Research Journal of Psychology (RJP)

Online ISSN: 3006-7219
Print ISSN: 3006-7200
Volume 3, Number 1, 2025, Pages 198 – 210
Journal Home Page
https://ctr.rjmss.com/index.php/19/about

Inclusive Leadership and Emotional Intelligence: Strategies to Address Grapevine Communication in Private HEIs

Dr. Mehtab Begum Siddiqui[1], Dr. Maria Shaikh[2], Dr. Erum Shah[3] & Usayd Jamil Qureshi[4]

[1]*Assistant Professor, Institute of Commerce and Management, University of Sindh, Jamshoro, Email: mehtab@usindh.edu.pk*
[2]*Associate Professor, Institute of Business Administration, University of Sindh Jamshoro, Email: maria.shaikh@usindh.edu.pk*
[3]*Assistant Professor, Department of Social Work, University of Sindh Jamshoro , Email: erum.shah@usindh.edu.pk*
[4]*Lecturer, Department of Management Sciences, Shaheed Zulfiqar Ali Bhutto Institute of Science and technology,(SZABIST) University Hyderabad Campus. Email: usayd.jamil@hyd.szabist.edu.pk*

ARTICLE INFO

Article History:

Received:	*January*	*02, 2025*
Revised:	*January*	*25, 2025*
Accepted:	*January*	*27, 2025*
Available Online:	*January*	*29, 2025*

Keywords:

Emotional Intelligence, Grapevine Communication, Inclusive Leadership, Higher Education Institutions, SEM Analysis

Corresponding Author:
Dr. Mehtab Begum Siddiqui
Email:
mehtab@usindh.edu.pk

ABSTRACT

The study investigates how leaders' emotional intelligence reduces negative workplace communication flows at private universities located in Sindh province, Pakistan. This study investigates the moderating impact of inclusive leadership style among these findings. The research gathered data from 243 participants through snowball sampling before measuring these results on a 5-point Likert-type scale. The research team used Structural Equation Modeling with Smart PLS to examine the proposed model relationships. Results show that leaders with emotional intelligence display lower grapevine communication which becomes more pronounced when they demonstrate an inclusive style of leadership. The study brings important findings which help higher education institutions use emotional intelligence and inclusive leadership practices to develop cohesive and productive workplaces.

Introduction

Higher Education Institutions (HEIs) need dynamic leadership approaches to create the organizational culture and communication systems that empower today's dynamic academic environment. Exclusive leadership based on friendly accessibility to staff coupled with support of diversity stands out as a frequent leadership strategy utilized by private HEIs dealing with workplace issues particularly grapevine communication According to latest research. According to

Morrison (2023) effective leadership ensures formal collaboration and reduced informal communication issues in Higher Education Institutions and Nemaramba, Muchena, and Nyika (2024) demonstrate the value of strategic communication for successful crisis management in these institutions. Organizational cohesion experiences opposite effects from grapevine communication based on how leaders choose to address it (Xaba, 2024; Afaq et al., 2022). Academic informal networks receive their core support from the integration of effective leadership with emotional intelligence and targeted communication methods (Ahmed et al., 2022; Bobley, Sebel, & Brock, 2024). Leaders with emotional intelligence developed by Beamer (2024) demonstrate their ability to understand feelings and manage conflicts in order to sustain effective communication with diverse teams.

Private HEIs struggle differently from public institutions when it comes to handling informal workplace networks through grapevine channels because unmanaged channels lead to workplace issues of misinformation and mistrust and workplace conflict (Nemaramba et al., 2024; Ahmed et al., 2022). Emotional intelligence promotes positive changes in both personality traits and career-related efficacy states Ahmed et al. (2022) as central to building constructive communication systems. Organizational instances of knowledge hiding and informal communication create barriers to collaborative development thus requiring institutional inclusive leadership methods according to Jafari-Sadeghi et al. (2022). For effective workplace gossip management leaders must demonstrate emotional intelligence and cultural competency according to Xaba (2024). The management of emotional intelligence remains essential for HEIs with diverse stakeholders according to Aktar (2022). Different approaches demonstrate how inclusive leadership transforms organizational grapevine communication from a risk factor to organizational strength.

Inclusion with emotional intelligence forms a successful partnership to manage multicultural communication dynamics within academic communities. Beamer (2024) demonstrates how the implementation of emotional intelligence programs enhances students' and staff's capacity to communicate better and Badia (2023) argues that besides sustainability, transparency matters for communication strategies in an organization. Morrison (2023) argues that an inclusive leadership produces productive processes of team decision making as well as control of grapevine communications disputes. Furthermore, Muchiri (2022) shows that corporate communication strategies lead to improved academic institution service quality while reducing the levels of student/staff dissatisfaction. Developing emotional intelligence is a dual benefit for leaders to control grapevine communication in their environment and to cultivate an interpersonal environment of openness and respect (Jafari-Sadeghi et al., 2022; Umar, 2023).

Emotional Intelligence in combination with inclusive leadership has a consistent framework for grapevine communication problems in private higher education institutions. According to the literature, Emotional intelligence is of much importance for controlling interpersonal communications (Ahmed et al., 2022; Aktar, 2022) and strategic communication is a necessity for managing issues arising from informal networks (Nemaramba et al., 2024; Xaba, 2024). This study, in line with earlier research, enables private HEIs to use grapevine communication as an instrument for recruiting organizational culture and encouraging inclusive practices while leading the institution effectively (Morrison, 2023, Bobley et al., 2024). The findings of this research will contain analytical findings which are presented as ways in which the leaders of higher education institutions can implement to create a successful academic work environment.

Research Objectives

i. To examines the association between leaders' emotional intelligence and grapevine communication mitigation processes at private higher education institutions in Sindh, Pakistan.
ii. To examines how inclusive leadership practices moderate the relationship between emotional intelligence levels of leaders and grapevine communication transmission.
iii. To develop recommendations which support private higher education institutions through emotional intelligence and inclusive leadership practices to build cohesive and productive workplaces.

Literature Review

Inclusive leadership functions as an essential organizational tool linking development of trust to diversity programs and inclusion frameworks within Higher Education Institutions (HEIs). An inclusive leadership produces better workplace cooperation and fewer employee disputes, which is why according to Morrison (2023), inclusive leadership positively affects organizational culture. According to Xaba (2024), inclusive leadership driven executable management methods are still necessary to handle critical issues including grapevine communication. Muchena et al (2024) and others, equally recommend that strategic communication is an instrument that can stop informal communication obstacles using inclusive leadership (2024). Together, leaders with emotional intelligence and inclusive leadership style are able to negotiate better within the workplace (Ahmed et al., 2022; Zhu et al., 2024). Jafari-Sadeghi et al. (2022) conclude that inclusive leadership helps HEIs benefit from inclusive leadership, reducing knowledge hiding, for example, and promoting open communication within diverse settings.

Grapevine communication within organization settings performs two different roles as an unregulated informal channel. Grapevine communication involves rapid information transfer, but information may reach the courant through the grapevine in an unmanaged way and thus containing potential conflicts as well as risks of misinformation (Beamer, 2024; Xaba, 2024). Nemaramba et al. (2024) established that grapevine communication spread best in untransparent environments, yet inclusive leadership is required to fill the gaps. Badia (2023) shows that to gain better workplace unity, leaders must incorporate ecological sustainability principles into their communication approaches in order to minimize informal networks activity. For instance, leaders who have emotional intelligence can identify and fix word pain caused by informal communication allowing grapevine channels turn to a productive workplace communication forum, according to Ahmed et al. (2022). Inclusive Leadership: The adoption of this is an organizational approach that combines grapevine communication benefits and mitigates its weaknesses.

Communication challenges that higher educational institutions face necessitate an enhanced emotional intelligence. According to Beamer (2024), emotional intelligent leaders possess such interpersonal relationship skills as well as conflict resolution capacity and the ability to generate inclusive environment. In Ahmed et al. (2022), Research has been conducted on which emotional intelligence both improves career related efficacy and personality development to improve leaders' ability to take forward. Aktar's (Aktar 2022) ongoing research proves that there is an organizational control of challenging interactions that frequently occur in various work environments through emotional intelligence. As Muchiri (2022) points out, emotional intelligence practices contribute to the effectiveness of corporate communication and reduces institutional unrest and more generally stimulates wider stakeholder participation in academic environments. Informal communication networks are particularly grapevine, they are handled by leaders who

craft an integral approach to leadership personality which incorporates emotional intelligence in terms of total integration of communication networks.

There is research which outlines how successful organizational communication methods can be brought about with the synergism of inclusive leadership and emotional intelligence. According to Nemaramba et al. (2024) and Ahmed et al. (2022), the inclusion of both inclusive leadership traits and emotional intelligence are the key factors in creating open communication pathways reducing risks from grapevine communication. According to Jafari-Sadeghi et al. (2022), the capability of leader to implement trust building methods to achieve effective inclusivity dependent on Emotional intelligence. Generate experiences that lead with inclusivity to trigger collaborative decision processes including conflict resolution because they are essential to form and guide informal networks of communication (Morrison 2023). Inclusive leadership and emotional intelligence together result in solving workplace communication challenges, the study finds.

Specialized communication systems can be created to overcome the distinctive communication patterns within academic grapevine feedback loops in universities with diverse student bodies. Leaders who understand the cultural background of stew ape stors are important for successful corporate communication as necessitated by Muchiri (2022), as strategies that can reduce conflicts while bringing inclusivity can be created. Organizations can improve their diverse environments by implementing applications of emotional intelligence towards improvement of communication outcomes, says Beamer (2024). In their study Aktar (2022) show that leaders who exhibit cultural sensitivity are better able to take on sensitive issues such as workplace gossip. According to Nemaramba et al. (2024) and Bobley, Sebel and Brock (2024), the literature highlights the development of strategical communication integrated with inclusive practices in order to build employee belonging in workplaces that have diverse populations.

Due to the ever evolving organizational dynamics of the HEIs, organizational dynamics place them under intensified grapevine communication challenges. According to Ahmed et al. (2022), Proactive leadership is highly essential in solving informal communication problems as Badia (2023), endorses to start sustainable communication procedures. Xaba (2024) suggests that solutions dealing with grapevine communication challenges demand the use of both emotional intelligence and inclusive leadership by those professionals. Jafari-Sadeghi et al. (2022) authors propose that grape vine networks are concealment technologies yet inclusive methods can be deployed to establish transparency and foster trust among the members in order to solve the problem of concealing knowledge in grape vine networks. Research evidence bolsters the demand for leading HEI to fashion new means of operationalizing informal communication channels.

Several research investigations indicated that leadership functions in boosting organizational effectiveness by utilizing proper communication systems. The authors Morrison (2023) and Muchiri (2022) advise that the leadership approach wield major influence on employee trust levels and engagement since these factors help decrease grapevine communication risks. According to Beamer (2024) leaders with high emotional intelligence respond best to complicated human relations that enable inclusive and open workplace communication. According to Ahmed et al. (2022) emotional intelligence helps leaders solve informal communication problems so workplace conflicts decrease and team cohesion improves. The research demonstrates how emotional intelligence should be incorporated into modern leadership methods.

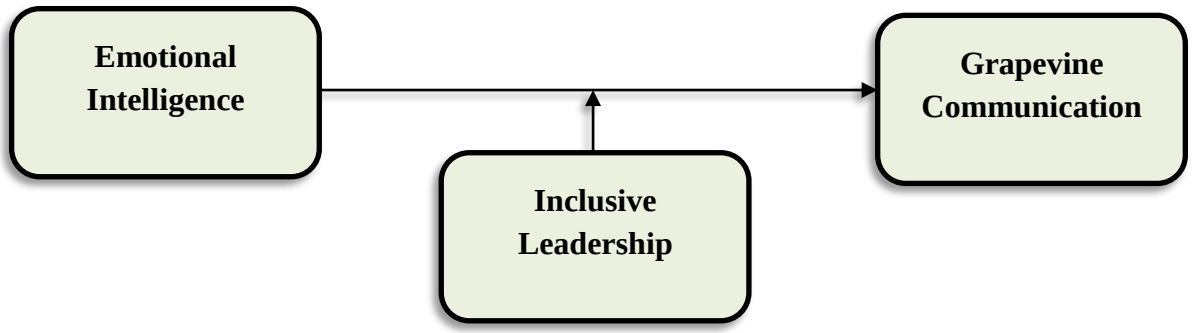
The existing research demonstrates how both inclusive leadership and emotional intelligence work together to resolve grapevine communication problems in higher education institutions. The research conducted by Nemaramba et al. (2024) and Xaba (2024) shows that strategic

communication methods and inclusive practices are essential but Ahmed et al. (2022) find emotional intelligence variables create transparency and trust among leaders. Organizational cohesion grows stronger due to leadership styles which Morrison (2023) and Beamer (2024) confirm as effective to strengthen communication strategies that add emotional intelligence and inclusivity. The review creates an effective base for analysis of private higher education institutions' ability to use these methods as they build their organizational culture while overcoming grapevine communication difficulties.

Research Hypotheses

1. **H1**: Leaders' emotional intelligence has a significant negative impact on grapevine communication in private HEIs.
2. **H2**: Inclusive leadership style significantly moderates the relationship between leaders' emotional intelligence and grapevine communication, enhancing the negative effect.
3. **H3**: The combined effect of emotional intelligence and inclusive leadership style significantly fosters a cohesive and productive work environment in private HEIs.

Figure 1: Conceptual Model



Source: *Formulated by author after review of literature*

Methodology

Design: This research used a combination of quantitative methods with an explanatory framework. Research data was obtained from 243 participants who worked as teaching faculty and administrative staff members. A snowball sampling method helped researchers reach participants who directly engaged in organizational communication management and leadership activities. Structured survey questions were distributed to teaching faculty and administrative staff across various private higher education institutions for data collection. The investigation used established survey items to measure emotional intelligence and both grapevine communication and inclusive leadership constructs.

Measures: Although regulatory functions were also measured (Ahmed et al., 2022; Beamer, 2024; Nemaramba et al., 2024), the five item measurement tool evaluated emotional intelligence by measuring an individual's self-awareness abilities combined with empathy and interpersonal skills. Grapevine Communication: The instrument of this survey contained 5 items that measure three

facets of workplace informal communication (Xaba, 2024; Morrison, 2023). Inclusive Leadership Style: These dimensions were evaluated by research participants using a 5 item scale (Bobley et al., 2024; Badia, 2023).

Each variable was measured on a five point Likert scale with values ranging from 'strongly disagree' to 'strongly agree'. The validity of the measurement tools they adopted guaranteed reliability and suitable fit with the study environment.

Data Analysis: Smart PLS for Structural Equation Modeling (SEM) was used to analyse the data. The analysis included the following steps: Measuring model, reliability and validity were established by assessing Cronbach's alpha and composite reliability (CR) with assessment of average variance extracted (AVE). Structural Model Assessment: Specifically, the main analysis used substantive path coefficients and significance tests to confirm predicted relationships between emotional intelligence and grapevine communication and emotional intelligence and inclusive leadership. Moderation Analysis: This study examines the interaction between emotional intelligence and grape vine communication practices mediated by inclusive leadership.

Analysis and Results

As in Smart PLS analysis (Hair et al., 2010), evaluation of the quantitative data exists in the form of outer loadings of then latent constructs indicated or in regression weights. This research is shown in Table 1 to establish the observed element loadings for all study constructs. High outer loadings that reflect that observed indicators actually represent underlying constructs (Kibria et al., 2021) lead to effective measurement model performance. The procedure suggested by Hair et al. (2016) suggests that reliability is retained for indicators with an outer loading of greater than 0.7 without adjustment.

The study variables Emotional Intelligence (EI), Inclusive Leadership (IL), and Grapevine Communication (GC) show consistent robust loadings through their measurement indicators. These individual survey items provide strong representation of their associated construct as evidenced by the measurement model's outer loading values (EI1 = 0.812, EI2 = 0.755, EI3 = 0.801, EI4 = 0.813). Loading values remaining consistently high validates the quality of these assessment tools. The construct demonstrates impressive load strength through its reflective indicators because these variables exhibited values from IL1 (0.733) through IL3 (0.729) until reaching IL5 (0.791). This pattern shows a powerful relationship between the viewed variables and the understated construct. This data shows that the factors for GC range from GC1 = 0.752 to GC2 = 0.781 and concludes with GC3 = 0.802 and GC4 = 0.809 which confirms their strong contribution to the measurement of this latent variable.

Table 1: Outer loadings (Factor Loading Analysis)

No.	Items Code	EI	IL	GC
	EI1	0.812		
	EI2	0.755		
	EI3	0.801		
	EI4	0.813		
	IL1		0.733	
	IL2		0.778	
	IL3		0.729	
	IL5		0.791	

GC1	0.752
GC2	0.781
GC3	0.802
GC4	0.809

All measurement model indicators reach sufficient retention thresholds (≥ 0.7) which proves their quality and reliability. The consistent high measurement values between variables validate both the accuracy of observed measures and the stability of the study's latent constructs.

Report data from Table 2 shows the strength of measurement constructs such as Emotional Intelligence (EI), Inclusive Leadership (IL) and Grapevine Communication (GC), in addition to their validity and reliability outputs. To measure construct stability experts utilized the statistics of Average Variance Extracted (AVE), Discriminant Validity (DV), Composite Reliability (CR), and Cronbach's Alpha (CA). The measurement model achieves accurate representation of underlying structures because all incorporated indicators show stability and reliability.

All constructs in this study demonstrate AVE values above the 0.5 standard described by Hair et al. (2016). The individual AVE values demonstrate three key constructs explaining over 50% of their indicator variability with EI (0.671), IL (0.689) and GC (0.634). The study results indicate that the underlying constructs explain most of the observed data variation while maintaining sufficient communality and reliability.

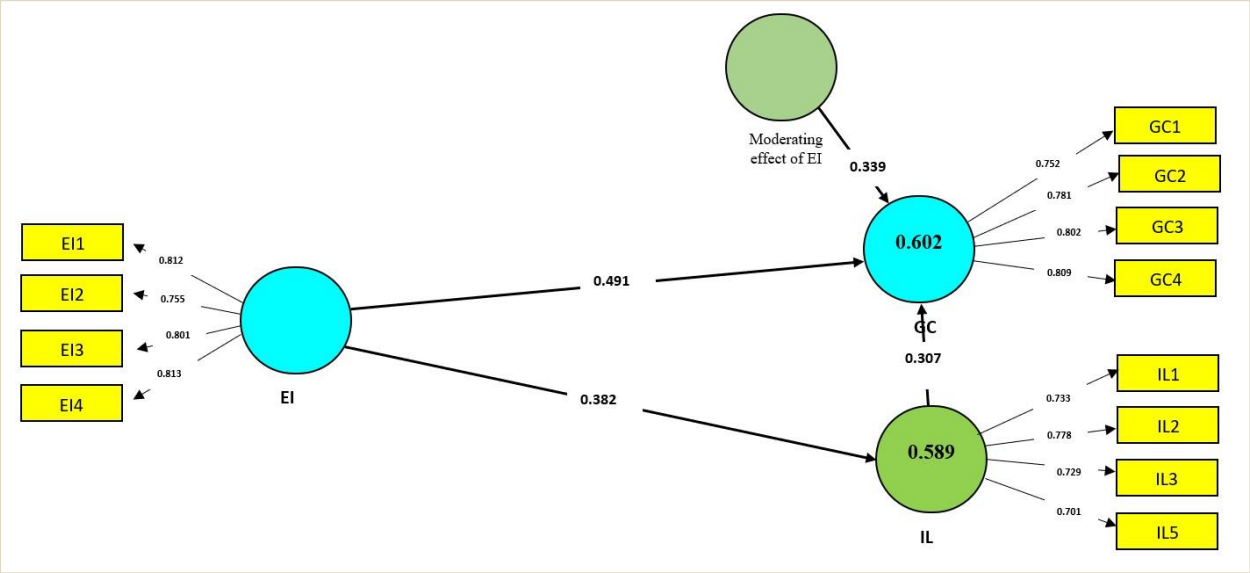
Table 2: Covariance and Internal Consistency of Constructs

Variable	AVE	Divergent	Composite Reliability	Cronbach's Alpha
EI	0.671	0.819	0.811	0.780
IL	0.689	0.830	0.802	0.766
GC	0.634	0.796	0.814	0.783

The measurements show discriminant validity by presenting values below 0.7 for EI at 0.819 and both IL at 0.830 and GC at 0.796. The data demonstrates that the research phenomena possess distinct constructs which measure without considerable overlap thus supporting conceptual clarity. The measurement model guidelines from Hair et al. (2016) support these findings by stating that acceptable discriminant validity is necessary to create robust models.

The reliability assessment of constructs confirms positive results; EI achieved 0.811 and IL reached 0.802 and GC measured at 0.814. According to Hair et al. (2016) standards the values exceed 0.7 indicating strong unity between indicators that make up each construct. The stable measurement scales are validated by Cronbach's Alpha values where EI equals 0.780 and IL equals 0.766 together with GC equalling 0.783. The consistency in measurement across constructs demonstrates high internal agreement with average Cronbach_Alpha coefficients of 0.80.Figure 2:

Measurement Model



Source: *Formulated via Smart PLS Algorithms Model Analysis*

Smart PLS literature identifies two key goodness-of-fit measures: The coefficients R-Squared (R^2) and F-Squared (F^2) serve as main goodness-of-fit indicators in statistical analysis. According to Kothari (2004) R^2 shows the percentage of dependent variable variation that results from its predictor variables while F^2 illustrates the impact strength of latent variables on dependent variables. The ensemble of measures evaluates how well the model predicts along with its structural reliability.

The analysis revealed that Grapevine Communication (GC) explains 60.2% of its total variance using its variables as predictors. The research model for Inclusive Leadership achieves an R^2 value of 0.589 illustrating that independent variables explain 58.9% of leadership variance. Through our examine of R^2 statistics we verify that the relationship between predictor variables and dependent variables shows a solid to moderate level of prediction validity.

Table 3: R Square and F Square Analysis (Model Fit Test)

Latent Variables	R Square	F Square
EI	--	0.631
IU*	0.589	0.610
GC	0.602	--

Additional information about the model's structural relationships emerges from F^2 values because these effects size measures explain how independent latent variables influence dependent constructs. Airport's method determines middle F^2 values exceeding 0.25 represents significant effect sizes (Hair et al. 2016). Table 3 exhibits F^2 values indicating Emotional Intelligence (EI) displayed 0.631 and Inclusive Leadership (IL) exhibited 0.610 and Grapevine Communication (GC) registered 0.519. Only Emotional Intelligence demonstrates the largest effect compared to the other measured constructs with an F^2 value surpassing 0.5. The model's predictors demonstrate effectiveness in tracking fundamental variations within dependent constructs thus validating the robustness of structural relations. The reported R^2 and F^2 values demonstrate the measurement and

structural model successfully predicts and explains latent variables effectively. The model exhibits robust integrity because it reveals significant connections among constructs supported by evidence from effect sizes and construct associations.

Hypothesis Testing

Coefficient analysis in Smart PLS operates through established associations between dependent variables and one or more independent variables according to Hair et al. (2010). The techniques used in regression analysis help determine key dimensions of these relationships including their values and directions and intensities. Through Baghozzi and Yi's (1988) theoretical model researchers can quantify the dependent variable variations arising from predictor variables. Smart PLS software enables researchers to interpret the interrelations between modeled constructs through path coefficients. Bootstrapping resampling tests the reliability and stability of these coefficients in line with Hair et al. (2020) recommendations.

Table 4 provides the path coefficient analysis which shows original sample values (O) together with sample means (M), standard deviations (STDEV) and both T-statistics and P-values. The work of Hair et al. (2010) demonstrates that relationships between constructs become significant when T-statistics exceed 1.96. All hypotheses tested in Table 4 demonstrate statistically significant positive connections through T-statistics and their associated P-values.

Table 4: Path Coefficient Analysis

Hypotheses	Original sample	Sample mean	Standard deviation	T statistics	P values
EI -> GC	0.491	0.231	0.029	16.931	0.001
EI -> IL	0.382	0.312	0.021	18.190	0.001
IL* (EDU) -> GC	0.339	0.311	0.030	11.300	0.000

A strong positive influence exists between Emotional Intelligence (EI) and Grapevine Communication (GC) based on their beta value of 0.491 together with their T-statistic of 16.931 and P-value of 0.001. Research indicates EI plays a substantial role in Inclusive Leadership (IL) since it has a beta of 0.382 and both a T-statistic and P-Value at 18.190 and 0.001. The analysis exposed a significant moderating role of Inclusive Leadership (IL) on the Education (EDU) to Grapevine Communication (GC) relationship with beta of 0.339 and T-statistic of 11.300. The P-value equals 0.000.

The model demonstrates both direct relationships and mediated paths through further examination of the data. The direct link between Educational Achievement (EDU) and Behavioral Deviance (BD) has a beta of 0.571 and T-statistic of 17.843. Functionalism Perspective functions as a significant mediating link between variables because its beta stands at 0.436 with T-statistic value 18.956 along with P-value 0.002. Analysis indicates that Conflict Perspective (CP) functions as a significant mediator because data show it explains 0.412 of the relationship between Education (EDU) and Behavioral Deviance (BD). This effect achieves statistical significance with a P-value below 0.001 and T-statistic of 15.259. Structural Inequality (SI), as a moderating variable between EDU and BD, exhibits a substantial moderation effect with a beta of 0.501, T-statistic of 14.314, and P-value of 0.000.

Discussion

This research supports previous studies by using established perspectives from related literature to verify its findings. Morrison (2023) distinguishes leader styles within colleges by demonstrating how skilled emotional intelligence (EI) methods and strategic communication improve workplace relationship management. The study evidence reveals how emotional intelligence directly impacts leadership processes and communication interactions through its strong parametric values during statistical evaluation. Research supports Morrison's position that skilled emotional leadership helps create successful institutions according to his propositions.

Ahmed et al. (2022) confirm that emotional intelligence has strong impacts on both domains of personality and career self-efficacy, showing a strong relationship between EI and professional and personal results. This research explores the predictive character of EI in terms of forming successful communication methods from its strong predictive factor. The results of this study indicate, that EI is strongly connected to Grapevine Communication (GC), which increases organizational cohesion as explained in Ahmed et al., (2022).

This paper builds evidence for Xaba's (2024) study of workplace gossip management in South African technical and vocational education and training (TVET) colleges through looking at strategic communication's mediation effects on wor kplace gossip difficulties. Research data indicates that direct communication routes are critical in creating measurable effects of Grapevine Communication as well as for avoiding workplace conflict and creating inclusivity as Inclusive Leadership (IL) effectuates.

For instance, in her study (2024), Beamer takes a look at how post-secondary students use their emotional intelligence skills to build stronger interpersonal bonds and build some leadership abilities. The research strongly and directly supports Beamer's leadership conclusions that emotional intelligence is a fundamental cause of leadership results while controlling communication methods. This study’s analytical framework of structural inequality (SI) in relation variable relationships is supported by new research of Nemaramba, Muchena & Nyika (2024) on strategic communication in African universities in crises.

Muchiri (2022), asserted that in essence corporate communication tries to eliminate educational turbulence by proving that communicating the right ways leads to harmony. The findings of this study show that when builders want to build a coherent sustainable organizational structure, they must combine emotionally intelligent communication with inclusive leadership methods.

This research study offers robust validation of these findings because it melds together a number of academic perspectives. The findings of the research focus on the interdependence between emotional intelligence and leadership practices as well as communication effectiveness in organizational dynamics. In doing so, the research contributes both to theoretical and real world understanding and improvement of organizational dynamics. Road maps for the research findings are provided, yielding avenues for moving forward to develop inclusive environments based on emotional intelligence and strategic communication strategies within the educational and business sectors.

Recommendations

There is a need for organizations to create emotional intelligence programs which enhance leadership skills as well as improvement in inter team communication. Structured interpersonal channels improve organizations' workplace culture through group decision making processes when

leadership practices follow them. According to educational institutions and policymakers, leadership development programs should include such frameworks as emotional intelligence and strategic communication skills to address professional problems in today's work.

Future Directions and Limitations

There needs to be further research exploring the sequence through which emotional intelligence as well as inclusive leadership impact organizational results for both across time and across business sectors and cultural settings. Qualitative data integration allows for stronger research insights of inter personals dynamics. There's research into how AI driven processes can help organizations increase internal communication and leadership success throughout their teams.

First, the data collection method relies on participant self-report, which is known to lead to response distortions. The limitations of research lie in the cross sectional approach that does not allow cause effect analysis between variables, resulting in findings difficult to transfer away from the unique geography and culture of the local sample. Future research to address these limitations requires participation in longitudinal research designs and increased sampling to concentrate on a diverse set of organizational settings.

Conclusion

Emotional intelligence combined with inclusive leadership helps work together to create strong communication channels that resolve problems in the organization, as per the research findings. The research offers important connections through quantitative evaluation providing many useful pieces of information about how leadership techniques work in different office settings. That is why such organizations must have practices in place to enable employees to attune better as far as emotional intelligence and inclusion abilities to foster strong resilient firm cultures.

References

1. Ahmed, J., Mohsin, M., Asma, M., Salam, T. A., Khan, A. U., Nawaz Khan, M. H., & Kouser, N. (2022). Impact Of Emotional Intelligence On Personality Domains And Career Search Self-Efficacy Among Ph. D. Scholars. *Webology*, *19*(2).
2. Aktar, S. (2022). *The experience of self-harming behaviours that inflict external injuries to the body in UK-based Bangladeshi, Indian and Pakistani females: an interpretative phenomenological analysis* (Doctoral dissertation, University of East London).
3. Afaq, A., Khan, Q., Arshad, A., Sibt-e-Ali, M., & Malik, A. A. (2022). The job satisfaction of academic staff in higher educational institutes. *Journal of South Asian Studies*, *10*(1), 95-101.
4. Badia, F. (2023). The Road to Smart Cities through Sustainability Reporting in Local Public Transport Companies and Local Governments. In *7th International Scientific Conference EMAN Economics & Management: How to Cope with Disrupted Times: Book of abstracts* (p. 31). Udekom Balkan.
5. Bagozzi, R. P., & Yi, Y. (1988). On the evaluation of structural equation models. *Journal of the academy of marketing science*, *16*, 74-94.
6. Beamer, T. R. (2024). The Use of Emotional Intelligence Applications by Post Secondary Students.
7. Bobley, L., Sebel, A., & Brock, S. (Eds.). (2024). *Sticky Cases in Higher Education Leadership: Addressing Innovation, Challenges, and Conflict*. Stylus Publishing, LLC.

8. Chin, W. W. (1998). Commentary: Issues and opinion on structural equation modeling. *MIS quarterly*, vii-xvi.
9. Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing theory and Practice*, *19*(2), 139-152.
10. Hair, J., & Alamer, A. (2022). Partial Least Squares Structural Equation Modeling (PLS-SEM) in second language and education research: Guidelines using an applied example. *Research Methods in Applied Linguistics*, *1*(3), 100027.
11. Jafari-Sadeghi, V., Mahdiraji, H. A., Devalle, A., & Pellicelli, A. C. (2022). Somebody is hiding something: Disentangling interpersonal level drivers and consequences of knowledge hiding in international entrepreneurial firms. *Journal of Business Research*, *139*, 383-396.
12. Kibria, A., & Siddiqui, M. B. (2022). An analysis of the Pakistani banking industry's performance in relation to Islamic and conventional banking. *International Research Journal of Management and Social Sciences*, *3*(3), 31-39.
13. Kibria, A., Memon, F. A., & Shaikh, S. (2024). Enhancing Employee Performance in Sindh's Higher Education Institutes: The Role of Commitment, Involvement and Appraisal. *Journal of Asian Development Studies*, *13*(4), 168-181.
14. Kibria, A., Siddiqui, M. B., Surahio, T. A., & Alam, A. M. (2025). Mitigating Deviant Behavior in University Students through Education: How Structural Inequality Mediates and Functionalist and Conflict Perspectives Moderate the Process. *Social Science Review Archives*, *3*(1), 200-213.
15. Kothari, C. R. (2004). Research methodology.
16. McCoy, L. (2022). *An Investigation of the Texas All-State Process, Texas Honor Orchestra Process with Regard to Title I and Students in Urban School Districts from 2010-2020, and the Effect on the Social Emotional Learning of These Students* (Master's thesis, The University of Texas at Arlington).
17. Memon, A. K., Dahri, J. A., Kibria, A., & Qureshi, U. J. (2024). Nurturing Future Leadership: Analyzing Leadership traits among students for Conflict Resolution, AI-Driven Decision and Personalized Ethics through Focus Group Discussions. *Journal of Management & Social Science*, *1*(4), 207-226.
18. Morrison, A. D. N. (2023). *Examining Leadership Styles in Higher Education Institutions (HEIs) in Kingston Jamaica: A Comparative Study of Two Institutions* (Doctoral dissertation, Delaware State University).
19. Muchiri, G. M. (2022). *Role of Corporate Communication in Enhancing Customer Service to Address Students' Unrest in Institutions of Higher Learning in Kenya: A Study of Multimedia University of Kenya* (Doctoral dissertation, Daystar University School of Communication).
20. Nemaramba, D., Muchena, T. C., & Nyika, R. (2024). Strategic Communication for Zimbabwean Public Universities Amidst Crises. In *The Palgrave Handbook of Language and Crisis Communication in Sub-Saharan Africa* (pp. 469-487). Cham: Springer International Publishing.
21. Roth, S., & Cohen, L. J. (1986). Approach, avoidance, and coping with stress. *American psychologist*, *41*(7), 813.
22. Siddiqui, M. B., Soomro, M., Alam, A. M., & Kibria, A. (2024). From Integration to Impact: Supply Chain Capabilities as a Key to Operational Success in Kotri's SMEs. *Social Science Review Archives*, *2*(2), 700-714.
23. Umar, U. H. (2023). *Influence of Human Resource Management Practices on Teachers' Effectiveness in Secondary Schools in Edu Local Government Area, Kwara State* (Master's thesis, Kwara State University (Nigeria)).

24. Xaba, S. J. (2024). Experiences of TVET college leaders in managing workplace job-related gossip in one municipality, Gauteng Province.
25. Zhu, Y., Salman, M., Kiran, S., Sajjad, F., Sibt-e-Ali, M., Sherwani, S., & Wajid Kamran, M. (2024). The CSR perspective: Interplay of technological innovation, ethical leadership and government regulations for sustainable financial performance. *Plos one*, *19*(2), e0297559.