest in quitting; in other words, they are more likely to stay there (Grant et al., 2019; Heggeness, 2020; Jay et al., 2020). As a result, the degree to which a person feels integrated into their work environment can have a significant impact on their overall attitude toward their job and the quality of their work. As a result, employees become

more proactive as a result of job embeddedness (A. Ahmad, 2018; Kloutsiniotis & Mihail, 2018). The theory of planned behavior suggests that individual beliefs, attitudes, and perceptions of behavioral control all have a role in determining an individual's conduct. These three components come together to form an individual's planned behavior (Ajzen, 1991). Pingel et al., 2019 believed that employees' readiness and incentive to engage in proactive work behavior can be gauged by job embeddedness as a significant indicator of behavioral attitude.

The PE of employees is positively influenced by empowered leadership, which in turn improves the level of engagement at work (Ardabili, 2020). An increased positive attitude and enthusiasm at work may be a result of individuals learning how to better manage their emotional reactions in the workplace, as well as how to better interact with their colleagues and supervisors (Ashford et al., 2018; Ryan & Henderson, 2018). Lambert et al. (2020) and Mullen et al. (2018) said that the more contented one feels at work, the more likely it is that one will rate their work experiences as more enjoyable, indicating greater job satisfaction. Employers are increasingly attempting to establish work environments that promote work-life balance. Simultaneously, organizations concerned with organizational success promote increased employee WE (Lambert et al., 2020; Mullen et al., 2018).

2.8.1. Main dimensions of Work Engagement

WE is described as a positive and job-related fulfillment that is marked by behaviors of vigor, dedication, and absorption in the work environment. The term "vigor" is used to describe the mental and physical energy that motivates a person to work harder (Morden, 2017). WE and vigor at work are significant notions for their contributions to occupational health from these integrative viewpoints (Na-Nan et al., 2020). Kim & Beehr, (2018) stated that the original definition of engagement, wherein "organization members' harnessing of self in work roles; in engagement, people utilize and express themselves physically, intellectually, and emotionally throughout role performance," served as the conceptual ancestor for both of these notions. Dedication is the worker's emotional condition characterized by excitement, significance, and challenge in his or her work. Employee engagement needs to be seen as both job engagement and organization engagement for the strategic understanding of the structure, where job engagement refers to the degree to which an employee is dedicated to his job role and organizational

engagement refers to the degree to which an employee is loyal to his employer (Monje Amor et al., 2021).

The cognitive state of absorption is one in which an individual is fully focused on the assigned task (Christian & Slaughter, 2007). The state of absorption is achieved when one is contentedly engaged in their task to the point that times change rapidly and they have a hard time disconnecting themselves from their work (Wood et al., 2020). People that are invested in their occupations are productive and motivated. researchers have shown that employees who are invested in their work experience a variety of good effects on their performance. These benefits include greater loyalty to their firm, more satisfaction with their jobs, and reduced rates of employee turnover (Alotaibi et al., 2020; Monje Amor et al., 2021).

2.8.1.1. The mediating effect of Empowering leadership on the relationship between emotional intelligence, and work engagement

Many studies have revealed that WE has a positive impact on the outcomes of both employees and managers. additionally, they claimed that one of the positives was a decrease in the number of psychosomatic problems in their immediate vicinity (Monje Amor et al., 2021). In this way, EL characteristics can provide several benefits within and outside of the workplace, such as recognition, job freedom, the social community at work, and unreasonable tasks and responsibilities, which in turn increase employee commitment to their positions (Kim & Beehr, 2020c). By empowering their followers and promoting their autonomy, leaders need to create a work atmosphere in which their followers are supported and encouraged to put forth an extra effort and responsibility at work (Jada et al., 2019). As a result, the support of leaders encourages their followers to be more proactive in their work (Kim & Beehr, 2021). Furthermore, leaders must have the ability to embrace EL strategies to build a close relationship with their subordinates, which further reduces the negative impact on employees (G. Tang et al., 2020).

WE has been enhanced and influenced by EI is a view that most scholars are approved in their studies. According to the same investigation, EL impact has been found to have a favorable effect on the encouragement and incentive of work participation (D. Cai et al., 2018). While Hsieh et al. asserted that EI is the most important component that influenced favorably of WE, Chaubey & Sahoo, (2021) stated that EI promotes

constructive work psychology and has a favorable impact on staff job justification. WE approaches are used by empowered leaders to influence the features of the workplace. In the healthcare sector, Yan et al., (2018) indicated that the female staff nurse who is particularized with a high level of EI is working to improve the occupational excellency of employees which argued with the fact of employees who have a high level of mindfulness, they have more ability of EI that will lead them to experience more and higher subjective and independent well-being issues. Similarly, Alotaibi et al., (2020); Cuartero & Tur, (2021); Fortes et al., (2022); Geun & Park, (2019) confirmed that EI and nurse competencies are coefficients factors that influence and integrated each other. This characteristic will help nurses to lead and interact with others in their environment. Employees who work with such empowering-style managers are more likely to work on things on their initiative since they are given the freedom and space they need to do so (Hayat Bhatti et al., 2022). Employees that have a greater sense of purpose in their work are more likely to come up with creative solutions (Vu et al., 2021) as it encourages employees to work collectively on problems (Malik et al., 2021). Additionally, it was discovered that EL at the team level positively correlates with follower WE, with the effect being mediated by computational functions (Jung et al., 2020b). claimed that EI was strongly connected with pleasant interactions among coworkers at the workgroup level. Self-control enables the successful management of disruptive emotions and impulses, as well as the buffering of unpleasant emotions for mood enhancement (Resnik & Dewaele, 2020; Slušnienė, 2019; Tsaur & Ku, 2019). EL improves staff morale and performance by providing a sense of stability in the firm (Naqshbandi et al., 2018). Issah, (2018); Men et al., (2020); Tai & Kareem, (2018); Xie et al., (2018) Employees that have a positive psychological state and confidence will eventually take chances and engage in organizational change without fear of negative consequences in the future. There is a risk of failure connected with innovation and change, such as the development of a new product or procedure. Takers of risk have a tendency to focus on the successful outcome rather than failure and see danger as an opportunity (Jung et al., 2020b). Since they want to seize and create new chances, people who favor risk are more devoted to new initiatives and processes, such as organizational transformation. To put it another way, leadership that encourages risk-taking can result in employees who are more likely to support organizational change (Jung et al., 2020b; Low et al., 2019).

All previous findings guide us to propose the second hypothesis which connected the EI, EL, and WE:

4. **H2:** Empowering leadership is positively related to work engagement.
5. **H2a:** Emotional intelligence mediates the relationship between empowering leadership and work engagement.

2.9.Risk-Taking Behavior

Byrnes et al. (1999); Trimpop (1994) defined risk-taking governance as predicated on risk awareness and the determination to pursue a particular course of action in Research & development activities, cash holding, or diversification strategy. Under uncertain business conditions, RTB is characterized by a company's propensity to take advantage of opportunities (Brockman et al., 2012; Rank & Streng, 2018). Attitudes toward risk are defined as an individual's positive or negative assessment of occupational dangers and indicate whether employees are risk-neutral, risk-averse, or risk-seeking. Thus, A person's attitude toward risk is an important part of taking a risk (Jung et al., 2020b). Overconfidence, the illusion of control, and belief are all examples of cognitive bias, a mental shortcut used by humans when making decisions. In contrast to other people, those who have a high level of cognitive bias believe that they are less likely than others to go through a negative experience (Hietschold & Voegtlin, 2021; ul Abdin et al., 2022; Zaiane & Moussa, 2018). Additionally, (Ishfaq et al., 2020; Low et al., 2019) demonstrated that behavioral decisions, such as risk-taking, can be affected by cognitive biases.

The subjective assessment of the frequency and severity of potential dangers is known as risk perception (Jung et al., 2020b; Zaiane & Moussa, 2018). For the risk management function to succeed, the corporate environment and the organization's ability to influence the surroundings are critical (Chandrinou et al., 2018; Sarabia et al., 2020; Vargas & Paneque, 2019). The subject of risk management and the attitudes that go along with it is rarely broached when it comes to leadership styles. While Moon, (2021a) models can theoretically be used to derive this corollary. Personal and organizational situational awareness, as well as a thorough understanding of risk factors, are all necessary components of a risk-aware mindset in the face of uncertainty (van Knippenberg et al., 2021). These factors allow for risk-based decisions to be made based on a thorough assessment of risk factors as well as an understanding of the potential consequences of various decision paths(Alzoubi & Aziz, 2021). The key factor in getting the support of

employees in the process of organizational change is Commitment to organizational change positively (K. Lee et al., 2017). Risk and risk-taking are used interchangeably in strategic management research and offer a variety of frameworks, such as risk preference and behaviors that enhance the risk and unpredictability of performance results, in strategic management research (LAWAL et al., 2018; Santacruz, 2018).

It is important that employees not be pessimistic and allow for change perceptions in individuals and organizational levels to happen and succeed. The most important factor that helps the organization to succeed in related to change is employees should have a positive attitude toward organizational change and get involved in the process of change (Muafi et al., 2019). The failure to implement organizational change is responsible for 70% of the case's results. That's because change is promoted at the corporate level without focusing on the unique characteristics of people. Employees are the driving force behind every company's success. When people's positive attitudes and behaviors toward organizations alter in the environment they live in, the leadership role should be considered for expansion (Jung et al., 2020b; Muafi et al., 2019). Employees with complex tasks may have a more challenging, open-minded, and innovative attitude towards organizational change (Jung et al., 2020b). Leadership has a tremendous impact on an organization's attitudes, habits, and many levels of performance, including its sustainability (Jiang et al., 2019).

A sustainable leadership style is essential to manage the quickly changing corporate environment and to encourage employees to take proactive measures to address organizational changes (Ketprapakorn, 2019). Empowered employees are more committed, accountable, and proactive in managing and improving their work. Additionally, individuals are more innovative and imaginative in their tasks as a result of their capacity to adjust quickly and flexibly to changes in the organizational environment and to confront any risks encountered at work or at any moment (Jung et al., 2020b; M. M. Khan et al., 2021).

Empowered leaders seek to increase their understanding of the link between EL and employee commitment to organizational change by looking at RTB as a critical mechanism (Breuer et al., 2020; Moon, 2021a). Employees are more inclined to take chances and do their tasks more imaginatively and innovatively if they believe they can achieve high performance and trust their bosses (Sarabia et al., 2020). Belief in a company

and its leaders inspires employees to risk their well-being and that of the organization as a whole (Bakker & Demerouti, 2018; Shanafelt et al., 2021). It is believed that mistakes and failures may be turned into learning opportunities in this approach, which encourages employees to take risks and try different things (Kim & Beehr, 2022). Additionally, employers must value their employees' willingness to take risks. Thus, Employees that are willing to take risks have a beneficial effect on their emotional commitment and their ability to take action (Jung et al., 2020b; C. J. Wang & Yang, 2021).

2.9.1.1. The mediating effect of emotional intelligence on the relationship between Empowering leadership, and Risk-taking behavior

People with poor EI may have a difficult time using emotions as a source of information for making adaptive decisions (Kim & Beehr, 2021). Since previous research has shown that trust between leaders and followers encourages employees to make themselves more vulnerable to others and thus facilitates RTBs, trust relationships between leaders and followers may play an important role in encouraging proactive job-creating behaviors (Aboramadan & Dahleez, 2022; Breuer et al., 2020; Jung et al., 2020b, 2020b). Jung et al., (2020) stated that Some employees in the organizations tend to feel that taking a risk to change is not necessary and to avoid any threatening situations. Organizational changes are led by members who are their attitudes, emotions and behaviors are positive and intelligent that are involved in the process of change management to achieve and maintain the sustainable competitive advantage of the firm (Issah, 2018; Tai & Kareem, 2018).

The organization should encourage the staff to accept the change by recruiting a corporate leader who fosters employees to accept change in the workplace (Men et al., 2020). In recent leadership studies, researchers examined the most important and influential characteristics of empowered leaders, for example, their views and attitudes toward innovation and systemic change by deciding on a response to the hospital environment, society, where individuals or groups of people, work ethics and the responsibility of leaders were discussed in detail (Bianchi et al., 2018; Frick et al., 2021; Jung et al., 2020a; Naqshbandi et al., 2018). Staff is more likely to have faith in their leaders as well as their abilities and accomplishments when their managers practice empowerment via leadership (Kim & Beehr, 2021). Employees who believe they can

achieve high performance and have faith in their leaders are more willing to take chances (W. Cai et al., 2019; Xie et al., 2018). As a result, EL may help employees to find out the meaning of their work and feel that they are secured practically within the organization (Jung et al., 2020a). Moreover, EI is promoting their desire for creativity and innovation by working to reduce suspicious behavior against risk. Accordingly, an empowered leader who has intelligent emotions and thinking will help the organization to encourage employees to change their ideas to a positive impact on RTB (Bianchi et al., 2018; Frick et al., 2021; Naqshbandi et al., 2018).

Allowing people to take charge of their destiny is a hallmark of an empowered leadership style. Those who have the authority and autonomy to lead and govern are trusted and respected by their employees (Khoshnaw & Alavi, 2020). Reduced anxiety and stress might also encourage employees to take risks. Employees need to take chances and reduce their fear of change to increase their commitment to organizational change because of RTB (Brooks et al., 2019; Maharaj et al., 2019, 2019; Walton et al., 2020). As previously indicated, it appears as though addressing affective as well as cognitive components of risk perception is particularly critical in the health and safety sector, as health-related behavioral decisions are frequently made in emotionally charged situations (Khuntia et al., 2017; Shanafelt et al., 2021). As a result, focusing exclusively on a subset of risk perception aspects may result in an underestimate of the predictive potential and ability to make appropriate judgments (Erkutlu & Chafra, 2012).

This relationship will show us to suppose the below third direct and indirect important hypothesis:

5. **H3**: Empowering leadership is positively related to risk-taking behavior

6. H3a: empowering leadership mediates the relationship between Emotional intelligence and Risk-taking behavior.

2.10. Previous Studies

2.10.1. Introduction

This chapter compiles and analyzes a variety of studies and research that have examined the adoption of emotional intelligence within health organizations, as well as

the various aspects and factors that have driven such concept implementation to succeed or fail, and the connection between Empowering leadership implementations and the change in health organizations' daily life. The chapter concludes with a discussion of the advantages and benefits, as well as the advantages and disadvantages, of psychological Empowerment, as determined by past research and its implications on the medical context. In order to form an opinion about the various areas of agreement and disagreement with prior research, this analysis is from a variety of sources. Among the many advantages of conducting a literature review is the opportunity to learn about the successes and failures of previous research, the most effective methods to employ, the variables that have already been studied to avoid repetition, and the availability of reliable and valid questions that can be used to measure the variables of this study. The researcher gained a better grasp of the study's context, dimensions, and features by analyzing related studies. This allowed for the development of a more nuanced understanding of how work engagement and risk-taking behavior affect health settings. Furthermore, it was essential for making intelligent choices about research methods and hypotheses.

2.10.2. **List of Relevant Previous Studies**

1. (Alotaibi et al., 2020): “Does emotional intelligence and empowering leadership affect psychological empowerment and work engagement?”

The purpose of this research is to learn how private hospitals may benefit from emotional intelligence and empowering leadership by improving psychological empowerment and employee engagement.

Five hundred surveys were sent out to the nursing staff at five different private hospitals in Riyadh, Saudi Arabia, with each institution receiving a total of 100 questions.

Hospitals might benefit from a lower turnover rate among nurses, greater relationships with patients, and a competitive edge if they had a better knowledge of the role EI and EL play in increasing psychological empowerment and professional engagement. The study's findings lend credence to EI's positive impact on psychological and occupational empowerment and leadership development in private hospitals.

What aspects of EI and EL have the greatest impact on individuals' sense of autonomy and commitment to their jobs is a topic for further study. Other factors, such as employee commitment as an independent variable and turnover intentions or other employee outcomes as dependent variables, might also be useful.

2. (AlUbaidi et al., 2020): “Impact of Emotional Intelligence on Job Performance of Paramedical Employee’s in Public Vs Private Hospitals: A Comparison”

This paper discusses how paramedical workers in the public and commercial sectors in Oman benefit from emotional intelligence in their work. The study's objectives are to compare the levels of emotional intelligence across public and private hospitals in Oman and examine the effect that employees' emotional intelligence has on their job performance.

The data was collected by using a random sample technique. The respondents were paramedical staff members at both public and private institutions. There are a total of 150 participants in the study, 75 from public hospitals and 75 from commercial hospitals, all of whom are operational level staff. SPSS software's statistical capabilities like Correlation and Independent T-Test were utilized to graphically show and analyze the data.

This study's findings suggest that workers' sentiments have an impact on their productivity. Also, the paramedical staff in public hospitals has lower levels of emotional intelligence than those at private hospitals. Both the public and commercial sectors must invest more in emotional intelligence training to improve work performance. Understanding the influence of emotional intelligence on paramedical staff is significant owing to its relationship with job performance, self-awareness, and social skills. It also helps establish emotional stability, which is necessary for keeping paramedics away from health difficulties.

3. (Yang et al., 2021): “Use of emotional intelligence to promote innovation among employees in the work environment through qualitative and quantitative analysis”

The purpose of this article is to get an understanding of the effect that Emotional Intelligence (EI) has on Innovation (EII) by considering the role of mediators in employee resources, motivation, and devotion to success.

The authors of this study used a total sample size of 15,340 to conduct a meta-analysis of correlations, a qualitative method, to establish a connection between EQ and originality in the workplace. The effect of mediators on the impact of EII has also been quantitatively analyzed.

Statistical analysis showed that there is a strong link between these two architectural forms. The results show that EI has a considerable effect on creativity and other behavioral characteristics, with individual performance controlling most of the correlations. It is new because this study examines the moderating role of individual accomplishment in the connection between EI and creativity. EI should be considered in programs to improve employee or student creativity, although this might be difficult for service providers. Multiple indicators including confidence, work satisfaction, and efficiency, as well as other moderating variables, may be utilized to analyze EI and innovation.

4. (Gong et al., 2020): “Psychological Empowerment and Work Engagement as Mediating Roles Between Trait Emotional Intelligence and Job Satisfaction”

The research investigated the influence of PE and WE on the relationship between trait EI and job satisfaction. The EI Scale, the PE Scale, the Utrecht WE Scale, and the Brief Index of Affective Job Satisfaction were completed by 370 female nurses.

There were 370 female patients from Shaanxi's three hospitals included in the sample (96.6 percent response rate). The nursing profession was picked because of the high regard in which it is held and the dedication of its practitioners. They aid people and have difficult jobs, both of which are crucial.

Structural equation modeling results showed that there was a link between trait EI and work satisfaction and that this link was partially mediated by WE. The serial one mediator model also shows that trait EI might affect work satisfaction through the serial mediating influence of PE–WE. These findings add to our knowledge of the relationship between these factors and suggest that high trait EI may lead to greater emotional satisfaction in the workplace. Future studies will examine additional personal qualities (such as proactive personality) in trait EI and work happiness.

5. (Dasborough et al., 2021): “Does leadership still not need emotional intelligence? Continuing “The Great EI Debate”

There has been much debate and skepticism surrounding the concept of emotional intelligence (EI) as it relates to leadership and the study of organizational science more generally. New metrics and models of EI have been developed despite these challenges, showing that research into EI will continue.

This discussion goes back to these arguments using data collected over the past decade. Specifically, the authors discuss the validity of EI as a construct, the measurement of EI, and the suitability of analytical tests for demonstrating the value of EI, as well as the evidence for the predictive capacity of EI for workplace outcomes.

The author teams agree on the relevance of studying emotions and the necessity for rigorous research, but they recommend different future goals. They suggest that the concerns uncovered in this discussion should inform the research of other personality traits and leadership more broadly.

6. (M. A. Shahab et al., 2018): “Empowering Leadership and Organizational Citizenship Behavior: The Mediating Roles of Psychological Empowerment and Emotional Intelligence in Medical Service Industry.”

The purpose of this research is to examine how psychological empowerment and emotional intelligence contribute to leadership's impact on employees' OCB (organizational citizenship behavior).

Based on an examination of 125 data sets collected from workers in the healthcare sector in the Jepara area in Indonesia, this study discovered a correlation between empowering leadership and organizational citizenship behavior (OCB).

Health infrastructure must be restored and updated, and physicians and health staff must get extensive training. Leadership and psychological empowerment are essential to prepare the finest doctors and health professionals to improve public health. OCB will boost performance and organizational growth.

7. (Raghubir, 2018b): “Emotional intelligence in professional nursing practice: A concept review using Rodgers's evolutionary analysis approach”

The purpose of this concept analysis is to explain the knowledge of emotional intelligence, its defining characteristics, its antecedents, its repercussions, and its implications for advancing nursing practice.

Rodger's revolutionary idea analysis drove the automated search. Included in the data courses were CINAHL, PsycINFO, Scopus, EMBASE, and ProQuest, with an emphasis on publications published in Canada and the United States between 1990 and 2017.

The investigation found several variations in the definition of emotional intelligence, but four consistent attributes: self-awareness, self-management, social awareness, and social/relationship management. These traits promote emotional well-being among APRNs and strengthen their capacity to practice in a way that benefits patients, families, colleagues, and APRNs as working professionals and as persons.

Several fields promote the integration of emotional intelligence because it influences job satisfaction, stress, burnout, and a positive environment. Emotional intelligence is crucial to advanced practice nursing because it may affect patient care, decision-making, critical thinking, and nurses' well-being.

8. (Moh Ali Shahab et al., 2019): “Empowering Leadership and OCB: The Roles of Psychological Empowerment and Emotional Intelligence”

The purpose of this research is to examine how psychological empowerment and emotional intelligence might have an impact on organizational citizenship behavior (OCB).

In the Jepara area of Indonesia, 125 pairs of workers in the medical care business have been surveyed. This research uses structural equation modeling (SEM) with SmartPLS 3 software to find a link between empowered leadership and good citizenship in the workplace.

This research adds to the growing body of evidence linking EL to pro-social conduct in the workplace via PE and EI as a moderating factor. Research into EI and the refinement of its conceptual clarity in nursing practice is, thus, essential and will contribute to the improvement of both the quality and delivery of nursing care.

9. (Issah, 2018): “Change Leadership: The Role of Emotional Intelligence”

This article discusses emotional intelligence's importance in organizational development. The article discusses self-awareness, self-regulation, self-motivation, empathy, and social ability. Emotional intelligence helps transform leadership by establishing a team and overcoming opposition to change.

Leaders with high emotional quotients can use their abilities to comfort and inspire others undergoing transition.

10. (Adiguzel, 2020): “Examining the Impact of Empowering Leadership and Emotional Intelligence on Organizational Identification and Organizational Trust of the Employees.”

This research aims to examine the connections between empowering leadership, emotional intelligence, organizational trust, and employee satisfaction.

Leadership and emotional intelligence positively impacted employee trust and company identity, according to the study. The research surveyed 381 white-collar (administrative) manufacturing workers. Analyses used SPSS 25 and AMOS. Mediation variable investigation included Sobel test and Hayes procedure. After confirmatory, explanatory, and reliability factor analyses, correlation and regression were performed.

Empowering leaders promote a collaborative, trusting corporate culture. Leaders are expected to overcome difficulties by working together to develop an organizational identity and make people feel at home. Empowering actions increase the meaningfulness of work, increase employee confidence in the organization, and preserve trust.

11. (Geun & Park, 2019): “Influence of emotional intelligence, communication, and organizational commitment on nursing productivity among Korean nurses.”

This research sheds light on the relationship between nurses' emotional intelligence and their ability to communicate effectively, two factors that have a direct impact on the efficiency of healthcare delivery.

A cross-sectional study was conducted using a structured survey instrument and a convenience sample of 239 registered nurses from academic medical centers. In order to isolate significant variables, we performed multiple regression analyses.

Leadership and management in the nursing field may enhance efficiency by creating training programs that help nurses become more adept at managing their emotions and communicating effectively. Beyond cost-related value, reframing nursing productivity based on improvable and controllable nurse factors is strongly advocated for better patient care and nurse outcomes.

12. (Moon, 2021a): “Effect of Emotional Intelligence and Leadership Styles on Risk Intelligent Decision Making and Risk Management”

The goal of this article was to compare and contrast different leadership styles in light of the notion of emotional intelligence and its applicability to making risk-based decisions.

The research adopted a questionnaire survey administered to 173 employed individuals. The research hypotheses analyzed the mediating roles of EI and leadership styles in risk perceptions using ‘t’ statistic and where applicable, Chi-square testing.

The investigation verified EI's involvement in filtering internal biases and as a leadership and decision-making success factor. Transformational leaders are empathetic and less prejudiced. These traits enable an acceptable risk mindset and risk-smart judgments compared to transactional leaders. This descriptive study is exploratory and opens the door for targeted research on EI talents or characteristics and situational risk attitudes.

13. (Jung et al., 2020b): “Empowering Leadership, Risk-Taking Behavior, and Employees’ Commitment to Organizational Change: The Mediated Moderating Role of Task Complexity”

The purpose of this research is to learn how risk-taking behavior influences the connection between empowering leadership and organizational transformation commitment among Korean workers.

Using a cross-sectional approach, 275 workers at Korean businesses were given questionnaires to fill out and return in order to assess the primary assumptions.

Empirical research found that followership increases when leaders give them the authority to make decisions, suggesting that leaders who give their employees the ability to make decisions are more invested in the organization's transformation. Risk-taking behavior is positively mediated. The connection between EL and employee transformation commitment. The indirect effect of EL on organizational transformation via RTB was larger when task complexity was high.

14. (Aboramadan & Dahleez, 2022): “The impact of perceived servant leadership traits and safety climate on task performance and risk-taking behavior in times of crisis.”

The purpose of this study is to offer a model to investigate servant leadership's impact on inspiring task performance and risk-taking in high-stakes situations. Researchers expected that a company's safe atmosphere would moderate the relationship between servant leadership, job satisfaction, and risk-taking.

A total of 237 medical and non-medical personnel from Palestinian hospitals were surveyed. The data were analyzed using a structural equation modeling approach with partial least squares. Solutions to the most common types of technique bias were discussed.

This study shows that servant leadership promotes job performance and risk-taking through safety atmosphere. The safety atmosphere totally mediated the association between servant leadership and job performance and risk-taking. The results also showed that experienced employees are more risk-taking.

15. (Dahleez et al., 2022): “Empowering leadership and healthcare workers performance outcomes in times of crisis: the mediating role of safety climate”

This study aims to develop and experimentally evaluate a model on the connection between empowering leadership and workers' work-related outcomes during the COVID-19 epidemic. This model postulates that there is a connection between leadership empowerment and either OCB or RTB.

A total of 228 full-time healthcare workers in Palestine were surveyed using a cross-sectional study approach. To test the hypotheses, data were analyzed using partial least squares-structural equation modeling.

Empowering leadership is linked to out-of-character actions during times of stress, as shown by the findings. Furthermore, the findings indicate that the association between EL and organizational citizenship behavior (OCB) and empowering leadership and RTB is totally mediated by the presence of a secure environment.

16. (Cortés-Denia et al., 2021): “Physical and psychological health relations to engagement and vigor at work: A PRISMA-compliant systematic review”

To determine whether or if there is a difference in the effects of work engagement and vigor at work on employees' health, we conduct a systematic review that complies with the PRISMA guidelines.

Four electronic databases were consulted, and the results were narrowed down to a total of 70 studies on workplace vigor and 9 papers on workplace engagement.

Both domains are relevant in health, suggesting improvements in all categories except psychological disorder symptoms, where no vigor studies were discovered. Both conceptions have distinct effects. . Work involvement improves well-being and life satisfaction and reduces stress, anxiety, depression, exhaustion, and psychological tension.

17. (Yan et al., 2018): “Mediating role of emotional intelligence on the associations between core self-evaluations and job satisfaction, work engagement as indices of work-related well-being”

This study aimed to examine the relationship between EI and core self-evaluations (CSE) and work-related well-being.

A sample of 356 female employees completed CSE, EI, job satisfaction, and WE assessments.

Higher levels of CSE were shown to be associated with greater EI, job fulfillment, and employee engagement. Greater job satisfaction and employee engagement were connected with higher levels of EI.

18. (Wan et al., 2018) : “Effects of work environment and job characteristics on the turnover intention of experienced nurses: The mediating role of work engagement”

The purpose of this study is to examine the relationship between work environment, job features, employee engagement, and turnover intent among experienced nurses.

Between March and May of 2017, 778 experienced nurses from 7 hospitals were polled about their job satisfaction, work engagement, work environment, and intentions to leave their current position. A theoretical model and associated hypotheses were put to the test using structural equation modeling.

The study confirms the intrinsic and extrinsic motivators on work engagement posited by the job demands-resources model. Theory-driven strategies to improve the work environment, enhance job characteristics and promote work engagement are needed to address the nursing shortage and high turnover intention among experienced nurses.

19. (Kim & Beehr, 2022): “Empowering leadership improves employees’ positive psychological states to result in more favorable behaviors.”

This research aims to answer the questions of whether or not EL fosters innovative work behavior among subordinates and decreases bullying in the workplace through the simultaneous action of two mediators: a positive affective state (feeling fulfilled in one's work) and a focused attentional state (job boredom).

Workforce members in the United States completed the survey three times, each time spaced apart by one month.

Empowering leadership's ability to influence subordinates' positive and negative actions is explained by the study's findings on the roles of workers' expressive and attentional states in the workplace.

20. (Monje Amor et al., 2021): “Structural empowerment, psychological empowerment, and work engagement: A cross-country study”

Using the job demands-resources theory as a framework, researchers examined the possibility that psychological empowerment may be a moderating factor between structural empowerment and work engagement, and hence task performance and intention to leave in a multinational sample of workers.

Over a thousand and thirty-three service industry workers from the United Kingdom (N = 518) and Spain (N = 515) took part in the research.

Results from a multi-group structural equation modeling study showed that work engagement was positively related to task performance and negatively related to quitting intentions, and that psychological empowerment partially mediated the positive relationship between structural empowerment and work engagement. Implications for theory (i.e., extend the nomological network of the researched dimensions) and management practice imply that psychological empowerment is an underlying process that may explain why structural empowerment connects positively to job engagement (e.g., emphasize the role of structural empowerment for work design)

2.10.3. Summary of Previous Studies

Table 2-1 Summary of Previous Studies

| No. | Study Citation | Independent Variables | Mediator Variables | Dependent Variables | Findings |
|-----|-------------------------|--------------------------|-------------------------|--|--|
| 1. | (Alotaibi et al., 2020) | - Emotional Intelligence | - Empowering Leadership | - Psychological empowerment - work engagement | Hospitals might benefit from a lower turnover rate among nurses, greater relationships with patients, and a competitive edge if they had a better knowledge of the role EI and EL play in increasing PE and professional engagement. The study's findings lend credence to EI's positive impact on psychological and occupational empowerment and leadership development in private hospitals. |
| 2. | (AlUbaidi et al., 2020) | - Emotional Intelligence | | - Job Performance of Paramedical Employee's | This study's findings suggest that workers' sentiments have an impact on their productivity. Also, the paramedical staff in public hospitals has lower levels of emotional intelligence than those at private hospitals. Both the public and commercial sectors must invest more in emotional intelligence training to improve work performance. Understanding the influence of emotional intelligence on paramedical staff is significant owing to its relationship |

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|----|---------------------|--|---|--------------------|---|
| | | | | | with job performance, self-awareness, and social skills. It also helps establish emotional stability, which is necessary for keeping paramedics away from health difficulties. |
| 3. | (Yang et al., 2021) | <ul style="list-style-type: none"> - Emotional Intelligence - Individual Success | <ul style="list-style-type: none"> - Self-motivation - Employee resources - Dedication | - Innovation | The results show that EI has a considerable effect on creativity and other behavioral characteristics, with individual performance controlling most of the correlations. It is new because this study examines the moderating role of individual accomplishment in the connection between EI and creativity. EI should be considered in programs to improve employee or student creativity, although this might be difficult for service providers. Multiple indicators including confidence, work satisfaction, and efficiency, as well as other moderating variables, may be utilized to analyze EI and innovation. |
| 4. | (Gong et al., 2020) | - Trait emotional intelligence | <ul style="list-style-type: none"> - Psychological empowerment - work engagement | - Job satisfaction | Structural equation modeling results showed that there was a link between trait EI and work satisfaction and that this link was partially mediated by WE. The serial one mediator model also shows that trait EI might affect work satisfaction through the serial mediating influence of PE-WE. These findings add to our knowledge of the |

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|----|-----------------------------|--------------------------|---|---------------------------------------|--|
| | | | | | relationship between these factors and suggest that high trait EI may lead to greater emotional satisfaction in the workplace. Future studies will examine additional personal qualities (such as proactive personality) in trait EI and work happiness. |
| 5. | (Dasborough et al., 2021) | - Emotional intelligence | | - Leadership | The author teams agree on the relevance of studying emotions and the necessity for rigorous research, but they recommend different future goals. They suggest that the concerns uncovered in this discussion should inform the research of other personality traits and leadership more broadly. |
| 6. | (M. A. Shahab et al., 2018) | - Empowering Leadership | - Psychological Empowerment - Emotional intelligence | - Organizational Citizenship Behavior | Health infrastructure must be restored and updated, and physicians and health staff must get extensive training. Leadership and psychological empowerment are essential to prepare the finest doctors and health professionals to improve public health. OCB will boost performance and organizational growth. |
| 7. | (Raghubir, 2018b) | - Emotional intelligence | | - professional nursing practice | The investigation found several variations in the definition of emotional intelligence, but four consistent attributes: self-awareness, self-management, social awareness, and social/relationship |

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|-----|-------------------------------|--------------------------|---|---|---|
| | | | | | management. These traits promote emotional well-being among APRNs and strengthen their capacity to practice in a way that benefits patients, families, colleagues, and APRNs as working professionals and as persons. |
| 8. | (Moh Ali Shahab et al., 2019) | - Empowering Leadership | - Psychological Empowerment - Emotional intelligence | - Organizational Citizenship Behavior | This research adds to the growing body of evidence linking EL to pro-social conduct in the workplace via PE and EI as a moderating factors. Research into EI and the refinement of its conceptual clarity in nursing practice is, thus, essential and will contribute to the improvement of both the quality and delivery of nursing care. |
| 9. | (Issah, 2018) | - Emotional intelligence | | - leading change in an organization | Leaders with high emotional quotients can use their abilities to comfort and inspire others undergoing transition. |
| 10. | (Adiguzel, 2020) | - Empowering Leadership | - Emotional intelligence | - Organizational Identification - Organizational Trust | Empowering leaders promote a collaborative, trusting corporate culture. Leaders are expected to overcome difficulties by working together to develop an organizational identity and make people feel at home. Empowering actions increase the meaningfulness of work, increase employee confidence in the organization, and preserve trust. |

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|-----|----------------------|--|---|---|--|
| 11. | (Geun & Park, 2019) | <ul style="list-style-type: none"> - Emotional intelligence - Communication - Organizational Commitment | | <ul style="list-style-type: none"> - Nursing Productivity | Leadership and management in the nursing field may enhance efficiency by creating training programs that help nurses become more adept at managing their emotions and communicating effectively. Beyond cost-related value, reframing nursing productivity based on improvable and controllable nurse factors is strongly advocated for better patient care and nurse outcomes. |
| 12. | (Moon, 2021a) | <ul style="list-style-type: none"> - Emotional intelligence - Leadership Styles | | <ul style="list-style-type: none"> - Risk Intelligent Decision Making - Risk Management | The investigation verified EI's involvement in filtering internal biases and as a leadership and decision-making success factor. Transformational leaders are empathetic and less prejudiced. These traits enable an acceptable risk mindset and risk-smart judgments compared to transactional leaders. This descriptive study is exploratory and opens the door for targeted research on EI talents or characteristics and situational risk attitudes. |
| 13. | (Jung et al., 2020b) | <ul style="list-style-type: none"> - Empowering Leadership | <ul style="list-style-type: none"> - Risk-Taking Behavior - Task Complexity | <ul style="list-style-type: none"> - Employees' Commitment - Organizational Change | Empirical research found that followership increases when leaders give them the authority to make decisions, suggesting that leaders who give their employees the ability to make decisions are more invested in the organization's transformation. Risk- |

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| | | | | | taking behavior is positively mediated. The connection between EL and employee transformation commitment. The indirect effect of EL on organizational transformation via RTB was larger when task complexity was high. |
| 14. | (Aboramadan & Dahleez, 2022) | - Servant Leadership | - Safety Climate | - Task Performance - Risk-Taking Behavior | This study shows that servant leadership promotes job performance and risk-taking through safety atmosphere. The safety atmosphere totally mediated the association between servant leadership and job performance and risk-taking. The results also showed that experienced employees are more risk-taking. |
| 15. | (Dahleez et al., 2022) | - Empowering Leadership | - Safety Climate | - organizational citizenship behavior - Risk-Taking Behavior | Empowering leadership is linked to out-of-character actions during times of stress, as shown by the findings. Furthermore, the findings indicate that the association between EL and organizational citizenship behavior (OCB) and empowering leadership and RTB is totally mediated by the presence of a secure environment. |
| 16. | (Cortés-Denia et al., 2021) | - Physical and psychological health relations | | - engagement - Vigor at work | Both domains are relevant in health, suggesting improvements in all categories except psychological disorder symptoms, where no vigor studies were discovered. Both conceptions have distinct effects. . Work involvement improves well-being |

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|-----|---------------------------|---|---------------------------------|--|---|
| | | | | | and life satisfaction and reduces stress, anxiety, depression, exhaustion, and psychological tension. |
| 17. | (Yan et al., 2018) | - Core Self-Evaluations | - Emotional Intelligence | - Job Satisfaction - Work Engagement | Higher levels of CSE were shown to be associated with greater EI, job fulfillment, and employee engagement. Greater job satisfaction and employee engagement were connected with higher levels of EI. |
| 18. | (Wan et al., 2018) | - work environment - job characteristics | - work engagement | - Turnover intention | The study confirms the intrinsic and extrinsic motivators on work engagement posited by the job demands-resources model. Theory-driven strategies to improve the work environment, enhance job characteristics and promote work engagement are needed to address the nursing shortage and high turnover intention among experienced nurses. |
| 19. | (Kim & Beehr, 2022) | - Empowering leadership | - Thriving at work - Boredom | - Workplace Bullying - Innovative work Behavior | Empowering leadership's ability to influence subordinates' positive and negative actions is explained by the study's findings on the roles of workers' expressive and attentional states in the workplace. |
| 20. | (Monje Amor et al., 2021) | - Structural empowerment | - Psychological empowerment | - Work engagement - Intention to Quit | Results from a multi-group structural equation modeling study showed that work engagement was positively related to task performance and negatively related to quitting intentions, and that psychological |

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|--|--|--|--|--------------------|--|
| | | | | - Task Performance | empowerment partially mediated the positive relationship between structural empowerment and work engagement. |
|--|--|--|--|--------------------|--|

2.10.4. Commenting on Previous Studies

This section will elaborate researcher's comment on previous studies by addressing the various matching aspects as well as the differences between the current study and previous ones. This comes after the previous section reviewed a number of previous studies that addressed study topics that were comparable to the one being discussed here.

Matching and consistency with prior studies

This section focuses on the ways in which this study is consistent with the literature, specifically with respect to the research context, study variables, methodology, and primary data analysis techniques employed.

2.10.4.1. Study Context

The current research was carried out at health care facilities that had already put into practice the concepts of empowering leadership and emotional intelligence, which were the subject of previous studies. Managers and employees at these facilities had already begun to use and practice these concepts. Study to Alotaibi et al. (2020) 500 registered nurses at five private hospitals in Riyadh, Saudi Arabia (100 in each facility) were surveyed; 34.8% of those invited to participate answered. EI, EL, PE, and WE were all linked. Likewise, Y. Gong et al., (2020) targeted female nurses (370) in their study on the impact of EI on PE and WE. Geun & Park, (2019) was held with Korean clinical nurses, and similarly, Alubaidi et al., (2020) focused on the paramedical staff working in both the public and private sectors of Oman. Raghubir, (2018a) was conducted at University of Ottawa of School of Nursing, Canada, Wan et al., (2018) targeted 7 hospitals in China. Yan et al., (2018) targeted female employees in the Natural Science Foundation of China, and Bakker & Demerouti, (2018) targeted, multi-skilled Norwegian workers in different occupations.

Clinical leaders in Ghana were examined by Danquah (2021), Extremera et al.(2018) also targeted a representative sample of 405, all working in the Spanish professional sector, three governmental hospitals in Iran's far northwest participated in Ardabili, (2020) and finally Dahleez et al. (2022) singled out Palestinian healthcare workers employed on a full-time basis with another study for the same first author that is

conducted at Palestinian medical and administrative employees (Aboramadan & Dahleez, 2022).

2.10.4.2. Study Variables

The current research investigated how emotional intelligence and empowering leadership affect employees' sense of empowerment, employees' commitment to their jobs, and employees' willingness to take calculated risks in the healthcare sector. Some previous studies showed a discrepancy in study variables via discussing factors not covered in this research. Y. Gong et al. (2020) for example, highlighted that the majority of this study indicated the importance of trait EI in determining one's health, level of psychological autonomy, and level of dedication to one's workplace to achieve improvement at work. In order to better understand the link between EL and employee transformation commitment, (Jung et al. (2020b) conducted an investigation. When the complexity of a given activity is considerable, EL's secondary impact on transformation in the workplace is amplified through RTB while higher levels of work satisfaction and employee engagement were associated with higher levels of EI, as Yan et al.,(2018) in his research concentrated on these three concepts. Moh Ali Shahab et al. (2019) studied the effect of EL on pro-social conduct in the workplace via PE and EI as moderating factors and the researchers added OCB to fit the success of EL to contribute to the improvement of both the quality and delivery of nursing care, Swadip Bhattacharjee & Rahman, (2016b) dealt with how subordinates assess the EI of their supervisors, their inventiveness, and their EL skills. Kotsou et al. (2019) analyzed that EI has an important impact on health, relationships, and work/academic performance, and Raghubir (2018a) investigated the overview of interdisciplinary concepts and incorporates 23 papers from a wide range of fields. The study shows that there are considerable discrepancies in how emotional intelligence is described.

2.10.4.3. Methodology and Study Tools

This research was quantifiable, and a questionnaire was used to collect information. Furthermore, a descriptive-analytical approach was used to characterize the responses of respondents, evaluate the data, and verify the hypotheses. While this study's approach is consistent with the literature, several prior research demonstrated methodological inconsistencies. For example, Cortés-Denia et al. (2021) A systematic review was conducted in accordance with PRISMA to determine whether or not there is

a difference in the effects of job engagement and vigor on employee health, while Nonthanathorn, (2021) employed a cross-sectional survey approach with a convenience sample of 239 nurses from academic medical centers in his study. Jung et al., (2020b) used using a cross-sectional design, with questionnaires. (Raghubir (2018a) used articles published in Canada and the United States between 1990 and 2017 were the primary emphasis of the data courses. Fong & Snape, (2015) used cross-sectional surveys to obtain the bulk of the data. Van Dierendonck & Dijkstra, (2012) conducted longitudinal field research done twice with a three-month gap. Likewise, Sánchez-Álvarez et al. (2020) systematic review of existing empirical studies. Vierimaa (2013) used a semi-structured, open-ended interview format to investigate participants' attitudes and experiences in his study while Alotaibi et al. (2020); Alubaidi et al. (2020); Kotsou et al. (2019); Liu & Boyatzis (2021) conducted quantitative method in their studies.

2.10.4.4. Data Analysis Methods

This study used a variety of statistical methods (including frequency and descriptive analysis to characterize the study sample, a t-test to examine respondents' attitudes, and Partial Least Squares/Structural Equation Modeling (PLS/SEM) to analyze the data and test the hypotheses) to draw its conclusions. In terms of data analysis and hypothesis testing, several prior research did not align with the present one. For instance, Extremera et al., (2018) used SPSS version 23.0 (SPSS Inc., Chicago, IL, USA) to carry out analytical and descriptive statistics, and Sánchez-Álvarez et al., (2020) applied previous research and omitted experiments using alternative theoretical tools with Meta-analysis employed random-effect models. Jung et al., (2020b) used a correlation study to look at the link between the variables and the way they were going. R. Ahad et al., (2021) were performed utilizing the Structural Equation Modeling (SEM) method implemented in the Analysis of Moment Structures (AMOS) software. Alubaidi et al., (2020) used SPSS software to represent and analyze the data using statistical methods like the Correlation and Independent T-Test. Danquah, (2021) conducted SPSS version 25 (IMB SPSS Inc., NY, USA) and its built-in Amos software to analyze the data. The analysis of the data was performed in two stages.

2.11. Benefits Learned from Previous Research

The importance of addressing implementation success factors and the challenging implications of providing a successful environment to employees is illuminated by a review of the literature and previous studies, which greatly contributes to a broader understanding of the various contexts and occurrences of studying the implementation of emotional intelligence at health organizations. Previous research has demonstrated that, in order to better understand the effect of emotionally intelligent, empowered leaders on various facets of medical organizations and to identify factors that stimulate or impede the success of employees' performance, researchers have built study models on various sociotechnical theories and keep amending on these models by adding and removing variables or integrating multiple models together. Researchers were aided by prior studies in their selection of study variables and were given access to established measurement methods that allowed them to reliably construct a model for the present study and evaluate the variables it depended on. An additional advantage is having a more comprehensive understanding of the various study designs and being familiar with the primary techniques used by other researchers, which enables one to select a study design and methodology that are the most ideally suited to the details of the current study. In addition, data collection tools are a very significant aspect of reviewing previous studies. This is because the researcher can evaluate the various data-gathering instruments, determine which ones are the most prevalent, and choose the one that is the most appropriate for the design of the current study and the context in which it will be conducted. Previous research also suggests a list of potential future studies from which the researcher can select, as well as a list of restrictions that the researcher should strive to overcome. One of the most useful advantages of prior research is the ability to compare study results with the conclusions of other comparable studies to guarantee the validity and justification of study results.

2.12. What Makes This Study Special?

- 1- This study is not the first to examine the relationship between emotional intelligence and the idea of empowering leadership in the Sultanate of Oman; nevertheless, it is the first one to do so since 2020 with Paramedical employees only (based on a researcher search on google scholar) and to focus on the effect of managers' admissions on their workers.
- 2- Current issues such as resignation, job instability, and withdrawal from work to another scope of work are being faced by Oman health centers, and the study's

findings and conclusions, along with the researcher's practical recommendation, could serve as a valuable resource for health management and managers concerned about a shortage of human resources and its impact on productivity.

- 3- This study also contributed to the existing body of literature by addressing to the brightest of the researcher's knowledge, the impact of effective use of emotional intelligence on empowering leadership, PE, WE, and the taking of risk decisions on employees in the health organizations, patient relationships, and the services that they introduce. The majority of research done in the past focused on the effect of implementing a health system as a whole on these two subjects (patients' care and employee engagement), and one can rarely stop at studies that examined the influence of individual success elements on any of these variables in the current study.
- 4- This study also merged both the Partial Least Squares/Structural Equation Modeling (PLS/SEM) success model with some extra adjustments, generating a new tested and verified model that may be utilized by other researchers to address comparable conceptual studies.

2.13. Chapter Summary

In this chapter, several past studies that dealt with the adoption of emotional intelligence with empowering leadership at health organizations/facilities and the effect they had on work activities and the performance of human resources and health organizations were listed. It also covered several aspects of matching or mismatching between the current study and other studies in terms of environment, methodology, variables studied, and data analysis tools used to test gathered data. After that, it shed light on lessons learned from previous studies by standing on the benefits of reviewing the literature. In conclusion, it highlighted the aspects that set apart this study from others.

Chapter Three: Research Methodology

3. Chapter Three: Research Methodology

3.1. Introduction

This chapter provides an overview of the instruments, processes, and methodologies that were utilized over the conduct of this study. In addition to this, it provides a more in-depth description of the research population and explains the methodology behind the selection of the study sample. After that, it elaborates the instruments that were utilized, as well as how these instruments were developed, created, and evaluated for their validity and reliability. This chapter also discusses the methods and criteria for data collecting, as well as the statistical tests that are used to examine the data that has been obtained.

3.2. Research Methodology

Among the many methods that have been used to the study of EI and EL, the researcher has chosen to employ the descriptive analytical approach since it has shown to be the most effective thus far (Alotaibi et al., 2020). In order to determine the nature and type of relationship between the various research components and the direction of such interactions, this technique focuses on describing and evaluating actual occurrences and practices.

Originally established by Petrides & Furnham, (2000), the distinction between ability EI and trait EI was grounded solely in whether the assessment was a test of maximal performance (ability EI) or a self-report questionnaire. Due to its usefulness in the fields of EI and EL, survey data was collected from the intended populations using a quantitative methodology Elenkov, (2013). Covering vast populations requires little in the way of resources. According to a meta-analysis conducted by Mintz & Stoller, (2014), survey research is the best standard (used in 43 papers, questionnaires only in 17 papers and mixed with other methods in 26 other papers). This layout is ideal for determining how EI implementations will fit into the workflow and arranging the results.

In order to determine what had already been investigated and what factors would be most useful to investigate further, the researcher combed through a wide range of secondary sources. In addition, a questionnaire was created by the researcher to collect information about the mindsets of the healthcare industry's workforce in regard to EI's

implementation. Data is retrieved, processed, analyzed, and evaluated with appropriate statistical procedures to see if there is a substantial effect for EI and EL variables on individual performance and the performance of healthcare organizations.

3.3. Population and Sample

MOH is the primary government organization responsible for providing Omanis with medical care. It operates hospitals and health clinics at the national, local, sub-regional, and municipal level that are integrated into a referral network. This study's target population is the medical and administrative employees of health facilities that give health services to all patients (For example, General Manager / Assistant General Manager, Director / Assistant Director, Administrative, Nurse, doctors, Specialist, pharmacist, Assistant pharmacist, Lab technician,...etc) in whole Oman. Table (3-1) highlights the population of this study distribution between 200 private and public health centers from northern to southern Oman (322 members).

Table 3-1: study's population

| | | Frequency | Percent |
|------------|--------------------------|-----------|---------|
| Working in | Government health sector | 250 | 77.6% |
| | Private health sector | 72 | 22.4% |
| | Total | 322 | 100.0% |

3.4. Research Instruments

Mintz & Stoller, (2014) noticed that of 43 studies they thoroughly assessed, 17 made extensive use of questionnaires, therefore that's what they used to survey their target population. As a result of the preceding, a questionnaire was designed to accommodate the theoretical framework of this investigation. Measurement equipment employed in earlier research and the literature's particular definitions of study model constructs served as basis for its paragraphs. Part I of the questionnaire measured respondent characteristics including age, sex, education, experience, etc., while Part II measured all research variables. Using a seven-degree Likert-type attitude scale and a set of 49 paragraphs, respondents' attitudes toward the seven research variables were determined.

Likert scale is a psychometric scale with numerous categories for respondents to indicate their ideas, attitudes, or feelings regarding a certain concern. Initial design of the

questionnaire was based on tested and verified measures derived from prior studies, emotional intelligence questions for example were formed from Wong and Law (2002), while empowering leadership were picked from Rapp 2005.

Similarly, questions of psychological empowerment were extracted from Gretchen M. Spreitzer, 1995, work engagement paragraphs were dragged from Wong, C.-S. and Law, K.S. (2002) and questions of risk-taking behavior were taken from Neves, P. and Eisenberger, R. (2014). Then, these measurement paragraphs were modified and adapted to the nature and purpose of the current study. The questionnaire was then provided to seven professionals for critique and feedback on its paragraphs before being piloted with 10 respondents from different Omani Methods used to collect information crucial to the study's aims are discussed below. The information gathering process results in two distinct types of information: primary data and secondary data created. Initially drafted in English, the questionnaire was later translated into Arabic to prevent any misinterpretation with the target population. Refer to Appendices A and B for the final English and Arabic versions of the questionnaire, respectively.

3.5.Data Collection

Methods used to collect information crucial to the study's aims are discussed below. The information gathering process results in two distinct types of information: primary data and secondary data.

Secondary data: are data that have been obtained by anyone other than the researcher, and the researcher refers to these data in order to address the theoretical framework and literature of the study. The following documents were as the data sources:

- Relevant published papers that are related to this research from Google scholar (<http://scholar.google.com>) which covers more publications until the current years and that issued all variables of this study.
- Research materials, such as books and scholarly articles.
- Books and reports from the Ministry of Health.
- Online dictionaries, encyclopedias, and other reference materials.

Primary Data: are data acquired directly by the researcher. The researcher used a questionnaire to collect data from the study's population and gauge participants' reactions to the research hypotheses. It was disseminated to more than 200 health centers in Oman in order to survey a sample of at least 210 clinical staff members with various titles and

work responsibilities. The researcher received 322 replies through computerized survey. Participants' perspectives on five different concepts were examined during the length of the questionnaire: emotional intelligence, empowering leadership, psychological empowerment, work engagement and risk-taking behavior.

The information gathered from the surveys was entered into SPSS and Smart-PLS for additional statistical analysis and coding. The researcher managed the questionnaire distribution and follow-up procedure personally to guarantee that the surveys were distributed to respondents and that their interpretation of the questions was proper. The survey was sent out in three waves by email at spaced-out intervals throughout the year to ensure a large enough sample size for statistically significant results.

3.6. Statistical Analysis Tools

The methods of statistical analysis and tests used to determine the accuracy and precision of the proposed model, as well as to answer research questions, draw conclusions, and put hypotheses to the test, are discussed in this section. The following series of tests and descriptions of outcomes were conducted using SPSS version 26 and Smart-PLS v 4.

- Cronbach's Alpha
- Person Correlation
- Frequency and Descriptive Analysis
- Composite Reliability Test
- Convergent Validity Test
- Discriminant Validity Test
- Fornell-Larcker Criterion test
- Cross Loading Test
- Collinearity Statistics (VIF)
- Average Variance Extracted (AVE)
- Path Coefficient test (Beta)
- Coefficient of Determination (R^2)

3.6.1. Validity of the Research Instrument

It is important for measuring instruments to be able to accurately measure their intended targets, else they are considered invalid. In addition, it demonstrates the instrument's reliability and validity. Following is a discussion of the various methods the researcher employed to verify the reliability of the questionnaire used in this study.

3.6.2. The Experts Validation (Content Validity)

Following its initial development, the study questionnaire was translated into Arabic and presented to seven experts from a variety of fields and workplace; all of them are well-known for their expertise in critiquing and evaluating research measurement tools. They were asked to read the study questionnaire and provide feedback on it by pointing out any confusing or unclear language or if they found any parts that didn't seem to be measuring the intended variables. As a result of their feedback, the questionnaire was revised to incorporate their suggestions and comments.

3.6.3. Pilot Study Validation

As a first step, a pilot sample of 30 people were chosen from a variety of health care facilities and professional backgrounds to ensure the questionnaire was representative of the target community. After collecting, encoding, and injecting pilot group responses into SPSS software, we were able to examine their internal and structural validity.

3.6.4. Internal Validity

A questionnaire's internal validity can be determined by looking at the degree of agreement between different aspects of the questionnaire and their respective paragraphs. The pilot study data were used in conjunction with SPSS-v26 to perform the internal validity analysis and correlation calculations.

The correlation coefficient between the Empowering Leadership concept and its relevant items is displayed in table (3-2). The p-values are less than 0.05, hence this variable's correlation coefficients are significant $\alpha = 0.05$. Therefore, it can be argued that this concept's paragraphs are consistent and valid for measuring its intended purpose.

Table 3-2: Internal Consistency for for Empowering Leadership concept

| | Items | Correlations Coefficient | P-Value (Sig) |
|------|---|---------------------------------|----------------------|
| EL1 | My manager encourages me to find solutions to my problems without his/her direct input. | .926** | 0.0 |
| EL2 | My manager Urges me to assume responsibilities on my own | .770** | 0.0 |
| EL3 | My manager Advises me to solve problems when they pop up without always getting a stamp of approval | .874** | 0.0 |
| EL4 | My manager Encourages me to search for solutions without supervision | .863** | 0.0 |
| EL5 | My manager Urges me to think of problems as opportunities rather than obstacles. | .904** | 0.0 |
| EL6 | My manager advises me to look for opportunities in the problems I face. | .862** | 0.0 |
| EL7 | My manager encourages me to view unsuccessful performance as a chance to learn. | .869** | 0.0 |
| EL8 | My manager urges me to work as a team with the other employees who work at the organization. | .853** | 0.0 |
| EL9 | My manager encourages me to work together with other employees who work at the organization. | .716** | 0.002 |
| EL10 | Advises me to coordinate my efforts with the other teachers who work at the school. | .792** | 0.0 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient between the emotional intelligence concept and its relevant paragraphs is displayed in Table (3-3). The p-values are less than 0.05, hence this variable's correlation coefficients are significant $\alpha = 0.05$. Therefore, it can be argued that this concept's paragraphs are consistent and valid for measuring its intended purpose.

Table 3-3: Internal Consistency for for Emotional Intelligence concept

| | Items | Correlations Coefficient | P-Value (Sig) |
|-----|--|---------------------------------|----------------------|
| EI1 | I have a good sense of why I have certain feelings most of the time. | .731** | 0.0 |
| EI2 | I have a good understanding of my own emotions | .765** | 0.0 |
| EI3 | I really understand what I feel. | .813** | 0.0 |
| EI4 | I always know whether or not I am happy | .670** | 0.0 |
| EI5 | I always know my friends' emotions from their behavior. | .788** | 0.0 |
| EI6 | I am a good observer of others' emotions. | .835** | 0.0 |
| EI7 | I am sensitive to the feelings and emotions of others. | .718** | 0.0 |

| | | | |
|------|---|--------|-------|
| EI8 | I have good understanding of the emotions of people around me. | .798** | 0.0 |
| EI9 | I always set goals for myself and then try my best to achieve them. | .854** | 0.0 |
| EI10 | I always tell myself I am a competent person | .712** | 0.0 |
| E11 | I am a self-motivated person | .996** | 0.0 |
| E12 | I would always encourage myself to try my best | .999** | 0.0 |
| E13 | I am able to control my temper and handle difficulties rationally | .745** | 0.0 |
| E14 | I am quite capable of controlling my own emotions | .836** | 0.0 |
| E15 | I can always calm down quickly when I am very angry | .548** | 0.002 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient between psychological empowerment and its relevant items is displayed in Table (3-4). The p-values are less than 0.05, indicating that this field's correlation coefficients are significant $\alpha = 0.05$. Therefore, it can be argued that this variable's paragraphs are consistent and valid for measuring its intended purpose. Notable is the fact that the correlation coefficients of PE2, PE3, PE4, PE5 and PE6 are negligible *and may therefore be removed from the data analysis*.

Table 3-4: Internal Consistency for psychological empowerment concept

| | Items | Correlations Coefficient | P-Value (Sig) |
|------|---|--------------------------|---------------|
| PE1 | The work I do is very important to me | .477** | 0.008 |
| PE 2 | My job activities are personally meaningful to me | .399* | 0.029 |
| PE 3 | The work I do is meaningful to me | 0.248 | 0.186 |
| PE 4 | I am confident about my ability to do my job | .434* | 0.017 |
| PE 5 | I am self-assured about my capabilities to perform my work activities | .407* | 0.026 |
| PE 6 | I have mastered the skills necessary for my job | 0.240 | 0.201 |
| PE 7 | I have significant autonomy in determining how I do my job | .894** | 0.0 |
| PE 8 | I can decide on my own how to go about doing my work | .882** | 0.0 |

| | | | |
|-------|---|--------|-----|
| PE 9 | I have considerable opportunity for independence and freedom in how I do my job | .822** | 0.0 |
| PE 10 | My impact on what happens in my department is large | .856** | 0.0 |
| PE11 | I have a great deal of control over what happens in my department. | .845** | 0.0 |
| PE12 | I have significant influence over what happens in my department | .796** | 0.0 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient between the work engagement construct and its relevant items is displayed in Table (3-5). The p-values are less than 0.05, hence this variables' correlation coefficients are significant $\alpha = 0.05$. Therefore, it can be argued that this field's paragraphs are consistent and valid for measuring its intended purpose.

Table 3-5: Internal Consistency for work engagement concept

| | Items | Correlations Coefficient | P-Value (Sig) |
|------|---|--------------------------|---------------|
| WE1 | At my work, I feel bursting with energy | .849** | 0.0 |
| WE 2 | At my job, I feel strong and vigorous | .841** | 0.0 |
| WE 3 | When I get up in the morning, I feel like going to work | .756** | 0.0 |
| WE 4 | I am immersed in my work | .939** | 0.017 |
| WE 5 | I am enthusiastic about my job | .731** | 0.0 |
| WE 6 | My job inspires me | .708** | 0.0 |
| WE 7 | I am proud of the work that I do | .596** | 0.001 |
| WE 8 | I feel happy when I am working intensely | .886** | 0.0 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient between the risk-taking behavior construct and its relevant paragraphs is displayed in Table (3-6). The p-values are less than 0.05, hence this concept's correlation coefficients are significant $\alpha= 0.05$. Therefore, it can be argued that this variable's items are consistent and valid for measuring its intended purpose.

Table 3-6: Internal Consistency for risk-taking behavior concept

| | Items | Correlations Coefficient | P-Value (Sig) |
|-------|---|--------------------------|---------------|
| RTB1 | I willingly accept tasks having a high likelihood of problems/risks | .822** | 0.0 |
| RTB 2 | I put myself in position of risk to help patients / coworkers | .878** | 0.0 |
| RTB 3 | I tell my coworkers when I commit a work-related mistake that I could easily hide | .890** | 0.0 |
| RTB 4 | I value taking a chance on new products, services, or procedures | .680** | 0.0 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Validating a questionnaire's structure is another statistical test. It's calculated by comparing each questionnaire construct to the overall. The researcher tested questionnaire structure validity and calculated correlations using pilot study data using SPSS-v26. The correlation coefficients for this study's constructs with the overall questionnaire items are shown in the following table (3-7) . The p-values are lower than 0.05, which means that the correlation coefficients of all of the concepts are significant when $\alpha= 0.05$ and 0.01 is used. As a result, it is possible to make a conclusion that all constructs are valid for measuring the characteristics that they were designed to measure.

Table 3-7: Internal Consistency between all study concepts

| | Concepts | Correlations Coefficient | P-Value (Sig) |
|-----------|---------------------------|--------------------------|---------------|
| EL_ Mean | Empowering Leadership | .626** | 0.0 |
| EI_ Mean | Emotional Intelligence | .708** | 0.0 |
| PE_ Mean | Psychological empowerment | .735** | 0.0 |
| WE_ Mean | Work Engagement | .719** | 0.0 |
| RTB_ Mean | Risk taking behavior | .429* | 0.018 |

** . Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

3.7. Reliability of the Research Instrument

The reliability of a survey instrument takes into account how well the identical questions used in the survey yield the same answers when asked repeatedly under the same conditions. The data from a survey instrument can be reliably reproduced if its reliability is assessed. When the same responses are obtained from a questionnaire over and over, we say that it has high reliability. A questionnaire can be reliable but invalid, whereas a valid one is always dependable. Cronbach's Coefficient is a valid and reliable statistical measure of reliability (Alpha).

3.7.1. Cronbach's Coefficient (Alpha)

Cronbach's alpha assesses the reliability of a survey by evaluating the correlation between questions in the same group. It is regarded to be a measure of scale reliability. It can take on values between 0 and 1, with greater values indicating closer ties between the various components of the whole. Using this coefficient, the researcher looked at how closely the various questionnaire constructs connect to the questionnaire as a whole to determine the instrument's reliability. Table (3-8) depicts the computed values of Cronbach's coefficient (Alpha) for each component and for the full questionnaire. Cronbach's alpha values between 0.830 and 0.954 are considered reliable. The overall alpha value for the full questionnaire was determined to be 0.938 which is viewed as very high and shows very high reliability and internal consistency. With such a positive result for validity and reliability testing, the researcher can feel confident using the study instrument to quantify the research variable of interest.

Table 3-8: Calculated values of Cronbach's Alpha for all variables

| | Concepts | No of Items | Cronbach's (Alpha) |
|---|---------------------------|-------------|--------------------|
| 1 | Empowering Leadership | 10 | 0.954 |
| 2 | Emotional Intelligence | 15 | 0.952 |
| 3 | Psychological empowerment | 12 | 0.856 |
| 4 | Work Engagement | 8 | 0.889 |

| | | | |
|---|----------------------|----|-------|
| 5 | Risk taking behavior | 4 | 0.830 |
| | All Items | 49 | 0.938 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

3.8. Chapter Summary

In this section, we delved into the rationale for the study and the steps taken to carry it out. In addition, the methods of data collection and the types of participants included in the study were elaborated upon. Details of the questionnaire's design were offered, and discussions of the research into the instrument's validity and reliability were in-depth.

Chapter Four: Data Analysis and Results

4. Chapter Three: Data Analysis and Results

4.1. Introduction

The various steps involved in analyzing data are discussed in this chapter. It elaborates on the findings of the data analysis and clarifies why the sample population responded as it did. Demographic variation among responders is also discussed. Data analysis and the investigation of the connections between the various study variables were performed using SPSS v26 and Smart-PLS v4. Before performing statistical analysis on the acquired data, the researcher will first review the similarities and differences in the demographic information of the sample subjects. At last, the study's theories will be examined through empirical testing and in light of related research.

4.2. Demographics Characteristics of the Sample

4.2.1. Personal Characteristics of the Sample

Table 4-1: Distribution of Sample members based on Personal Characteristics

| Type of Category | Name of Category | Frequency | Percent |
|-------------------|---------------------|-----------|---------|
| Gender | Male | 128 | 39.8 |
| | Female | 194 | 60.2 |
| | Total | 322 | 100 |
| Age Category | below 25 | 52 | 16.10% |
| | 25-34 | 175 | 54.30% |
| | 35-44 | 81 | 25.20% |
| | 45 and above | 14 | 4.30% |
| | Total | 322 | 100.00% |
| Educational Level | High school or less | 8 | 2.5 |
| | Diploma | 91 | 28.3 |
| | Bachelor | 177 | 55 |
| | Master | 35 | 10.9 |
| | PhD and higher | 11 | 3.4 |
| | Total | 322 | 100 |

Based on table (4-1) females comprise 60.2% of the sample, while males constitute only 39.8%, according to the study's analysis of gender distribution among respondents. Therefore, there are two times as many women as men working at MOH. As midwives and nurses tend to be the majority at medical centers in MOH, this may explain the gender imbalance. It may also be due to the health situation in the recent times of Covid, which

forced the countries of the world, including Oman, to employ the maximum number of graduates in the health sector in various jobs, which increased the percentage of female workers in various health jobs, where the number of females in Omani society is greater than the number of males, and it is worth noting. Notably, Oman's vision 4020 aspires to lower the number of graduates in various health disciplines.

The researcher has divided the ages into four groups, each comprising ten years. Group-1 included ages less than 25, Group-2 included ages between 25 and 34, Group-3 included ages between 35 and 44, and Group-4 included ages 45 and above. The sample analysis reveals that the biggest proportion (54.3 percent) belongs to respondents between the ages of 25 and 34, while the second highest proportion (25.2%) pertains to respondents between the ages of 35 and 44. One of the other two groups has a percentage of 16.1 percent, which corresponds to the youngest group in this study, which is less than 25 years old, and the final group has almost comparable percentages, with a difference of less than 5 percent for ages above 45.

This analysis concludes that the youngest (from 25 to 34 years old) and oldest (45 years and older) clinical staff members make up a small portion of the sample, less than 20 percent and less than 25 percent respectively, whereas more than 79.5 percent of the sample represents staff members between 30 and almost 44 years of age. 28.3% of the sample has a diploma degree, 55% has a bachelor's, and 10.9% has a masters. The lowest percentage was for high school graduates or less (2.5%), and for PHD holders and above (3.4%). Bachelor's degree holders constitute the greatest rate, indicating that most employees are well-qualified to accomplish their activities, duties, and job functions. Also, these results suggest that MOH pushes administrative workers to earn master's degrees (second highest percentage).

4.2.2. Job Characteristics of the Sample

The diversity of replies based on years of experience is illustrated in Table (4-2). The researcher has grouped years of experience into four groups, each spanning a period of four years, five years, and over ten years, respectively. Group-1 extends from zero until before one year, and Group-2 from one to before ten years. Group 5 encompassed experience of 10 years or more. The sample analysis revealed that the highest percentage (37%) belongs to respondents with more than 10 years of experience, second group of (24.5%) was for respondents with an experience between 4 and 9 years and a similar

rate (19.9%) was determined for those with 5 to 9 years of experience. whereas the lowest rate was for fresh graduates with less than a year of experience and had a response rate of 18.6%, which is not particularly high. It is possible to conclude that the MOH retains its most experienced employees or that they enjoy working in the health sector, and this is the reason why their rate is the highest of all MOH employees. MOH also appears starting to offer numerous prospects for attracting and recruiting recent graduates with innovative thoughts and great possibilities. This is consistent with the current employment strategy proposed by MOH based on the Oman 2040 vision.

Staff at a medical facility can be broken down into four broad categories, based on their areas of expertise: specialists, primary care physicians, medical assistants, and administrators. Cardiologists, optometrists, psychiatrists, physical therapists, and dentists are just few of the specialists. Members of the medical support team may include a registered nurse, midwife, laboratory technician, or pharmacist. Administrators, general clerks, and housekeepers are all examples of administrative workers who do not directly provide care to patients. Less than half of the people in the sample are nurses (43.2%), and about a third are administrative workers, according to an analysis of the study's data. Department heads make for only 9.3 percent of the total population. Comparatively, just 4.7% of the sample consisted of directors. It was at the general management level that the distribution was lowest, at a mere.9 percent. Assistant pharmacists, laboratory technicians, patient receptionists, healthy assistances, etc., are all part of the 19.3 percent of the workforce that operates in the healthcare industry.

Given that the MOH exclusively provides primary care services to outpatients, where family physicians and registered nurses often provide care, this allocation makes a lot of sense. The Ministry of Health also cares for the medical and administrative staff in private hospitals so that they can provide proper medical care and a better working environment, as it is permitted to receive outpatients for all types of diseases and health conditions, as the number of employees in the Omani private health sector within the sample of this study is 22.4 percent, whereas the highest percentage of employees is found in the public health sector. 77.6% of those who responded to this survey work in the public health sector.

Table (4-2) displays employment statistics, showing that 68.6% of the sample has only the present job, 18.6% of the sample has "for employees who works in two jobs," and 7.1% of the sample has three jobs. The lowest category comprises those who hold

down four jobs (5.1% of the workforce). This suggests that most respondents fall into the first group of number of jobs held, with the vast majority not switching jobs as part of job rotation or to promote in their current position. This finding suggests that MOH's policy of promoting employees and rotation at work to improve performance and increase patient care should be considered. This is also shows that the Ministry of Health is making progress toward Omani workers in the health sector through the strategic application of foreign expertise so as to safeguard the quality of medical care in the Sultanate of Oman.

Table 4-2: Distribution of Sample members based on Job Characteristics

| Type of Category | Name of Category | Frequency | Percent |
|--------------------------|---|-----------|---------|
| Years of experience | Less than 1 year | 60 | 18.60% |
| | 1-4 years | 79 | 24.50% |
| | 5-9 years | 64 | 19.90% |
| | More than 10 years | 119 | 37.00% |
| Specialization | General Manager / Assistant General Manager | 3 | 0.9 |
| | Director / Assistant Director | 15 | 4.7 |
| | Administrative | 73 | 22.7 |
| | HOD | 30 | 9.3 |
| | Nurse | 139 | 43.2 |
| | Others | 62 | 19.3 |
| health sector working in | Government health sector | 250 | 77.60% |
| | Private health Sector | 72 | 22.40% |
| Number of jobs | Current job only | 222 | 68.90% |
| | Only two jobs | 60 | 18.60% |
| | Only three jobs | 23 | 7.10% |
| | 4 jobs and more | 17 | 5.30% |
| Total | | 322 | 100 |

4.3. Investigating and Answering Research Questions

Respondents' perspectives on the study's independent variables are discussed and evaluated in this section. The means of the sample responses for each paragraph in each construct are calculated and compared using a T-test to see whether or not they are statistically equal to the projected mean of the population, which is set at 4.

4.3.1. Classification of Mean

This research employed a 7-point Likert scale with 6-point increments. These intervals are organized into three categories for more clear-cut analysis of responses. If the mean

falls in the first two intervals, it is deemed inadequate, whereas a mean value in the third and fourth intervals is deemed intermediate. When the median is between the last two ranges, we call that a high value. The distribution of Mean values within one of the agreement classes is shown in Table (4-3)

Table 4-3: Distribution of Mean Values Assigned to Each Group

| Mean Range | Law (1-3) | Moderate (3-5) | High (5-7) |
|-----------------------|-----------------------|---|---|
| Meaning of Mean Range | A normal distribution | If the mean is more than 3, but less than or equal to 5 | If the mean is more than 5, but less than or equal to 7 |

4.3.2. Perspectives towards Emotional Intelligence (descriptive analysis of EI)

Table 4-4: Perspectives of respondents towards emotional intelligence

| | Items | Mean | Mean (%) | t-test value | P-Value (Sig) | Rank |
|------|--|------|----------|--------------|---------------|------|
| EI1 | I have a good sense of why I have certain feelings most of the time. | 5.55 | 79.28571 | 20.801 | 0.0 | 13 |
| EI2 | I have a good understanding of my own emotions | 5.66 | 80.85714 | 22.333 | 0.0 | 6 |
| EI3 | I really understand what I feel. | 5.66 | 80.85714 | 22.451 | 0.0 | 7 |
| EI4 | I always know whether or not I am happy | 5.92 | 84.57143 | 26.139 | 0.0 | 1 |
| EI5 | I always know my friends' emotions from their behavior. | 5.60 | 80 | 22.478 | 0.0 | 10 |
| EI6 | I am a good observer of others' emotions. | 5.61 | 80.14286 | 20.814 | 0.0 | 9 |
| EI7 | I am sensitive to the feelings and emotions of others. | 5.58 | 79.71429 | 20.561 | 0.0 | 12 |
| EI8 | I have good understanding of the emotions of people around me. | 5.67 | 81 | 22.360 | 0.0 | 5 |
| EI9 | I always set goals for myself and then try my best to achieve them. | 5.65 | 80.71429 | 22.133 | 0.0 | 8 |
| EI10 | I always tell myself I am a competent person | 5.92 | 84.57143 | 27.366 | 0.0 | 2 |

| | | | | | | |
|------|---|------|----------|---------|-----|----|
| E111 | I am a self-motivated person | 5.76 | 82.28571 | 23.113 | 0.0 | 4 |
| E112 | I would always encourage myself to try my best | 5.91 | 84.42857 | 26.303 | 0.0 | 3 |
| E113 | I am able to control my temper and handle difficulties rationally | 5.59 | 79.85714 | 20.157 | 0.0 | 11 |
| E114 | I am quite capable of controlling my own emotion | 5.55 | 79.28571 | 20.867 | 0.0 | 14 |
| E115 | I can always calm down quickly when I am very angry | 5.33 | 76.14286 | 16.036 | 0.0 | 15 |
| | All Items | 5.66 | 80.8 | 22.2608 | 0.0 | |

* Mean (%): is calculated as mean/7 where 7 is the upper boundary of the used scale

For each item used to assess respondents' perspectives on the emotional intelligence construct, Table (4-4) displays the mean, mean percent, t-test value, and significance (p-value) of the test. When comparing the p-values of item, it is clear that none of them are significant at the = 0.05 level. This suggests that the alternative hypothesis, that the mean does not equal 4, is accepted and the null hypothesis of mean=4 is rejected. There is statistical significance $\alpha = 0.05$ level for all paragraphs with means greater than the hypothesized value of 4, since all t-test scores are positive, and all means are bigger than 4. All items mean values and the overall mean of the concept are over 5, indicating that respondents typically strongly agreed with all paragraphs of Emotional Intelligence. Respondents affirm that EI maintains high agreement with the concept's adoption in health organizations, ranging from 5.33 (76.1%) to 5.92 (84.57%) with an overall mean of 5.66. (89.8%). "Know whether or not I am happy" (EI4) had the greatest score, while "calm down quickly when I am very angry" (EI15) received the lowest score.

4.3.3. Perspectives towards Psychological Empowerment (descriptive analysis of PE):

For each item used to gauge respondents' perspectives on the psychological empowerment construct, Table (4-5) displays the mean, mean percent, t-test value, and significance (p-value) of the test. Examination of the p-values reveals that all paragraphs have a value of.000, significantly lower than $\alpha = 0.05$ threshold for statistical significance. The alternative hypothesis that the mean is greater than 4 is accepted, and the null hypothesis is rejected. Means for all paragraphs are above the null hypothesis value of 4,

and all t-test values are positive, therefore this result is statistically significant at $\alpha = 0.05$ level. All of the mean values for the psychological empowerment paragraphs, as well as the overall mean for the construct as a whole, are higher than 5. This indicates that respondents, in general, strongly agreed to all of the PE items, which confirm that they have a high perception that emotional intelligence is useful and will assist them in achieving greater effectiveness and efficiency in their work in the health sector.

The median replies fell between 5.16 (73.74%) and 6.27 (89.53%), with a mean of 5.74 (57.4%). (82.04%). While "confident about my ability to do my job" ranked highest on the Personal Effectiveness scale (PE4), "job activities are personally meaningful" ranked lowest; this discrepancy may be attributable to the fact that most people working in health care institutions have been in their current positions for quite some time, meaning that they have lost some of the personal meaning they once found in their work and could benefit from being more passionate about their work by applying the true meaning of emotional intelligence.

Table 4-5: Perspectives of respondents towards psychological empowerment

| | Items | Mean | Mean (%) | t-test value | P-Value (Sig) | Rank |
|------|---|------|----------|--------------|---------------|------|
| PE 1 | The work I do is very important to me | 6.03 | 86.11% | 25.677 | 0.000 | 3 |
| PE 2 | My job activities are personally meaningful to me | 5.16 | 73.74% | 11.548 | 0.000 | 12 |
| PE 3 | The work I do is meaningful to me | 5.98 | 85.49% | 24.892 | 0.000 | 5 |
| PE 4 | I am confident about my ability to do my job | 6.27 | 89.53% | 32.179 | 0.000 | 1 |
| PE 5 | I am self-assured about my capabilities to perform my work activities | 6.23 | 89.04% | 33.201 | 0.000 | 2 |
| PE 6 | I have mastered the skills necessary for my job | 6.02 | 86.02% | 30.278 | 0.000 | 4 |
| PE 7 | I have significant autonomy in determining how I do my job | 5.70 | 81.46% | 21.706 | 0.000 | 7 |
| PE 8 | I can decide on my own how to go about doing my work | 5.71 | 81.63% | 21.859 | 0.000 | 6 |

| | | | | | | |
|-------|---|------|--------|--------|-------|----|
| PE 9 | I have considerable opportunity for independence and freedom in how I do my job | 5.58 | 79.72% | 18.882 | 0.000 | 8 |
| PE 10 | My impact on what happens in my department is large | 5.51 | 78.75% | 18.892 | 0.000 | 9 |
| PE11 | I have a great deal of control over what happens in my department. | 5.26 | 75.11% | 14.909 | 0.000 | 11 |
| PE12 | I have significant influence over what happens in my department | 5.45 | 77.86% | 18.072 | 0.000 | 10 |
| | All Items | 5.74 | 82.04% | 22.675 | 0.000 | |

* Mean (%): is calculated as mean/7 where 7 is the upper boundary of the used scale

4.3.4. Perspectives towards Work Engagement (descriptive analysis of WE) :

Each item used to assess respondents' perspectives on the work engagement construct, Table (4-6) displays the calculated mean, mean percent, t-test value, and significance (p-value) of the test. Examination of the p-values reveals that all paragraphs have a value of.000, significantly lower than the = 0.05 threshold for statistical significance. The alternative hypothesis that the mean is higher than 4 is accepted, and the null hypothesis is rejected. Additionally, all t-test values are positive, and all means are higher than 4, so it can be concluded that all items have means that are statistically significant when compared to the value of 4 that was hypothesized, using a significance level of $\alpha= 0.05$. As the mean of the entire construct, as well as the mean of each individual paragraph, is greater than 4, it may be inferred that respondents highly agreed with each and every one of the work engagement construct's paragraphs. Respondents confirm a strong belief that being invested in one's profession is crucial for not only gaining knowledge but also imparting that knowledge to others, all of which will facilitate the respondents' ability to do their duties more efficiently. The distribution of means was quite wide, with a mean of 5.78 (87.27%) and a median of 5.62 (80.30%) (82.63 percent percent). The statement, "My employment inspires me," ranked highest (WE6) and the statement, "I am engaged in my work," ranked lowest (WE4).

Table 4-6: Perspectives of respondents towards work engagement in health organizations

| | Items | Mean | Mean (%) | t-test value | P-Value (Sig) | Rank |
|------|---|------|----------|--------------|---------------|------|
| WE1 | At my work, I feel bursting with energy | 5.70 | 81.50% | 20.975 | 0.0 | 5 |
| WE 2 | At my job, I feel strong and vigorous | 5.68 | 81.19% | 20.172 | 0.0 | 7 |
| WE 3 | When I get up in the morning, I feel like going to work | 5.71 | 81.63% | 22.506 | 0.0 | 4 |
| WE 4 | I am immersed in my work | 5.62 | 80.30% | 19.320 | 0.0 | 8 |
| WE 5 | I am enthusiastic about my job | 5.70 | 81.41% | 20.765 | 0.0 | 6 |
| WE 6 | My job inspires me | 6.11 | 87.27% | 28.366 | 0.0 | 1 |
| WE 7 | I am proud of the work that I do | 5.76 | 82.25% | 20.457 | 0.0 | 3 |
| WE 8 | I feel happy when I am working intensely | 5.98 | 85.45% | 25.710 | 0.0 | 2 |
| | All Items | 5.78 | 82.63% | 22.284 | 0.000 | |

* Mean (%): is calculated as mean/7 where 7 is the upper boundary of the used scale

4.3.5. Perspectives towards Risk-Taking Behavior (descriptive analysis of RTB):

Table 4-7: Perspectives of respondents towards work engagement in health organizations

| | Items | Mean | Mean (%) | t-test value | P-Value (Sig) | Rank |
|-------|---|------|----------|--------------|---------------|------|
| RTB1 | I willingly accept tasks having a high likelihood of problems/risks | 5.39 | 76.97% | 18.336 | 0.000 | 3 |
| RTB 2 | I put myself in position of risk to help patients / coworkers | 5.16 | 73.69% | 13.870 | 0.000 | 4 |
| RTB 3 | I tell my coworkers when I commit a work-related mistake that I could easily hide | 5.58 | 79.68% | 20.943 | 0.000 | 1 |
| RTB 4 | I value taking a chance on new products, services, or procedures | 5.39 | 76.97% | 16.205 | 0.000 | 2 |
| | All Items | 5.38 | 76.83% | 17.339 | 0.000 | |

* Mean (%): is calculated as mean/7 where 7 is the upper boundary of the used scale

Each paragraph used to assess respondents' perspectives on the risk-taking behavior construct is represented in Table (4-7), along with the calculated mean, mean percent, t-test value, and significance (p-value) of the test. Inspecting the p-values of each paragraph reveals that each one has a p-value of .000, significantly lower than $\alpha = 0.05$ level for statistical significance. As a result, the alternative hypothesis that the mean upper than 4 is accepted and the null hypothesis that the mean equals 4 is rejected. Additionally, all t-test values are positive, and all means are higher than 4, so it can be concluded that all paragraphs have means that are statistically significant when compared to the value of 4 that was hypothesized, using a significance level of $\alpha = 0.05$.

All of the mean values for the paragraphs and the overall mean of the construct as a whole are higher than 4, which indicates that respondents, in general, highly agreed to most of the paragraphs of the risk-taking behavior construct and confirm that RTB construct should be implemented in the workplace to encourage staff to make decisions in unusual circumstances despite the difficulties that may staff faced as a result of the sensitive jobs they performed in the health centers. Average ratings were 5.38 (73.69%) with a range of 5.16 (73.69%) to 5.58 (79.68%) (76.83%). (RTB3) "I tell my coworkers when I commit a work-related mistake that I could easily hide " ranked highest where applicable (RTB2) "I put myself in position of risk to help patients / coworkers" had the lowest position.

4.3.6. Perspectives towards Empowering Leadership (descriptive analysis of EL)

Table (4.8) displays the results of a t-test and its significance (p-value) for each paragraph used to assess respondents' perceptions of empowering leadership in the health sector in Oman. All paragraphs have p-values between .000 and .0001, which is significantly lower than $\alpha = 0.05$ threshold for statistical significance. This means that the alternative hypothesis that the mean is different from 4 is accepted and the null hypothesis that the mean is 4 is rejected. In addition, all t-test scores are positive, and all means are bigger than 4, therefore at the $\alpha = 0.05$ level of significance, the means of all paragraphs are significantly different from the null hypothesis of 4. This indicates that the majority of respondents agreed (either strongly moderately) with all of the paragraphs of the empowering leadership concept and affirm its relationship with employee in the workplace of health facilities. The mean levels of agreement for empowering leadership

ranged from 4.34 (61.93%) to 5.61 (80.07%), with a mean of 4.97 being the overall average (70.97%). The highest rated was (EL9) "work together with other employees," followed by (EL10) "coordinate my efforts with the other," with the lowest rated being (EL3) "solve problems when they arise without always getting a stamp of approval," and (EL4) "search for solutions without supervision" ranked just before the very last item. The fact that (EL3) and (EL4) are rated lowest and have a mean rate of less than 65.0% suggests that managers in health organizations did not offer their employees the full empowerment or permission to addressing difficulties without their supervisor approval as they should have.

The analysis also revealed a moderate level of agreement (mean rate less than 70%) with statements like (EL5) "think of problems as opportunities rather than obstacles" and (EL6) "look for the opportunities in the problems I face," which address the fact that managers do not provide their employees with a comprehensive understanding of the meaning of challenges and the sharing of all knowledges about opportunities and how they make and that happen by employing the construct of empowered leaders in these positions.

Table 4-8 Perspectives of respondents towards empowering leadership in health organizations

| | Items | Mean | Mean (%) | t-test value | P-Value (Sig) | Rank |
|-----|---|------|----------|--------------|---------------|------|
| EL1 | My manager encourages me to find solutions to my problems without his/her direct input. | 4.63 | 66.19 | 6.320 | 0.0 | 8 |
| EL2 | My manager Urges me to assume responsibilities on my own | 5.21 | 74.48 | 12.926 | 0.0 | 4 |
| EL3 | My manager Advises me to solve problems when they pop up without always getting a stamp of approval | 4.34 | 61.93 | 3.249 | 0.001 | 10 |
| EL4 | My manager Encourages me to search for solutions without supervision | 4.54 | 64.86 | 5.572 | 0.0 | 9 |
| EL5 | My manager Urges me to think of problems as opportunities rather than obstacles. | 4.84 | 69.12 | 8.666 | 0.0 | 5 |

| | | | | | | |
|------|--|------|-------|--------|-----|---|
| EL6 | My manager advises me to look for the opportunities in the problems I face. | 4.77 | 68.10 | 7.945 | 0.0 | 6 |
| EL7 | My manager encourages me to view unsuccessful performance as a chance to learn. | 4.73 | 67.56 | 7.370 | 0.0 | 7 |
| EL8 | My manager urges me to work as a team with the other employees who work at the organization. | 5.50 | 78.57 | 16.197 | 0.0 | 3 |
| EL9 | My manager encourages me to work together with other employees who work at the organization. | 5.61 | 80.07 | 17.843 | 0.0 | 1 |
| EL10 | Advices me to coordinate my efforts with the other teachers who work at the school. | 5.52 | 78.83 | 17.109 | 0.0 | 2 |
| | All Items | 4.97 | 70.97 | 10.320 | 0.0 | |

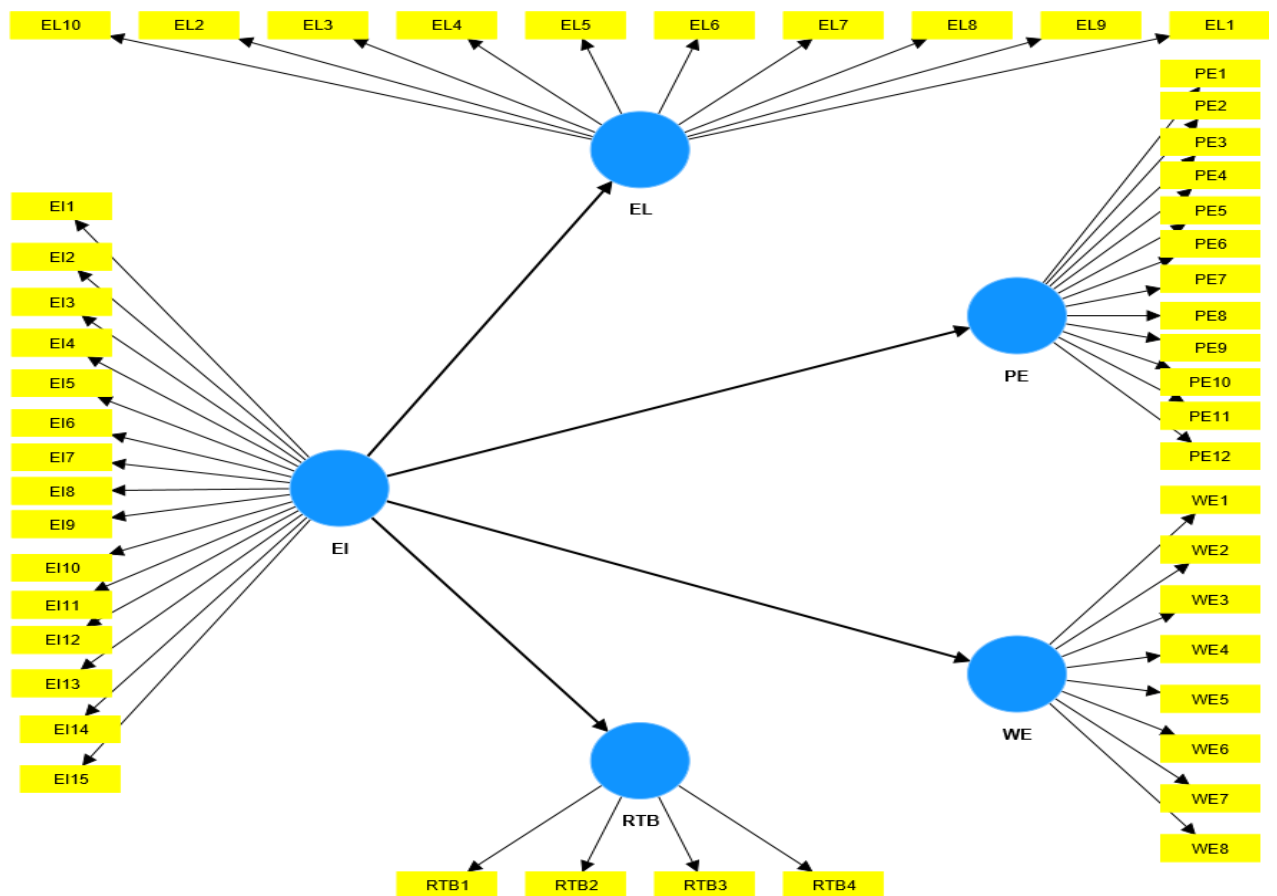
* Mean (%): is calculated as mean/7 where 7 is the upper boundary of the used scale

4.4. Testing Model Validity and Reliability

Partial Least Squares/Structural Equation Modeling (PLS/SEM) analysis is used to answer the study hypotheses in this section. The ability to analyze the measurement of latent variables and the relationships among them makes this modeling technique a powerful instrument that is gaining in popularity in the field of social science research (Hair Jr et al., 2014). Similar to multiple regression analysis, this method employs an iterative strategy to increase the variance of dependent variables, making it a vital tool for researchers, particularly in exploratory research (Sarstedt et al., 2014). Researchers frequently employ PLS/SEM when working with a small sample size, non-normal data, or a model that contains formative constructs (constructs changed by the effects of their indicators) because the method performs exceptionally well in these situations (Sarstedt et al., 2014). The researcher typically employs this method to test the study's hypotheses and further explore the model given here. Model specification, then outer (also called measurement) model evaluation, and finally inner (sometimes called structural) model evaluation are the stages through which analysis must pass. The data was analyzed using a 30-day trial version of Smart-PLS 24 software.

4.4.1. Stage-1: Model Specification

The outer (measurement) and inside (structural) models were built using the model builder in Smart-PLS software. One latent construct was employed to represent each variable in the proposed research model, and measurements were then assigned to each variable to serve as reflecting indicators in the outer model (construct points to indicators as indicators are caused by the construct). Subsequently, a route model was developed to link variables and constructs in accordance with the study's theory and assumptions. The model developed in Smart-PLS software is shown in Figure (4-1)



EI: Emotional Intelligence, EL: Empowering Leadership, PE: Psychological Empowerment, WE: Work Engagement, RTB: Risk-Taking Behavior

Figure 4-1: Research model as built at Smart-PLS v 4 software

4.4.2. Stage-2: Outer (Measurement) Model Evaluation

When evaluating the outer model, the PLS/SEM algorithm is used. This algorithm performs a number of internal calculations and produces a number of detailed results. Validity and reliability of the measures/indicators of the constructs should be checked

before these reports are considered. As a first step, the researcher should calculate the composite reliability equation to assess the constructs' internal consistency dependability. While Cronbach's alpha is commonly employed for this purpose, the most relevant measure would be composite reliability due to its use of an equal beginning loading assumption for each indication (Sarstedt et al., 2014). Step two involves determining whether or not the indicators are valid by examining their convergent and discriminant validities. The construct validity spectrum includes convergent, and discriminant validities. Neither one of these validity indicators is adequate on its own to prove construct validity. Each indicator's outer loadings over 0.70 and the average variance extracted (AVE) value of at least 0.5 strongly suggest convergent validity, which measures the degree to which indicators of different constructs are related to one another (Ringle et al., 2012). For values of 0.5 or more, average variance extracted (AVE) is supported as the geometric mean of the squared loadings of a collection of indicators (Afthanorhan, 2013).

A construct's discriminant validity is the degree to which it can be distinguished from other constructs empirically and the degree to which it measures the target construct. Using the Fornell and Larcker criterion, one can determine if this is the case by seeing if the variance between a given construct and its indicators is larger than the variance between that construct and any others. Cross loadings of the indicators can also be used to test for discriminant validity. With the latter method, it is the researcher's responsibility to ensure that the loadings of each indicator on their own construct are larger than the cross loadings on other constructs.

4.4.3. Internal Consistency Reliability Check

The internal consistency reliability of each concept is the initial test for the external evaluation of the model. To what extent do indicators that are linked to the same construct and are supposed to measure the same notion actually yield similar findings is what internal consistency reliability evaluates. While Cronbach's alpha is frequently employed for this purpose, composite reliability provides a more relevant and precise measurement. So, in order to look into the target reliability, the researcher utilized both tests. Composite reliability and Cronbach's alpha should be at least 0.70 to be considered reliable (Afthanorhan, 2013). Cronbach's alpha and composite reliability test results are displayed in Table (4-9). It is abundantly clear that all values of both tests above the established

level that determines the consistency and reliability of all constructions. Notable is the fact that all composite reliability scores exceed Cronbach's alpha values.

Table 4-9: Cronbach's Alpha and composite reliability test results

| Concepts | | Cronbach's (Alpha) | Composite reliability |
|----------|---------------------------|--------------------|-----------------------|
| EI | Emotional Intelligence | 0.95 | 0.956 |
| EL | Empowering Leadership | 0.941 | 0.949 |
| PE | Psychological empowerment | 0.933 | 0.942 |
| WE | Work Engagement | 0.796 | 0.867 |
| RTB | Risk taking behavior | 0.952 | 0.96 |

Acceptable values for both tests are 0.70 or more

4.4.4. Indicator Reliability Check

After confirming the internal consistency of all constructions, it is time to examine the indicator / measures' reliability. By calculating the outer loadings of an indicator, its reliability may be assessed. A factor loading is the assumed causal effect of a latent variable (construct) on an observed indicator, or the correlation between the two variables. Loadings must be examined for values more than or equal to 0.70. As stated previously, values above or equal to 0.5 are still acceptable, but 0.70 is considerably more desirable for a highly valid outer model. Executing the PLS method and reviewing the outer loadings report resulted in the elimination of 5 of the original 49 indicators with loadings less than 0.70, leaving 44 indications with loadings ranging from 0.725 to 0.912 for the model analysis. Table (4-10) indicates the number of indicators deleted from each construct, whereas Appendix C lists the loadings of all indicators included.

Table 4-10: Number of indicators dropped from each construct

| Variable | No of Items | Number of Indicators | | |
|----------|-------------|----------------------|-----------|----|
| | | Dropped | Included | |
| EI | 15 | 2 | EI7, EI15 | 13 |
| EL | 10 | 2 | EL3, EL4 | 8 |
| PE | 12 | 1 | PE2 | 11 |
| WE | 8 | 0 | - | 8 |
| RTB | 4 | 0 | - | 4 |

| | | | | |
|-----------|--|---|----|----|
| All Items | | 5 | 49 | 44 |
|-----------|--|---|----|----|

EI: Emotional Intelligence, EL: Empowering Leadership, PE: Psychological Empowerment, WE: Work Engagement, RTB: Risk-Taking Behavior

4.5.Indicator Validity Check

Both the convergent and discriminant validities of the indicators are examined to determine their reliability. When both conditions are met, indicator validity is established.

4.5.1. Convergent Validity Check

Table 4-11: Average variance extracted (AVE) of all concepts

| | Concepts | Average Variance Extracted (AVE) |
|-----|---------------------------|----------------------------------|
| EI | Emotional Intelligence | 0.624 |
| EL | Empowering Leadership | 0.657 |
| PE | Psychological empowerment | 0.612 |
| WE | Work Engagement | 0.749 |
| RTB | Risk taking behavior | 0.621 |

Acceptable values for AVE is 0.50 or more

By examining the indicator's reliability and the average variance extracted (AVE) from each concept, convergent validity is evaluated. When each indicator has outer loadings more than 0.70 and the accompanying construct has an AVE value of at least 0.50, it is considered to be very reliable. When each indicator has outer loadings more than 0.70 and the accompanying construct has an AVE value of at least 0.50, it is considered to be very reliable (Sarstedt et al., 2014). When looking at appendix D, we can see that all indicator loadings are more than 0.70. After running the PLS/SEM algorithm, the AVE values were reported to be over 0.5 for all constructs, with values ranging from 0.612 to 0.749. Thus, convergent validity was established, as all of the preconditions were satisfied. The average variance extracted (AVE) for each construct is tabulated above (4-11).

4.5.1.1. Discriminant Validity Check

Table 4-12: Square roots of AVE of constructs with correlations with other constructs

| | EI | EL | PE | RTB | WE |
|-----|--------------|--------------|---------------|---------------|---------------|
| EI | 0.79* | | | | |
| EL | 0.401 | 0.84* | | | |
| PE | 0.716 | 0.469 | 0.783* | | |
| RTB | 0.681 | 0.328 | 0.575 | 0.788* | |
| WE | 0.696 | 0.451 | 0.733 | 0.604 | 0.865* |

Fornell and Larcker's criterion compares the square root of AVE of each construct with all correlations of other constructs and can be used to determine whether or not a construct has a greater variation with its indicators than variances with other constructs. Discriminant validity of a construct is proved when the square root of AVE is higher than all other correlations with this particular construct (Sarstedt et al., 2014). Checking the cross-loadings of the indicators is another technique to assess discriminant validity; a large cross loading is defined as at least one loading of some indicator being less than 0.2 distanced from loading on its principal construct (Afthanorhan, 2013). For this reason, when evaluating discriminant validity via the cross-loading method, it is essential that all constructs be reported as having loadings of 0.5 or higher with their respective primary constructs and no less than 0.2 with all other concepts. Both strategies verify the discriminant validity of all constructs based on the results obtained by the PLS/SEM algorithm. Table (4-12) compares the square root of the AVE values for each construct, as well as their relationships with all other variables.

Appendix D depicts the cross loadings report created by the Smart-PLS software. All indicator loadings with related constructs are greater than 0.5, and there are no cross loadings below 0.2, which again demonstrates the discriminant validity of all constructs.

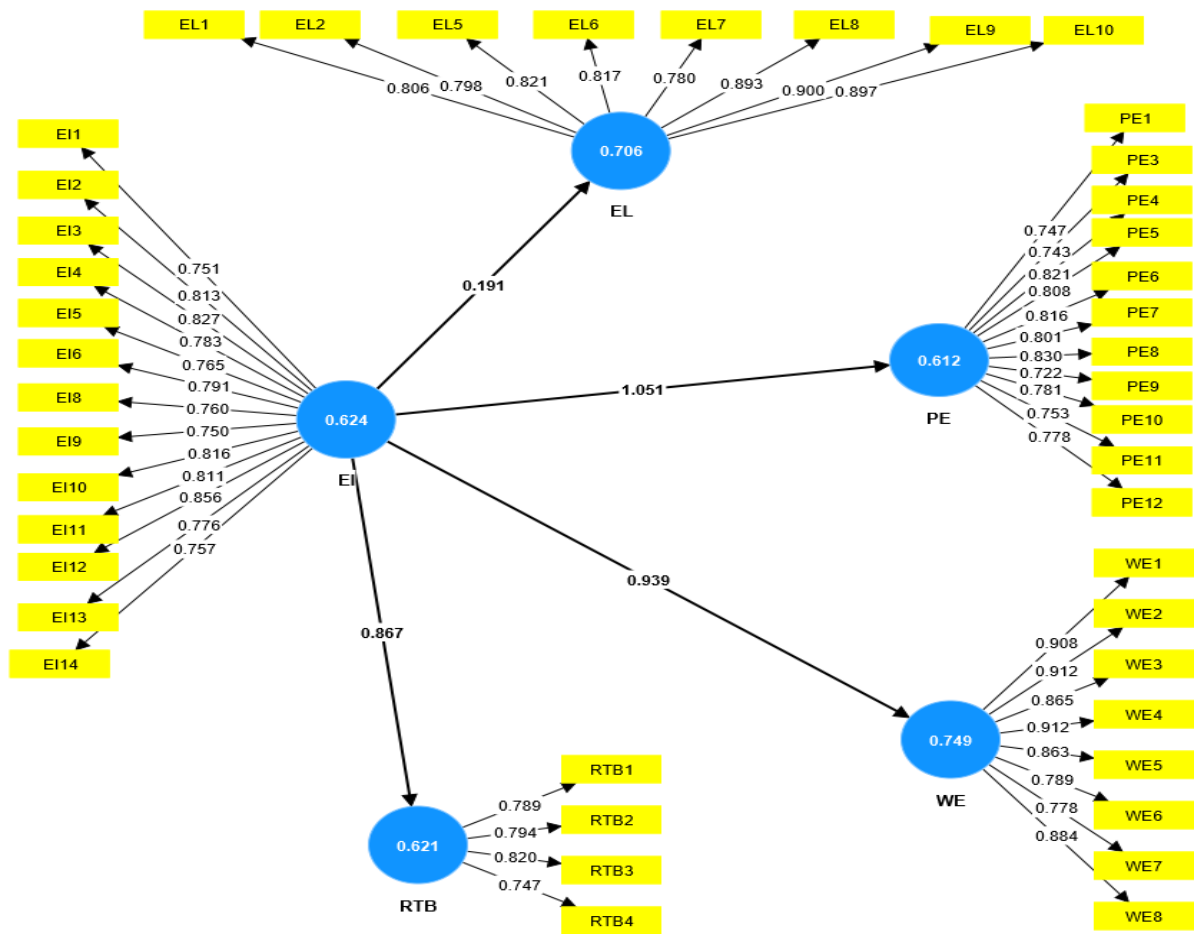


Figure 4-2: the final study model

4.5.2. Stage-3: Inner (Structural) Model Evaluation

A number of tests were performed at this point to determine the validity of the structural model's proposed connections. These procedures evaluate the interplay between extrinsic (outside) and endogenous (inside) factors. It is important to check the inner/structural model for collinearity problems before moving further with the evaluation process. When it is certain that collinearity is not an issue, the quality of the proposed model and its capacity to predict the dependent variables (endogenous constructs) of the study can be evaluated using the coefficient of determination (R^2) and path coefficients.

4.5.2.1. Collinearity Check

When two or more independent variables in a multiple regression model are highly correlated, this suggests that a linear prediction of one of the independent variables may be made with a high degree of accuracy using only the other independent variables.

Collinearity is an issue since it can reduce the predictability of the model and introduce errors. The researcher looked at the VIF values in the Collinearity Statistics (VIF) report produced by the SPSS run to ensure there was no collinearity. A VIF of 10 or above is strongly indicative of possible collinearity, while a score of 5 or below indicates there is little to no collinearity (Hair et al., 2011). Values given for VIF for inner models are ranged between 1.31 to 2.405 with tolerance ranged between .416 to .759 (tolerance value should be greater than 0.2. (Hair et al., 2011)). The study found no evidence of collinearity, which would have undermined the reliability of the model.

4.5.2.2. Coefficient of Determination (R²) Check

Coefficient of Determination (R²) is a measure of how much of the total variation in the dependent variable can be accounted for by the set of independent variables. This supports the conclusion that the model's predictions are reliable. can be anywhere between 0 and 1, with 1 indicating perfect predicted accuracy. R² Predictive accuracy is considered high, moderate, or low when the value is 0.75, 0.50, or 0.25, respectively (Hair Jr et al., 2014). All endogenous constructs (dependent variables) in a model must have an R² value of at least 0.25 for the model to be considered excellent. As R² improves with more independent variables, even if the correlations are meaningless, it is possible that R² in a complicated model like the one used in this study is not very accurate. So, keep it in mind for more involved models.

In this case, a modified version of R² is suggested. After running the PLS method and reading the modified R square report, we found that all adjusted R² values for all dependent variables, with the exception of Empowering leadership, were less than level of 0.25. This suggests that the model does a decent job of predicting model variables but may not do so well at predicting the empowering leadership construct. The estimated R² values for all dependent variables are shown in Table (4-13). (Endogenous constructs)

Table 4-13: Calculated Adjusted- R² values for all dependent variables

| | Concepts | R-square adjusted | t-Statistics | P-Value |
|----|---------------------------|-------------------|--------------|---------|
| EL | Empowering Leadership | 0.173 | 7.432 | 0.000 |
| PE | Psychological empowerment | 0.551 | 18.982 | 0.000 |

| | | | | |
|-----|----------------------|-------|--------|-------|
| WE | Work Engagement | 0.522 | 17.697 | 0.000 |
| RTB | Risk taking behavior | 0.468 | 16.518 | 0.000 |

Significance level is $\alpha = 0.05$ (2-tailed)

Based on the adjusted R^2 values and the highly significant ($\alpha = 0.05$) of p-values of all constructs, it can be concluded that the model proposed in this study can account for approximately 17.3% of the Empowering Leadership, 55.1% of the Psychological Empowerment, 52.2% of the Work Engagement, and 46.8% of the Risk-Taking Behavior as clarified in below figure (4-3).

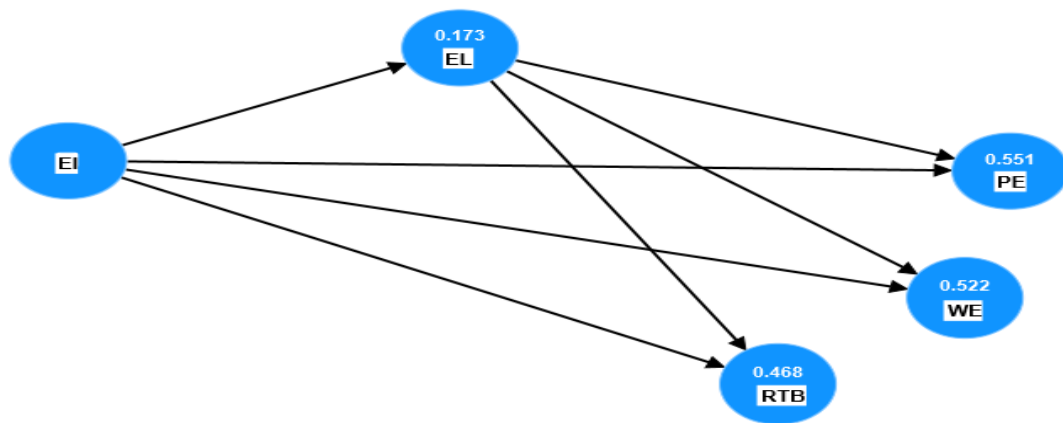


Figure 4-3: Model prediction power (R^2) & path coefficients of each path in the model

EI: Emotional Intelligence, EL: Empowering Leadership, PE: Psychological Empowerment, WE: Work Engagement, RTB: Risk-Taking Behavior

4.5.2.3. Path Coefficients (Beta, β)

The structural equation modeling method makes use of standardized versions of linear regression weights called path coefficients to investigate hypothesized relationships between exogenous and endogenous variables. The hypothesized associations between the dependent and independent variables are reflected in these coefficients. The beta (β) coefficient takes on values between -1 and 1, with the closer the coefficient is to 1 or -1, the greater the corresponding positive or negative association (Hair et al., 2011).

Acceptable levels of beta (β) are indicated by t-statistics of 1.96 or more at $\alpha = 0.05$ level of significance and 1.65 or more at $\alpha = 0.10$ level of significance (Hair et al., 2011). Path coefficients and t-statistic values were determined using a PLS algorithm run with a bootstrapping sample size of (5000), and the results are shown in Table (4-14). Figure (4-4) also displays the path coefficients for each path in the model and the predictive power (R^2) of the model.

Table 4-14: Path Coefficient (β), t-statistics and significance of each path in the model

| Path | Beta Coefficients (β) | T-Statistics | P-Values | Result |
|-----------|-------------------------------|--------------|----------|---------------|
| EI -> EL | 0.419 | 7.264 | 0.000 | Supported |
| EI -> PE | 0.664 | 14.072 | 0.000 | Supported |
| EI -> RTB | 0.758 | 13.266 | 0.000 | Supported |
| EI -> WE | 0.645 | 12.297 | 0.000 | Supported |
| EL -> PE | 0.219 | 4.756 | 0.000 | Supported |
| EL -> RTB | 0.057 | 0.832 | 0.403 | Not Supported |
| EL -> WE | 0.203 | 3.326 | 0.001 | Supported |

EI: Emotional Intelligence, EL: Empowering Leadership, PE: Psychological Empowerment, WE: Work Engagement, RTB: Risk-Taking Behavior

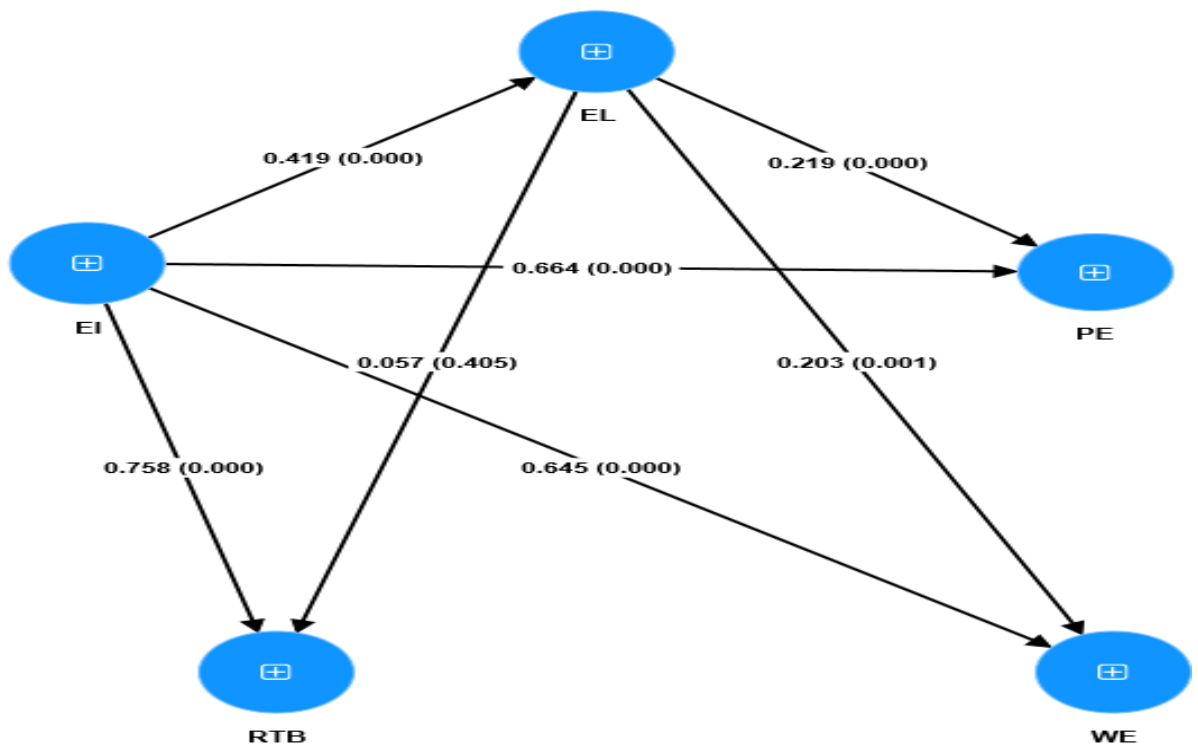


Figure 4-4: path coefficients for each path

Significance level is $\alpha = 0.05$ (2-tailed)*Path is supported when its p-value is less than 0.05 and its t-value is 1.96 or more.

4.6. Testing Hypotheses

This section discusses the findings and interpretations of the testing of hypotheses, which were derived from the preceding statistical analyses. In order to test hypotheses, it is necessary to include both the direct and indirect impacts of exogenous (independent) constructs on endogenous (dependent) constructs using previously calculated path coefficients. The first effect report, titled "Total Effects," summarizes the aggregate direct and indirect path effects between each independent and dependent variable based on the impact analysis performed in Smart-PLS. The second type of report is called the "Indirect Effect (Mediation) Report," and it shows the overall indirect effect of each independent variable on dependent variables due to mediation by other factors, presuming valid mediation of all paths. Goodman and Chi-Square test equations were used to determine path coefficients and p-values for each possible mediation path. All of the following methods were employed in order to verify the hypotheses as shown in table (4-15)

Table 4-15: Total Effect report

| Path | Total Effect (β) | T-Statistics | P-Values |
|-----------|--------------------------|--------------|----------|
| EI -> EL | 0.419 | 7.823 | 0.000 |
| EI -> PE | 0.756 | 20.486 | 0.000 |
| EI -> RTB | 0.782 | 18.021 | 0.000 |
| EI -> WE | 0.730 | 18.357 | 0.000 |
| EL -> PE | 0.219 | 4.384 | 0.000 |
| EL -> RTB | 0.056 | 1.231 | 0.218 |
| EL -> WE | 0.203 | 3.610 | 0.001 |

EI: Emotional Intelligence, EL: Empowering Leadership, PE: Psychological Empowerment, WE: Work Engagement, RTB: Risk-Taking Behavior

To determine if there is sufficient evidence to support the study's hypotheses and null hypotheses, the following computations were developed using information from Table (4-14): Total Effect and Table (4-15): Path Coefficients.

4.6.1. Hypothesis H1 Investigation

H1: Emotional intelligence has a direct significant impact on Empowering Leadership.

H 1a: Emotional intelligence has a direct significant impact on psychological empowerment.

H1b: Empowering Leadership has a significant impact on psychological empowerment.

H1c: Empowering Leadership has an indirect significant impact on the relationship between Emotional intelligence and psychological empowerment.

Figure (4-4) shows how emotional intelligence can have indirect and indirect impact on the psychological empowerment of healthcare workers. Referencing Table (4-15), Total effect of EI→PE path is EI→EL path is ($\beta = 0.419$, $t=7.264$, $p=0.000$) referencing Table (4.14), Path coefficient of EI→PE path is ($\beta = 0.756$, $t=14.072$, $p=0.000$), Path coefficient of EL→PE path is ($\beta = 0.219$, $t=4.756$, $p=0.000$).

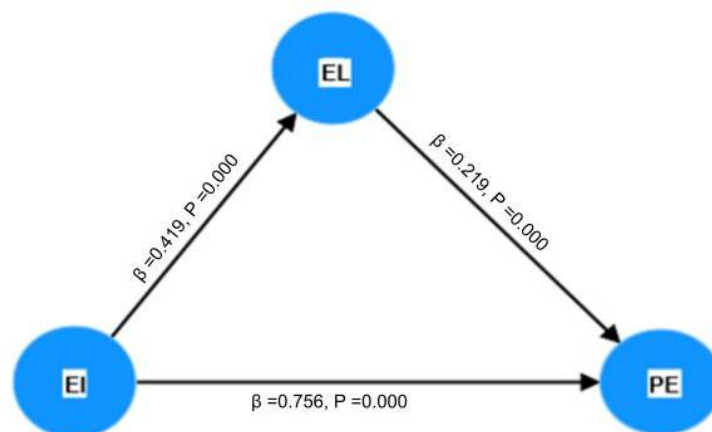


Figure 4-5: Part of study model of EI→PE direct and indirect path

EI: Emotional Intelligence, EL: Empowering Leadership, PE: Psychological Empowerment

Calculate the indirect effect of the independent variable on the dependent variable owing to mediation by multiplying the path coefficients of the independent variable to the mediator by the path coefficients of the mediator to the dependent variable (by using **Goodman** and **Chi-Square** test equations). Indirect effect of EI → PE due to EL mediation is $0.419 \times 0.219 = (\beta = 0.092$, $t=3.664$, $p=0.000$). Taking mediation into account, the direct impact would be equal to the full impact minus the mediation impact: $0.756 - 0.092 = (\beta = 0.664$, $t= 14.072$, $p=0.000$). The bootstrapped confidence interval for this path also indicates the existence of a mediator and has a positive lower level = 0.054 and a positive upper level = 0.158.

4.6.1.1. Validity of Hypothesis H1

At a significance level of $\alpha=0.05$, the preceding statistical computations demonstrated that emotional intelligence (EI→ EL) has a statistically significant positive direct effect on empowering leadership ($\beta =0.419$, $t=7.264$, $p=0.000$). Consequently, emotional intelligence can directly explain 41.9% of the variance in empowering leadership, which is equivalent to $(0.419/0.664=0.648)$ 63.1% of the total impact.

4.6.1.2. Validity of Hypothesis H1.a

At a significance level of $\alpha=0.05$, the preceding statistical computations demonstrated that emotional intelligence (EI→PE) has a statistically significant positive direct effect on psychological empowerment ($\beta =0.756$, $t=14.072$, $p=0.000$) Consequently, emotional intelligence can directly explain 75.6% of the variance in empowering leadership.

4.6.1.3. Validity of Hypothesis H1.b

At a significance level of $\alpha=0.05$, the preceding statistical computations demonstrated that empowering leadership has a statistically significant positive direct effect on psychological empowerment (EL→PE) path is ($\beta =0.219$, $t=4.756$, $p=0.000$). Consequently, emotional intelligence can directly explain 21.9% of the variance in empowering leadership, which is equivalent to $(0.219/0.664=0.329)$ 32.9% of the total impact.

4.6.1.4. Validity of Hypothesis H1.c

Based on these data, we can draw the following conclusion: Emotional intelligence has a direct and indirect positive influence on the psychological empowerment of healthcare workers, with the latter effect being mediated by empowering leadership. With a total predictive validity of ($\beta =0.664$, $p=0.000$), emotional intelligence has a statistically significant positive direct and indirect impact on psychological empowerment of health center employees at $\alpha=0.05$ level, and it can account for 66.4% of the variance in the professional performance component.

4.6.1.5. Discussion of Hypothesis H1 and its sub-hypotheses H1.a, H1.b, and H1.c

Validating hypotheses H1 and its antecedent assumptions led to the conclusion that emotional intelligence contributes to the performance of healthcare professionals. This

supports the theory that one's emotions can at any time influence the behavior of one's coworkers. Organizations, and EQ in particular, promote social connection pathways that are productive. The data analysis also showed that the empowering leadership construct mediates this effect. That is, improvement in the leader's personality leads to more influence on staff's PE through self-evaluation and self-esteem. Followers and employees who are psychologically empowered feel and live more fulfilled needs on the job, which leads to higher levels of satisfaction with their performance. These results came in accordance with what earlier investigations suggested. All of Ahearne et al., (2005); Alotaibi et al., (2020); de Villiers & Stander, (2011); Konczak et al., (2000); G. M. Spreitzer, (1995) concluded positive impact of emotional intelligence on psychological empowerment and with Referencing Table (4-15) of total effect.

4.6.2. Hypothesis H2 Investigation

H2: Emotional intelligence has a direct significant impact on work engagement.

H2a: Empowering leadership has a direct significant impact on work engagement.

H2c: Emotional intelligence has an indirect significant impact on work engagement through empowering leadership.

Assuming mediations, Figure (4 -6) illustrates the direct and indirect effects of emotional intelligence on work engagement.

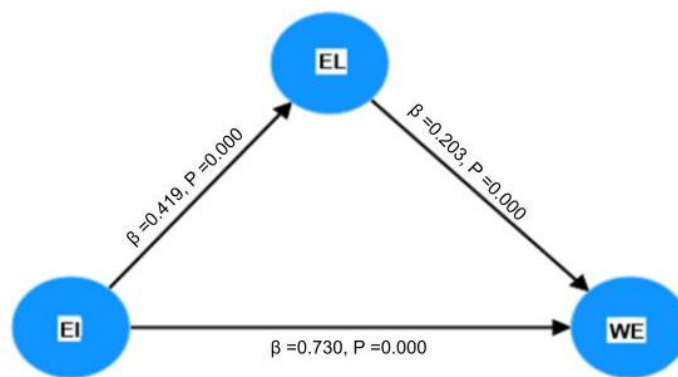


Figure 4-6: direct and indirect effects of emotional intelligence on work engagement.

Referencing Table (4-15), Total effect of EI→ WE path is ($\beta = 0.730$, $t=12.297$, $p=0.000$) based on table (4-14), Path coefficient of EI→ EL path equals ($\beta = 0.419$, $t=7.264$, $p=0.000$), Path coefficient of EL→WE path equals ($\beta = 0.203$, $t=3.326$, $p=0.001$). indirect

effect of EI →WE due to EL mediation is $0.419 \times 0.203 = (\beta = 0.085, t = 2.910, p = 0.004)$. Direct effect of emotional intelligence on work engagement assuming mediation equals $0.730 - 0.085 = (\beta = 0.645, t = 12.297, p = 0.000)$.

4.6.2.1. Validity of Hypothesis H2

The above calculations showed that there is a positive direct effect of emotional intelligence on work engagement (EL→WE) at $\alpha = 5\%$ level of significance ($\beta = 0.730, t = 12.297, p = 0.000$). As a result, 73% of the variance in this path may be attributed to a person's level of emotional intelligence.

4.6.2.2. Validity of Hypothesis H2a

As can be seen from the above calculations, there is a positive direct effect of empowered leadership on work engagement (EL→WE) that is statistically significant at $\alpha = 0.05$ level ($\beta = 0.203, t = 3.326, p = 0.001$). Because of this, EI accounts for 31.4% of the total impact on empowering leadership ($0.203/0.645 = 0.314$).

4.6.2.3. Validity of Hypothesis H2b

Our analysis of these data leads us to the following conclusion: Positive effects of emotional intelligence on healthcare personnel' involvement in their work engagement can be seen both directly and indirectly, with the latter effect being mediated by empowered leaders. Emotional intelligence can account for 64.5% of the variance in the professional performance component, with a total predictive validity of ($\beta = 0.645, t = 12.297, p = 0.000$). This has a statistically significant positive direct and indirect impact on work engagement of health center employees at $\alpha = 0.05$ level.

4.6.2.4. Discussion of Hypothesis H2 and its sub-hypotheses H2.a and H2.b

The impact of emotional intelligence on work engagement has been examined by Hypothesis H2 and its sub hypotheses. This analysis established the existence of a statistically significant, fully mediated, indirect positive influence that is fully attributable to empowered leadership. Therefore, this evidence suggests that there is opportunity for Employees' own resources are particularly crucial to WE in a health-related workplace. The relationship between a leader and their subordinates is influenced by a number of elements, two of which are employee engagement and the emotional element of the

employee. This highlights the significance of employee engagement, which has been associated with higher productivity and other positive consequences in healthcare organizations.

This conclusion concurred with the findings of a prior studies like Alotaibi et al., (2020) ; Cortés-Denia et al., (2021); de Villiers & Stander, (2011). D. Cai et al., (2018); De Klerk & Stander, (2014); M. C. C. Lee et al., (2017); Tuckey et al., (2013); Young et al., (2018) reported a positive and significant linkage between empowering leadership and work engagement by approving the element of relational leadership is empowering leadership, which comprises allocating authority in a manner that encourages individuals to take an active role in their work.

4.6.3. Hypothesis H3 Investigation

H3: Emotional intelligence has a direct significant impact on risk-taking behavior.

H3a: Empowering leadership has a direct significant impact on risk-taking behavior.

H3b: Emotional intelligence has an indirect significant impact on Risk-taking behavior through empowering leadership.

Assuming mediation, Figure (4-7) illustrates the direct and indirect impacts of emotional intelligence on risk-taking behavior.

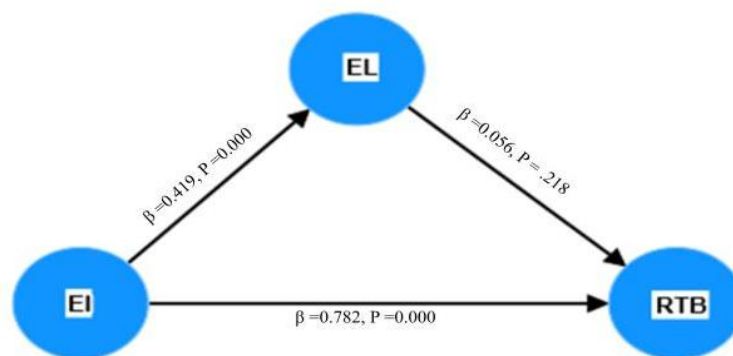


Figure 4-7: direct and indirect impacts of emotional intelligence on risk-taking behavior.

Referencing Table (4-15), Total effect of EI→RTB path is ($\beta = 0.782$, $t=13.266$, $p=0.000$) based on table (4-14), Path coefficient of EI→EL path equals ($\beta = 0.419$, $t=7.264$, $p=0.000$), Path coefficient of EL→RTB path equals ($\beta = 0.056$, $t=.832$, $p=0.218$). indirect

effect of EI→RTB due to EL mediation is $0.419 \times 0.056 = (\beta = 0.024, t = .806, p = 0.420)$ insignificant).

4.6.3.1. Validity of Hypothesis H3

Based on these analyses, it can be concluded that emotional intelligence has a positive direct effect on risk-taking behavior with a p-value of 0.000 (= 0.782%, $t = 13.266\%$, $p = 0.000$)

4.6.3.2. Validity of Hypothesis H3a

The indirect effect of EI RTB due to EL mediation is $0.419 \times 0.056 = (\beta = 0.024, t = .806, p = 0.420)$ insignificant). However, the above statistical calculations could not conclude a statistically supporting evidence regarding any effect from emotional intelligence on risk-taking behavior mediated by empowering leadership at significance level $\alpha = 0.05$.

4.6.3.3. Validity of Hypothesis H3b

The statistical computations cited above do not provide adequate evidence to draw the conclusion that emotional intelligence is indirectly influenced by risk-taking behavior. Nevertheless, there is still a statistically significant positive direct effect at $\alpha = 0.05$ level ($\beta = 0.782\%$, $t = 13.266\%$, $p = 0.000$). Consequently, emotional intelligence can directly explain 78.2% of the entire variation in risk-taking behavior without the need for any intermediary.

4.6.3.4. Discussion of Hypothesis H3 and its Sub-hypotheses H3.a and H3.b

Hypothesis H3 and its sub-hypotheses examined the relationship between emotional intelligence and risk-taking, and they reached the conclusion that emotional intelligence has a statistically significant direct positive effect on risk-taking, but they were unable to find evidence of a mediating effect due to empowering leadership. According to this analysis, it's crucial that healthcare workers maintain an optimistic outlook and create a conducive environment for positive transformation in both individual and organizational perspectives. This highlights the significance of emotional intelligence in influencing the mindsets, routines, and various levels of performance inside health centers, including its

long-term viability. Study analysis, however, did not provide statistical support for the idea that healthcare accepts of empowering leadership of use and learning this style of leadership to help them for better navigate an increasingly volatile business climate and inspired staff to take initiative in response to the need for change within their own organizations.

The study could not stand on robust evidence to prove such mediation effect the study's findings on the mediation effect were not supported by sufficient data. This conclusion was consistent with the findings of a prior research of (Jung et al., 2020a). The majority of the studies the author looked at dealt with the overall influence of emotional intelligence implementation success on risk decisions rather than focusing on the effect of specific success components in healthcare settings. Chandrinos et al., (2018); Gutiérrez-Cobo et al., (2018); LAWAL et al., (2018); Moon, (2021a) reported the significant effect of the idea if employees believe they can attain high performance and have faith in their managers, they will be more likely to view RTB as a crucial tool for taking risks and performing jobs with greater imagination and innovation. Table (4 -16) provides a brief summary of the hypothesis testing of direct and indirect links between the independent and dependent variables.

Table 4-16: Summary of hypotheses testing

| Hs | Path | Total Effect (H) | Direct Effect (H.a) | EL (H.b) | Effect Mediated by | |
|----|-----------|------------------|---------------------|-------------|--------------------|---|
| | | | | | EL (H.c) | |
| H1 | EI -> EL | Valid 63.1% | - | - | - | - |
| H1 | EI -> PE | - | Valid 75.6% | Valid 21.9% | Valid 66.4% | - |
| H2 | EI -> WE | Valid 73% | Valid 31.4% | Valid 64.5% | - | - |
| H3 | EI -> RTB | Valid 87.2% | - | Invalid | - | - |

4.7. Chapter Summary

This chapter discussed how the data was analyzed, and it drew parallels between the study's findings and those of another research to gauge how well they lined up. This section described the demographics of the study population and analyzed the participants' perspectives on the study variables in order to inquire into the extent to which they agreed with the conceptualization of the study variables and the validity of the factors underlying

this conceptualization. As a next step, the validity and reliability of the suggested research model were examined; this included assessing the measurement and structural models for factors like convergent and discriminant validity, collinearity, coefficient of determination, and path coefficients. The findings of these hypotheses' tests were then discussed, and relevant comparisons were made to prior research.

Chapter Five: Conclusion & Recommendations

5. Chapter Five: Conclusion & Recommendations

5.1.Introduction

This chapter begins the discussion of the limitation, results and recommendation that were summarized in chapter 4, and it also provides a summary of the most important findings and the conclusion reached by this study. In addition to that, it discusses ideas and suggestions for study that should be done in the future.

5.1.1. Results' Discussion and Conclusion

5.1.1.1. Conclusion of Respondents Attitudes towards Study

Variables

In reference to the research questions as well as the perceptions of respondents towards the various study variables, respondents strongly agreed that health organizations have a high awareness of the significance of EI and EL toward their subordinates in order to achieve a very high level of performance, better psychological empowerment and engage the employees in their works. On the other hand, respondents sufficiently vote for implementing the actual meaning of EI. On the other hand, a sufficient number of responders support applying EI in accordance with its true meaning. For instance, EI's QI8 reads, "I have a good awareness of the emotions of the people around me." As QI13 of the same perception, "I am able to control my temper and handle difficulties rationally," reflected the words that indicated a deep understanding of others' emotions and attitudes, so it too indicated that handling challenges rationally is most crucial and attributes very well to utilizing the perception in the workplace.

On the other hand, the respondent did not give a sufficient majority of results indicating that the respondent's emotional intelligence was of a high degree of uses in the health organizations. Response to (QI6) of empowering leadership concept "My manager Urges me to think of problems as opportunities rather than obstacles" It's unclear whether those in positions of authority provide their subordinates with the guidance they need to view challenges as potential gains. Because of this, some respondents may not have made an accurate assessment of their managers. Similarly,

high scores across the board for empowering leadership attitudes, with the exception of questions 3 and 4 “My manager Advises me to solve problems when they pop up without always getting a stamp of approval” “My manager Encourages me to search for solutions without supervision”, provide insight into the level of legal trust leaders and managers in Oman hospitals inspire in their staff.

Similarly, Q12 on PE replies where respondents said things like "My job activities are personally meaningful to me" were met with low acceptance. Employees may lack self-assurance due to widespread false beliefs about the economic conditions or due to a lack of incentives and positive reinforcements to break out of their routine and realize that their job has real impact.

5.1.1.2. Conclusion of Hypotheses Testing

It was found through testing of hypotheses that clinicians' emotional intelligence has a direct and indirect favorable effect on their performance in healthcare institutions. This reinforces the theory that a greater emphasis on empowered leaders affects the overall productivity and work performance of healthcare employees. Data analysis also revealed that emotional intelligence improves psychological empowerment, work engagement and risk-taking behavior towards boosting worker productivity and performance. Similarly, it was proved that emotional intelligence has favorable indirect impact on PE and WE totally mediated by empowering leadership. No indirect impact mediated by EL toward RTB were concluded. By connecting EI to performance, health organizations will have another reliable tool with which to pick and attract new talent.

Several scholars in the field of organizational studies have recently argued that feelings at the workplace deserve more attention. Considering the expanding relevance of emotional intelligence, many organizational behaviorists have sought to determine the elements that affect workers' productivity. This Research focus on emotional labor and emotion management has shed light on how seemingly insignificant modifications in organizational structure or leadership style can have a significant impact on workers' emotional reactions and, in turn, their productivity.

5.1.2. Recommendations

The following are a set of suggestions the researchers believe could improve the effect of EI on staff performance and the quality of organization services, as well as address the limitations that were discovered in the study of this investigation.

5.1.2.1. Practical Recommendations

This study findings indicate that to extend the useful insights for managerial and business practices to serve the health sector in better ways. For the same purpose, the managers have to aware about the importance of this science and asking for more training sessions and enhancing the positive meaning of empowered leader and its impact on health employee especially nurse's performance, engage at work, motivation, creativity, accepting change and searching for better opportunities. Based on Ortiz & Ortiz, (2012), one of the most important training programs who be able to develop nurses (as they are the greatest number of employee who response on this study) positive attitudes, more encouragement to enhancing their relationships with their colleagues and patients.

Importantly, this research also shows that a leader's ability to use emotional intelligence to influence their subordinates is correlated with their level of empowerment. If hospital administrators are given the authority to make decisions, the workplace will be managed in a way that facilitates the acceptance of novel and urgent situations (Ahearne et al., 2005; Amundsen & Martinsen, 2015). This research is significant because it provides evidence that employees who feel empowered are more likely to work hard, take initiative, seek out opportunities to improve their workplace, and find personal fulfillment in their employment (Yan et al., 2018).

Related to Yajiong et al., (2011) applying the study findings should be being by people are conscientious about the level of advantages of empowering leadership and its bad things if use it in wrong ways in the workplace. Moreover, the findings guide us that the meditating role of EI between EL and WE and EL and RT is not significant which indicates that indivual with high or low level of EI will lead to similar results of leadership with employee (Adiguzel, 2020).

Leadership has significant effects on the organization's attitudes, behaviors, and various levels of performance (Faraj & Sambamurthy, 2006). Recent studies on leadership have discussed sustainable empowering leadership, which focuses on a

leader's attitude and behavior, performance, and emotional intelligence towards connecting organizations to innovation and systematic change as a response to the business environment, society, business ethics, and corporate responsibility (De Klerk & Stander, 2014). Based on what was stated above, the following are the study's will be able managers:

1. Understanding the importance of Emotional Intelligence for managers and how it aids in motivating employees to achieve the organization's objectives.
2. Identifying the roles of EI and EL in the way of enhancing psychological empowerment and work engagement within the healthcare system, particularly in Oman.
3. A better understanding of empowering behaviors and their impact on the goals of the organization, as well as providing managers with the skills to make powerful decisions.
4. Evaluating the relationship between empowering leadership and the role of risk-taking behavior in this relationship, as well as its effects on organizational change commitment.
5. Finding out if empowering leadership improves risk-taking by making the decisions to obtain a sense of control over employees' performance and feel psychologically empowered.
6. Highlighting the frequent mismatch of surveyed sample attitudes about survey questions due to demographic characteristics such as gender, age, experience, and job experience.

5.1.2.2. Theoretical Recommendations

In three various ways, the present study contributes to other literature review that confirmed before on the role of empowering leadership in the workplace of health organizations. First way is the research establish renewed links between empowering leadership and the most important sides of employees life with their jobs which is repeated calls of responding about people questions about the role empowering leadership on staff organizational behaviors (Kim & Beehr, 2020b). This study underscores the importance role of leaders in order to adjust and improve their employees experience, motivation and providing them with enhancing their self-efficacy at work especially with applying the actual concept of emotional intelligence by control effectively on their emotions and positive thinking.

In general, this study confirmed other papers on the early viewpoint on the critical role of leaders in regard to promote employee to believe on the useful of taking risk and providing the practical and personal values to their works. Notably, in concern of empowering leadership and its relationship with subordinates' organizational aspects, which has focused a little attention in the literature of work engagement and employees taking risk. As, the present study concerns as the first study who explains why empowering leadership style can play such an important role in encouraging employees' to taking risks and accepted as a useful process in health hospitals in Oman.

Secondly, in this study we used the socially implanted model or work engagement and risk-taking behavior which is a new theory compared with the previous related papers that used. In Psychological empowerment item, the researcher focusses on the psychological perceptions while work engagement getting attention on energy and cognitive at their jobs. On the same stage, taking risk item concentrates on perceptions and emotions of individual.

The third way is the study found a key moderator and mediator that make difference on the subordinates' opinions and behaviors toward each item in the model. Most literature that included focus on culture, style of empowerment attribution, LMX, job crafting and job orientation (Bakari et al., 2017; Dan Yu et al., 2015; Feenstra et al., 2020b; Hempel et al., 2012; Khali1 & Williamson, 2014; Noaman & Ahmed, 2015). While in the present study all demographics items work as moderator effect as female sampled test are most used of empowering leadership style and to impact on their staff by SEM= 1.36, 1.22,1.04 and 0.45 respectively to EL, PE, WE and RT. As for mediator effect which is emotional intelligence that links positively with empowering leadership and psychological Empowerment and work engagement while there is no significant connection risk-taking behavior in Different degrees of agreement and disagreement.

5.1.3. Study Limitations and Challenges

This study has the following limitations:

1. **Location Limitation:** This study is limited to health institutions in the Sultanate of Oman supervised by the Ministry of Health in both the public and private sectors. As this survey did not involve any other ministries.

2. **Human Limitation:** This study is restricted to health sector workers (citizens and expatriates of more than 50000 employees) in the Sultanate of Oman and encompasses all types of jobs in which the concept of emotional intelligence can be applied, as well as the extent of its impact on psychological empowerment and employee productivity.
3. **Time Limitation:** From September 2021 to July 2022, this study was conducted.

Data collection from health sector workers was a major challenge because of the large number of hospitals and clinics that serve Oman's targeted population, making it difficult to reach them with the study questionnaire. As a result, the data collection process was time-intensive due to the low targeted respondents and general lack of understanding about why such studies are important. Additionally, the researcher had to go through a lengthy process to disseminate this type of research through the MOH, which also took a long time.

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Appendix-A: Questionnaire (English)

Collage of Business Administration
Master Program



Questionnaire

“Investigating the Relationship Between Psychological Empowerment, Empowering Leadership and Its Impact on Work Engagement and Risk-Taking Behavior: Emotional Intelligence as A Mediator. A case study from the health sector at A’Sharquiah Gouvernante, Sultanate of Oman.”

Dear Participant,

You are invited to participate and contribute to a study that aims to determine the Impact of Empowering Leadership on Psychological Empowerment, work Engagement and Risk-Taking Behavior through Emotional Intelligence as a mediator factor: A case study from **the health sector** at A’Sharqiyah Gouvernante, Sultanate of Oman.”.

This research is part of my Degree in Master of Business Administration at A ‘Sharqiyah University (ASU). Completing the questionnaire will take a maximum of five minutes from your valuable time. The answers you provide are not wrong or right. Your answer will be processed anonymously and confidentially. Your responses will be used only for research purposes.

Once again, thank you for taking the time to complete this survey.

If you have any inquiries, please do not hesitate to contact the E-mail listed below.

raya.al-brwani@asu.edu.om

Researcher

SECTION I:

Respondent’s Personal Background Information

- Age:
 - below 25
 - 26-35
 - 36-45
 - 46-55
 - above 55
- Gender:
 - Male
 - Female
- Education Level:

- High school College degree bachelor's degree Graduate degree
- Work experience: (How long have you worked?)
 - Less than 1 year 1-3 years 4-6 years 7-10 years More than 11 years
- Number of jobs that you have worked in your organization:
 - Current job only Only two jobs Only three jobs More than three jobs.
- Your current job is:
 - General Manager / Assistant General Manager Director / Assistant Director
 - Administrative Head of the Department Nurse Other

SECTION II:

The following items describe for 4 D for **Empowering leadership (Rapp 2005)** that refers to as distinguished type of leader attitude who providing support and motivate subordinates via coaching, encouragement, training, emotional support, and information. Please indicate to what extent you agree with the following statement by circling the appropriate number on the rating scale provided. Your response ranging from **1 Strongly disagree** to **7 Strongly agree**.

A. Empowering leadership

Please indicate to what extent you agree with the following statements

| Item | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|
| D1: Enhancing the meaningfulness of work: | | | | | | | |
| 1. My manager encourages me to find solutions to my problems without his/her direct input. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. My manager Urges me to assume responsibilities on my own. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. My manager Advises me to solve problems when they pop up without always getting a stamp of approval. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. My manager Encourages me to search for solutions without supervision. | | | | | | | |
| D2: Fostering participation in decision making: | | | | | | | |
| 5. My manager Urges me to think of problems as opportunities rather than obstacles. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. My manager advises me to look for the opportunities in the problems I face. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

D3: Expressing confidence in high performance:

7. My manager encourages me to view unsuccessful performance as a chance to learn. 1 2 3 4 5 6 7

8. My manager urges me to work as a team with the other employees who work at the organization. 1 2 3 4 5 6 7

D4: Providing autonomy from bureaucratic constraints:

9. My manager encourages me to work together with other employees who work at the organization. 1 2 3 4 5 6 7

10. Advises me to coordinate my efforts with the other teachers who work at the school. 1 2 3 4 5 6 7

SECTION III:

The following items describe 4 D for **psychological empowerment** (Gretchen M. Spreitzer, 1995) refers to individual's experience of the motivation process that providing and enhancing their self-efficacy at work. Please indicate to what extent you agree with the following statement by circling the appropriate number on the rating scale provided. Your response ranging from **1 Strongly disagree** to **7 Strongly agree**.

B. psychological empowerment

Please indicate to what extent you agree with the following statements

Item 1  7

D1: Meaning:

1. The work I do is very important to me. 1 2 3 4 5 6 7

2. My job activities are personally meaningful to me. 1 2 3 4 5 6 7

3. The work I do is meaningful to me. 1 2 3 4 5 6 7

D2: Competence:

4. I am confident about my ability to do my job 1 2 3 4 5 6 7

5. I am self-assured about my capabilities to perform my work activities 1 2 3 4 5 6 7

6. I have mastered the skills necessary for my job. 1 2 3 4 5 6 7

D3: Self-Determination:

7. I have significant autonomy in determining how I do my job . 1 2 3 4 5 6 7

8. I can decide on my own how to go about doing my work. 1 2 3 4 5 6 7

9. I have considerable opportunity for independence and freedom in how I do my job. 1 2 3 4 5 6 7

D4: Impact:

10. My impact on what happens in my department is large 1 2 3 4 5 6 7

11. I have a great deal of control over what happens in my department. 1 2 3 4 5 6 7

12. I have significant influence over what happens in my department. 1 2 3 4 5 6 7

SECTION VI:

The following items describe 3 D for **work engagement** (Wong, C.-S. and Law, K.S. (2002)) refers to a positive work which related to state of mind, conceptualizing and that expression occurs at work. Please indicate to what extent you agree with the following statement by circling the appropriate number on the rating scale provided. Your response ranging from 1 Strongly disagree to 7 Strongly agree.

Work Engagement

Please indicate to what extent you agree with the following statements

Item 1  7

D1: Vigor:

1. At my work, I feel bursting with energy 1 2 3 4 5 6 7

2. At my job, I feel strong and vigorous 1 2 3 4 5 6 7

3. When I get up in the morning, I feel like going to work. 1 2 3 4 5 6 7

4. I am immersed in my work. 1 2 3 4 5 6 7

D2: Dedication:

5. I am enthusiastic about my job. 1 2 3 4 5 6 7

6. My job inspires me. 1 2 3 4 5 6 7


7. I am proud of the work that I do 1 2 3 4 5 6 7
- D3: Absorption:
8. I feel happy when I am working intensely. 1 2 3 4 5 6 7
9. I get carried away when I am working 1 2 3 4 5 6 7

SECTION V:

The following items describe 1 D for **Risk-Taking Behavior** (Neves, P. and Eisenberger, R. (2014)) refers to employees to not be pessimistic and allow for change perceptions in individuals and organizational levels to happen at work. Please indicate to what extent you agree with the following statement by circling the appropriate number on the rating scale provided. Your response ranging from **1 Strongly disagree** to **7 Strongly agree**.

C. Risk-Taking Behavior

Please indicate to what extent you agree with the following statements


- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| Item | 1 |  | | | | | 7 |
| D1: risk- taking behavior (employees' own attitudes) | | | | | | | |
| 1. I willingly accept tasks having a high likelihood of problems / risks. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I put myself in position of risk to help patients / coworkers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I tell my coworkers when I commit a work-related mistake that I could easily hide. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. I value taking a chance on new products, services, or procedures. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Section VI:

The following items describe for 4 D for **Emotional Intelligence** (Wong and Law (2002)) that refers to ability to monitor one's own and others' feelings and emotions at work. Please indicate to what extent you agree with the following statement by circling the appropriate number on the rating scale provided. Your response ranging from **1 Strongly disagree** to **7 Strongly agree**.

D. Emotional Intelligence

Please indicate to what extent you agree with the following statements

| Item | 1 |  | 7 | | | | |
|---|---|---|---|---|---|---|---|
| D1: self-emotion appraisal | | | | | | | |
| I have a good sense of why I have certain feelings most of the time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I have good understanding of my own emotions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I really understand what I feel. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. I always know whether or not I am happy. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| D2: Other's emotion appraisal: | | | | | | | |
| 5. I always know my friends' emotions from their behavior. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. I am a good observer of others' emotions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. I am sensitive to the feelings and emotions of others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. I have good understanding of the emotions of people around me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| D3: use of emotion | | | | | | | |
| 9. I always set goals for myself and then try my best to achieve them. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. I always tell myself I am a competent person. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. I am a self-motivated person. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I would always encourage myself to try my best. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| D4: regulation of emotion: | | | | | | | |
| 13. I am able to control my temper and handle difficulties rationally. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I am quite capable of controlling my own emotions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. I can always calm down quickly when I am very angry. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. I have good control of my own emotions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Appendix B : Questionnaire (Arabic)



كلية إدارة

الأعمال

برنامج

الماجستير

استبيان

"التحقق من تأثير التمكين القيادي على التمكين النفسي والمشاركة في العمل وسلوك المخاطرة على الموظف من خلال الذكاء العاطفي في القطاع الصحي في سلطنة عمان"
أخي المشارك / أختي المشاركة تحية طيبة وبعد

يعتبر هذا الاستبيان ضمن متطلبات اكمال المواد المطروحة لإنهاء درجة الماجستير في إدارة الأعمال من جامعة الشرقية، حيث تجري بحث بعنوان: تأثير التمكين القيادي على التمكين النفسي والمشاركة في العمل وسلوك المخاطرة على الموظفين من خلال الذكاء العاطفي في القطاع الصحي في سلطنة عمان. لا توجد هناك إجابات صحيحة أو خاطئة ما دمت تفعل ذلك بكل أمانة، حيث سوف يتم التعامل مع إجاباتك على هذه الاستبانة بمنتهى السريّة. كما انه سيتم تحليل نتيجة الاستطلاع للأغراض الأكاديمية والعلمية فقط. ستساهم ردودك بشكل فعال جداً في هذا البحث الأكاديمي. لا تستغرق مشاركتك في هذه الاستبانة أكثر من 5 دقائق فقط، ونتقدم لك بالشكر الجزيل على تعاونك في إجراء هذه الدراسة.

القسم الأول: البيانات الشخصية

أنثى

ذكر

1. الجنس

| | | | |
|------------------------------------|--|--|---|
| الحالة الاجتماعية | <input type="checkbox"/> أعزب | <input type="checkbox"/> متزوج | <input type="checkbox"/> مطلق |
| المستوى التعليمي | <input type="checkbox"/> دكتوراه فأعلى | <input type="checkbox"/> ماجستير | <input type="checkbox"/> بكالوريوس |
| العمر | <input type="checkbox"/> أقل من 25 عام | <input type="checkbox"/> من 25 - 34 عام | <input type="checkbox"/> من 35 - 44 عام |
| سنوات الخبرة في المؤسسة | <input type="checkbox"/> أقل من سنة | <input type="checkbox"/> من سنة - أربع سنوات | <input type="checkbox"/> من خمس سنوات - تسع سنوات |
| عدد الوظائف التي شغلتها في المؤسسة | <input type="checkbox"/> الوظيفة الحالية فقط | <input type="checkbox"/> ثلاث وظائف فقط | <input type="checkbox"/> وظائف أكثر من ثلاث وظائف |
| الوظيفة الحالية | <input type="checkbox"/> مدير عام / مساعد | <input type="checkbox"/> مدير / مساعد مدير إداري | <input type="checkbox"/> غير |
| | <input type="checkbox"/> رئيس قسم | <input type="checkbox"/> ممرض | <input type="checkbox"/> ذلك,..... |

القسم الثاني:

توضح العناصر التالية والتي تندرج ضمن الأبعاد الأربعة للتمكين القيادي (Rapp 2005) والذي يعرف على انه نوع مميز من سلوك القائد الذي يقدم فيه الدعم والتحفيز للمرؤوسين من خلال التدريب والتشجيع والدعم العاطفي وتقديم المعلومات في بيئة العمل. يرجى توضيح إلى أي مدى توافق على العبارة التالية من خلال تدوير الرقم المناسب على مقياس التصنيف المقدم. تتراوح إجابتك من 1 لا أوافق بشدة إلى 7 أوافق بشدة.

| | | | | | | | | البند | |
|----------------------------|---|---|---|---|---|---|--|-------|--|
| 7 | ← | | | | | | 1 | | |
| A. التمكين القيادي: | | | | | | | | | |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 1. يشجعي المدير على إيجاد حلول لمشكلات العمل بدون تدخل مباشر منه. | | |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 2. يحثي المدير على تحمل مسؤولياتي بنفسني في العمل. | | |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 3. يحثي المدير على حل المشكلات الطارئة بدون انتظار الموافقة الرسمية منه. | | |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 4. يحثي المدير على البحث الذاتي عن حل للمشك بدون اشراف من الاخرين. | | |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 5. يحثي المدير على التفكير في المشكلة كفرصة للتطوير وليس كعقبة. | | |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 6. يشجعي المدير على البحث عن الفرص في مشكلات العمل التي أوجهها. | | |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 7. يشجعي المدير على النظر لأدائي غير الناجح على أنه فرصة للتعلم. | | |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 8. يشجعي المدير على العمل بروح الفريق مع زملائي في المؤسسة. | | |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 9. يشجعي المدير على التعاون مع زملائي في العمل. | | |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 10. يشجعي المدير على تنسيق جهودي مع زملائي في العمل. | | |

القسم الثالث:

تصف العناصر التالية والتي تقع ضمن الابعاد الاربعة للتمكين النفسي (Gretchen M. Spreitzer ، 1995) والذي يشير إلى خبرة الفرد في عملية التحفيز و التشجيع النفسي من اجل توفير وتعزيز

| | | | |
|---|---|---|-------|
| 7 | ← | 1 | البند |
|---|---|---|-------|

الكفاءة الذاتية لدى الموظف في بيئة العمل. يرجى توضيح إلى أي مدى توافق على البيان التالي عن طريق تدوير الرقم المناسب على مقياس التصنيف المقدم:

| B. التمكين النفسي: | | | | | | | |
|--------------------|---|---|---|---|---|---|--|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 1. العمل الذي أقوم به مهم جداً بالنسبة لي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 2. وظيفتي تحتوي على أنشطة ذات مغزى شخصي بالنسبة لي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 3. العمل الذي أقوم به له معنى بالنسبة لي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 4. أنا واثق/ة من قدرتي على القيام بمهامي الوظيفية. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 5. أنا واثق/ة من قدراتي على أداء الأنشطة الموجودة في عملي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 6. لقد أتقنت المهارات اللازمة لإداء عملي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 7. لدي استقلالية كبيرة في تحديد كيفية القيام بمهامي الوظيفية. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 8. يمكنني أن أقرر بنفسني كيف أؤدي مهام عملي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 9. لدي فرصة كبيرة للاستقلال والحرية في كيفية القيام بعملي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 10. تأثيري كبير جداً على ما يحدث في القسم الذي أعمل به. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 1. اتمتع بقدر كبير من السيطرة على ما يحدث في القسم الذي أعمل به. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 2. لدي تأثيراً فعالاً على ما يحدث في القسم الذي أعمل به. |

القسم الرابع:

تصف العناصر التالية والتي تعتبر من الأبعاد الثلاثة للعمل التشاركي (Wong، S. and، C. Law، 2002) (K.S.) والذي يشير إلى قيام الموظف بعمل إيجابي يتعلق بالحالة الذهنية والتصوير الايجابي لمفهوم المشاركة الفاعلة في بيئة العمل. يرجى توضيح إلى أي مدى توافق على البيان

| | | | |
|---|---|---|-------|
| 7 | ← | 1 | البند |
|---|---|---|-------|

التالي عن طريق تدوير الرقم المناسب على مقياس التصنيف المقدم.: جودة الخدمات التي تقدمها للمستفيدين:

| | | | |
|---|---|---|-------|
| 7 | ← | 1 | البند |
|---|---|---|-------|

| C. المشاركة في العمل | | | | | | | |
|----------------------|---|---|---|---|---|---|--|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 1. أشعر أنني مفعم (ممتلئ) بالطاقة أثناء تأديتي مهامى الوظيفية. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 2. أشعر بالقوة والحيوية أثناء تأديتي مهام عملي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 3. عندما أستيقظ صباحا، أرغب بالذهاب للعمل بشكل تلقائي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 4. أشعر بالاستغراق (الاندماج) الشديد في عملي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 5. أشعر بالحماس والاندفاع تجاه عملي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 6. تمثل وظيفتي مصدر الهام وتحفيز لي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 7. أفتخر بالعمل الذي أقوم به. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 8. أشعر بالسعادة عندما أعمل بشكل مكثف. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 9. أشعر بسعادة كبيرة جدا (غامرة) عندما أقوم بعملتي. |

القسم الخامس:

تصف العناصر التالية والتي تعتبر ضمن بعد واحد فقط لسلوك المخاطرة من قبل الموظف في بيئة العمل (Neves, P. and Eisenberger, 2014, R.) ويشير ذلك إلى أن الموظفين يجب ان يكونوا متفائلين ويسمحون بتغيير تصورات وافكار الأفراد والمستويات التنظيمية في العمل بإيجابيه. يرجى توضيح إلى أي مدى توافق على البيان التالي عن طريق تدوير الرقم المناسب على مقياس التصنيف المقدم.

| | | | | | | | |
|------------------|--|--|--|--|--|--|--|
| D. سلوك المخاطرة | | | | | | | |
|------------------|--|--|--|--|--|--|--|

| 7 | ← | | | | | 1 | البند |
|---|---|---|---|---|---|---|--|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 1. أقبل عن طيب خاطر المهام ذات الاحتمالية العالية للمشاكل / المخاطر. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 2. أضع نفسي في موقف الخطر لمساعدة المرضى / زملاء العمل. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 3. أخبر زملائي في العمل عندما ارتكب خطأ متعلق بالعمل يمكنني معالجته بسهولة. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 4. بالرغم من المخاطر المحتملة، أقدر أهمية تجريب الأجهزة / المعدات أو الإجراءات الطبية الجديدة. |

القسم السادس:

تصف العناصر التالية والتي تندرج ضمن الابعاد الأربعة للذكاء العاطفي (Wong and Law 2002) التي تشير إلى قدرة القادة / المدراء على التحكم بفعالية في عواطفهم وكذلك مع رؤوسهم ومراقبة التغيرات النفسية لدى الموظف في بيئة العمل. يرجى توضيح إلى أي مدى توافق على البيان التالي عن طريق تدوير الرقم المناسب على مقياس التصنيف المقدم:

| 7 | ← | | | | | 1 | البند |
|--------------------------|---|---|---|---|---|---|--|
| E. الذكاء العاطفي | | | | | | | |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 1. لدي فكرة جيدة عن سبب شعوري بمشاعر معينة معظم الوقت. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 2. لدي فهم جيد لمشاعري. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 3. أنا حقاً أفهم ما أشعر به. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 4. أعرف دائماً ما إذا كنت سعيداً /ة أم لا. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 5. أعرف دائماً مشاعر أصدقائي من سلوكهم. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 6. أنا ملاحظ جيد لمشاعر الآخرين. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 7. أنا حساس لمشاعر وعواطف الآخرين. |

| 7 | ← | | | | | 1 | البند |
|---|---|---|---|---|---|---|--|
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 8 لدي فهم جيد لمشاعر الناس من حولي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 9 أنا دائماً أضع أهدافاً لنفسي ثم أبذل قصارى جهدي لتحقيقها. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 أنا دائماً ما أخبر نفسي بأنني شخص كفاء. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 1 انا امترك دافع تحفيزي ذاتي لبذل المزيد. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 2 أنا دائماً ما أشجع نفسي على بذل قصارى جهدي. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 3 أنا قادر على التحكم في أعصابي والتعامل مع الصعوبات بعقلانية. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 4 أنا قادر تماماً على التحكم في مشاعري. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 5 يمكنني دائماً أن أهدأ بسرعة عندما أكون غاضباً جداً. |
| 7 | 6 | 5 | 4 | 3 | 2 | 1 | 6 لدي سيطرة جيدة على مشاعري الخاصة. |

Appendix C: Table lists the loadings of all indicators included

| Variable | Indicator | Loading | |
|----------|-----------|---------|-------|
| EI | EI1 | 0.744 | |
| | EI2 | 0.803 | |
| | EI3 | 0.819 | |
| | EI4 | 0.776 | |
| | EI5 | 0.77 | |
| | EI6 | 0.795 | |
| | EI8 | 0.766 | |
| | EI9 | 0.747 | |
| | EI10 | 0.811 | |
| | EI11 | 0.809 | |
| | EI12 | 0.852 | |
| | EI13 | 0.777 | |
| | EI14 | 0.758 | |
| | EL | EL1 | 0.811 |
| EL2 | | 0.794 | |
| EL5 | | 0.831 | |
| EL6 | | 0.831 | |
| EL7 | | 0.783 | |
| EL8 | | 0.877 | |
| EL9 | | 0.885 | |
| EL10 | | 0.884 | |
| PE | | PE1 | 0.755 |
| | | PE3 | 0.755 |
| | PE4 | 0.815 | |
| | PE5 | 0.805 | |
| | PE6 | 0.812 | |
| | PE7 | 0.799 | |
| | PE8 | 0.823 | |
| | PE9 | 0.725 | |
| | PE10 | 0.775 | |
| | PE11 | 0.746 | |
| | PE12 | 0.771 | |
| | RTB | RTB1 | 0.789 |

| | | |
|----|------|-------|
| | RTB2 | 0.794 |
| | RTB3 | 0.821 |
| | RTB4 | 0.747 |
| WE | WE1 | 0.907 |
| | WE2 | 0.912 |
| | WE3 | 0.864 |
| | WE4 | 0.912 |
| | WE5 | 0.864 |
| | WE6 | 0.789 |
| | WE7 | 0.779 |
| | WE8 | 0.885 |

Appendix D : Table lists the loadings of all indicators included Cross loadings of indicators with constructs other than their principle

| Items | EI | EL | PE | RTB | WE |
|-------|-------|-------|-------|-------|-------|
| EI1 | 0.751 | 0.436 | 0.588 | 0.642 | 0.58 |
| EI2 | 0.813 | 0.27 | 0.578 | 0.576 | 0.523 |
| EI3 | 0.827 | 0.316 | 0.588 | 0.54 | 0.569 |
| EI4 | 0.783 | 0.338 | 0.585 | 0.537 | 0.547 |
| EI5 | 0.765 | 0.268 | 0.553 | 0.529 | 0.501 |
| EI6 | 0.791 | 0.27 | 0.533 | 0.499 | 0.504 |
| EI8 | 0.76 | 0.344 | 0.485 | 0.491 | 0.538 |
| EI9 | 0.75 | 0.304 | 0.517 | 0.489 | 0.526 |
| EI10 | 0.816 | 0.274 | 0.591 | 0.544 | 0.553 |
| EI11 | 0.811 | 0.319 | 0.565 | 0.537 | 0.608 |
| EI12 | 0.856 | 0.366 | 0.628 | 0.602 | 0.649 |
| EI13 | 0.776 | 0.289 | 0.558 | 0.491 | 0.505 |
| EI14 | 0.757 | 0.291 | 0.559 | 0.485 | 0.511 |
| EL1 | 0.265 | 0.806 | 0.338 | 0.209 | 0.308 |
| EL2 | 0.321 | 0.798 | 0.338 | 0.251 | 0.329 |
| EL5 | 0.274 | 0.821 | 0.382 | 0.208 | 0.351 |
| EL6 | 0.284 | 0.817 | 0.389 | 0.263 | 0.385 |
| EL7 | 0.261 | 0.78 | 0.326 | 0.183 | 0.298 |
| EL8 | 0.405 | 0.893 | 0.423 | 0.315 | 0.431 |
| EL9 | 0.415 | 0.9 | 0.472 | 0.332 | 0.455 |
| EL10 | 0.394 | 0.897 | 0.444 | 0.373 | 0.425 |
| PE1 | 0.588 | 0.444 | 0.747 | 0.509 | 0.737 |
| PE3 | 0.569 | 0.39 | 0.743 | 0.477 | 0.66 |
| PE4 | 0.62 | 0.376 | 0.821 | 0.491 | 0.647 |
| PE5 | 0.666 | 0.359 | 0.808 | 0.479 | 0.614 |
| PE6 | 0.64 | 0.324 | 0.816 | 0.511 | 0.599 |

| | | | | | |
|------|-------|-------|-------|-------|-------|
| PE7 | 0.545 | 0.353 | 0.801 | 0.398 | 0.497 |
| PE8 | 0.517 | 0.314 | 0.83 | 0.43 | 0.496 |
| PE9 | 0.431 | 0.403 | 0.722 | 0.394 | 0.416 |
| PE10 | 0.499 | 0.384 | 0.781 | 0.424 | 0.569 |
| PE11 | 0.495 | 0.354 | 0.753 | 0.397 | 0.5 |
| PE12 | 0.514 | 0.349 | 0.778 | 0.395 | 0.495 |
| RTB1 | 0.568 | 0.323 | 0.519 | 0.789 | 0.581 |
| RTB2 | 0.523 | 0.248 | 0.437 | 0.794 | 0.457 |
| RTB3 | 0.552 | 0.248 | 0.438 | 0.82 | 0.439 |
| RTB4 | 0.501 | 0.208 | 0.413 | 0.747 | 0.416 |
| WE1 | 0.601 | 0.376 | 0.67 | 0.503 | 0.908 |
| WE2 | 0.631 | 0.416 | 0.687 | 0.504 | 0.912 |
| WE3 | 0.676 | 0.418 | 0.682 | 0.557 | 0.865 |
| WE4 | 0.574 | 0.409 | 0.624 | 0.523 | 0.912 |
| WE5 | 0.546 | 0.361 | 0.606 | 0.517 | 0.863 |
| WE6 | 0.623 | 0.33 | 0.631 | 0.529 | 0.789 |
| WE7 | 0.556 | 0.405 | 0.523 | 0.492 | 0.778 |
| WE8 | 0.583 | 0.403 | 0.623 | 0.545 | 0.884 |