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Master's Thesis of Global Sport Management

Emotional Intelligence and Leadership
for Women within the World
Taekwondo

세계태권도연맹 내 여성을 위한 감성 지능과
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Abstract

Emotional Intelligence and Leadership for Women within the World Taekwondo

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The main purpose of this research was to explore the methods influencing the women's Emotionally Intelligent Leadership (EIL) through its three facets (Consciousness of self, consciousness of others and consciousness of context) and to indicate the influencing variables that increase the importance of women leaders' according to their features, qualities and capabilities at the right place of leadership, through the results of the study. That encourages the possibility of a Women Committee at the World Taekwondo and inspecting potential

development programs in the future at this field. Moreover, emotionally intelligent leadership (EIL) harmonizes two significant bodies of research and theories: first is emotional intelligence (EI) second is leadership. In 1990, Peter Salovey and John Mayer coined the term emotional intelligence through a research paper published defining it as “the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you”.

Accordingly, this research study was established to answer the first research question; What differences exist in the women leaders based on both leadership areas within the World Taekwondo according to their (EIL) score in each area? Furthermore, the second research question; What differences exist in the women leaders (EIL) score in each area, based on (Multilevel of leadership, level of education, years of experience, and age category) within the World Taekwondo?

This study Used a quantitative research approach, while examining the emotionally intelligent leadership (EIL) for women leaders within the WT practicing leadership (On the field and off the field) indicated within the multilevel of analysis for leadership roles, (Macro, meso, micro) that represent the top, middle and bottom leadership positions. However, this research aims to compare the EIL score between

the two leadership fields and, the EIL score within the three facets (Consciousness of self, Consciousness of others, Consciousness of context) with other four independent variables (Multilevel of leadership, level of education, years of experience and age category) as mentioned before. In order to test them according the seven hypotheses for the primary two research questions. While using five tests' methods to indicate the results from the participants through SPSS software.

Finally, the results for this research study indicated that there were significant differences between women leaders at both areas (on and off the field) leadership roles within the WT. Moreover, the second research question was answered by using Linear Regression analysis that showed a correlation between the three facets of the dependent variable (Consciousness of self, consciousness of others, consciousness of context) and only two of the independent variables level of leadership and age category that can be associated.

Given the above, that indicates future leadership development programs can be applied for all levels of leadership. Moreover, in order to inspect potential future women leaders, it is necessary to take into consideration prior developing courses for young potential women leaders for the importance of their contribution at a later age. Ultimately,

according to EIL theory truths, leadership can be learned and developed, leadership is available to all, and leadership does not require a title or position.

Keywords: Emotional intelligence, Women leadership, World Taekwondo, Emotionally Intelligent Leadership.

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List of Acronyms

WL – Women Leadership

EI – Emotional Intelligence

EQ – Emotional Quotient

IQ –Intelligent Quotient

EIL – Emotionally Intelligent Leadership

IOC – International Olympic Committee

WT – World Taekwondo

MNA – Member of National Association

TL – Transformational Leadership

CGF – Commonwealth Game Federation

SDG – Sustainable Development Goals

GMS – Global Membership System

ASOIF – Association of Summer Olympic International Federations

THF – Taekwondo Humanitarian Foundation

Chapter 1. Introduction

1.1 Background

A nation that believes that one must be born as a leader and that individuals cannot grow and acquire leadership skills is an outmoded way of thinking. In reality, research linked the two and discovered that 70% of leadership is taught. (Arvey, Rotundo, Johnson, Zhang, & McGue, 2006). This proves that leadership can be learned and developed. However, some people may be born with some genetic abilities that more easily engage while being leaders. Nevertheless, leadership involves engaging others in the process while using the leader's qualities, traits, skills, or behaviors as they engage with others, in the long run, while empowering and mobilizing others to act (Shankman, Allen, & Haber, 2016).

Considering why it is crucial to provide a dissertation study on women's sports leadership, one of the researcher's primary motivating factors for pursuing this domain is the global nature of the sport. While sport is everywhere, girls and women's participate in sport in large numbers in the media, playground, education system, and many other parts of the world. However, (Eagly & Carli, 2007) described the challenges that women face when attempting to reach leadership position and their slow and under-representation in the sports field, while there is much less agreement about the

behavior of women leaders once they attain such roles and their abilities in performing in affective ways regardless all the challenges, they face (Burton & Lavoie, 2016).

Nonetheless, a new study paradigm has recently focused on the importance of emotional intelligence in a distinct type of leadership. In 1990, Salovey and Mayer's initiated the concept of Emotional Intelligence (EI). As a result, many academics investigated the effectiveness of emotional intelligence in developing successful leaders since it is gaining traction in industrial-organizational psychology (Barling, Slater, & Kelloway, 2000). In addition, many academic publications examining the connection between (EI) and successful leadership clarify the function of the leadership style and its components in more significant (EI) prediction (Bass, 1995)

Furthermore, Bass (1995) created a paradigm by combining transformational and transactional leadership, stating that both types may play an essential role in attaining desired goals and objectives. Power is often associated with administration; power refers to the capacity to influence and effect change. Leaders that exercise more power have a higher probability of influencing members and accomplishing corporate objectives (JR & Raven, 1959). As a result, successful leaders must discover constructive methods to express their emotions with colleagues and workers to comprehend the nature

and process of management styles and tactics and recognize any workplace dispute's emotional and cognitive aspects. (Gayle & Preiss, 1998).

Emotionally intelligent leadership integrates two main areas of study and theories: emotional intelligence (EI) and leadership. Peter Salovey and John Mayer coined the phrase emotional intelligence in a research article published in 1990, describing it as the capacity to monitor one's own and others' moods and emotions. Moreover, in 1995, Daniel Goleman popularizes EI through his book *Emotional Intelligence* describing it as the ability "to recognize and regulate emotions in ourselves and others and firmly believing that EI is a core function of effective leadership. EIL consistency of promoting a focus on three facets: consciousness of self, the consciousness of others, and consciousness of context.

1.2 Sample and Participants

The World Taekwondo (WT) is an International Federation (IF) that governs the sport of Taekwondo. It is a member of the Association of Summer Olympic International Federations (ASOIF) and the International Paralympic Committee (IPC). The three concepts emphasized in the World Taekwondo Strategy 2021 are sustainability, excellence, and contribution. The World Taekwondo has 210 Members National Association (MNA`s), spanning the

five continents. 43 members in Asia, 52 members in Africa, 51 members in Europe, 45 members in Pan America, and 19 members in Oceania.

Recognizing the World Taekwondo Organization as one of the most attractive IFs interims of the recent impressive improvement in good governance, Social responsibility activities and acknowledged its complete transparency, made it a potential sports organization to measure the Women's leadership effectiveness. (World Taekwondo, 2020)

The World Taekwondo (WT) mission as a martial art sport is to govern, grow, and promote Taekwondo across the world, from grassroots to elite levels, so that everyone, regardless of gender, age, religion, ethnicity, or ability, may participate, watch, and enjoy the sport. Their goal is to be the most inclusive and accessible sport globally, and their values are as follows: inclusiveness, leadership, respect, tolerance, excellence, resilience, and integrity.

1.3 Problem Statement

Despite all the research, project, and international policies toward promoting gender equality at the decision- making level and leadership in sport organizations, even though women's participation in sports has clearly increased, yet we are still facing under-representation of women leaders in the top leadership position at sports organizations that becomes a severe issue.

There have been several media observations regarding the lack of women in top administrative positions in the Olympic Movement's governing and administrative organizations and other sectors (Collinson & Collinson, 2004).

Many areas report evidence reflecting a pattern of women underestimating their abilities and demonstrating less efficacy, although demonstrating strong competence, especially in the leadership area (Calizo, Cilente, & Komives, 2007). At the same time, there is a need to increase women's participation in leadership positions at sports organizations for their qualities and efficiency. In contrast, the IOC encouraged Sports IFs to have projects to enhance women's leadership, which was one of the main reasons for the IOC to establish women committees at the Sports Organizations and IFs.

1.4 Purpose of the Study

The primary purpose of this research is to explore the factors influencing women's emotionally intelligent leadership (EIL) and indicate the importance of women leaders' features, qualities, and capabilities according to the study's results. Recognizing that women were underrepresented in sport governance in 1996, the IOC set a goal of women occupying at least 20% of decision-making roles in Olympic sport by 2005. According to Hovden (2012),

liberal feminist discourses have influenced women's struggle for equality and helped boost the number of female athletes. This study for the World Taekwondo Organization might help to encourage the possibility of a Women Committee at the WT and inspecting potential development programs in the future. That will enhance the good governance practice and reinforcing some of the WT values: "Inclusiveness, leadership, excellence, and integrity. This study explores methods for women empowerment in the leadership levels and targeting the UN Sustainability Development Goal (SDG) number five: Achieve gender equality and empower all women and girls and, in comparison, support the Olympic Movement toward gender equality studies, and programs for women leadership in sports.

1.5 Rational and Significant of the Study

As a former Olympic Taekwondo athlete and a current member of the WT organization development committee, working toward the WT vision and promoting gender equality, inspired by the IOC evaluate progress on the implementation of the IOC policy concerning women`s leadership in the Olympic Movement (IOC, 2018). To ensure the benefit of wider involvement in decision making by women leaders, that is realized and measured for women Executive Committee members at the Member of National Association (MNA). In addition to Chairs, Vice Chairs and members at the WT Committees and Commission.

Correspondingly, many sports organizations are suffering from a deficiency of gender equality at the managerial level, which urges the IOC to innovate the IOC Gender Equality Review Project fully endorsed by the IOC executive board in February 2018. According to the IOC Gender Equality 25 recommendations, this study is focusing on the governance theme, recommendation number 18; Governance leadership development, and recommendation number 24; Gender equality leadership (IOC, 2018).

Furthermore, considering the World Taekwondo Organization as one of the most attractive IF`s interims of the recent impressive improvement in good governance, social responsibility activities, and acknowledging of its full transparency made it a potential sports organization to measure the Women leadership effectiveness (Taekwondo, 2020).

1.6 Research Objectives & Questions

Recently, Emotional Intelligence (EI) gained massive popularity as a potential attribute of effective leadership (John & Cole, 1999). Researchers indicate the importance of (EI) considered an interpersonal skill and a factor that determines one`s success in professional and personal life, even more than IQ. According to (Goleman, 1995), the most accomplished leaders have successfully adopted a balance between their knowledge and experience with

(EI) skills. Emotionally intelligent leadership (EIL) focuses on three facets: consciousness of self, the consciousness of others, and consciousness context.

Across the three EIL facets are nineteen capacities that equip the individual with knowledge, skills sight, and attitude toward achieving the coveted leadership outcomes. To measure the feasibility and effectiveness of women in a leadership position at the World Taekwondo Organization and Member National Association (MNA`s) for both areas of leadership levels within the multilevel of leadership analysis framework (Macro, Meso and, Micro) that include off the field and, on the field leadership roles. The following questions have been indicated to fulfill the purpose of the study by answering them:

RQ1. What differences exist in the women leaders based on the two areas of leadership, within the World Taekwondo according to their (EIL) score in each area?

RQ2. What differences exist in the women leaders (EIL) score in each area, based on (Multilevel of leadership, level of education, years of experience, and age category) within the World Taekwondo?

Research Hypothesis

This research design uses quantitative research to evaluate objective theory by investigating the connection between variables. These variables will be measured through instruments so that numerical data will be examined statistically (Creswell, 2014). This study will measure EIL scores for Women leaders at WT organization and its federations within their preceptive, related to their own EIL score.

Due to the nature of this study or examination, the research formulated hypotheses to answer the main questions by testing them. These research hypotheses were formulated on the ground basis of research questions. These research hypotheses were formulated on the ground basis of research questions. Therefore, the following research hypotheses will guide this study; The first three hypotheses are related to the first primary research question while the fourth, fifth, sixth, and seventh hypotheses are related to the second main research question, as seen below:

Hypotheses

H1: There are differences, in the women leaders' "consciousness of self", within the World Taekwondo (WT) based on the two areas of leadership levels. (RQ1)

H2: There are differences, in the women leaders’ “consciousness of others”, within the World Taekwondo (WT) based on the two areas of leadership levels. (RQ1)

H3: There are differences, in the women leaders’ “consciousness of context”, within the World Taekwondo (WT) based on the two areas of leadership levels. (RQ1)

H4: There is a correlation between the three facets of emotionally intelligent leadership (EIL) for women leaders within the World Taekwondo (WT) and on the three multilevel leadership frameworks. (RQ2)

H5: There is a correlation between the three facets of emotionally intelligent leadership (EIL) for women leaders within the World Taekwondo (WT) and their level of education. (RQ2)

H6: There is a correlation between the three facets of emotionally intelligent leadership (EIL) for women leaders within the World Taekwondo (WT) and their years of experience. (RQ2)

H7: There is a correlation between the three facets of emotionally intelligent leadership (EIL) for women leaders within the World Taekwondo (WT) and their age category. (RQ2)

Chapter 2. Literature Review

2.1 Leadership Theories and Development

As leadership continues to be one of the most misunderstood phenomena, leadership has also become more complicated, and multi-faceted for the organization (Stone & Gandolfi, 2016). According to leadership, it is the process of the individual to engage with others in genuine relationships, motivate, guide and influence, by understanding that leadership is all about relationships. Prospering, maintaining and building an effective relationship is more about emotional intelligence (Allen & Cherrey, 2000).

There are countless definitions of leadership. For example, Hackman & Johnson (1996) define it as communication exposing the skills and traits of communication and indicators required for leaders to be effective and successful. At the same time argue that good leaders are eventually made and not born. Moreover, good leadership is defined as a developing operation through ongoing education, training, self-study, and practices relating experience (Bass & Bass, 2008). Leaders know themselves and constantly seek self-improvement. They know what their attributes are since they are constantly strengthening themselves. Moreover, the foundation of a good leader is a strong character and selfless commitment (Jenkins, 2013). That leads to sustainable leadership secure success over time.

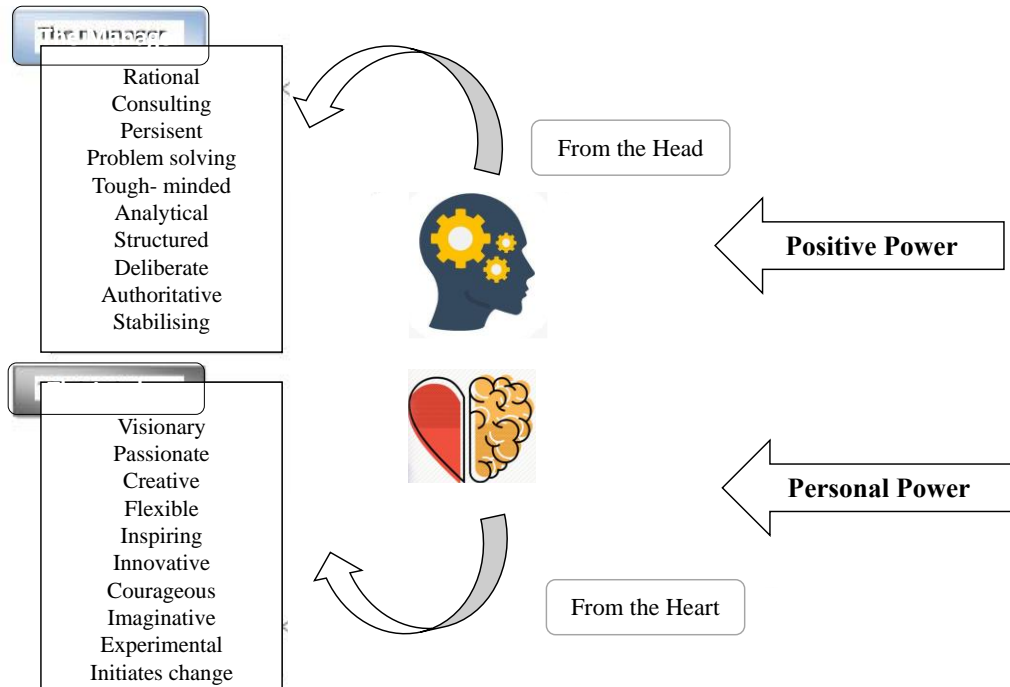
However, according to leadership, the interpretation of workers is a collection of all efforts a might leader does that inspires and affects the objective achievements and well-being of all employees, in addition to the organization (Abbasialiya, 2010).

As there are various perspectives on leadership, there is a compact on some characteristics that help distinguish leaders from non-leaders. However, most modern researchers have shifted from personality theories to situational theories, which assert that what determines the situation in which leadership is exercised is the leader's skills and characteristics (Avolio, Walumbwa, & Weber, 2009). Furthermore, all modern theories can be included in one of those three perceptions. The first one, leadership, can be defined as a method or relationship. The second one, a collection of personality characteristics. The third one, as a set of behaviors or leadership skills.

As previously stated, leaders have an impact on the organizational climate and work conditions. Their actions and behaviors and the psychological climate and physical environment can harm the employees' job, performance, and leadership style (O'Connor, 1982).

Figure 1

Qualities of the Leader and the Manager



Naylor (1999, p. 524)

According to more prominent leadership theories, it involves influencing others to accomplish goals through persuasion (Wolinski, 2014). Based on the evidence. Charry (2012) uncovered, there were eight major leadership theories identified. With these later theories, various other variables were looked at, including situational and skill levels. Most theories fall into one of the eight main categories by Charry:

“Great Man” Theory

According to great man theory, leadership ability is inherent; great leaders are born, not made. These theories frequently depict leaders as heroic,

mythic, and destined to ascend to leadership when the time is right. The term "great man" was chosen because, at the time, leadership was primarily associated with male characteristics, particularly military leadership (Ololube N. P., 2013).

Trait Theory

As with the great man theory, trait theory postulates that individuals inherit specific characteristics or signs that offer them leadership skills. Frequently, trait theory denotes familiar personality or behavioral characteristics among leaders. However, many have begun to doubt the theory if specific attributes are required features of leaders. In addition, unpredictability in the relationship between leadership traits and success ultimately forced scientists to redefine their thinking to pursue alternative reasons for effective leadership (Colbert & Judge., 2012).

Contingency Theories

Specific variables within the environment should be identified to determine which leadership style is most appropriate for a particular workplace. This theory claims that it is impossible to have only one leadership style. Instead, it is all about a combination of various factors, such as leadership style, follower qualities, and environmental factors (Charry, 2014). Contingency factors are anything in organization's context that must be considered when creating the organization (Naylor, 1999). Contingency theory holds that

efficient leadership relies on the degree of a leader's qualifications and leadership style matching the requirement of the situation, and contingency theory predicts that there will be a demand for specific characteristics from the leader (Lamb, 2013).

Situational Theory

It says that leaders make decisions based on the situation. Therefore, appropriate styles of leadership may apply to various decision-making scenarios. In this instance, an authoritarian leadership style is recommended because the group leader is generally anticipated to be the most experienced and knowledgeable member. Moreover, a democratic style is more when group members have skill and expertise and expect to be treated as such (Claude L. Graeff, 1983).

Behavioural Theory

Thinking that outstanding leaders are made thus not born underpins the behavioral theory of leadership. This leadership theory focuses on leadership behaviors, not intellectual and educational qualities or even mental states. Behavioral theory suggests that anyone can become a leader through practicing and observation. However, a structured comparison between democratic and autocratic leadership styles has been drawn new interest in leadership behaviors (Naylor, 1999). It has been mentioned that groups under the two types of leadership execute differently; While autocratic organizations

function if the leader is present. However, group members are frequently dissatisfied with the leadership style and express hostility.

On the other hand, democratically led organizations perform nearly well as autocratic organizations. However, group members exhibit more positive emotions and a lack of hostility. Most importantly, when the leader is not present, the group members' efforts continue (Sharpe & Nicholastarrier., 1993).

Participative Theory

According to participatory leadership theories, the idealistic leadership style is the one that values the involvement of others. Participative leaders support group members' contributions and participation while helping them feel connected and committed to the whole circle by taking advantage of the decision-making process. Instead of making all decisions alone, a manager who practices participative leadership attempts to involve others, thereby increasing their commitment and collaboration, which results in better decisions and successful business (Lamb, 2013).

Transactional or Management Theory

Transactional theory and as management theories focus on the interaction between the leaders and the employees, while they are concerned with the role of supervision, organizational and employee performance. These theories of leadership are based on the rewards and punishments system

(Charry, 2014). As a result, leaders' jobs entail creating structural frameworks that clarify what is expected precisely along with the punishment and reward system to fulfill or fail in meeting the expectation (Lamb, 2013). Therefore, employees who succeed are rewarded, and those who fail are reprimanded or even punished (Charry, 2014).

Transformational or Relationship Theories

Relationship theories, also recognized as transformational theories, are concerned with the relationship between leaders and followers. The transformational theory leadership, is how a person communicates with others and can "create a connection" that consequences in increased motivation and morality in both leaders and followers. Relationship theories are frequently contrasted with charismatic leadership style, which stands those leaders with specific characteristics, such as confidence and clearly stated values, are best able to motivate and inspire followers (Lamb, 2013).

Through assisting while seeing the importance and greater good of the task at the followers' hands. These leaders are concerned not only with the performance of the group members but also with each individual reaching his or her full potential. This type of leader frequently has high ethical and moral standards (Charry, 2014).

2.2 Effective Leadership

A leader is defined as a person responsible for influencing one or more followers and guiding them toward a mutual goal. While doing that the leader gives attention to each follower's strengths and weaknesses to recognize areas for improvement (Winston & Patterson, 2006). Moreover, an effective leader should manage to adapt his or her leadership style to the circumstances or situation to maximize effectiveness while supporting the followers and earn their trust and respect (Hall, 2007). According to the literature, the critical components of a successful organization are leadership style and capabilities (Turner & Muller, 2005).

The following are the five primary functions of effective leadership (DiGirolamo, 2010). Create a vision while focusing on it, create a high-performing team, maintain a rapport to ensure they are aware of the information required, and finally satisfy employees to reduce attrition.

Numerous studies on the subject define leadership. However, these leadership definitions are not universally applicable to all leaders in all circumstances. As a result, many types of research were conducted to determine what characteristics of influential leaders. Moreover, leadership research has demonstrated that personality characteristics such as dominance, sociability, self-confidence, high levels of energy, and resilience are also crucial for effective leadership. In addition, (Conger, 1992) demonstrates that

leaders can be prepared rather than discovered through an appreciation for the value of planned development. While knowing one's personality or character type may assist leaders in becoming more aware and understanding themselves (Davenport, Schwartz, & Elliott, 2002). Understanding one's personality type help leaders to gain a better knowledge of how their characteristics, abilities, and actions are formed (Burian, Burian, & Pieffer, 2014).

Moreover, Emotions and emotional intelligence are identified to be the center of work experiences and are studied as a significant predictor of effective performance (Rajah, 2011). Engaging effectively with others by concentrating on the consciousness of self, consciousness of others, and consciousness of context will cover all areas the leaders looking for to lead effectively (Shankman & Allen, 2015) Considering emotional quotient (EQ) like intelligent quotient (IQ) while building the capacities needed to address interpersonal awareness, interpersonal skills adaptability, resilience, and general mood (Bar-On., 1997) in integration with how to apply the IQ ability to expand conative complexity.

2.3 Leadership Styles

Leadership style and development are referred to as effective leadership behaviors. A leader's behavior towards others is at the heart of leadership. The term "style" refers to a particular way of behaving or performing tasks. Thus, leadership style refers to the way a leader interacts

with others. However, leaders' success in any organization is not determined by what they intend to accomplish but rather by how they intend to accomplish it (Goleman. D, 2000). Regardless of the numerous underlying factors that influence leadership behavior, such as intentions, inspiration, and motivations, emotional intelligence has received considerable attention.

Leadership does not come in a one-size-fits-all package. Leadership styles should be chosen and adapted to the organization's needs, situations, groups, and individuals. It is thus advantageous to have a thorough understanding of the various styles as knowledge expands the tools available to effective leadership. Several leadership styles will be mentioned below and a brief about each one of them;

Autocratic Leadership Style

Autocratic leadership is a form of transactional leadership at its most extreme, in which leaders exercise complete control over their subordinates. The staff and team members have few opportunities to make suggestions or decisions, even if they are in the team's or organization's best interests. The advantage of autocratic leadership is its extreme efficiency with decisions being implemented immediately. In terms of disadvantages, the majority of employees mentioned being treated in a marginalized manner. Autocratic leadership is frequently most effective during times of crisis, when decisions must be made quickly and without opposition. (Dolly & Nonyelum, 2018)

Bureaucratic Leadership Style

Bureaucratic leaders strictly enforce rules and ensure that their employees do the same. This is an appropriate leadership style for work that involves significant safety risks or large sums of money. In organizations where employees perform routine tasks, bureaucratic leadership is also beneficial (Schaefer, 2005). The disadvantage of this leadership style it shows the ineffectiveness of an organization that depends on creativity, flexibility, and innovation (Santrock, 2007).

Charismatic Leadership Style

What to expect from leaders and followers is described by charismatic leadership theory. Charismatic leadership is a distinct leadership style that may be perceived as less tangible than other leadership styles (Bell, 2013). Charismatic leaders, also known as transformational leaders, inspire desire in their teams and motivate their employees to keep moving forward. That results in enthusiasm and commitment from teams and becomes a tremendous asset to productivity and goal achievement. However, the disadvantage of charismatic leadership is the amount of trust placed in the leader instead of the employees. If the leader leaves, this can fail the project or even the collapse of an entire organization. Additionally, a charismatic leader may develop the belief that he or she is invincible, despite warnings from others; feelings of invincibility can devastate a team or organization. (Sacavem & Martinez, 2017)

Democratic Leadership Style

White and Lippitt (1960) emphasize the significance of leader-led group involvement, debate, and decision-making. They foster innovation, and team members are frequently profoundly invested in projects and decisions. There are numerous advantages to democratic leadership.

However, the democratic leader strives to act in the spirit of a regular group member without taking on excessive duties (White & Lippitt, 1960). Leaders must be decisive and capable of evaluating different opinions. However, the democratic style also has its drawbacks. The goal of this style is to reach full commitment. Since all people are involved in decision-making processes, this variation could prove to be time-consuming without tangible results being achieved.

It is ideal when a leader has a clear vision, and some capable employees are willing and able to provide suggestions and support the decision-making. In actual operation, the range of democracy must be carefully defined. The democratic approach is only ready to operate when the employees are well informed on the issues being discussed and are also willing to coordinate for a final commitment. In times of crisis, leaders cannot rely on a democratic style when clear goals, policies, and working standards are needed. In this case, an authority style should be employed. (MacBeath & Lejf Moos, 2004)

Laissez- Faire Leadership Style

Laissez-faire leadership can be the best or worst of all possible leadership styles (Goodnight, 2004). When applied to leadership, laissez-faire is a French phrase that means "let it be." It describes leaders who allow people to work on their own. Laissez-faire leaders delegate responsibilities and avoid making decisions; they may give teams complete autonomy to complete their tasks and even set their deadlines. Laissez-faire leaders typically delegate authority over their subordinates' work (Chaudhry & Javed, 2012). This leadership style can be effective if the leader regularly monitors performance and provides feedback to team members.

The main benefit of laissez-faire leadership is that giving team members so much autonomy can increase productivity and high job satisfaction. However, it can be detrimental if team members do not manage their time effectively or do not have the necessary knowledge, motivation, or skills to complete their tasks effectively. Laissez-faire leadership can also occur when managers lack adequate control over their employees (Ololube, 2013).

Transactional Leadership Style

This leadership style is based on the idea that when team members accept a job, they agree to obey their leader. Typically, the transaction entails the organization compensating team members for their effort and compliance.

The leader has the authority to discipline team members whose work falls short of an acceptable standard. This transaction is underpinned by the minimalistic working relationships that result between employees and managers or leaders (McCleskey & Allen, 2014)

2.4 Three Levels of Organization Analysis

Macro, Meso, and Micro are three different levels or scales that may and can be used in social study. Perhaps the most critical aspect to realize is that the three levels of organizational analysis are not so much topic areas; they are component elements of a broader evolutionary analysis of elements and change. This multiplicity aims to connect macro-social dynamics to local processes, allowing for the linkage of subjective meanings and practices and concentrating on the relationships between systems, characters, structures, and practices (Rosenberg., 1998). The social construction of gender and leadership in sport Macro-level to the advancement of the interaction between individuals, Macro-levels, and structures by assuming people are active individuals who work in teams and form and are influenced by organizational structures (Burton, Damon, & Jon, 2015).

Macro level (Top Leadership)

A multilevel perspective view or approach about the level of leadership helps us better understand the issue with the underrepresentation of women in sport leadership. “Sports organizations are multilevel entities that both shape

and are shaped by myriad factors” (George B. Cunningham, 2008). The leadership levels that fit under “off the field” are levels considered to be within the “Macro and Meso”; in other words, we can say top leadership and middle leadership. While macro-level analysis is handed down to look at societies at international system, it draws attention to the role organizational demography plays in propagating ideas about who is qualified for certain jobs and therefore qualified to execute specific tasks inside an organization.

Previous research elucidates these connections and suggests that attitudes and ideas at the macro level of thinking often result in cultural pressures at the meso level (Burton L. , 2015). Any stereotype-based attitudes may result in toxic member-of-the-board encounters for women in sports organizations and self-limiting behaviors (Cunningham & Sartore, 2007). As mentioned before, the macro-level includes international federations board, committees or commotions and continental linkage that can affect policies and regulation on a broader scale, which can be referred to as top leadership.

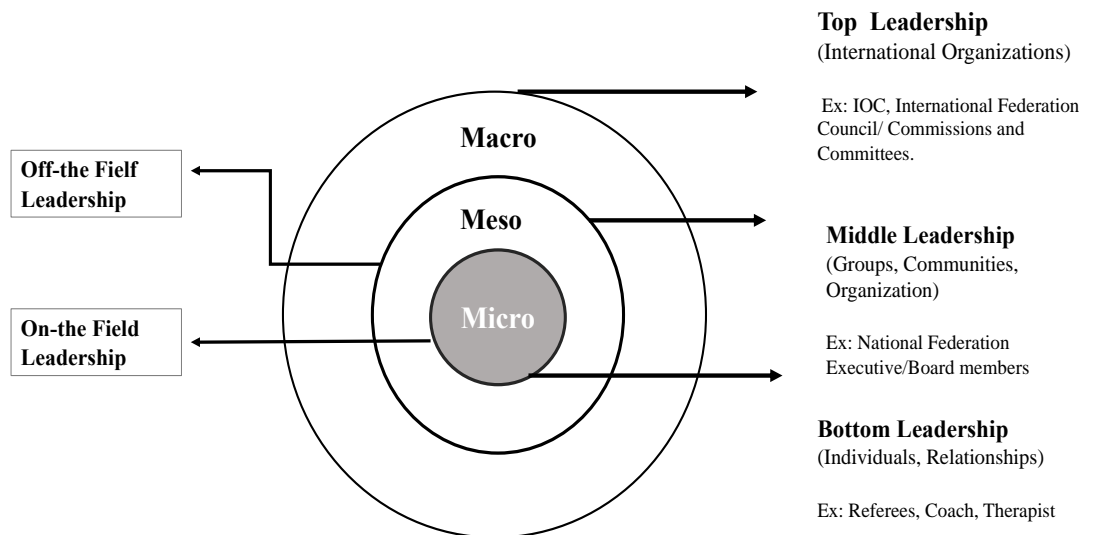
Meso Level (Middle Leadership)

The value of a multilevel approach can be demonstrated by describing and commenting on this sequence to examine the links between macro- meso and micro-levels of culture. The Meso-level analysis involves the study of groups, communities, and institutions. In contrast, micro-level analysis focuses on the social interactions of individuals or tiny groups. At the meso-level,

organizational elements to examine include structure, governance, policies, and many other activities (Burton & Sarah Leberman, 2017). For example, meso-level, organizational views on women in sport leadership assist in "understanding how processes contribute to gender inequality and disparity within organizations." Furthermore, the Meso level includes national federations board members and national committees or commissions. That can be referred to as middle leadership at any sports organization analysis.

Figure 2

Multilevel of Analysis for Leadership the Sport Organization



Micro level (Bottom Leadership)

Leadership is the art of mastering a project by combining resources and possessions, such as (human, physical, financial, informational, Etc.) to acquire the objectives in conditions of the maximum outcome. Usually, the

management system ensures a systematic workflow, where everyone does their part yet shares the same purpose.

Individuals' micro-level involvement in meaningful support and advocacy has a beneficial effect on macro-level 'doing' when there is evidence of active approaching, recruitment, and the selection or election of women for boards of directors. Males have been shown in the past to be change agents (Claringbould & Knoppers. A, 2008). This study demonstrates how women, when in positions of power, may also promote gender equality policies. Moreover, the micro-level includes leaders who interact with individuals or small groups directly. This interaction at any sports federation would be recognized on the field leadership, and it can be considered bottom leadership.

2.5 Emotional Intelligence (EI)

Emotional intelligence may refer to the capacity to understand the meanings of emotions and their connections and the capacity to solve issues based on observations of emotions. In addition, emotional intelligence is associated with the ability to anticipate emotions, absorb or notice emotion-related experiences, comprehend the information associated with those emotions, and know how to control them (Mayer & Mitchell, 1998). Thus, emotional intelligence is increasingly being acknowledged as a critical predictor of organizational performance in the workplace.

Emotional intelligence is a relatively new concept revealed to the professional world by (Goleman., Working with emotional intelligence, 1998). However, Gardner (1983) and Williams and Sternberg (1988) suggested more comprehensive methods to understanding intelligence, which sparked the study of emotional intelligence. Emotions refer to a feeling state that conveys information about a relationship. For instance, happiness is a feeling state that conveys information about a relationship- typically that the person would like to join others. Similarly, fear or anger are feelings that correspond to a relationship- the urge to avoid others. Intelligence, this term in the previously described manner, is consistent with scientific literature in intelligence, personality psychology, and emotions; verbal intelligence concerns the mental ability to reason with verbal information and verbal knowledge to enhance thought.

The high emotional intelligent person is more likely to have more positive social interactions, especially if the individual scored highly on emotional management. In addition, such individuals may be more adept at describing motivational goals, aims, and missions (Mayer, Salovey, & David R. Caruso, Emotional Intelligence: Theory, Findings, and Implications, 2004).

2.6 Models of Emotional Intelligence

Emotions and emotionality are widely recognized as the primary locus of experience on the job and are a significant predictor of performance (Rajah, 2011). When examining EI literature, it becomes clear that the concept and its components are comprehensive. Early ideas regarding EI, such as those presented by Mayer and Salovey, Baron and Goleman, sparked interest in the field's study and application.

Each of their theoretical frameworks approaches the notion of EI in one of two ways: To begin, as a pure intelligence based only on mental capacity, and then as a mixed intelligence based on both mental ability and character traits such as optimism, flexibility, and well-being. (Mayer & Salovey, A component of emotional intelligence, 1990) developed the exclusive ability model of emotional intelligence. Additionally, the two mixed models differ from one another; the distinctions are due to differing views on what constitutes EI (Bar-On., 1997).

The Mayer Salovey Caruso Ability Model

In 1990, Peter Salovey and John Mayer developed the phrase "emotional intelligence" (Salovey & Mayer, 1990) and had since researched the construct's importance. As a result, they developed the Ability-Based

Emotional Intelligence Model. However, (Goleman D. , 1998) model was based on Gardner's work and perspective on emotional intelligence. Their approach encompasses five main areas: self-awareness, self-management, self-motivation, understanding the emotions of others, and relationship management. Furthermore, (Mayer & Salovey, 1997) described emotional intelligence and suggested four branches; the first branch, emotional perception, refers to the capacity to be self-aware of one's emotions and to correctly communicate those feelings and needs to others.

Goleman`s Competency Model

In 1995, Daniel Goleman popularized emotional intelligence with the publication of his seminal book *Emotional Intelligence*. He described emotional intelligence as the "skills of motivating oneself and surviving in the face of setbacks; of controlling urge and delaying pleasure; of managing one's emotions and preventing anguish from obliterating one's capacity to think; of empathizing and hoping" (Goleman D. , 1998). Goleman's approach denotes emotional intelligence's four components. First, self-awareness can notice one's emotions and their impact while making choices based on gut sensations. Second, Goleman's approach incorporates a set of emotional competencies into each construct of emotional intelligence; he said that emotional competencies are not inherent skills but rather enhanced organizational that must be worked on and improved to attain exceptional performance (Goleman D. , 1998).

Bar-on: A Mixed Model

The Bar-On Model offers a more holistic view of emotional intelligence, defining it as an individual's ability to comprehend oneself, others, and relate effectively to others and adapt to and deal with external demands and stresses. (Bar-On, 1988). In his doctorate dissertation, Bar-On (Bar-On, 1988) used the acronym EQ (Emotional Quotient) as a synonym for Intelligent Quotient (IQ). Thus, his concept of emotional intelligence may be thought of as a composite intelligence that includes cognitive ability and elements of personality, health, and well-being.

It is regarded as process-oriented rather than eventuality since it refers to the possibility for performance and success (Bar-On R. , 2002). He described emotional intelligence as a collection of non-cognitive talents, competencies, and skills that contribute to an individual's capacity to cope well with external demands and stresses.

2.7 EI and Women Leadership

According to a study conducted by (Ferry, 2016) the leading worldwide people and organization consulting company, women outperform men in almost all emotional intelligence skills, except for emotional self-control, which shows no differences between men and women. When evaluating men and women's emotional and social intelligence competencies across the 12 critical categories, Ferry (2016) discovered that the most significant disparity

between men and women exists in the sense of self, with women being 86 % more likely than males to be seen as regularly using the competence (18.4 % regularly show the competence, compared to 9.9 %). In addition, women are 45 % more likely than males to be seen as regularly showing empathy.

A positive perspective has the lowest margin of variation. Women are just 9% more likely than males to demonstrate this emotional intelligence ability regularly. Women also exceed males in the following competencies: coaching & mentoring, influence, inspiring leadership, problem-solving, organization culture, flexibility, collaboration, and goal orientation. The only skill in which men and women performed equally was emotional self-control (King, 1999).

While females are more emotional and personal in interactions than men, their emotional intelligence should also be higher. Society is to blame for this, as (Duckelt & M. Raffalli, 1989). Additionally, higher emotional intelligence in females may be explained by many of their personality traits. (Tapia, 1999) and (Dunn, 2002) discovered that females outperform boys in terms of empathy, societal responsibility, and interpersonal connections. Their connections with their parents, friends, and siblings were shown to be more sensitive. All of these characteristics contribute to their greater emotional intelligence as compared to males.

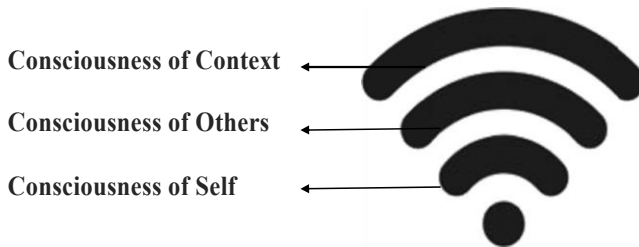
Both men and women may improve their companies' performance by developing a higher level of emotional intelligence, achieving their objectives via different stakeholders. Additionally, a leader's degree of emotional intelligence significantly correlates with how much their team members want to remain with the company. Leaders with a high level of emotional intelligence create circumstances that motivate team members to remain and serve long-term to the company. On the other hand, leaders who lack emotional intelligence are more likely to alienate team members (Ferry, 2016)

2.8 Emotionally Intelligent Leadership (EIL)

While there are many ideas on leadership style and emotional intelligence, this article will focus on the former. We believe that using EIL theory in our study on women in sports organizations would be beneficial. The EIL theory is founded on the integration of two key constructs: emotional intelligence and leadership. We may refer to itself as a process-oriented theory of emotionally intelligent leadership (Boyer, 1990). Isolating any one of these would be restrictive of showing one's EIL, which may involve any or all of the capabilities, depending on the circumstance. EIL sees leadership as a variable that depends on three critical elements; the following is how we describe each of the three facets: consciousness of self, the consciousness of others, and consciousness of context (Fiedler, 1972).

Figure 3

Signal Strength (Shankman, 2015)



The signal strength figure set an example to the (EIL) theory regarding the three factors. The dot represents the individual, while each signal wave refers to one factor; the first wave is the consciousness of self, the second wave is the consciousness of others, and the third wave is the consciousness of context (Shankman & Allen, 2015) with each extra wave, the communication becomes stronger while strengthening each factor increases the individual abilities toward emotionally intelligent leadership.

Three Factors and 21 Capacity of EIL

Central of EIL definition is the three facets: Consciousness of self, consciousness of others, and consciousness of context. However, those three factors are divided into 21 sub-factors, called capacities, which all derive from the previously mentioned EI and leadership literature. According to EIL theory, these capacities enable a person to assess leadership problems and choose the appropriate response in every circumstance. (Shankman & Allen, 2015)

However, an embedded belief of the role of leadership is not about the leader qualities only although, it is more about the connection and relationship of the leader with others that results in good transformation. As a result, equally important but often underestimated is that the work environment has a significant and fundamental impact on success or failure. (Shankman, Allen, & Haber, 2016)

First Factor: Consciousness of Self

The consciousness of self is about displaying emotional intelligence leadership, which entails being aware of one's skills, feelings, and perspectives. Self-awareness emphasizes the internal work of analyzing, self-reflection, and understanding that self-awareness is a process. The first theme is Emotional Self-Perception, which refers to identifying of emotions and their impact on behavior. Emotional self-perception is the process of identifying, recognizing, and comprehending one's feelings. Emotionally intelligent leaders understand how circumstances impact their emotions and how emotions affect their relationships with others. (Shankman, Allen, & Haber, 2016)

The second is Emotional Self-Control, which is concerned with deliberately regulating emotions. Emotional self-control is consciously regulating the individual's emotions and being aware of when and how to express them appropriately. Emotionally knowledgeable leaders take

responsibility for their emotions and are not victims of them. (Shankman & Allen, 2015)

Authenticity, transparency, and trustworthiness require building credibility, being transparent, and matching words to deeds. Emotionally intelligent leaders embody their beliefs and are forthright in their presentation about themselves and their motivations. Then there is Healthy Self-Esteem, which refers to having a positive self-image. Healthy self-esteem requires a delicate balance of self-confidence and humility. When confronted with failures and difficulties, emotionally intelligent leaders are resilient and confident. Being adaptable and receptive to change is a sign of flexibility.

Flexibility is about adjusting individual's own strategy and style in response to changing conditions. Emotionally intelligent leaders solicit and respond to input and feedback from others. Furthermore, optimism: disposition toward the positive future. Optimism is about establishing a favorable tone for the future. Leaders that are emotionally intelligent cultivate hope and create energy by being optimistic. Initiative; Taking the initiative. The initiative involves being self-motivated and willing to take the initial step. Emotionally intelligent leaders are prepared to act, show interest, and embrace possibilities. While achievement, when striving for excellence is about setting

high personal standards and getting results. Emotionally intelligent leaders strive to improve and are motivated by an internal drive to succeed.

Second Factor: Consciousness of Others

Emotionally intelligent leadership requires an understanding of people's skills, emotions, and impressions. At the same time, collaborating with others inspire individuals and organizations to effect good change in the face of adversity while the awareness of others is enhanced. According to (Shankman, Allen, & Haber, 2016), nine themes fall within the definition of the consciousness of others as follows:

Displaying empathy; is about detecting and responding to others' emotions. It is well recognized that emotionally intelligent leaders prioritize others' feelings and react to their emotional signals. In addition, inspiring others; by energizing individuals and organizations. When individuals are enthusiastic about a better future, inspiration arises. Emotionally intelligent leaders inspire the desire for and dedication to the organization's purpose, mission, and objectives. (Shankman & Allen, 2015)

Coaching others; fostering the development of others' talents and skills. Coaching is all about supporting others in developing their talents, capabilities, and skills. Emotionally intelligent leaders understand they cannot handle everything and provide chances for others to grow. Moreover, capitalizing on

the difference; gaining insight from a range of opinions. Capitalizing on diversity entails seeing our different characteristics, opinions, and experiences as advantages rather than disadvantages. Emotionally intelligent leaders recognize and capitalize on differences to foster a wider vision.

Developing relationships establishing a network of mutually beneficial connections. Relationship development entails establishing genuine connections. Emotionally intelligent leaders create chances for connections to learn and thrive (Shankman & Allen, 2015). Furthermore, building teams; cooperating with others to achieve a common goal. Developing teams requires communication, including establishing a common goal and clarifying responsibilities to achieve outcomes. Emotionally intelligent leaders encourage clear and comprehensive groups and the formation of a spirit of "we."

Demonstrating citizenship, taking up collective duties. Citizenship requires being actively involved and following one's obligations. Leaders who are emotionally intelligent fulfill their moral and ethical responsibilities to better others and the greater cause. Managing conflict; overcoming conflict by identifying and resolving it. Managing conflict entails resolving disagreements to enable collective decision-making. Leaders that are emotionally intelligent handle problems effectively and confidently to get the optimal outcome.

While facilitating changes; pursuing new paths. Advancing ideas and projects by creativity and innovation are what change-facilitation is all about. Emotionally intelligent leaders strive to change the current norm and organize people in pursuit of a better future. (Shankman & Allen, 2015).

Third Factor: Consciousness of Context

Displaying emotionally intelligent leadership requires sensitivity to analyze circumstances and the environment. The consciousness of context includes paying attention to how conditions; internal and external social interactions affect the process flow and leadership role. This can be accomplished by analyzing or analyzing social dynamics, including recognizing that values, guidelines, traditions, and internal politics all play a significant role in every group.

By evaluating the environment and understanding foreign environment and patterns, emotionally intelligent leaders can evaluate, analyze, and handle these processes. Environmental assessment entails identifying the sociological, social, industrial, and political factors that affect leadership. Emotionally intelligent leaders make good use of their knowledge of the external world. (Shankman & Allen, 2015)

Table 1

Capacities of EIL Themes and Definition

Consciousness of Self

Being self-aware of one's skills and feelings

Emotional self- perception	Identifying your emotions and their effect on you
Emotional self-control	Controlling your emotions and responses consciously
Healthy self-esteem	Having a healthy self-image
Authenticity	Being open and dependable
Flexibility	Being receptive and adaptable to changing circumstances
Achievement	Being motivated to develop in accordance with one's own standards
Optimism	Positivity
Initiative	Desire and pursuit for opportunity

Consciousness of Others

Being aware of your interactions with people and their role in the leadership process

Displaying Empathy	Understanding people from their perspective
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Demonstrate Citizenship	Recognize and fulfill your commitments to others or the group
Inspiring other	Motivating and directing people toward a common goal
Facilitating change	Identifying and collaborating with others towards new paths
Conflict management	Identifying and overcoming interpersonal conflicts with others
Developing a relationship	Establishing connections between individuals and groups
Building Teams	Collaborating with others to achieve a common goal
Capitalizing on differences	Building on assets that come from differences with others
Coaching others	Enhancing the skills and abilities of others.

Consciousness of Context

Being mindful of the context in which leaders and followers operate

Analyzing the Group	Group dynamics interpretation
Assessing the Environment	Interpreting external factors and trends

(Shankman & Allen, 2015)

2.9 EI in the EIL Theory

As previously stated, the EIL theory is a mixture of EI theories. As a result, not all of the listed capabilities would be called actual EI. According to

the EIL concept, EI is a critical component of successful leadership. To facilitate the integration of the suggested EIL theory into the expanding EI literature. Emotionally intelligent employees manage their emotions to enhance their cognitive processes and to leverage the energy of good moods (Mayer & Salovey, 1997). While emotional intelligence, in general, is a collection of interconnected abilities that enable individuals to absorb emotionally relevant information correctly (Mayer, Caruso, & Salovey, 1999). The authors selected the EIL capabilities that most closely match components of the four main EI models to incorporate the presented EIL theory within the current EI literature. The following abilities are reflection reflected or more of the four EI models.

Table 2

Four primary models of EI and Five EIL Capacities

EIL Capacity	Petrides et al.	Goleman et al.	Mayer & Salovey	Bar-On
Emotional Self-Control	X	X	X	
Emotional Self-Perception	X	X	X	X
Flexibility	X	X		X
Optimism	X	X		X

Empathy	X	X	X	X
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(Allen, Shankman, & Miguel, 2012)

2.10 Women leadership in Sport

Women's behavior is under scanning, especially in the leadership field, since women are a rare occupier of high-level leadership positions. (Miller T. B., 1991). Even though women are increasingly represented in political leadership in most countries (Adler, 1999). Nonetheless, women continue to be underrepresented in positions of authority. Sports participation among women and girls has grown dramatically over the past 40 years as a result of legislative initiatives and global programs at all levels that promote women and girls to be healthy and active.

By 2005, the International Olympic Committee (IOC) aimed for 20% representation on national sport governing bodies and NOCs (Research, 2010). However, by 2016, this number had only been reached in a few sports in a few nations. In addition, women continue to be underrepresented in sports leadership positions; women occupy fewer than 20% of board director positions, 10% of board chairs, and 16% of chair executive positions (Adriaanse & Claringbould, 2015).

Alternatively, some sporting groups are addressing these issues positively. For example, the Commonwealth Game Federation (CGF)

established its Gender Equality Taskforce in July 2016 to achieve equality in opportunity and representation for athletes, coaches, technical officials, and governance in all CGF-affiliated tournaments and organizations by 2022 in Durban (sport, 2016). As a result, the aforementioned effect occurred after the election of Lousie Martin as the first female president of the CGF in 2015.

On the other hand, the gender wage gap in sport decreases slowly, although females were paid almost four times less than males while being more famous, well-known, and successful, with project earnings reaching \$16,000,000 (Powell & Ann., 2016). Rather than that, several sports organizations have made a deliberate choice that benefits women in their sports. Women cricketers, for example, are getting paid more fairly in the United Kingdom and Australia as a consequence of increasing game attendance, television coverage, and commercial opportunities (Gonzalez, Sila, & Jens, 2015).

2.11 Women leadership Barriers

Welty Peachy et al. (2015) highlighted in a review of strategic management in sport leadership that the area has been confined to a single level of study. Additionally, Burton (2015), in a comprehensive review of female representation in sport leadership, urged academics to conduct a more sophisticated, multileveled study of how gender operates inside sports

organizations. (Burton & Sarah Leberman, 2017) provide clarity and definitions for their multilevel framework. The sociocultural, Macro level, perspective on women in sport leadership mentioned that sport is a gendered institution, with all processes operating within a shared understanding of sport as masculine. Secondly, organizational views on women in sport leadership assist in understanding how processes contribute to gender inequality and disparity inside organizations (Burton & Sarah Leberman, 2017). Furthermore, at the meso-level, organizational elements to examine include structure, governance, policies, and many other activities. Finally, scholars examine how people comprehend and make sense of their experiences, expectations, and perceptions of authority, rules, and procedures operating at the organizational level at the individual or micro level (Burton & Sarah Leberman, 2017)

However, low self-efficacy for leadership has significant consequences, including a harmful effect on one's mental processes, attitudes, actions, motivation for leadership, and effectiveness as a leader (Denzine, 1999). Mainly, when women and girls fail, they often attribute their failure to a lack of talent rather than a lack of effort (Sadker & Zittleman., 2009). Therefore, one of the most commonly utilized methods for increasing the number of women in leadership positions and mitigating obstacles is to employ leadership and professional development programmer (Cheryl., 2005).

2.12 World Taekwondo and Women Leadership

The World Taekwondo Organization (WT) is a South Korean-based worldwide non-governmental non-profit organization. It was founded in 1973 to further the growth and practice of Taekwondo. The sport was added to the Olympic Games as a demonstration sport at the 1988 Summer Olympics in Seoul and the 1992 Summer Olympics in Barcelona. Since the Sydney 2000 Olympic Games, it has been an official Olympic sport. Additionally, Taekwondo was recognized as an official sport of the Tokyo Paralympic Games on January 31, 2015. The WT now has over 211 Member National Associations, including refugee teams, making it one of the most varied federations in the Association of Summer Olympic International Federations (ASOIF).

The World Taekwondo Federation adheres to the Olympic and Paralympic Charters' fundamental principles and promotes the Olympic Movement via Taekwondo and its regulatory body. Additionally, World Taekwondo carries out its mission and objectives in collaboration with independent affiliated organizations such as Kukkiwon (which provides standardized martial arts taekwondo education and belt promotion certification), the Global Taekwondo Support Foundation, the WT Taekwondo Peace Crops, and the Taekwondo Humanitarian Foundation (THF).

Nevertheless, the World Taekwondo holds the Council Board, which has approximately 15% Women participation. In addition, WT has 2 Commission and 15 Committees that indicate 89 Chair, Vice-Chair and members (32.58%) is the representation of women leading in the high position within the WT organization structure despite the women representation in the high management at each National Taekwondo Federation Executive, Board and Committee member, that indicates the women leadership in the high level of management that has a larger impact for the discussion that will be taken.

2.13 The Olympic Movement and Women leadership

While women are less likely to occupy leadership roles at all levels of sports organizations, amateur and professional (Claringbould & Adriaanse., 2014) For the first time in the Olympic movement, the International Olympic Committee (IOC) fulfilled its self-imposed objective of having at least 20% of its board consisting of women members (Committee, 2020) However, male leadership teams dominate 85.3 % of Olympic governing bodies (NGBs), while male/female leadership teams lead 14.1%. Additionally, stakeholder groups influence how organizations function and the gendered norms adhered to by sports organizations. Some stakeholders, such as funders and the media, may play a major role in supporting women's leadership as a result of their strength and political influence. (Committee, 2020)

The IOC set goals for the percentage of women on NOC Executive Committees as part of its women and sport strategy. These targets called for women to occupy at least 10% of executive decision-making roles in NOCs by December 2001 and 20% by December 2005. The IOC gathered data on the representation of women on NOC Executive Committees regularly and tracked progress toward the goals. The study project's objective was to gather data and assess progress toward implementing the IOC's policy on women's leadership in the Olympic Movement.

Thus, the research study assesses the processes by which women are recruited to decision-making frameworks, their career paths to sport leadership, their influence on the organizations' activities, and the essence of training and support required of both women members and sports organizations to guarantee that the benefits of increased women's representation in decision-making are realized. For the study elicited comments on the policy's implementation and effect from both women executive committee members and NOC Secretary Generals (IOC, Women and Leadership, 2004).

2.14 Summary

The author summarized pertinent leadership theories and styles in this chapter. Additionally, there is a multilevel framework for evaluating leadership levels. While leadership responsibilities on and off the field are examined at the Macro and Meso levels of analysis, they are addressed at the

Micro level of analysis in sociological research. Finally, EI was discussed in detail, coupled with a detailed explanation of EIL, which acts as the study's guiding theoretical framework. To continue the quest for an empirical evidence on the relationship between EI and leadership skills, this study supplemented the scarce empirical data on EIL with relevant research.

Additionally, women's leadership development is a niche field that has received considerable attention over the last several decades (Carr & Hardin, 2010). If women leaders need more competent direction, it is critical to assess one of the primary components of successful leadership (Emotional Intelligent) using the emotionally intelligent leadership theoretical framework. This study added another piece to the jigsaw when it comes to referencing research to educate women leaders' behaviors.

Chapter 3. Method

3.1 Research Design

This chapter includes the study design, data collection method, credibility, reliability, validity, reliability of data, data collection, data analysis, and ethical concerns. This study will be employing an explanatory design with quantitative data collection, which is meant for testing the objective theory (EIL theory) by analyzing the variables' relationship. These factors may then be quantified using equipment, allowing numerical data to be analyzed using statistical methods. (Creswell, 2014).

The current study will be modeled after (Shankman, Haber, & Allen, 2010) and (Haber-Curran, Allen, & Shankman, 2012). These studies employed the Shankman et al. (2015) Emotionally Intelligent Leadership for Students assessment to assess EIL among students engaged in student groups. To determine the EIL of women demonstrating leadership within sports organizations and to assess their efficacy based on their degree of Emotional Intelligence leadership,

which will be determined through a self-report survey composed of seven general inquiries and 57 study-related questions.

3.2. Rational for Quantitative Research Approach

This study will examine the EIL for women leaders within the WT and its National federations, building on the work of (Haber-Curran, Allen, & Shankman, 2012) and (Shankman, Haber, & Allen, 2010). The EILS-I, developed by Shankman et al. (2015), will be utilized in this quantitative research method study. This instrument was developed as a due to (Shankman, Haber, & Allen, 2010) study, which coincided with the publication of the first edition of *Emotionally Intelligent Leadership: A Guide for Students* and the creation of the first version of the EILS-I.

Reliability of the Assessment Tool

The evaluation tool's dependability verified that the dimensions of EIL or scales were statistically reliable constructs. Each scale included eight items and demonstrated a high degree of internal consistency and dependability (Shankman & Allen, 2010). An identical test was conducted in this research, and the outcome was positive. Additionally, prior research was conducted to investigate the Emotionally Intelligent

Leadership concept's measurement and provide proof of the instrument's validity (EILS: I 2.0). Their findings show that the validity of the EILS: I 2.0's 19-factor model may be translated to an independent sample. (Miguel & Allen, 2016).

3.3 The Research Sample

This study will examine the EIL for women leaders of (WT) organizations, and its National Federations whom representing five continents as;

- Presenters of the World Taekwondo Executive Council/ Commissions and Committees.
- Presenters of National Taekwondo Federation Executive/Board members.
- Current Referee, Coach, or former World/ Olympic Athlete.

Worth mentioning that the World Taekwondo (WT) includes 210 federations as members of the National Association (MNA`s) distributed in five continents. Moreover, to gain more rich data, the first question aims to explore the Women leaders' self-perception of their own EIL,

dividing them into two categories according to their impact on their level of leadership area (On the field and off the field).

Table 3

Multilevel of analysis for leadership levels

Leadership Area	Multilevel of leadership	Leadership Role
Off-the Field	Macro	Presenters of the World Taekwondo Executive Council/ Commissions and Committees.
	Meso	Presenters of National Taekwondo Federation Executive/Board members.
On-the Filed	Micro	Current Referee, Coach or former World/ Olympic Athlete.

This research sample included mainly the women leaders within the World Taekwondo (WT) and its (MNA`s). The reason for choosing the WT instead of other sports organizations is that World Taekwondo

(WT) has been engaged in a comprehensive reform process with the international federations over the past four years, including a review of all governance structures. As a result, the World Taekwondo has women participation as (Members, Vice-Chair, and Chair) in all its Committees and Commission except one Committee at the top leadership level. Nevertheless, the researcher is seeking to explore the facets influencing the women's emotional intelligence and compare the results between the two leadership areas (off the field and, on the field) according to the results of this research study it might help in inspecting the possibility of encouraging a Women Committee at the WT.

Additionally, evaluating the women's leadership according to their level of leadership and area, measuring their EIL and the three facets that might assess to have a statistical result that potentially can be used for future development programs related to the Women leadership development programs and initiatives.

3.4 Respondent Characteristics

A total of 173 women leaders completed the survey from the World Taekwondo (WT), and Member National of Associations (MNA's) participated in this study. Although the 173 responses were captured and

cleaned using SPSS software, the responses were reduced to 171 responses. The data reflects a reasonable distribution of top and middle leadership participants (43.3%) and bottom leadership participants (56.7%). Most participant's level of education is Bachelor represent (41.5%); Master's degree holders come next with (35.1%). As a potential variable work experience, the bulk participants had experience from 1-5 years with (39.8%) while above 26 years of experience was the fewest (8.2%).

Thus, the scope of the participants continent was the highest from Europe (32.2%), then Asia participated with (29.2%) while the minimal participants were from Oceania (7%). Furthermore, the participants were married, with (43.3%) participants, while we had (36.8%). The sample participants were mainly aged between 34-39 years old, with (21.1%) in both leadership areas. Moreover, the minor participants were aged between 16-21 with (8.8%). For more details regarding the sampling frequency for each category and the percentage, all the demographic characteristics appear in Table 4, as below.

Table 4*Demographic characteristics of the participants*

Characteristic	Frequency	%
Level of Leadership		
Off-the Field Leadership	74	43.3%
On-the Field Leadership	97	56.7%
Level of Education		
None	9	5.3%
Collage	21	12.3%
Bachelor	71	41.5%
Masters	60	35.1%
Doctorate/ PhD	10	5.8%
Years of Experience		
1-5	68	39.8%
6-10	25	14.6%
11-15	22	12.9%
16-20	24	14%
21-25	18	10.5%
Above 26	14	8.2%
Continent		
Asia	50	29.2%
Europe	55	32.2%
Africa	27	15.8%
Pan America	27	15.8%

Oceania	12	7%
<hr/>		
Marital Status		
Single	63	36.8%
Married	74	43.3%
In Relationship	18	10.5%
Divorced	11	6.4%
Widow	5	2.9%
<hr/>		
Age		
16-21	15	8.8%
22-27	25	14.6%
28-33	28	16.4%
34-39	36	21.1%
40-45	20	11.7%
46-51	20	11.7%
Above 52	27	15.8%
<hr/>		

3.5 The EILS-I Instrument (Check Appendix B)

Shankman et al. developed the self-report tool utilized in this research. (Shankman & Allen, 2010) developed the initial version of this instrument, which had 21 capabilities. These capabilities have been reduced to 19 via study. The instrument employed in this research quantifies the construct's 19 capacities (Shankman & Allen, 2015).

The EIL-I was developed to assess EIL in college students. The EIL-I was developed using studies from (Bar-On, 1988), (Goleman D. ,

1995) and (Shankman & Allen, 2015). It served as an evaluation that identified degrees of EIL in three areas: consciousness of self, consciousness of others, and consciousness of context.

This instrument is a self-assessment in which participants evaluate their agreement with statements and demonstrate a particular behavior throughout their time in a leadership position on a seven-point Likert-type scale. The questionnaire included seven introductory questions and 57 statements reflecting 19 abilities across the three EIL areas. Each question is graded on a seven-point scale, with 1 representing never, 2 representing almost never, 3 representing rarely, 4 representing sometimes, 5 indicating usually, 6 indicating almost always, and 7 indicating always (see Appendix B).

The EILS-I integrates EI and leadership development research to provide a view of an individual's EIL based on perceptions of their experiences. This instrument was selected since it was developed using both trait and behavioral theories of EI. The EILS-I is currently only accessible in paper format. The researcher used the publisher's questions and Likert scale to generate online surveys in four languages (English, French, Arabic, and Spanish). The links contained an informed consent declaration and directions for completing the survey. (See Appendices A,

B). The researcher had exclusive access to the data, which were kept on the Google Form site.

Instrument Demographic Information

This section has eight inquiries regarding general information about the participants. The demographic data gathered in this section included information about: (Continent, marital status, leadership role, years of experience, level of education, age category, and barriers that might be faced as women leaders each in her position).

The researcher aimed to have 200 Participants within a 4-weeks window of time to fill out the accessible survey for them. Along with the initial email inviting the participants to fill out the survey from the researcher, after 2- weeks, a formal e-mail was sent through the WT, Global Membership System (GMS) to all the MNA's Presidents and Secretaries-General. Finally, after one week, one more follow-up email reminded them to complete the accessible survey if they had not already done it.

The information from the participants was only accessible for the researcher in the aggregate. Of the 210 Member National Associations (MNA`s) that received the survey, 173 participants completed the survey.

This constituted an 82% response rate according to the number of the World Taekwondo (MNA`s) excluding refugees as one of the MNA`s.

EILS-I Instrument Questionnaire

The second section of the survey is the EILS-I questionnaire that includes 57 questions in total. These questions are based on 7-point Likert indicate the three EIL factors (Consciousness of Self, Consciousness of Others, Consciousness of Context) each one includes eight, nine, and two capacities as seen in Table 5 below.

Table 5

EILS-I Shankman 2015 Instrument

Instrument Factors	Instrument Capacities	Questions		
	Emotional Self-Perception	1.	20.	39.
	Emotional Self-Control	2.	21.	40.
	Authenticity	3.	22.	41.
	Healthy Self-Esteem	4.	23.	42.
Consciousness of Self	Flexibility	5.	24.	43.
	Optimism	6.	25.	44.

	Initiative	7.	26.	45.
	Achievement	8.	27.	46.
<hr/>				
	Displaying Empathy	9.	28.	47.
	Inspiring Others	10.	29.	48.
	Coaching Others	11.	30.	49.
	Capitalizing on difference	12.	31.	50.
Consciousness of Others	Developing Relationships	13.	32.	51.
	Building teams	14.	33.	52.
	Demonstrating Citizenship	15.	34.	53.
	Managing Conflict	16.	35.	54.
	Facilitating Change	17.	36.	55.
<hr/>				
Consciousness of Context	Analyzing the group	18.	37.	56.
	Assessing the environment	19.	38.	57.
<hr/>				

3.6 Data Collection

The researcher chose the parts of the survey, 8 inquire and 57 questions, based on the EIL previous studies. The researcher explained the purpose of the study to the WT (Taekwondo for All Committee) and

had meetings with a Ph.D. Professor member of WT and expert in the research field to choose the fittest items that serve the need of the research in the demographic part. The participants were recruited through the World Taekwondo Global Membership System (GMS) and participants were sent e-mails that contain an online survey with the help of the Development Committee of the (WT) through the researcher. The emails were sent to the women leaders of the World Taekwondo Organization Commissions and Committees and the women in leading positions at Executive or Board Member of every National Taekwondo Federation representing the off the field (top and middle leadership positions). In addition to the current referees, coaches, and former World/Olympic female athletes representing on the field (bottom leadership).

Data was collected via Google Form online survey between October to November 2020. The eight capacities housed under the consciousness of self, represent (the inner work of leadership). The nine capacities housed under the consciousness of others, highlight (the interpersonal dimension of leadership). The two capacities housed under

the consciousness of context focuses on (the importance of leaders being in touch with their groups and systems).

3.7 Data Analysis

Following the gathering of finished and cleaned survey answers from participants using SPSS software. The surveys were assessed on a seven-point Likert-type scale, and after using the scoring method given by (Shankman & Allen, 2015), each participant's responses were scored and then plotted on the EIL line chart. Then, using the participants' scores and the interpreting instructions (Shankman & Allen, 2015), each participant gave an (EIL) total score and a score in each of the construct's areas: consciousness of self, consciousness of others, and consciousness of context.

Once all data had been conducted and cleaned on SPSS software the analysis for the participants was then broken into group one and group two based on their leadership position field within the first independent variable, the two areas of leadership levels (Off the field and, on the field). By comparing the demographical differences for each group from the general 8 inquires. While using SPSS statistical software, the data was entered and analyzed to determine if there is a statistical

difference in each factor of the EIL factors for all the participants and if there is any correlation between the EIL factors and the second independent variable (Level of Education) and again between the three EIL facets and the third and fourth independent variable (Years of Experience) and (Age Category).

The two main types used on SPSS statistic software for the analysis were the (One-Way ANOVA) and the (Linear Regression). Using both techniques to know the relationship between the dependent variable the EIL factors (consciousness of self, consciousness of others, consciousness of context) compared to each independent variable (Multilevel of leadership, level of education, years of experience, and age category) interpretation took place according to the output information received from the demographic, descriptive statistic and reliability test.

Descriptive Analysis

Descriptive analysis for the first independent variable (Multilevel of leadership) through demographical data collected by using the frequencies functional option on the SPSS statistical software. Descriptive statistics gathered representation, including the participant's

number for each group. For example, group one represents the top and middle leadership (On the Field), and group two represents bottom leadership (Off the Field).

Moreover, the number of each group participants, the range (minimum and maximum), mean and standard deviation were presented as demographical variables. While descriptive analysis also included differences between the two fields of leadership within each EIL facets on specific demographical data analysis provided.

3.8 Credibility, Reliability, and Ethical Considerations

Procedures have been established to guarantee the study's credibility, reliability, validity, and trustworthiness. The research data collection was supported officially through the World Taekwondo (WT) Global Membership System (GMS). The surveys were sent in four different languages (English, French, Arabic, and Spanish) to the 210 members of National Associations (MNA`s).

Additionally, the methods employed are relevant to data collection and analysis performed using Shankman et al's (2015). As previously stated, this instrument was developed via research done by (Shankman & Allen, 2010) in conjunction with the publication of the

first edition of Emotionally Intelligent Leadership: A Guide for Students and creating of the first version of the EILS-I. (Shankman & Allen, 2015).

Cronbach's alpha was utilized to determine the internal consistency trustworthiness of the three constructions. The assessment tool's reliability guaranteed that the aspects of EIL, also known as scales, were statistically reliable constructs. Each scale included eight items and demonstrated a high degree of internal consistency and dependability (Shankman & Allen, 2010). An identical test was conducted in this research, and the outcome was positive. Provide the researcher with the capacity to make conclusions from the data to recheck for reliability and validity using descriptive statistics.

Table 6

Cronbach's Alpha of the EIL Instrument

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	n of Items
EIL	.952	.955	57
C. Self	.870	.882	24
C. Others	.928	.931	27
C. Context	.725	.731	6

Ethical Considerations

To conform to ethical standards during this research project study, the author protected all qualitative data gathered by deleting it from the Internet and storing it in a protected folder on the computer after all questionnaires were finished. Seoul National University provided the author with a letter of support and appreciation, which was sent to each participant in the study as part of the research ethics procedure. Participants were required to read an informed consent statement before answering any of the online questions; their participation in the survey demonstrated they had read the material and accepted participating. These data will be kept in a secured folder on the author's computer with all demographic information. Throughout the procedure, all information was done privately. Women leaders who responded to these surveys did so voluntarily; the research did not affect their job performance and was not considered compulsory.

3.9 Limitations

This study's main limitation was the lack of representation for women in the top and middle leadership (Off the field) positions. The number of participants at this level was only 74 in the study sample, which is slightly close to the whole population number of women leaders

at the top and middle leadership level. Although the bottom leadership (On the field) positions had 97 participants, the total number of the whole responses was 171; however, that did not meet the goal number above 200 participants.

3.10 Summary

This chapter discussed the methodological approach used for this study, which explored the EIL for the women leaders in off and on the field positions, according to their levels top, middle, and bottom leadership position, at the World Taekwondo (WT) and its Member of National Associations (MNA`s) in the five continents. The study design was addressed, with a focus on the survey data collected through self-report This chapter also addressed the methods for data collecting and processing and the study's credibility, dependability, and trustworthiness. Finally, ethical concerns and limitations were addressed.

Chapter 4. Results

This chapter discusses the results of the research questions, data analysis of responses was captured and cleaned using SPSS software (Version 26.0). The original sample size of the study was 173 respondents, yet after cleaning the data, it was reduced to 171 respondents. The initial analysis for the research results will be described in this chapter according to descriptive statistics, reliability analysis, and Linear Regression analysis output for each factor of the EIL test. Then, the results will be done generated from the method used in this study to explore the main two questions:

RQ1. What differences exist in the women leaders based on the two areas of leadership, within the World Taekwondo according to their (EIL) score in each area?

RQ2. What differences exist in the women leaders (EIL) score in each area, based on (Multilevel of leadership, level of education, years of experience, and age category) within the World Taekwondo?

4.1 Descriptive Statistic

Descriptive statistics were examined and used to explore inferential statistics. The output collected from SPSS indicated that 171 participants completed the first section and, there was 1 missed data response. Results of all the 171 participants, 74 were from on-the-field leaders, and 97 were from off-the-field leaders; according to the three facets of the dependent variable (EIL), all the results are presented in Table 8 and 9, as seen below.

On the field leadership roles, the consciousness of self, had a mean of 5.993 and a standard deviation of .4505. While the consciousness of others deviations the same level of leadership was 5.855 with 0.5411 standard deviation. Nevertheless, the consciousness of context had a mean of 5.202 with 0.5787 standard deviations. The skewness test for Normality; for all the EIL factors was between -0.5 and 0.5, which makes the distribution approximately symmetric.

Table 7*On the Field Leadership Descriptive Statistic*

On the Field Leadership	<i>n</i>	Minimum	Maximum	Mean	Std. Deviation	Skewness	Std. Error
		Statistic	Statistic	Statistic	Statistic	Statistic	
C. of Self	97	5.0	6.8	5.993	0.4505	-0.262	0.245
C. of Others	97	1.0	7.0	5.855	0.5411	-0.282	0.245
C.of Context	97	1.0	6.9	5.202	0.5787	-0.339	0.245

Moreover, while looking at the (EIL) three facets at the off the field leadership we can see that the consciousness of self, mean was 5.853, with 0.609 standard deviations, slightly similar to the on the field leadership. While the consciousness of others means 5.738 and a standard deviation of 0.564 had a bit different from on the field leadership. Similarly, the consciousness of context mean, was a bit lower in the off-the-field leadership at 4.956, with 0.614 standard deviation, from the bottom level of leadership. As a result of the Skewness test for Normality; it was between -1 and -0.5, which reflecting the distribution is moderately skewed.

Table 8*Off the Leadership Descriptive Statistic*

Off-the Field Leadership	n	Std.					
		Minimum Statistic	Maximum Statistic	Mean Statistic	Deviation Statistic	Skewness Statistic	Std. Error
C. of Self	73	4.0	7.0	5.853	0.609	-0.644	0.281
C. of Others	73	1.2	7.0	5.738	0.564	-0.616	0.281
C. of Context	73	1.0	6.8	4.956	0.614	-0.165	0.281

Below Figure 4 shows a comparison on the field (1) and off the field (2) leadership among their continents. Total of 56.7% participants from group (1) on the field leadership and 43.3% participants from group (2) off the field leadership. 27.84% and 32.99% of Europe and Asia were participating in on the field leadership, while 31.08% from Europe and Asia were participating at the off the field leadership. Moreover, Africa participants were 15.46% on the field leadership and 16.22% on the off the field leadership. 14.43% from Pan America participated in the on the field and 17.57% at the off the field leadership. 9.28% participants from Oceania at the on the field 1 and only 4.05% participates at the off the field leadership.

Figure 4

On the Field of Leadership (1) VS Off the Field of Leadership (2) in terms of Continent

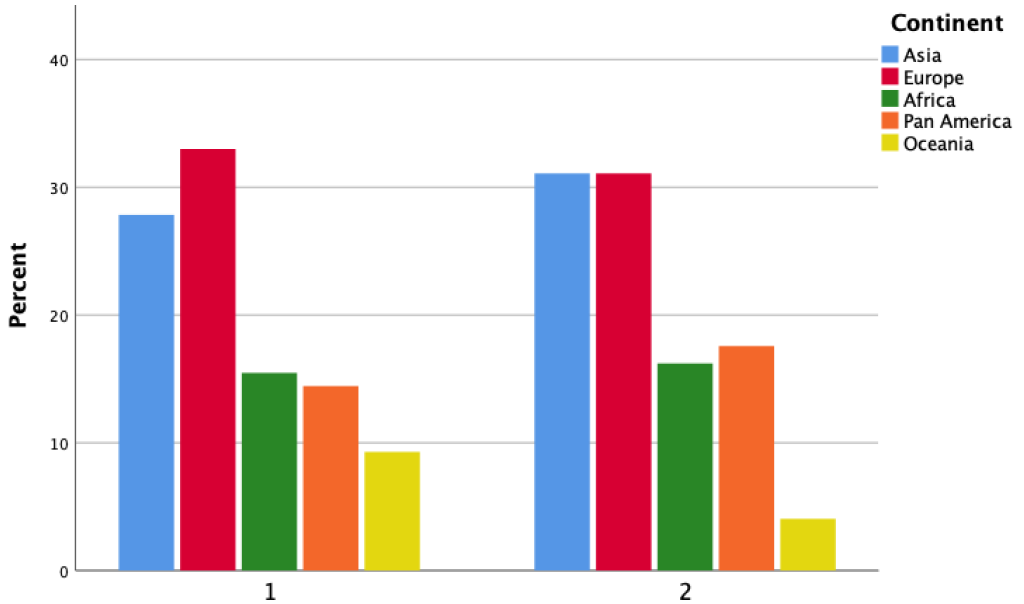


Figure 5 represents the chart that shows a comparison between both leadership fields and their level of Education. Accordingly, a Bachelor's degree had the major rate for both fields with 22.81% for on-the-field and 18.71% for off-the-field leadership. While a Master's degree came to the second result for fields of leadership with 18.71% for on-the-field leadership with 16.37% for off-the-field leadership.

Nevertheless, 12.87% hold none or college degrees in group (1) with 4.68% from group (2). At the same time, Doctorate or Ph.D. was

the minority with 2.34% at the on the field leadership and 3.51% at the off the field leadership.

Figure 5

On the Field Leadership (1) VS Off the Field of Leadership (2) in terms of level of Education

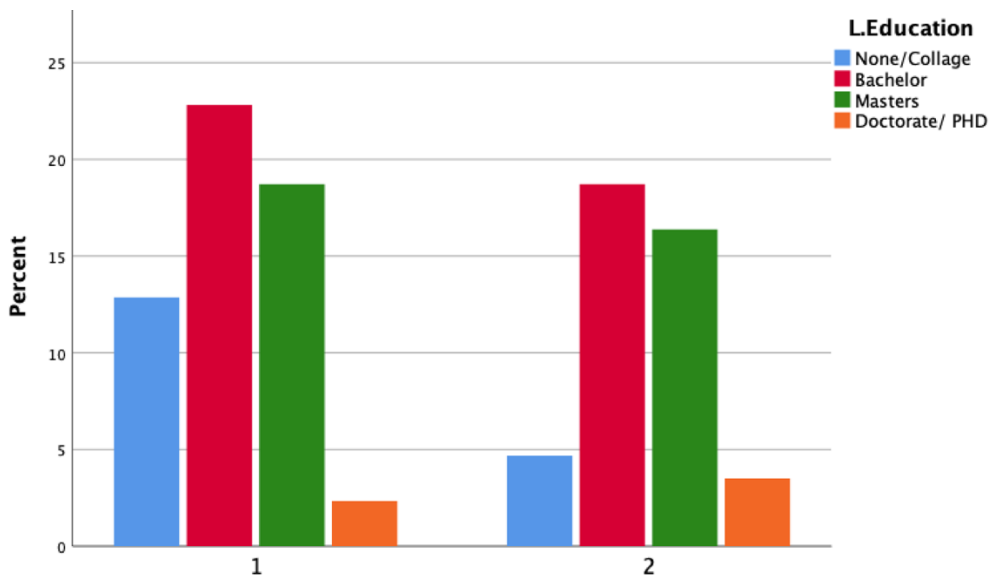


Figure 6 represents a comparison between the two fields of leadership in terms of their years of experience in the performing role of leadership. 26.90% of participants from off-the-field have been performing their leadership role from 1-5 years, with 12.87% from on-the-field leadership. 11.11% and 11.70% from on-the-field leadership have been performing from 6-10 years and 11-15years. Nevertheless, 3.51% and 1.17% from the off-the-field have been performing leadership from 6-10 and 11-15 years. While 9.94% from on-the-field leadership

with 4.09% from off-the-field have been performing leadership for 16-20 years. 11.11% again from on-the-field leadership with 7.60% from the off-the-field have been performing leadership above 21 years.

Figure 6

On the Field Leadership (1) VS Off the Field Leadership (2) in terms of Years of Experience

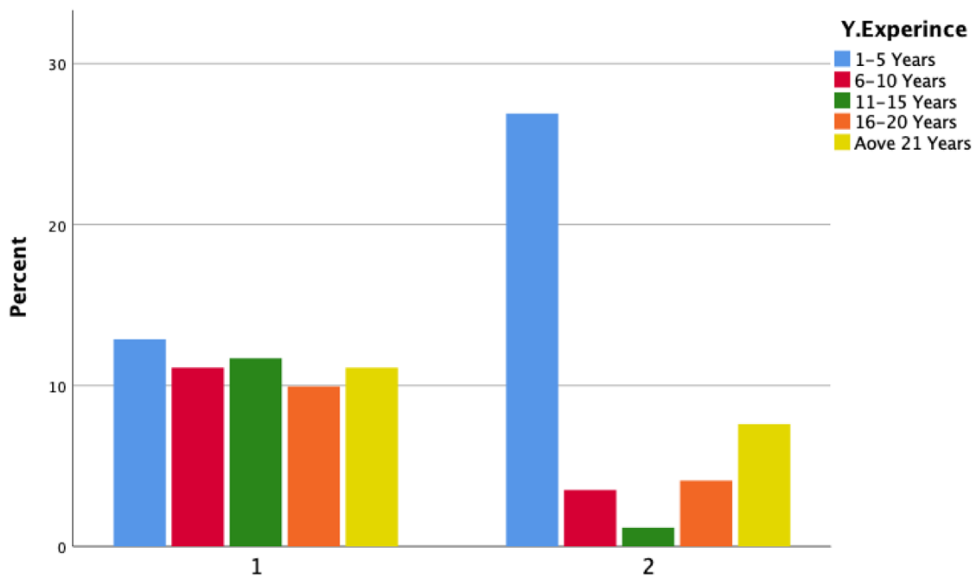


Figure 7 represents a comparison between both leadership fields in terms of age category by the number of years. 7.02% from group (1) with 1.75% from group (2) are between 16-21 years old. 11.11% from group (1) are between 22-27 and 28-27 years old with only 3.51% and 5.25% from group (2). Moreover, 9.94% from group (1) on the field leadership with 11.11% from group (2) off the field leadership are

between 34-39 years old. 7.60% and 4.09% from group (1) with 4.09 and 7.60% from group (2) are between 40-45 and 46-51 years old. Thus, 5.85% from the on-the-field are above 52 while surprisingly, 9.94%, which represents the second higher category for off-the-field, are above 52.

Figure 7

On the Field Leadership (1) VS Off the Field Leadership (2) in terms of Age Category

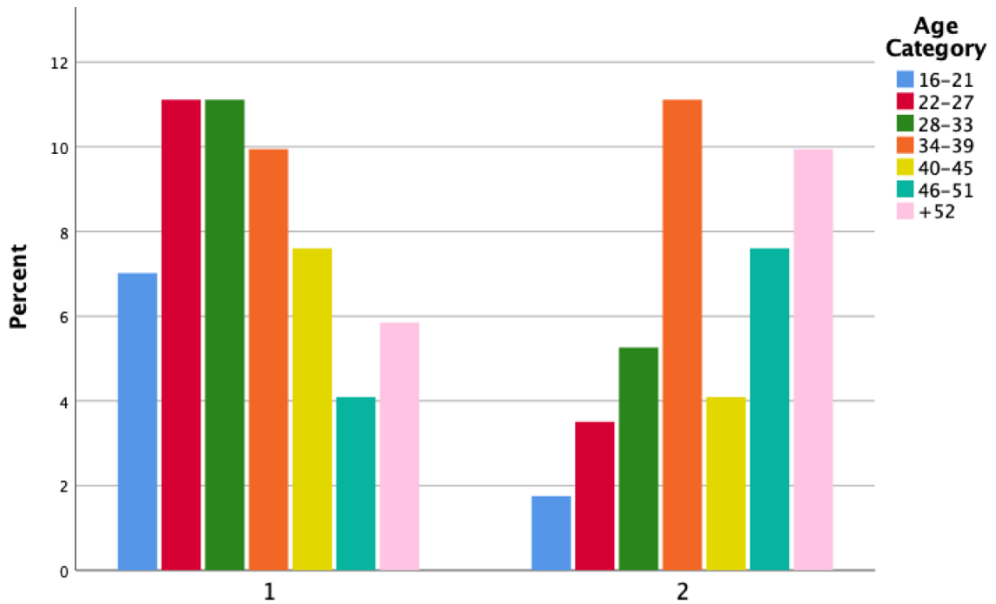


Figure 8 represents a comparison between both fields of leadership in terms of Marital Status. 26.32% from group (1) with 10.53% from group (2) are singles. 21.64% from group (1) with the same percentage are married from group (2). Moreover, 5.26% was the same percentage for both groups as in relationship. 3.51% from group (1) with

2.92% from group (2) are divorced. At the same time, 2.92% only from group (2) are widows.

Figure 8

On the Field Leadership (1) VS Off the Field Leadership (2) in terms of Marital Status

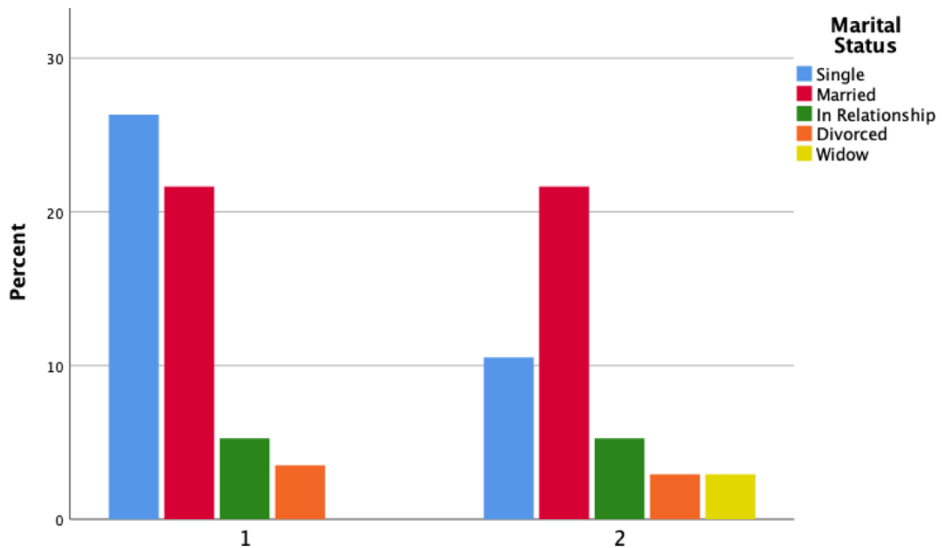
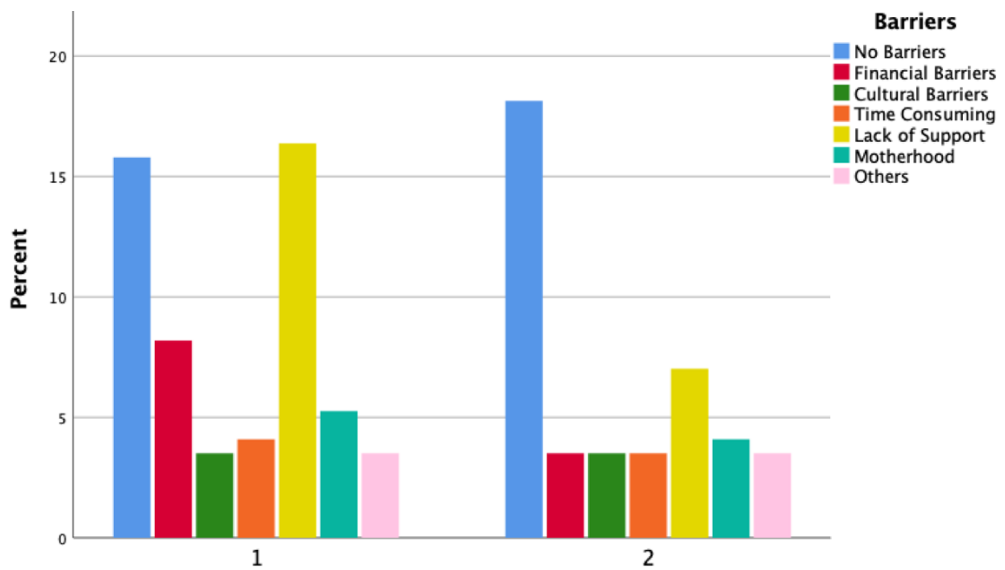


Figure 9 represents a comparison between both fields' leadership in terms of barriers. 15.79% from on-the-field leadership with 18.13% which score the highest category for off-the-field leadership have no barriers. However, 8.19% and 16.37% from on the field leadership with 3.51% and 7.02% from off the field leadership, have financial and lack of support barriers. Moreover, 4.09% and 5.26% from on the field leadership, with 3.51% and 4.09% from off the field leadership, mentioned time consumption and motherhood as their barriers. At the

same time, 3.51% for both field of leadership have cultural and other barriers.

Figure 9

On the Field Leadership (1) VS Off the Field Leadership (2) in terms of leadership Barriers



4.2 Reliability Analysis

Reliability analysis was performed as mentioned before in the method section Chapter 3, Overall EIL-I test presented Cronbach Alpha value of 0.952 for (*n* of items 19 capacity) each capacity included three number of questions for the EIL facets prediction. Table 10 shows the item-total correlation ranging between 0.322 and 0.716.

Table 9*Reliability Analysis for EIL Capacities (Cronbach's Alpha)*

Capacities	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach`s Alpha if items Deleted
<hr/>				
Consciousness of				
Self				
Emotional	251.9552	520.886	.322	.928
Self-Perception				
Emotional	250.5068	504.938	.521	.922
Self-Control				
Authenticity	248.2904	516.652	.657	.919
Healthy	249.1793	512.725	.563	.920
Self-Esteem				
Flexibility	249.9201	512.148	.608	.920
Optimism	249.0370	498.493	.707	.917
Initiative	250.2047	510.904	.561	.921
Achievement	248.8830	519.224	.512	.922
<hr/>				
Consciousness-of				
Others				
Displaying	249.5789	513.610	.499	.922
Empathy				
Inspiring Others	249.6842	496.710	.700	.917
Coaching Others	249.0585	499.131	.715	.917

Capitalizing-on difference	249.4522	509.423	.715	.918
Developing Relationships	249.9006	504.397	.593	.920
Building teams	249.1423	500.338	.716	.917
Demonstrating Citizenship	248.8752	510.999	.648	.919
Managing Conflict	250.4191	496.749	.617	.919
Facilitating Change	249,7193	502.751	.678	.918
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Consciousness-of Context				
Analyzing the group	249.3587	503.067	.714	.917
Assessing-the environment	249.9571	507.722	.551	.921
<hr/>				

4.3 Survey Results

Descriptive statistics were investigated and utilized to examine statistical analysis. The discussion of assumptions, respondent data, and categorized statistics assisted in giving context for the data analysis. This research study's instrument used a Likert-type 7 scale scoring method,

which gave scores based on each statement, capacity, and area of the construct.

Consciousness of Self

The total mean for consciousness of self was 5.926 (SD =.1.030). This section of the construct includes eight capabilities, each with three statements: Emotional self -perception (\bar{x} =5.126; SD=1.358), emotional self- control (\bar{x} =5.647; SD =.1.133), authenticity (\bar{x} =6.522; SD =.777), high self-esteem (\bar{x} =6.124; SD = 0.954), flexibility (\bar{x} = 5.715; SD = .1.137), optimism (\bar{x} = 6.208; SD = .947), initiative (\bar{x} = 5.789; SD = 0.972), achievement (\bar{x} = 6.276; SD = 0.966 as shown in Table 11. Respondents reported performing almost always and always (77.2 %) the following items: convey my motives in an honest manner (Authenticity), behave honestly, and I am honest about my objectives.

Participants reported almost always and always (76.6 % and 72.6 %, accordingly) for the three items under (Optimism), foster a sense of hope, present, and communicate a positive outlook. In comparison, the second percentage for strive to improve based on my standards, establish a personal and high standard for myself, below (achievement). Moreover, participants stated that they always or almost always with (46.8 %). Recognize how situations influence my emotions, how

my emotions influence my actions, and how my emotions affect me under each of the three statements (Emotional Self-Perception). Furthermore, the three statements (46.8 and 47.9 %) reflect the options of always and almost always. I adapt my behavior to changing situations I am open to change and changing my opinion under (flexibility), and the three statements that reflect (initiative) are to take new opportunities, act before someone tells me, and embrace opportunities that come my way.

Table 10

Mean Score for Consciousness of Self

Capacities	Q. Number	Statements	<i>M</i>	<i>SD</i>
Emotional Self- Perception	1.	Recognize how situations influence my emotions	4.22	1.543
	20.	Recognize how my emotions influence my actions	5.42	1.337
	39.	Recognize how my emotions affect me	5.74	1.195
Emotional Self-Control			5.647	1.133

	2.	Stay calm in challenging situations	5.44	1.223
	21.	Remain calm in stressful situations	5.58	1.072
	40.	Maintain composure	5.91	1.105
Authenticity			6.522	0.777
	3.	I'm honest about my intentions	6.55	.761
	22.	Present my motives in an honest manner	6.49	.800
	41.	Act genuinely	6.53	.769
High Self- Esteem			6.124	0.954
	4.	Believe in my skills	6.22	.913
	23.	Demonstrate confidence	6.08	.967
	42.	Remain confident when facing challenges	6.07	.980
Flexibility			5.715	1.137
	5.	I am open to change	6.07	.974

	24.	Adapt my behavior to changing situations	5.74	1.156
	43.	Am open to changing my opinion	5.34	1.280
Optimism			6.208	.947
	6.	Present a positive outlook	6.26	.809
	25.	Foster a sense of hope	6.13	1.211
	44.	Communicate a positive outlook	6.23	.821
Initiative			5.789	.972
	7.	Act before someone tells me to	5.42	.818
	26.	Take advantage of opportunities that come my way	5.85	1.143
	45.	Take advantage of new opportunities	6.10	.956
Achievement			6.276	.966
	8.	Establish personal standards for myself	6.42	.818

27.	Strive to improve based on my personal standards	6.10	1.151
46.	Establish high personal standards for myself	6.31	.929
Total		5.926	1.030

Consciousness of Others

The average area of consciousness of others was 5.979 (SD = 0.985). This section of the construct has nine capacities, each one with three statements: Displaying empathy ($\bar{x} = 5.931$; SD = 1.056), inspiring others ($\bar{x} = 5.994$, SD = .955) coaching others ($\bar{x} = 6.159$; SD = 0.954), capitalizing on difference ($\bar{x} = 6.094$; SD = 0.923), developing relationships ($\bar{x} = 5.886$; SD = 1.011), building teams ($\bar{x} = 6.204$; SD = 0.919), demonstrating citizenship ($\bar{x} = 6.236$; SD = 0.947), managing conflict ($\bar{x} = 5.641$; SD = 1.118), and facilitating change ($\bar{x} = 5.914$; SD = .987) see Table 12. Within these capacities, the two items that scored (73.1% and 60.8%) when identifying the almost always and always demonstrate these behaviors were emphasize team goals, build strong teams, and work well with others toward a shared goal (Building team),

and help others realize their potential, help others enhance their abilities, and create opportunities for others to learn (Coaching others).

Nonetheless, the other two capacities scored significantly lower while selecting almost always and always (45.6 %) for the three statements; build relationships easily, create connections with others easily and quickly, and construct a strong network of relationships (Developing relationship). Furthermore, the score for almost always and always under (Managing conflicts) was 49.2 % for the three items; handle tough circumstances successfully, address conflict with people effectively, and manage conflict well.

Table 11

Mean Score for Consciousness of Others

Capacities	Q. Number	Statements	<i>M</i>	<i>SD</i>
Displaying Empathy			5.931	1.056
	9.	Place a high value on the feelings of others	5.97	1.098
	28.	Show concerns for the feelings of others	6.02	.994
	47.	Respond to the emotional needs of others	5.80	1.077
			5.994	.955

Inspiring Others 45.7	10.	Communicate an exciting vision	5.68	1.135
	29.	Inspire commitment to the group's vision	6.06	.944
	48.	Inspire commitment to the group's mission	6.24	.787
Coaching Others 60.8			6.159	.954
	11.	Help others realize their potential	6.13	.962
	30.	Help others enhance their abilities	6.30	.868
Capitalizing on Difference 62	49.	Create opportunities for others to learn	6.05	1.034
			6.094	.923
	12.	Demonstrate an appreciation for cultural diversity	6.31	.922
	31.	Find common ground among different points of view	5.63	.894
Developing Relationships 45.6	50.	Appreciate individual differences	6.34	.953
			5.647	1.011
	13.	Build relationships with ease	5.08	1.033
	32.	Create connections with others easily	5.78	1.073

	51.	Build a strong network of relationships	6.08	.929
Building Teams 73.1			6.204	.919
	14.	Emphasize team goals	6.27	.988
	33.	Build strong teams	5.96	.957
	52.	Work well with others toward a shared goal	6.37	.812
Demonstrating Citizenship 62			6.236	.947
	15.	Fulfill my responsibilities to others	6.29	1.065
	34.	Follow through on my commitments to the group	6.31	.863
	53.	Recognize a need to give to the group	6.11	.914
Managing Conflict 49.2			5.641	1.118
	16.	Address difficult situations effectively	5.68	1.076
	35.	Address conflict with individuals effectively	5.49	1.185
	54.	Manage conflict effectively	5.75	1.095
Facilitating Change			5.914	.987
	17.	Promote innovative thinking	5.91	1.067

36.	Seek to improve upon the status quo when future gains can be made	5.89	.988
55.	Consider ways to improve the group's performance through innovation	5.94	.906
Total		5.979	0.985

Consciousness of Context:

The total mean in the consciousness of other areas was 5.95 (SD = 1.028). There were two capacities and three statements for each capacity in this area: analyzing the group (\bar{x} =6.003; SD=0.979) and assessing the environment (\bar{x} = 5.896; SD = 1.076) as seen in Table##. Overall, the majority of respondents indicated they usually always demonstrated the behaviors in this area with a range of (75.4%) to respond effectively to the group, follow the established rules of the group and align my actions with the value of the group (Analysing the group). As a result, for usually to always behaviors demonstrated in a range of (88.4 %) for intentionally changing my approach to leadership to meet the needs of the situation, adopting my approach to leadership based on the situation, and learning about what it takes to succeed in different settings (Assessing the environment).

Table 12*Mean Score for Consciousness of Context*

Capacities	Q. Number	Statement	<i>M</i>	<i>SD</i>
Analyzing the Group			6.003	.979
	18.	Respond effectively to the group	6.06	.989
	37.	Follow the established rules of the group	6.15	.921
	56.	Align my actions with the values of the group	5.80	1.029
Assessing the Environment			5.896	1.076
	19.	Intentionally alter my approach to leadership to meet the needs of the situation	5.57	1.260
	38.	Adapt my approach to leadership based on the situation	5.91	1.113

	57.	Learn about what it takes to succeed in different settings	6.21	.856
Total			5.95	1.028

4.4 One-Way ANOVA

Table 13

One-Way ANOVA for EIL

	Groups	Sum of Squares	df	Mean Square	F	Sig
C. Self	Between	4.861	2	2.431	9.412	.000
	Within	43.387	168	.258		
	Total	48.248	170			
C. Others	Between	3276.947	2	1638.473	7.539	.001
	Within	36511.407	168	217.330		
	Total	39788.354	170			
C. Context	Between	167.757	2	83.879	6.790	.001
	Within	2075.348	168	12.353		
	Total	2243.105	170			

-
- a. Dependent Variable: Consciousness of Self, Consciousness of Others
Consciousness of Context.
 - b. Predictors: level of leadership, (Top, Middle and, Bottom).

4.5 Linear Regression Analysis

The correlation between each facet of the dependent variable (EIL); consciousness of self, consciousness of others, and consciousness of context, and each independent variable; Multilevel of leadership, level of education, years of experience, and age category, was evaluated by using linear regression analysis. Each term's significance p-value tests the null hypothesis that the coefficient is equal to zero (no effect). Because changes in the predictor's value are linked to changes in the response variable, a predictor with a low significance is likely to be a relevant addition or variable to the model.

Consciousness of Self

The consciousness of Self refers to how a person considers themselves and their abilities. Emotional self-perception, emotional self-control, authenticity, healthy self-esteem, adaptability, optimism, initiative, and success are the components evaluated in this domain. In analysing variance (ANOVA) the total sum of squares is divided on $(n-1)$. The regression degree of freedom (df) is the 4 predictor variables, while residual is $(P- n)$, we can see the total $df=(n-1)$ which is 170. The Mean Square associated with regression SS is divided by (df) then it will equal $(MS=1.277)$. While (F) ratio equals regression mean square

divided by residual mean square the will give us ($F= 3.863$). If the p-value < 0.05 we can reject the null hypothesis that lies in the predictor model is not significant. In a conclusion, the 4 predictors' independent variables appear to be significant in all or some of them with the dependent variable consciousness of self since the p-value is (.005) and it's less than alpha (.05).

In the Coefficient output below, we can see the predictor variables Multilevel of leadership is (zero), and age category (0.006) which means that they are statically significant with the dependent variable consciousness of self. However, the p-value or significant value for level of education and years of experience (0.885), (0.114) are greater than the alpha level 0.05, which indicates that they are not statistically significant.

Table 14

Consciousness of Self ANOVA for Regression Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5.107	4	1.277	3.863	.005
Residual	54.870	166	.331		
Total	59.977	170			

a. Dependent Variable: Consciousness of Self

b. Independent Variables: (Constant), Multilevel of leadership, Level of education, Years of experience, Age category

Table 15*Consciousness of Self Coefficients Test*

Model	Understand Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	5.792	.233		24.884	.000
Multilevel of Leadership	-.366	.101	-.306	-3.621	.000
Level of Education	-.008	.056	-.011	-.144	.885
Years of Experience	-.052	.033	-.138	-1.589	.114
Age Category	.080	.029	.253	2.776	.006

a. Dependent Variable: Consciousness of Self

b. Independent Variables: (Constant), Multilevel of leadership, Level of education, Years of experience, Age category

Consciousness of Others

Consciousness of Others expands on an individual's ability to recognize oneself and their skill set by extending out and identifying emotions in others. This section of the construct focuses on connections and understanding how people respond emotionally while motivating others and dealing with tough circumstances. Empathy, mentoring others, capitalizing on diversity, establishing connections, building teams, showing citizenship, managing conflict, and enabling change are the skills evaluated in this section of the construct.

In analysing of variance (ANOVA) the total sum of square divided on $(n-1)$. Regression degree of freedom (df) is the 4 predictor variables, while residual is $(P- n)$, as mentioned before we can see the total $df=(n-1)$ which is 170. The Mean Square associated with regression SS divided by (df) then it will equal $(MS=721.590)$ While (F) ratio equals regression mean square divided by residual mean square the will give us $(F= 3.246)$ If the p -value < 0.05 we can reject the null hypothesis that lie in the predictor model is not significant. In a conclusion, the 4 predictors' independent variables show to be significant in all or some of them with the dependent variable "consciousness of others" since the p -value is $(.014)$ and it's less than alpha $(.05)$.

The Coefficient output below shows the predictor variables multilevel of leadership is $(.007)$ and age category is $(.002)$ which means that they are statically significant with the dependent variable consciousness of others. However, the p -value or significant value for the level of education $(.414)$, and years of experience $(.104)$, are greater than alpha 0.05 , which indicates that they are not statistically significant predictors for the consciousness of others.

ANOVA

Table 16

Consciousness of Others ANOVA for Regression Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2886.358	4	721.590	3.246	.014
Residual	36901.995	166	222.301		
Total	39788.354	170			

c. Dependent Variable: Consciousness of Others

d. Predictors: (Constant), Multilevel of leadership, Level of education, Years of experience, Age category

Coefficients

Table 17

Consciousness of Others Coefficients Test

Model	Understand Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	164.568	6.036		27.266	.000
Multilevel of Leadership	-7.220	2.622	-.235	-2.754	.007
Level of Education	-1.198	.1463	-.065	-.819	.414
Years of Experience	-1.396	.853	-.143	-1.636	.104
Age Category	2.383	.744	.294	3.202	.002

a. Dependent Variable: Consciousness of Others

b. Independent Variables: (Constant), Multilevel of leadership, Level of education, Years of experience, Age category

Consciousness of Context

The consciousness of Context refers to a person's capacity to identify the abilities and skills of others and to comprehend the setting in which they will thrive. This includes the capacity to comprehend analyzes going on in a situation and take appropriate responses. For this section of the construct, the instrument evaluated the capacity to analyse the group as well as the surroundings.

In analysing variance (ANOVA) the total sum of squares is divided on $(n-1)$. Regression degree of freedom (df) is the 4 predictor variables, while residual is $(P- n)$, as mentioned before we can see the total $df=(n-1)$ which is 170. The Mean Square associated with regression SS divided by (df) then it will equal ($MS=5.608$) While (F) ratio equals regression mean square divided by residual mean square the will give us ($F= 1.916$) If the p-value < 0.05 we can reject the null hypothesis that lies in that the predictor model is not significant. As a conclusion most or all the predictor variables showed to be not statistically significant with the dependent variable "consciousness of context" since the p-value is (.110) and it's more than alpha (0.05).

The Coefficient output below, showed the only significant predictor variable is the multilevel of leadership (.009) it is statically

significant with the dependent variable consciousness of context for the fact p-value is less than alpha 0.5. However, the P-value or significant value for the level of education (.495), years of experience (.232), and age category (.254) are greater than alpha 0.05, which indicates that they are not statistically significant predictors for the consciousness of others.

ANOVA

Table 18

Consciousness of Context ANOVA for Regression Test

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	22.434	4	5.608	1.916	.110
Residual	285.987	166	2.928		
Total	508.421	170			

- a. Dependent Variable: Consciousness of Others
- b. Independent Variables: (Constant), Multilevel of leadership, Level of education, Years of experience, Age category

Coefficients

Table 19

Consciousness of Context Coefficients Test

Model	Understand Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	5.965	.693		8.612	.000
Multilevel of Leadership	-.798	.301	-.229	-2.652	.009

Level of Education	-.115	.168	-.055	-.683	.495
Years of Experience	-.117	.098	-.106	-1.199	.232
Age Category	.098	.085	.107	1.146	.254

a. Dependent Variable: Consciousness of Others

b. Independent Variables: (Constant), Multilevel of leadership, Level of education, Years of experience, Age category

4.6 Summary

This chapter presented the findings and results from the participant's results of the quantitative design research study. The Results answered the first and second research questions: (a) What differences, exist in the women leaders based on the two areas of leadership levels, within the World Taekwondo according to their (EIL) score in each area? (b) What differences exist in the women leaders (EIL) score in each area, based on (Multilevel of leadership, level of education, years of experience, and age category) within the World Taekwondo?

Skewness test was used for Normality; the distribution was approximately symmetric for on the field leadership area, while distribution was moderately skewed at off the field leadership area. Moreover, using regression coefficient analysis to find any negative or positive correlation between all independent and each area of the (EIL)

dependent variable, there was a statistically significant correlation between the p-value that was less than alpha 0.05 that showed a statically significant positive coefficient value between means for (Multilevel of leadership and Age Category). Alternatively, the test showed that there is no statically significant coefficient value between means for (Level of Education and Years of Experience) as seen below, Table 20.

Table 20

Summary “Significance Between Dependent and Independent Variables”

	C. of Self	C. of Others	C. of Context	Notes
Multilevel of leadership	.000	.007	.009	Significantly statistic
Level of Education	.885	.414	.495	No Significant Statistic
Years of Experience	.114	.104	.232	No Significant Statistic
Age Category	.006	.002	.254	Significantly Statistic in two facets

- a. Dependent Variable: Consciousness of Self, Consciousness of Others Consciousness of Context.
- b. Predictor Independent Variables: Multilevel of leadership, Level of education, Years of experience, Age category

Chapter 5. Discussion & Recommendations

5.1 Overview of the Study

How women leaders or potential leaders understand and practice leadership is gaining increased focus in research and many international organizations. This study encourages a radical move for a scientific change to look up the strengths and weaknesses of women leaders in sport organizations to increase and obtain a developing criterion for youth, current, and future leaders. Moreover, it has become increasingly crucial for the majority entering the workforce to obtain experience through working in teams, to improve their communication, and to enhance their problem solving (National Association of Colleges and Employers, 2008). Furthermore, this study is built upon EIL theory that combines many Emotional intelligent theories and leadership.

This study will be supporting the World Taekwondo intentions for sustainable and effective women leaders that will lead to an increase in the quality and quantity of women leaders according to their behavioral characteristics and core self- estimations. Discussion of the findings, an implications and recommendations for future research, and practices the will be provided through this chapter.

5.2 Discussion and Implementation

The coming discussion includes the study's significant findings according to the existing literature review while positing a includes to the possible valuable implications. The discussion is broken down into two groups expressing the differences between off the field and on the field leadership areas. However, the correlation between the predictor independent variables with the EIL facets in each area includes the participant's perceptions of their own EIL and a detailed breakdown of the role of the independent variables while emerging them with the model.

5.3 Differences in Emotionally Intelligent Leadership

Findings from this study were unlike in previous studies of EIL. (Haber-Curran, Allen, & Shankman, 2012). Found statistically significant differences in their study exploring and examining EIL in students involved in student organizations in formal and informal leadership roles. Additionally, this study explored the differences between off, and on field leadership. While there is a difference in the level of involvement and impact between them on the field and off the field, the findings supported and showed that there is a statistically significant difference between women leaders in both leadership

positions representing high, middle, and bottom leadership levels of an impact either off or on the field within the World Taekwondo Organization.

While the study that was conducted by Haber-Curran et al. Showed that students in formal and informal leadership positions in student organizations had different levels of EIL based on their involvement on campus, that might be the indicator that affected the results by their training and development activities. As mentioned before, this study supported the original one and showed the women leaders with the WT in both fields of leadership have differences.

5.4 Hypotheses Results

Due to the nature of this study, the research formulated hypotheses to answer the main two questions. The research hypotheses were formulated on the ground basis of research questions. The following research hypotheses were tested and proved a point from the results mentioned briefly in the Results in Chapter 4.

To clarify the hypotheses testing results for the first research question, and based on the Literature Review in chapter 2, the researcher assumed that; There were differences in the women leaders (**H1:**

consciousness of self, **H2**: consciousness of others, **H3**: consciousness of context) within the World Taekwondo (WT) based on the two areas of leadership levels. Nevertheless, the results matched the previous studies, and it showed that there are differences between the women leaders within the WT in the two areas of leadership levels (off the field, and on the field). Therefore, as described the WT can indicate future developing programs for each leadership level separately to serve the aimed objective and observation of the two areas of leadership levels.

Consequently, the hypotheses testing results for the second research question predicted four independent variables that might affect the outcome of the participant's EIL score in the three facets. That showed there is a correlation between the three facets of emotionally intelligent leadership (EIL) for women leaders within the World Taekwondo (WT) and they are (**H4**: Multilevel of leadership **H5**: level of education, **H6**: Years of experience, **H7**: Age category).

5.5 Future Recommendations

Future recommendations based on this research study will confine with the two fields of leadership related to sport organization. Concerning about one of the main effective leadership components, which is emotionally intelligence according to the EIL theory. While

focusing on the on the field leadership (coaches and referees) for the bottom leadership of the WT. Having specific development courses for them is a must to do, not only for the game rules or regulations, moreover for the concept of dealing and leading their teams or the groups they interact with.

Furthermore, deferent development courses should be applied for all women leaders at off the field positions, top and middle leadership. To ensure the best practices and sustainable performance, development courses could be applied for potential young female leaders within the sport areas. Such courses will help them discover themselves and others on higher and more professional scale. This will play a major role in the appointment strategy for the WT organization, while taking into consideration the potential variables that affect the women EIL score based on the results of this study.

Emotionally intelligent leadership score after training and development programs would be highly recommended. Consequently, having a research study that explore the EIL score for women in different sports organizations like Combat or Martial Art Sports Federations will highly support the IOC gender equality movement in women sports leadership in a broader range.

5.6 Limitations

This study was limited in scope exploring the participants. The limitation was mainly from the lack of study category since it was exclusive for women leaders in specific roles. In addition, the limited number of the whole population collecting the sample contributed more time and effort to reach the participants. Moreover, having this study during the current pandemic that we are facing made the process slower when contacting official federations and institutions according to the unstable work time and situation in all areas.

Nevertheless, the research was willing to compare barriers and EIL scores between continents in both leadership levels. However, the number of participants was not normally distributed to advance the analysis and find the gaps that might help inspect further facts regarding the continents. The EIL considered to be new theory, this study is the first one for women leaders in sports field that made the results not easy to compare with previous study at the same field. Moreover, the author had limitation in conducting the survey and comparing males and females results, that might help indicate projects for both genders, especially for the limited number of researches and studies related to the EIL theory in the sports field.

5.7 Summary

The use of EI theories and the EIL model in the development of women and girls in sport leadership is the next step in evaluating of the current and future generations of leaders. EIL is a new construct in need of additional research, but it has provided a new platform for practitioners to create their training and development programs (Allen et al., 2016; Haber-Curran et al., 2015). The findings from this study added another field of research for the theory, which is women`s leadership in sport organizations. This study was created to explore the methods influencing the women`s Emotionally Intelligent Leadership (EIL) through its three facets (Consciousness of self, consciousness of others and consciousness of context) and to indicate the influencing variables that increase the importance of women leaders` according to their features, qualities and capabilities at the right place of leadership, through the results of the study.

Moreover, the multilevel of analysis for leadership roles, (macro, meso, micro) represent the top, middle and bottom leadership positions. As mentioned before this research aims to compare the EIL score between the two leadership fields (on and off the fields) and, the EIL

score within the three facets (Consciousness of self, Consciousness of others, Consciousness of context) with other four potential independent variables (multilevel of leadership, level of education, years of experience and age category). In order to test them according the seven hypotheses for the primary two research questions.

Finally, the findings of this study will be used in conducting and creating new leadership programs for women leaders and potential ones within the World Taekwondo and Member National of Association at the beginning of 2021. Consequently, recommendations were discussed for future researches.

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Appendix A

Survey Guideline

Instructions:

Respected Taekwondo Women Leaders,

Based on the World Taekwondo strategy 2021: Sustainability, Excellence, and Contribution. And being Influenced by the IOC Olympic Movement toward promoting gender equality projects supporting and believing in women leaders in sports. This research is intentionally focusing on the potential leader within each one of us as women in three facets areas: The consciousness of self, consciousness of others, and consciousness of context, that are part of Emotionally intelligent leadership (EIL).

Moreover, across the three EIL facets are nineteen capacities that equip the individual with knowledge, skills, perspectives, and attitudes to achieve desired leadership outcomes. Before you begin, consider a few of our basic assumptions about leadership:

1. Leadership is available to all of us,
2. leadership is art and science,
3. and leadership requires inner work.

this Questionnaire study has 8 introduction queries and 57 questions, it shall take approximately 10- 12 minutes to complete. This self-assessment will allow you to learn more about yourself and a better understanding of how you lead others. The best insight will come when:

- you are honest with yourself
- you respond to the questions based on who you are today, not on whom you hope to become in the future.
- and when you respond to the statement quickly without analyzing them much.

Your input will be highly appreciated and will help to empower the role of women leaders in the Sports Organizations

Appendix B

Survey Questionnaire

- The country you Represent:

.....

Marital Status:

- Single
- Married
- In a Relationship
- Divorced
- Widow

Demonstrating Leadership in which role under the World Taekwondo?

- World Taekwondo Executive Council/ Commissions and Committees
- National Taekwondo Federation Executive/Board member
- Current Referee, Coach or former World/ Olympic Athlete

Years of Experience in the previous role?

- 1 – 5 years

- 6– 10years
- 11– 15 years
- 16– 20 years
- Above 21 years

Level of Education?

- None or Collage
- Bachelor
- Masters
- Doctorate / PHD

Age Category:

- 16 – 21
- 22– 27
- 28– 33
- 34 – 39
- 40– 45
- 46– 51
- +52

Barriers that affect your leadership role under the World Taekwondo?

- No Barriers
- Financial Barriers

- Cultural Barriers
- Time Consuming
- Lack of Support
- Motherhood
- Others

	Never	Almost Never	Rarely	Sometimes	Usually	Almost Always	Always
1. Recognize how situations influence my emotions							
2. Stay calm in challenging situations							
3. I'm honest about my intentions							
4. Believe in my skills							
5. I'm open to change							
6. Present a positive outlook							
7. Act before someone tells me							
8. Establish personal standards for myself							
9. Place a high value on the feelings of others							
10. Communicate an exciting vision							

11. Help others realize their potential							
12. Demonstrate an appreciation for cultural diversity							
13. Build relationships with ease							
14. Emphasize team goals							
15. Fulfill my responsibilities to others							
16. Address difficult situations effectively							
17. Promote innovative thinking							
18. Respond effectively to the group							
19. Internationally alter my approach to leadership to meet the needs of the situation							
20. Recognize how emotions influence my action							

21. Remain calm in stressful situations							
22. Present my motives in an honest manner							
23. Demonstrate confidence							
24. Adapt my behavior to changing situations							
25. Foster a sense of hope							
26. Take advantage of opportunities that come in my way							
27. Strive to improve based on my personal standards							
28. Show concern for the feelings of others							
29. Inspire commitment to the group's vision							
30. Help others enhance their abilities							

31. Find Common ground among different point of view							
32. Create a connection with others easily							
33. Build strong teams							
34. Follow through on my commitments to the group							
35. Address conflict with individuals effectively							
36. Seek to improve upon the status quo when future gains can be made							
37. Follow the established rules of the group							
38. Adapt my approach to leadership based on the situation							
39. Recognize how my emotions affect me							

40. Maintain composure							
41. Act genuinely							
42. Remain confident when facing challenges							
43. I'm open to changing my opinion							
44. Communicate a positive outlook							
45. Take advantage of new opportunities							
46. Establish high personal standards for myself							
47. Respond to the emotional needs of others							
48. Inspire commitment to the group's mission							
49. Create opportunities for others to learn							

50. Appreciate individual differences							
51. Build a strong network of relationships							
52. Work well with others toward a shared goal							
53. Recognize a need to give to the group							
54. Manage conflict effectively							
55. Consider ways to improve the group's performance through innovation							
56. Align my actions with the value of the group							
57. Learn about what it takes to succeed in different settings							

Appendix C

Emotionally Intelligent Leadership for Women leadership role at the
WT and MNA`s: Inventory Scoring Rubric

Consciousness of Self	Question Statement Numbers			Total
Emotional Self-Perception	1.	20.	39.	= ESP
Emotional Self-Control	2.	21.	40.	= ESC
Authenticity	3.	22.	41.	=AU
Healthy Self-Esteem	4.	23.	42.	=HSE
Flexibility	5.	24.	43.	=FL
Optimism	6.	25.	44.	=OP
Initiative	7.	26.	45.	=IN
Achievement	8.	27.	46.	=AC
Consciousness of Others	Question Statement Numbers			Total
Displaying Empathy	9.	28.	47.	=DE

Inspiring Others	10.	29.	48.	=IO
Coaching Others	11.	30.	49.	=CO
Capitalizing on difference	12.	31.	50.	=COD
Developing Relationships	13.	32.	51.	=DR
Building teams	14.	33.	52.	=BT
Demonstrating Citizenship	15.	34.	53.	=DC
Managing Conflict	16.	35.	54.	=MC
Facilitating Change	17.	36.	55.	=FC
Consciousness of Context	Question Statement Numbers			Total
Analyzing the group	18.	37.	56.	=ATG
Assessing the environment	19.	38.	57.	=ATE

Appendix E

Consent Form

You are being invited to participate in a research study about Emotionally Intelligent Leadership in the World Taekwondo (WT) and Member National of Associations (MNA`s). Your answers will help to inform a research project aimed to complete the dissertation process as well as provide information to better serve future Women`s Leadership in sport organizations through training efforts and skill development. Additionally, your answers will provide important information that will assist professionals in the field of leadership efforts to promote career development projects.

STATEMENT OF CONSENT

An Exploration of Emotionally Intelligent Leadership in sport organization and its own Member National of Associations of their Emotional Intelligence and Emotionally Intelligent Leadership.

You are invited to participate in this research study. The survey should take you no longer than 15 minutes to complete. There are no direct incentives of this research project to the participant. The present study poses minimal risk to participants. The questions are based on personal experiences and hence there are no right or wrong answers. However, some of the questions are of a personal nature relating to things such as personal experiences, health practices, and career/material status. The records of this study will be kept private and confidential. Digital records will be stored indefinitely in a protected folder that is only accessible to the researcher. In any report published using these results, the researchers will not include any information that will make it possible to identify a subject only for the purpose of the study and future projects collaborating with the WT. The survey didn`t counted any participant name or identity.

Although the research records will be coded so participant identifiers such as country name will not be directly attached to the survey.

It is also possible the raw data collected for research purposes may be used for project purpose to the World Taekwondo or to continue on the research topic for future comparison.

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the researcher or the World Taekwondo. If you decide to participate in this study, you are free to not answer any question or withdraw from the study at any time without affecting those relationships.

Contacts and Questions: This study is being conducted by Dana Haider Touran a former Olympic athlete from Jordan and currently a member of the development committee at the World Taekwondo. Any questions pertaining to research methods, data collection, or analysis and reporting can be sent to Dana Touran, at (+82) XXX-XXXX or XXXXX@Gmail.com. If you have any questions or concerns regarding your treatment or rights as a participant in this research you are encouraged to contact Seoul National University /Physical Education department – Dream Together Master’s Program. Seoul National University between the business hours of 8am and 5pm Korean Time, Mon-Fri at +82-2-880-2984/5.

I acknowledge that I understand the purpose of the study, the investigators' measures to protect participant privacy, and where to direct questions about the study. I agree to participate in the following survey as part of this research study.

- Yes, I agree to participate in this research study, and I am 18 years of age
- No, I do not wish to participate in this research study

Recruitment Email

Dear X Federation,

Good Day. I hope my e-mail finds you well. This is Dana Touran a former Olympic athlete from Jordan, currently a member of the development committee at the WT and a master`s student in Sport Management at Seoul National University.

I`m doing a research study collaborating with the WT, aiming to reinforce Women's leadership in the five continents with future projects through scientific approaches.

The Women in Lebanon Taekwondo Federation Executive Committee members and Former Olympic female athletes' participation in the survey will be highly beneficial for inspecting future projects related to Women's leadership.

Please find the link below, it will take approximately 10- 12 minutes.

https://docs.google.com/forms/d/e/1FAIpQLSfbTz8tPVaRkdShP2QpboWUuVgJLUwDH-7bfIrMZZMaBNZYVg/viewform?usp=sf_link

Kindly find the attached support letter from my university.

Thanks for your efforts and support

Best Regards

Dana Touran

Recruitment Email from the World Taekwondo (GMS)

Dear President/Secretary-General,

Hope my e-mail finds you well. WT is conducting a survey about women leaders in Taekwondo. Increasing the number of women leaders in Taekwondo is one of the fundamental goals of the WT these days and a survey is expected to be used by WT Taekwondo for All Committee to achieve the missions more effectively. Here are the links to the survey in different languages, please use the one that's convenient for you.

English: https://docs.google.com/forms/d/e/1FAIpQLSfbTz8tPVaRkdShP2QpboWUuVgJLUwDH-7bfIrMZZMaBNZYVg/viewform?usp=sf_link

French: https://docs.google.com/forms/d/e/1FAIpQLSdjcd35Xwi9g-CE6Lzu0RpgYI2dOis91YAeG8cMC5e0IgZv2g/viewform?usp=sf_link

Arabic: https://docs.google.com/forms/d/e/1FAIpQLSfXmFvJ3g0b31ujuZ5Po6wMYIYu17GGo-quj2gWfo9Q2OpiFg/viewform?usp=sf_link

Spanish: https://docs.google.com/forms/d/e/1FAIpQLSfEOahkZ6txlRlWjZOMKoiftHJ6DAxxckCmnZ6UaDA1gJHhSA/viewform?usp=sf_link

Our targeted participant's categories for women leaders in:

1. World Taekwondo Executive Council/ Commissions and Committees

2. National Taekwondo Federation Executive/Board member
3. Current Referee, Coach or former World/ Olympic Athlete

If you have any further questions, please contact: -
Dana Touran

Member of World Taekwondo Development Committee

Mobile +82-10-****-****

E-Mail *****@Gmail.com

**Manager - World Taekwondo Global
Membership System (GMS) World
Taekwondo**

Appendix F

Seoul National University Support Letter



SEOUL
NATIONAL
UNIVERSITY



DREAM
TOGETHER
MASTER
Global Sport Management
Graduate Program

| 서울대학교 국제스포츠행정가 양성사업단 | 151-742 서울특별시 관악구 관악로 1 우정원 153동 316호
Division of Global Sport Management Talent Development Division,
Seoul National University Building 153, Room 316, 1 Gwanak-ro, Gwanak-gu, Seoul, 151-742, Republic of Korea
Tel : +82-2-880-2984, 2985 Email : srugsml@snu.ac.kr Homepage: <http://gsm.snu.ac.kr/DTM>

September 21, 2020

To whom may it concern,

This letter serves to confirm that Ms. Dana Haider Izzat Touran is a student in Global Sport Management Graduate Program at Seoul National University.

As a requirement of the program, the student is expected to accomplish individual thesis research project. Ms. Dana Haider Izzat Touran is currently in the process of carrying out her project titled *Emotionally Intelligent Leadership for Women in Sport Organization: A statistical study of Women Leaders in World Taekwondo & Member National Association* by conducting surveys and interviews. I write to request your assistance to enable her to undertake the research for the master's thesis.

Kindly note that findings will be shared and all information collected will be treated in confidence and solely for academic purposes. I hope you find this in order and assist accordingly.

Best Regards,

Joon-ho KANG

Director & Professor, Dream Together Master
Global Sport Management Graduate Program
Seoul National University

국 문 초 록

세계태권도연맹 내 여성을 위한 감성 지능과 리더십

다나

서울대학교 대학원

체육교육과 글로벌스포츠매니지먼트

본 연구는 여성의 감성지능리더십 (Emotionally Intelligent Leadership; EIL)의 3 가지 요소(자신에 대한 인식, 타인에 대한 인식, 상황에 대한 인식)를 통해 여성의 감성지능리더십(EIL)에 영향을 주는 방법을 탐색하고, 결과를 토대로 여성리더십이 가지고 있는 특성의 중요성, 우수함, 역량을 시사하는 것에 주 목적을 두고 있다. 이는 세계 태권도에서의 여성 위원회의 가능성을 장려하고, 향후 이 분야에서 잠재적인 개발 프로그램을 검증하는 데 기여할 수 있다. 또한 감성지능리더십은 연구와 이론 두 가지 주요 요소와 조화를 이룬다; 첫 번째는

감성지능(EI), 두 번째는 리더십이다. 1990년 Peter Salovey와 John Mayer는 감성 지능을 “자신의 감정을 이해하고 관리하는 것과 더불어 인지하고 주변 사람들의 감정을 인식하고 영향을 미치는 능력”으로 정의하여 출간한 연구논문을 통해 감성 지능이라는 용어를 사용했다.

따라서 이 연구는 첫째; 감성지능리더십(EIL)의 3가지 요소와 관련하여 세계 태권도 내 3가지 직책 범주의 여성 리더들의 차이점이 있다면 무엇인지, 둘째; 세계 태권도에서의 리더십 수준, 교육 수준, 경력, 연령 범주에 따른 여성 리더들의 감성지능리더십(EIL)의 3가지 요소에서 차이점이 있다면 무엇인지에 답하기 위해 수립되었다.

이 연구는 양적 연구 접근법을 활용하여, 세계 태권도 분야 안팎의 고위, 중위, 하위 리더십 수준에서 리더십을 발휘하는 여성 리더들의 감성지능리더십을 측정하여 비교하고, 참가자들의 결과를 보여주는 5가지 테스트를 활용하는 SPSS 소프트웨어를 통해 2가지 질문에 대한 연구 가설을 검증할 것이다. 최종적으로

이 연구의 결과는 세계 태권도의 3 가지 리더십 수준 내 여성 리더들 간의 상당한 차이점이 있음을 보여줄 것이다.

또한 두 번째 질문은 종속 변수의 각 영역과 4 개의 예측 변수 중 2 개 변수(첫 번째는 리더십 수준이며, 두 번째는 연령 범주) 간의 상관 관계를 보여주는 선형 회귀 분석을 활용하여 답변 되었다.

위와 같이, 본 연구는 모든 수준의 리더십에 적용될 수 있는 향후 리더십 개발 프로그램을 보여주는 데에 도움이 될 것이다. 아울러, 젊은 잠재적 여성 리더의 향후 공헌의 중요성을 고려했을 때, 미래의 효과적인 여성 리더를 검증하기 위해서는 그들을 위한 사전 개발 과정을 반드시 고려해야 한다. 궁극적으로, 감성지능리더십 이론에 따르면, 리더십은 학습되고 개발될 수 있으며, 모두가 리더십을 발휘하기 위해서 리더십에는 직함이나 직위가 필요하지 않다.

주요어: 감성지능, 여성 리더십, 감성지능리더십, 세계 태권도

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