



Impact of Emotional Intelligence on Sustainable Leadership: A PLS-based Study

Kazi Sirajum Munira^{1*}, Md. Sahidur Rahman² & Suchana Akhter³

¹Assistant Professor, Department of Management, University of Chittagong, Chittagong, Bangladesh.

²Professor, Department of Management, University of Chittagong, Chittagong, Bangladesh.

³Assistant Professor, Department of Management, Rangamati Science and Technology University, Rangamati, Bangladesh.

*Corresponding author: munira.navila@cu.ac.bd

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Research Article

Abstract

Purpose: The study aims to evaluate the impact of emotional intelligence (EI) on the sustainable leadership of managers in the context of Bangladesh. Emotional intelligence is made up of five components, viz. self-awareness, self-regulation, motivation, empathy, and social skills.

Methods: This is a quantitative study based on survey data. Data were collected from the managers (n=262) working in different organizations located in Dhaka and Chittagong region by using the convenience sampling technique. EI was measured with 30 items adopted from the EQ Index (Rahim et al., 2002, 2006), while sustainable leadership was measured with 15 items adopted from the SLQ (McCann & Holt, 2010). PLS-SEM was applied to analyze the data and evaluate the measurement and structural models.

Results: The findings suggest that managers' emotional intelligence significantly influences sustainable leadership.

Originality: This study is a pioneering study in the context of Bangladesh and it contributes to our understanding of the impact of emotional intelligence on sustainable leadership, which in turn, enhances managers' sustainable performance.

Limitations: The use of the convenience sampling technique may limit the generalizability of the findings.

Keywords: Emotional Intelligence, Sustainable Leadership, Managers, Bangladesh.

1. Introduction

In today's business world, emotional intelligence (EI) plays a significant role. It helps the managers to enhance organizational success, development, and growth. Emotional intelligence refers to measuring capabilities, conceding and handling own and other's emotions, and guiding the behavior and actions of one's and others (Wamsler & Restoy 2020). In the workplace, EI helps motivate employees to resolve conflict, influence others, generate a culture of cooperation, and foster psychological safety within teams (Iqbal, Ahmad, Nasim, & Khan, 2020; Wong & Law, 2002). At an individual level, EI supports us to make conversations without offending others' feelings, manage our emotions, and improve relationships with people (Ahangar, 2012). On the other hand, sustainable leadership creates sustainable outcomes socially, economically, and environmentally (Woo & Kang, 2020). Emotional intelligence can significantly influence an organization, business, and service to achieve sustainable benefits or results. Highly emotionally intelligent managers can predict the emotions or mental states of employees, and customers which are effective for making sustainable and appropriate decisions (Giao, Vuong, Huan, Tushar, & Quan,

2020). The current research intends to explore the likely link between emotional intelligence and sustainable leadership.

In the age of the digital economy, the need for emotional intelligence (EI) is greater than ever. Today's rate of technological progress is going to replace the cognitive and manual routine tasks so that employees can take on more responsible roles. Employees need to have the skills to use their EI (Gardner, 2011; Mayer, Salovey & Caruso, 2004). In the new business arena, EI is required to become a successful leader (Goleman, 1995, 1998). EI is increasingly becoming acknowledged as one of the most crucial talents for leaders to collaborate and communicate effectively under various scenarios. Extensive research shows that EI has allured tremendous interest from scholars and practitioners as it explains variations in leadership behavior (Akter, Rahman, Al-Amin & Ferdousy, 2021; Cherry, Fletcher, Sullivan & Dornan, 2014; Medina et al., 2013;). EI primarily states proficiencies that allow awareness of one's emotional state and the ability to use emotions to positively influence the role performance. Goleman (1995) first introduced it in the popular media. EI has received considerable attention in mainstream culture and business (Joseph, Jin, Newman, & O'Boyle, 2015).

Now business community considers EI a broadly accepted practice for recruiting, training, team working, and leadership development (Biswas & Rahman, 2017; Giang & Pheng, 2015). A leader or manager wants to comprehend EI that contributes to corporate performance. Stephens and Carmeli (2016) argued that people with high EI are broadening their expertise and capability to communicate and cooperate efficiently for successful project outcomes. Mazur, Pisarski, Chang, and Ashkanasy (2014) showed that the rate of effective communication and commitment toward the stakeholders is high among emotionally intelligent managers. It is demonstrated that in project environments, EI affects performance and outcomes (Ashkanasy & Dorris, 2017; Maqbool, Sudong, Manzoor, & Rashid, 2017; Rahman, Ferdousy, Al-Amin, & Akter, 2020).

We have applied the competency-performance theory (CPT) introduced by Korossy (1999). This theory supports the prediction of performance outcomes and explains performance discrepancies. According to the principles of CPT, the competencies and abilities of employees significantly impact work performance (Ley & Albert, 2003; Biswas & Rahman, 2021) which can be used to explore the connection between the EI of team members and their performance. Wu, Liu, Zhao, and Zuo (2017) characterized EI as emphasizing a task, interrelation, and process conflict where the effect of conflict works as a mediator between emotional intelligence and project performance. Doloriert, Sambrook, and Stewart (2012) highlighted and confirmed that EI plays an essential role in fostering strong interactions between the learners and the instructors to achieve positive learning outcomes. Another research found that EI aids in forming a better educational environment by affecting teachers' emotions and thoughts (Çayak & Eskici, 2021). Ahmed, Ward, Otto, and McMahill (2022) found that workers who have high EI get involved in less risky driving behavior, causing fewer accidents and fatalities. EI is found to help mitigate unsafe driving among non-commercial drivers. Zysberg and Zisberg (2022) showed that Individuals with a greater emotional intelligence would be more effective in recruiting and benefiting from social support, easing their worry over the COVID-19 circumstance.

In the light of the previous studies, we observed that no attention is paid to examining the effect of EI on sustainable leadership (SL) in a collectivist culture like Bangladesh. Therefore, this study aims to explore the impact of EI on the sustainable leadership of managers in Bangladesh.

RQ1. Does emotional intelligence influence sustainable leadership?

2. Literature Review

2.1 Emotional Intelligence (EI)

Emotional intelligence means the capability to apprehend how people feel, react and utilize this trait to develop better judgments on different problems (Rahman, 2018; Sistas, 2020). It supports interacting with each other and understanding their needs. EI is the competency to observe and express emotions precisely

for enabling and managing feelings (Brackett, Mayer & Warner, 2004; Dhani, 2017; Rahman, Ferdousy, & Uddin, 2012b). Salovey and Mayer (1990) first elucidated emotional intelligence as an element of social intelligence that implies the ability to examine employees' and workers' feelings. Many authors have introduced a new field for considering emotions and revised their explanation of EI (Bhattacharjee & Rahman, 2016; Drigas & Papoutsis, 2018; Mayer & Salovey, 1997). These include the ability to identify, evaluate, and frame feelings accurately while they support thinking, make sense of emotions and emotional cognition, and regulate emotions to foster emotional and intellectual development.

Goleman (1998) explains EI as the ability to perfectly recognize our and others' emotions, inspire ourselves, and control feelings. It is related to several non-cognitive competencies, capacities, or skills that can affect an individual's capability (Rahman, Ferdousy, & Uddin, 2012a; Biswas & Rahman, 2021). Many scholars also elucidate it in several abstractions (Cooper & Sawaf, 1998; Davies, Stankov, & Roberts, 1998; Martinez, 1997; Weisinger, 1998). The capacity to process emotional data mainly comprises perceiving, integrating, understanding, and managing feelings (Jordan & Troth, 2004; Rahman, Ferdousy, & Karan, 2013).

Goleman (2011) conceptualizes emotional intelligence as an essential condition for sustainable leadership. He discusses five components of emotional intelligence, which is responsible for developing the skills of managers in the organizational process. The five vital constituents of emotional intelligence are i) Self-awareness, ii) Self-regulation, iii) Motivation, iv) Empathy, and v) Social skills (Saint-Louis, 2020). These five EI components are significant for individuals and professionals to enhance their capability to attain their sustainable business goals.

2.2 Sustainable Leadership (SL)

Sustainable leadership (SL) refers to the integration of social, economic, and environmental factors by adopting the triple bottom line concept (the People, the Planet, and Profits) to create sustainable outcomes (Elkington, 2013; Woo & Kang, 2020). SL is a managerial perspective that helps to generate superior and more sustainable results and accelerates innovation. Previous studies show that sustainable leadership is significant for making appropriate decisions in a long-ranging view, nurturing systemic inventions, and raising customer value (Hargreaves & Fink, 2012). SL is also essential for creating a competent staff; and providing high-standard outcomes (Hargreaves & Fink, 2004; Hargreaves & Fink, 2006; Hargreaves & Fink, 2012). Sustainable leadership aims to sustain a balance among the individuals, financial returns, and the environment during the company's life. SL influences the company to build the social capital which is required to survive the crisis (Avery, 2005). The natural resource-based view (NRBV) theory states that eco-friendly resources are compulsory to improve sustainable organization performance (Hart, 1995; Iqbal & Ahmad, 2021). This study takes sustainable leadership as a resource. In this theory, resources and capabilities which encourage sustainable financial activities are sources of competitive benefits (Hart, 1995; Iqbal & Ahmad, 2021). Firms with unique assets can react to the environmental apprehensions of different participants effectively by initiating bold activities in response to the outer environment (Berrone, Gelabert, Fosfuri, & Gómez-Mejía, 2008). Organizations can exploit SL as a resource to achieve sustained competitive advantages (Iqbal & Ahmad, 2021; Harris & McMahan, 2015). SL fosters the effective integration of social, economic, and environmental concerns within any organization (Iqbal & Ahmad, 2021; Iqbal, Ahmad, Nasim, & Khan, 2020). This research presented SL as a resource in the definition of NRBV theory. SL creates and manages sustainable learning; ensures accomplishment; concentrates on social aspects; promotes human and financial assets; develops environmental multiplicity and aptitude; conveys a commitment to the organization (Hargreaves & Fink, 2006).

3. Hypotheses Development

3.1 Self-awareness and sustainable leadership

Self-awareness is a component of EI; it can aid as a valid assessment tool to provide data reflection (Miller, 2012). Self-awareness is an individual's understanding of their feelings, strengths, weaknesses, ambitions, and frame of mind (Goleman, 2004). Self-confidence, realistic self-assessment, and a self-deprecating sense of humor are examples of self-awareness (Goleman, 2011). Manager can initially write their thoughts and emotions regularly in a notebook. This way, the manager is more self-conscious. Assessment instruments can inspire self-awareness and shape the basis of understanding one's leadership (Cunliffe, 2009; Lovett & Robertson, 2017). For development needs, self-awareness helps leaders to capitalize on strengths and experiences (Lawrence, Dunn, & Weisfeld-Spolter, 2018). Sustainable leaders are aware of how they respond to challenging situations and their impact on others; they realize human interaction and the role of their behavior in bringing about successful outcomes (Ashkanasy & Dasborough, 2003; Vohra, Rathi, & Bhatnagar, 2015). Hence, self-awareness can influence the managers' sustainable leadership. Therefore, the researchers can develop the following hypothesis:

H1: *There is a significant impact of self-awareness on the sustainable leadership of managers.*

3.2 Self-regulation and sustainable leadership

Self-regulation is the capability to divert one's feelings, desires, and frame of mind (Goleman, 2004). Trustworthiness, integrity, comfort with ambiguity, and openness to change are examples of self-regulation (Goleman, 2011, Segon & Booth, 2015). A manager should be flexible and committed to personal accountability and remaining in control. Self-regulation helps a manager to know the values and the things they care most about and understand where they should not compromise. The self –management allows managers to achieve sustainable leadership. McKeown and Bates (2013) defined self-regulation as emotional self-control, conscientiousness, adaptability, and initiative. Accordingly, sustainable leadership becomes highly significant for organizations' development and proper human resources activities (Di Fabio & Peiro, 2018). Sustainable leaders monitor potential variations in the external environment (Gerard, McMillan, & D'Annunzio-Green, 2017; Iqbal & Ahmad, 2021). Regarding sustainable practices in organizations, managers should envision real sustainability as an essential component of the organization's relationships (Efthimiou, 2017; Jones, Michelfelder, & Nair, 2017). Moreover, other findings suggest significant influences of self-regulation on the sustainable leadership of managers in different organizations (Goleman, 2004; Goleman. 2011; Hart, 1995). From the above literature, the researcher can suggest the following hypothesis:

H2: *There is a significant impact of self-regulation on the sustainable leadership of managers.*

3.3 Motivation and sustainable leadership:

Motivation refers to an individual's stamina to overcome stressful conditions with energy, persistence, optimism, and commitment (Goleman, 2004). Organizational commitment is an example of motivation with a strong drive to accomplish optimism, even in the face of failure (Goleman, 2011). Motivation is described as the utilization of emotional aspects to attain objectives, enjoy the process of learning and continue to face challenges. A motivated manager is optimistic and may motivate employees directly; therefore, a manager must constantly know where, why, and how to lead. Sustainable leaders are responsible to promote a psychologically safe working environment and improve organizational performance (Iqbal, 2020; Iqbal & Ahmad, 2021). Hence, the third component of EI, motivation, allows managers to create optimism to work and increase the commitment of members in organizations (Clarke, 2010). In a nutshell, motivation also influences the managers' sustainable leadership. From the above literature, the researchers can formulate the following hypothesis:

H3: *Motivation has a significant impact on managers' sustainable leadership.*

3.4 Empathy and sustainable leadership

An emotional skill of compassion focusing on other people's emotions, spirits, and frames of mind is known as empathy (Goleman, 2004; Spears, 2010). Empathy implies placing a person in the position of another person, considering different points of view from diverse points of view. A manager needs to be able, for example, to read their body language and inform them how an employee feels, allowing them to respond appropriately. Cross-cultural sensitivity and service to customers are examples of empathy (Goleman, 2011). In sustainable leadership, empathy has a positive impact on managers' sustainable decisions (Iqbal & Ahmad, 2021). From the above literature, the researcher can develop the following hypothesis:

H4: *There is a significant influence of empathy on the sustainable leadership of managers.*

3.5 Social skills and sustainable leadership

Social skill is an individual's ability to self-regulate their emotions, and understand other people's feelings, ambitions, and minds to build rapport with organizations and societies (Goleman, 2004; Goleman, 2011). Social skills include managing connections, encouragement, persuasiveness, and desired reactions (Goleman, 2011). A manager with a high level of social skills knows how to resolve a dispute between their employees, improves their communication abilities to transmit the correct message to the current context, and boosts their listening skills, besides learning to commend others when it is earned. Sustainable leaders encourage a psychologically safe working environment that is built on knowledge sharing and open communication between employers and employees (LeRoy, 2012; Iqbal, 2020). Additionally, managers encourage knowledge dissemination through open communication in their organizations to achieve sustainable leadership (Park & Kim, 2018; Iqbal & Ahmad, 2021). Therefore, the following hypothesis can be developed:

H5: *There is a significant influence of social skills on the sustainable leadership of managers.*

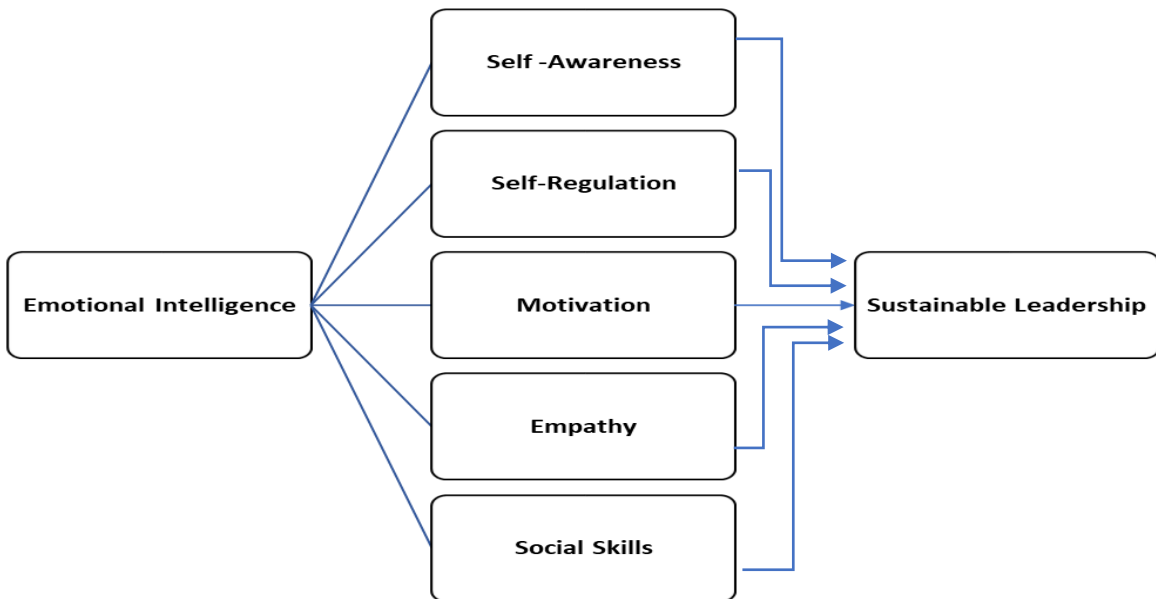


Fig. 1: The Research Framework

4. Research Methods

The key aim of this study is to examine the impact of EI on the sustainable leadership of managers in Bangladeshi organizations. Therefore, the nature of the study is descriptive, and the approach is deductive. In this study, the researchers followed the quantitative research paradigm. The study used PLS-SEM to analyze the data and to evaluate the measurement and structural model to ensure the reliability and validity of the results (Alam, Dhar & Munira, 2020; Hair, Matthews, Matthews & Sarstedt, 2017; Hair Jr, Risher, Sarstedt & Ringle, 2019).

4.1 Sample and Procedures

In this study, the researchers collected cross-sectional data from the top-level, mid-level, and low-level managers of different organizations such as manufacturing, financial service, education, healthcare, and marketing operating in Dhaka and Chittagong cities in Bangladesh. By using convenience sampling, we, with the help of the research assistants, distributed a total of 350 questionnaires among the potential respondents by physically visiting the organizations and contacting the respondents. Also, we used google Docs Form to collect data via an online platform. We have used G* power 3.1.9.7 software for computing the minimum sample size required for this study (Dattalo, 2008; Hair, Hult, Ringle & Sarstedt, 2021). It showed that 134 samples were appropriate for data collection. We have received 262 valid responses with a response rate of 74.85 percent. The response rate is acceptable, considering similar studies conducted in the same context (Uddin, Priyankara, & Mahmood, 2020).

4.2 Demographic Information:

Table 1: Demographic Information

Variables	Category	Frequency	Percentage
Gender	Male	172	65.6
	Female	90	34.4
Age	21-35 years	145	55.3
	36-45 years	83	32.0
	46-55 years	27	10.0
	56-65 years	7	2.7
Education	Bachelor	60	22.9
	Master	175	66.8
	MPhil/ PhD	23	8.8
	Others	4	1.5
Designation	Top	34	13.0
	Mid	159	60.7
	Lower	63	24.0
	Others	6	2.3
Organization	Manufacturing	51	19.5
	Financial Service	37	14.1
	Education	97	37.0
	Healthcare	24	9.2
	Marketing	20	7.6
	Others	33	12.6

Source: Field Survey, 2022

4.3. Institutional Review Board Statement

The study followed the prescribed procedures with the ethical standards from the Ethical Review Board, University of Chittagong (Reference no: CU BUS-210002). The researchers have received informed consent before collecting the data, which postulates that respondents will have a chance to withdraw themselves during the data collection process. Moreover, the researchers maintained the respondents' privacy in this study.

4.4. Measurement and Scaling

EI was measured with 30 items, including five components of EI adopted from Emotional Quotient Index (EQI) developed by Rahim et al., (2002, 2006). Sustainable leadership was measured with 15 items adopted from the Sustainable Leadership Questionnaire (SLQ) developed by McCann and Holt (2010). This study applied observer rating scales to examine the behaviors and experiences of managers by their employees using a structured questionnaire survey. The questionnaire has three different sections: section 1 explains the nature of the study, section 2 represents each variable item with a 5-point Likert scale (5=strongly agree and 1=strongly disagree), and section 3 includes the demographic information of the respondents such as gender, age, education, designation, and organization.

4.5. Method bias and response bias:

This study applied several measures to limit the common method bias issues. First, the researchers kept the data private and used it only for academic purposes to reduce response bias and social desirability bias. Second, the Harman one-factor test was examined and found the variance of factors more than 50 percent, so common method bias did not matter in our work (Scott & Bruce, 1994). Structural equation modeling was used through SmartPLS3 to find the robustness and authenticity of the analysis (Hair Jr, Risher, Sarstedt & Ringle, 2019).

5. Data Analyses and Results

5.1 Measurement Model:

In this study, we have examined measurement model evaluation for assessing constructs' reliabilities and validities. Convergent validity denotes the congregating of its item into a similar construct, whereas discriminant validity directs the construct's distinctiveness from other constructs (Hair, Matthews, Matthews, & Sarstedt, 2017; Hair Jr, Risher, Sarstedt & Ringle, 2019). Hair, Matthews, Matthews, & Sarstedt (2017) say convergent validities will be accomplished when a construct's average variance extracted (AVE) exceeds 0.50. Table 2 reported that AVE was limited from 0.502 to 0.566, which exhibited that constructs' convergent validity was maintained except for sa2, sa4, sr3, sr5, mo2, mo4, em1, em3, ss1, ss3, ss5, sl1, sl2, sl4, sl5, sl6, sl7, sl15. Loadings less than 0.5 for an item do not contribute to the construct of the variable; these items were subsequently omitted (Hair, Matthews, Matthews, & Sarstedt, 2017). Table 2 showed that Cronbach's alpha and composite reliability ranged from 0.712 to 0.889, within the cut-off value.

Table 2: Convergent validity

	Cronbach's Alpha	Composite Reliability (CR)	AVE
SA	0.712	0.821	0.537
SR	0.715	0.824	0.539
EM	0.618	0.796	0.566
MO	0.709	0.820	0.533
SS	0.683	0.807	0.512
SL	0.858	0.889	0.502

Fornell and Larcker (1981) posited that the square root of any construct's AVE must be higher than its correlation with other constructs for evaluating discriminant validity. Similarly, Table 3 depicted that the diagonal italicized marks (the square root of the related construct's AVE) are higher than the scores beneath. Therefore, reliability and validity issue has been satisfied and achieved.

Table 3: Discriminant Validity

Fornell-Larcker	EM	MO	SA	SL	SR	SS
EM	0.752					
MO	0.523	0.730				
SA	0.601	0.588	0.732			
SL	0.572	0.590	0.558	0.708		
SR	0.606	0.489	0.625	0.604	0.734	
SS	0.579	0.670	0.604	0.599	0.494	0.716

Note: EM=Empathy, MO=Motivation, SA= Self-Awareness, SL=Sustainable Leadership, SR=Self-Regulation, SS=Social Skill

Source: Authors' own calculation, 2022

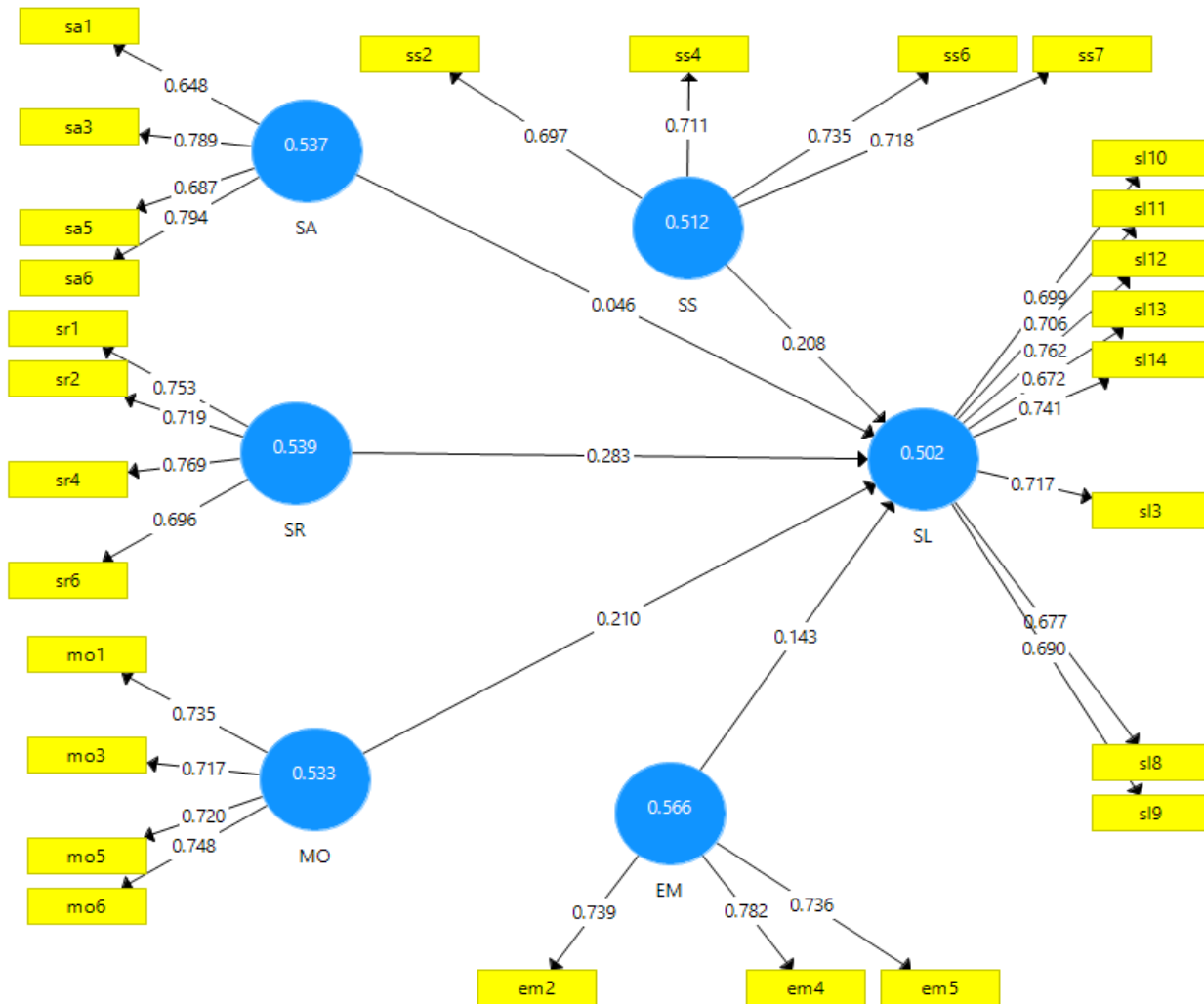


Fig. 2: Results using the structural model

5.2 Structural Model Evaluation

We have used p-value, t- value, co-linearity testing, β , and R^2 to evaluate the structural model. Figure 3 shows the results on the predicted paths along with their evaluations. It also demonstrated the strength of the correlation in β and the overall probability of the model (R^2). Subsequently, all the path coefficients are documented as significant along with their significance levels. R^2 values of 0.25, 0.50, and 0.75 can be considered weak, moderate, and significant (Henseler, Ringle, & Sinkovics, 2009; Hair, Risher, Sarstedt, & Ringle, 2019). Remarkably, Figure 3 posited that R^2 exceeds 0.50. Thus, the paths' strength and the model's overall predictability are acceptable.

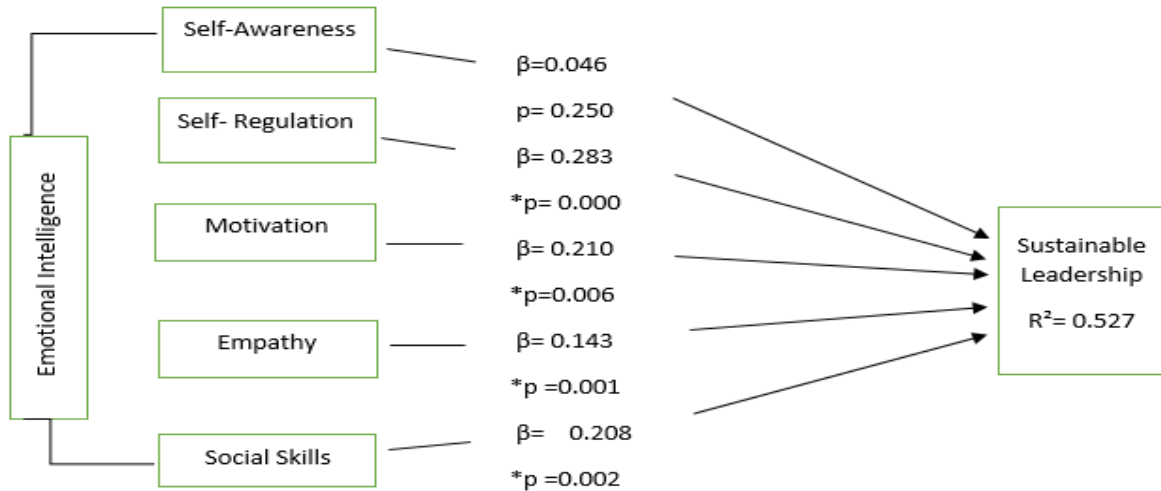
5.3. Testing results of the hypotheses

The results presented in Table 4 revealed that all the hypotheses (H1: $\beta=0.046$, $t=0.675$, $p= 0.250$; H2: $\beta=0.283$, $t=4.689$, $p= 0.000$; H3: $\beta=0.143$, $t=2.550$, $p=0.006$; H4: $\beta=0.210$, $t= 3.069$, $p=0.001$; H5: $\beta=0.208$, $t=2.825$, $p=0.002$) are supported and significant except H1. Therefore, we can conclude that self-regulation, empathy, motivation, and social skill significantly influence the sustainable leadership of managers.

Table 4: Result of hypotheses (bootstrapping)

Hypotheses	Relationships	Beta (β)	STD Error	T value	P Values	Decision
H1	SA -> SL	0.046	0.069	0.675	0.250	Not Supported
H2	SR -> SL	0.283	0.060	4.689	0.000	Supported
H3	EM -> SL	0.143	0.056	2.550	0.006	Supported
H4	MO -> SL	0.210	0.068	3.069	0.001	Supported
H5	SS -> SL	0.208	0.074	2.825	0.002	Supported

Note: SA=Self-Awareness, SR=Self-Regulation, EM=Empathy, MO=Motivation, SS=Social Skill, SL=Sustainable Leadership.



Note(s): * = Significant at $p < 0.05$

Fig. 3: The structural model with the path estimates

6. Discussions

Based on the literature, we have hypothesized that managers who are equipped with EI make more effective and sustainable decisions for their organizations from Bangladesh's perspective. In this study, emotionally intelligent individuals are expected to influence sustainable leadership in different organizations. The results of this survey indicate that higher levels of EI directly generate higher levels of SL.

We have tested five hypotheses; in H1, it is hypothesized that there is a significant impact of self-awareness on the sustainable leadership of managers. The result displayed that the hypothesis was not supported ($\beta=0.046$, $t=0.675$, $p=0.250$). The findings determined a positive impact of self-awareness on sustainable leadership but were insignificant because the p-value and t-value have not achieved the minimum required limit. The result was inconsistent with prior findings (Goleman, 2011; Miller, 2015; Lawrence, Dunn, & Weisfeld-Spolter, 2018; Ashkanasy & Dasborough, 2010; Vohra, Rathi, & Bhatnagar, 2015).

In H2, it is hypothesized that there is a significant impact of self-regulation on the sustainable leadership of managers. The result supports the hypothesis ($\beta=0.283$, $t=4.689$, $p=0.000$). The findings demonstrated that self-regulation helps sustainable leaders to control their emotions as well as take effective decisions. The result is consistent with prior findings (Hart, 1995; Goleman, 2004; Goleman, 2011; Segon & Booth, 2015; McKeown & Bates, 2013; Gerard, McMillan, & D'Annunzio-Green, 2017).

In H3, it is hypothesized that motivation has a significant impact on the sustainable leadership of managers. The result supports the hypothesis ($\beta=0.210$, $t=2.550$, $p=0.006$). The findings exhibited a significant impact of motivation on sustainable leadership. The current result is supported by previous studies (Clarke, 2010; Goleman, 2011). In H4, it is hypothesized that empathy significantly impacts managers' sustainable leadership. The result supports the hypothesis ($\beta=0.143$, $t=3.069$, $p=0.001$). The present result is consistent with previous findings (Goleman, 2004; Goleman, 2011; Spears, 2010).

In H5, it is hypothesized that there is a significant influence of social skills on the sustainable leadership of managers. The result supports the hypothesis ($\beta=0.208$, $t=2.825$, $p=0.002$). The present study's findings showed a significant impact of social skills on sustainable leadership. The result is consistent with prior findings (Goleman, 2004; Goleman, 2011; Park & Kim, 2018; LeRoy, 2012; Iqbal, 2020).

7. Managerial Implications

This study theoretically and practically extends that emotional intelligence effectively initiates the continuity of sustainable leadership. Previous studies presented the effect of emotional intelligence on employee performance, while our research contributes to how different components of EI influence managers' sustainable leadership. This study found that all aspects of emotional intelligence practices significantly influence managers' sustainable leadership. Our findings suggest that EI and SL play a significant role in achieving sustainable outcomes and benefits which can ensure individual, organizational, economic, and social development. Afterward, HR managers would attract competent employees by emphasizing their emotional intelligence which reflects in sustainable leadership. Furthermore, research findings can support managers to attract talented people with a higher level of EI.

8. Conclusions

The current study demonstrates the positive impact of EI on SL. EI is essential for managers to ensure long-term organizational performance and achieve sustainable leadership. Employees always prefer sustainable leaders with whom they feel at ease. It also shows that an emotionally intelligent person can make outstanding judgments, perceive the psychological state of employees, motivate their employees, focus on employee innovation, handle stressful situations and always think about the future of their organizations. This study can be advantageous in focusing on EI and its impact on managers' sustainable leadership. Additionally, it promotes managers, researchers, academicians, professionals, practitioners, and education administrators to achieve sustainable leadership abilities by utilizing EI competencies.

9. Limitations and Scope for Future Research

Despite its positive implications, this paper still has a few flaws. Firstly, this work was conducted with a small number of samples from different organizations in Bangladesh. Future studies should consider a larger sample size from various organizations in Bangladesh. Secondly, this study was completed with a vital focus on managers' EI of different organizations. Future researchers should pay more attention to managers' and subordinates' EI at varying levels within different organizations or sectors. Thirdly, this study finds out the impact of EI on sustainable leadership. In the future, the researchers can apply the impact of EI on managers' creative leadership and ethical leadership.

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