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Research Article

The impact of managers' emotional intelligence on encouraging innovation-promoting behaviors among employees: exploratory research at the Technological University

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ABSTRACT

The goal of this study is to evaluate how managers' emotions are able to assist employees at the University of Technology in Iraq in demonstrating innovative behaviours. Additionally, this research illustrates the significance of leadership in fostering creativity and innovation through a supportive and productive work environment. To carry out this evaluation, a descriptive/analytical methodology will be used as the primary means for the collection of data. A structured questionnaire (45 items) will be developed that consists of two main components: emotional intelligence (self-awareness, emotional regulation, motivation, social awareness and relational management) as well as innovation-related behaviours (exploration, acceptance of risk/failure, critical/analytical thinking, continuous learning). There will be a total of 48 randomly sampled University employees, comprised of different levels of teachers and administrators from each Faculty and Department at the University who received the questionnaire. Using a Kendall-tailed correlation matrix and simple regression coefficient, the statistical analysis found significant positive relationships through both linear models among manager's emotional intelligence with behaviors associated with promoting innovation will result when your manager possesses an EI level above average. There was also strong evidence from the regression model indicating that there are positive and significant effects on the dependent variable (innovation promoting behavior) from independent variables (emotional intelligence). Self-awareness and managing your own emotions had the greatest positive influence of all the dimensions, while critical thinking and exploring had the highest positive correlations with innovative behaviors, when examining emotional intelligence in a manager. This research has expanded the current body of literature on Emotional Leadership and Innovation Management within Academic Institutions, and it is recommended that investments should be made towards establishing Professional Development Developmental Curricula to improve the emotional competency of university leaders.

Keywords: Emotional intelligence, innovation-enhancing behaviors, transformational leadership, technological university, organizational creativity.

FIRST: THE METHODOLOGICAL FRAMEWORK OF THE RESEARCH

INTRODUCTION

Today, many companies are dependent on innovation for success and this is especially true for universities and research facilities like the Technological University. To continue to create and implement innovations, there is a need for good leaders who can inspire their employees by creating a positive workplace atmosphere conducive to innovation. Emotional intelligence, a term used to describe someone's ability to identify, comprehend, and control not only their own emotions but also the emotions of others, plays a large part in the ability of a manager to be an effective leader. The acknowledgment over the last few years that emotional intelligence plays a critical role in all types of leaders as a key element affecting success in the academic work environment has been on the rise. Managers must interact with a variety of different people, including faculty, students, support staff and others; therefore, it is imperative for them to have a good understanding of the needs and feelings of the people they oversee and be able to effectively maintain positive relationships with them. By supporting each other's relationship, emotional intelligence supports managers and employees to create a collaborative, supportive environment to work in. When employees feel respected and valued, they are more likely to exchange ideas and proposals. Leaders who acquire emotional intelligence understand the needs and feelings of their employees, allowing managers to effectively create an environment that motivates their teams. By developing a strong relationship with their employees through emotional intelligence, the employee will feel motivated to create an

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environment of mutual trust and respect among one another, thus resulting in a positive work environment that increases employee job satisfaction and productivity. Employees in a workplace environment may experience many different forms of stress. A manager who has high emotional intelligence will be able to help their employees cope with all forms of stress, as well as contribute to their mental health and well-being. The role of emotional intelligence is crucial in fostering behaviours of employees that will enhance innovation. Managers who understand their employees' feelings and needs will take effective action to promote creativity in the workplace. Managers with emotional intelligence facilitate an environment where their employees feel comfortable to express their ideas and concerns which allows for a consistent stream of new and innovative ideas. Often times, innovation requires some level of risk taking. The managerial behaviour that creates a culture that supports creative thinking and encourages employees to try new ideas (even if the results may not be guaranteed) is critical to promoting innovation. Additionally, managers with emotional intelligence demonstrate the ability to provide support to employees when they face difficulties in their work..

THE PROBLEM OF STUDYING

Successful organisations rely heavily on innovative ideas; therefore, it is essential for organisations, particularly academic institutions like the Technological University, to develop processes and competencies to support their employees' ability to innovate. To support employees' ability to innovate, organisations must also understand the factors that either enable or inhibit an employee's motivation/behaviour; one of these enabling factors is the "emotional intelligence" of the manager. "Emotional intelligence" refers to an individual's capacity to recognise, comprehend, and regulate their own and others' emotions. Managers with high levels of emotional intelligence can help develop an innovative and creative work environment. Emotional intelligence is a broad area that includes the following characteristics or capabilities: Self-awareness, social awareness and relationship management. Each of these characteristics allows managers to understand their employees' needs, to motivate them, and to build positive relationships with them. Research has shown that managers who exhibit high emotional intelligence improve team morale, leading to greater motivation and greater levels of innovation. Innovation-promoting behaviours are defined as actions and decisions which promote and support both creative thought processes and the ability of employees to create new products and services. Examples of innovation-promoting behaviours include providing support to employees, motivating employees, providing the tools needed for innovation, as well as providing employees an opportunity to share their ideas and proposals. If employees feel like their ideas are valued and appreciated, then they are more likely to provide ideas that lead to innovation. This study addresses a set of questions, which will be outlined below.:

- What is the level of emotional intelligence of managers at the Technological University
- Do employees of the Technological University have innovation-promoting behaviors
- What is the nature of the relationship between emotional intelligence and innovation-enhancing behaviors
- What is the impact of emotional intelligence on innovation-promoting behaviors

THE IMPORTANCE OF RESEARCH

The importance of this research can be illustrated in a number of important key aspects, namely:

- **Fostering innovation:** this research contributes to understanding how managers' emotional intelligence can promote innovation-enhancing behaviors among employees, leading to the development of new ideas and creative solutions that benefit the organization and improve it.
- **Continuous improvement in the work environment:** by highlighting the relationship between emotional intelligence and creative behaviors, so that managers can take effective and thoughtful steps to improve the work environment, in order to increase employee satisfaction and loyalty to the University.
- **Developing leadership skills:** the research provides insights on the importance of developing emotional intelligence skills in managers, which helps them achieve higher performance in leadership and guidance.
- **Contribution to the academic literature:** the research contributes to enriching the literature related to emotional intelligence and innovation, which opens up prospects for future studies in this field.

RESEARCH OBJECTIVES

The research seeks to achieve the following objectives

- Diagnosis of the level of emotional intelligence of managers at the Technological University
- Determining whether employees have innovation-enhancing behaviors

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- Diagnosing the nature of the relationship between emotional intelligence and innovation-promoting behaviors
- Determining the impact of emotional intelligence in innovation-promoting behaviors

4. Research hypotheses: The research seeks to test the following hypotheses

- A significant correlation exists between emotional intelligence and innovation-enhancing behaviors.
- Emotional intelligence has a significant and statistical impact on innovation-promoting behaviors.

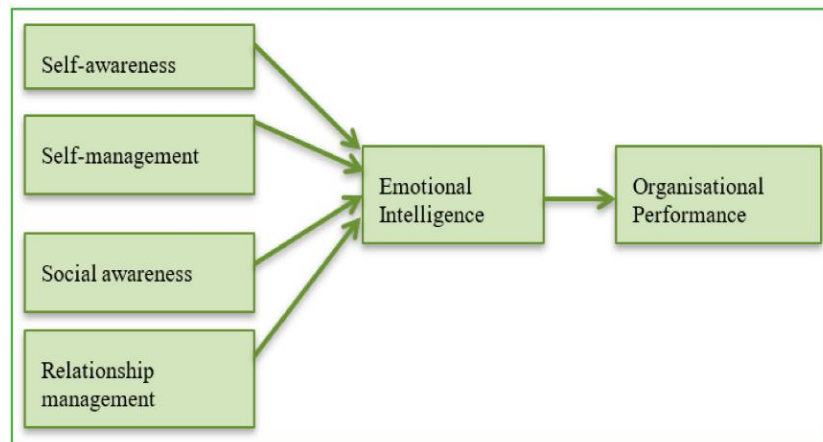


Figure 1. The Conceptual framework of research

THE STUDY COMMUNITY

The Technological University is among the top educational institutions in Iraq. It has many faculties offering various areas of study to deliver a high-quality academic experience. The research community is made up of faculty and administrative staff at the university who come from many different areas of expertise and research disciplines.

A random sampling of 10 individuals from various departments at the university was performed. These individuals possess various academic and management skills to help obtain an array of emotions/behaviour in a work setting. This small group will give useful information about emotions on the satisfaction and productivity level of workers..

METHODS OF DATA COLLECTION

To collect the necessary data for the selection of study hypotheses and the achievement of its goals, two main sources were relied on:

- **Secondary data:** obtained through the review of books and refereed journals, Scientific Research, and previous Arabic and foreign studies related to the study variables.
- **Primary data:** collected directly from the study community using a basic tool, the questionnaire, which is the most suitable for descriptive studies aimed at measuring trends and opinions. Divide the questionnaire into two main sections: the first section: demographic data, and aims to collect basic information about the respondents, such as (gender, educational qualification, number of years of experience, administrative specialization). The second section: the main axes of the study, which was distributed on three axes. The first was devoted to measuring feedback practices, the second focused on measuring job performance improvement, and the third aimed at measuring individual learning.

Table 1. The questionnaire variables and their sources.

No.	Key variables	Sub-variants	No. paragraphs	Sequence of paragraphs
1	Innovation-promoting behaviors	Self-awareness	5	5-1
2		Emotion management	5	10-6
3		Self-motivation	5	15-11
4		Social awareness	5	20-16
5		Relationship management	5	25-21
6		Exploration	5	30-26
7		Acceptance of risk and failure	5	35-31
8		Critical thinking and analysis	5	40-36
9		Continuing education	5	45-41

STATISTICAL METHODS

For the purpose of data analysis, a variety of statistical tests were used, the most important of which are the arithmetic mean, standard deviation and coefficient of variation to describe the data collected, and for the purpose of testing correlation hypotheses, the simple correlation coefficient was used, and for the purpose of testing the hypothesis of the effect, the simple regression coefficient was used.

PREVIOUS STUDIES

Studies conducted in the past have explored how much Impact Emotional Intelligence has on enhancing organizational performance and creating a more creative work environment through manager's capacity to possess EI skills. Research demonstrates that possessing Emotional Intelligence skills can increase the extent of improved relationships between managers and employees, as well as increase the amount of innovation and creative behavior demonstrated by employees/teams. According to the Goleman Study conducted in 2021, Emotional Intelligence is fundamentally important to contemporary management when viewed from the perspective of how it can positively impact employee motivation and create conditions within the work environment that are supportive of Creativity. Additionally, a research study conducted by Rahman et al. (2020) concluded that managers that can effectively manage their own emotions and effectively manage stress are more capable of Creating – or producing – favorable results and providing encouragement/reward to employees that pursue Innovation and/or enhance Organizational Performance.. The research conducted by Ismail (2021) illustrates a powerful link between emotion control and creative behaviour from the perspective of employees. Meanwhile, Khalid & Mahmood (2022) found that having an understanding of oneself as well as managing social relationships helps in improving communication and teamwork among the organisation, and in turn leads to increased innovation from its employees. Further, Zhang & Lee (2022) saw that the ability to be self-motivated and engaged in continuous learning had a significant positive affect on supporting creativity within, and among, modern day organisations. However, the findings of Al-Harbi & Alqahtani (2023) demonstrated that emotional intelligence for leadership leads to improved employee confidence and the willingness to submit new ideas and accept risk; consequently, Al-Mutairi (2023) found that managers with greater levels of emotional intelligence have the ability to establish positive working relationships and motivate employees to be involved in the decision making process. According to Ahmed and Hussein's research (2024), managers with developed emotional intelligence skills experience increased job satisfaction and employee innovative behavior. The results of Naseem and Khan's research (2024) corroborate their findings that emotional intelligence is instrumental in creating an adaptable workplace that enables employees to meet organisational challenges more successfully. Earlier research performed such as Mayer and Salovey study (2018) emphasized how emotional intelligence aids managers in being more efficient

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at leading others and communicating with other people inside their company. Wong and Law (2019) found that managerial leaders possessing High Emotional Intelligence have higher levels of success in their organization because they can inspire employees to perform and create a positive relationship with employees. In addition to providing evidence that trust-based human relations and emotional empathy facilitate innovative behaviors, Carmeli et al. (2017) also gave examples of how emotional empathy can create solutions to problems creatively..

SECONDLY: THE THEORETICAL FRAMEWORK.

EMOTIONAL INTELLIGENCE: BASIC CONCEPTS

THE CONCEPT OF EMOTIONAL INTELLIGENCE:

You should be able to motivate yourself and work towards your professional and personal goals, as well as cope with all of the challenges and stresses that arise in your daily life, positively. You should know what your feelings are, what you do and how your actions affect both yourself and other people, how to appropriately control and regulate your emotions, and how to control your reactions. You should establish a healthy and long-term relationship with other people, treat them kindly, and accept their differences. You should also be able to recognize the emotions of others, understand their experiences, respond accordingly to their feelings, communicate your own feelings, and engage with other people's feelings. Finally, you will be able to use emotions in a positive way when making decisions, solving problems, developing emotional skills, and developing as a person. And, emotional intelligence refers to that person's ability both to recognise their own and others' emotions, and to regulate/handle his or her own emotions as well as those of the others surrounding them. Emotional intelligence encompasses a lot of inherent function (acts). Emotional intelligence is an unconscious act from generations gone by; it serves one generation of humans, while passing on to the next generation (the genes of human individual).. [15]

THE IMPORTANCE OF EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to recognize, understand and manage our own emotions and those of others. It has great importance in both personal and professional life, and the importance of healthy intelligence is as follows: [16]

- Improving social relationships: people with a high level of emotional intelligence have a greater ability to understand and respond to other people's emotions in a decent way, which leads to building strong and healthy relationships.
- Stress management: emotional intelligence helps reduce stress and psychological stress by learning how to deal with negative emotions and channel them positively.
- Decision making: people with emotional intelligence are able to make better decisions because they are not only influenced by emotions but balance emotion and reason in making their decisions.
- Effective communication: emotional intelligence enhances the ability to communicate effectively and understand the needs of others, which is vital in work environments and social relationships.
- Increased productivity: people with emotional intelligence are able to work better with different teams, and perform better in collaborative work environments.

CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

Emotional intelligence has many characteristics and features, including: [17]

- Using intelligence in solving the presented problems with the absence of complete information.
- The ability to think and perceive.
- The ability to acquire and apply knowledge.
- The ability to learn and understand from previous experiences and experiences.
- The ability to use old experiences and employ them in new situations.
- The ability to use trial and error to explore different things.
- The ability to respond quickly to new situations and circumstances.

DIMENSIONS OF EMOTIONAL INTELLIGENCE

Emotional intelligence has different dimensions, we mention:

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- **Self-awareness:** the ability to accurately recognize and analyze your feelings and self-awareness is the ability to honestly and consciously recognize your feelings, thoughts and attitudes. This includes understanding what triggers your feelings and how they affect your behavior and thinking. When you have self-awareness, you can deal with situations more effectively and achieve a balance in your emotional and mental life. [18]
- **Emotion regulation:** the ability to manage and regulate your emotions in a healthy and effective way and emotion regulation refers to the ability to manage and regulate your emotions in a healthy and effective way. This includes your ability to control and express your emotional reactions in a way that is appropriate and appropriate to the situation. For example, when faced with a difficult or motivating situation, regulating your emotions involves dealing with anger or sadness constructively rather than reacting inappropriately or violently.
- **Self-motivation:** the ability to motivate yourself and work towards achieving goals permanently self-motivation refers to the ability to motivate and motivate oneself to achieve the desired goals and personal growth. This includes your ability to insist on working despite challenges and difficulties, promoting inner positivity and continuity in your pursuit of professional and personal goals. Through self-motivation, you can overcome obstacles and move forward towards the realization of your dreams and ambitions.
- **Understanding social relationships:** being able to understand and interact effectively with other people's emotions and understanding social relationships means being able to understand other people's emotions, non-verbal expressions and social interactions in general. This includes the ability to read body language, understand social situations, analyze interpersonal relationships, and recognize the hidden needs and feelings of others. This ability is important for building healthy and influential relationships with others and achieving effective communication. [19]
- **Dealing with psychological stress:** the ability to deal effectively with stresses and challenges in everyday life and dealing with psychological stress refers to the ability to adapt and deal effectively with difficult situations and psychological stress that you may encounter in everyday life. This includes using healthy strategies to relieve stress and pressure, such as exercise, deep breathing techniques, effective time management, positive thinking, and open communication with others to get the necessary support. This ability is considered fundamental for maintaining mental and mental health under various life stresses.

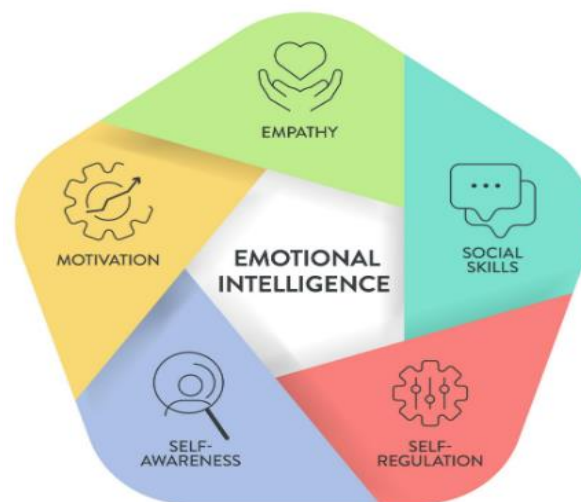


Figure 2. The Dimensions of emotional intelligence

THE BIOLOGICAL FOUNDATIONS OF EMOTIONAL INTELLIGENCE

Aristotle believed in the IV Century BC that humans used their brains to pump blood, but he also believed that the Psyche or “soul” was the governing force for human thoughts and emotions and that it was the brain that was the contact point between the body and soul. This idea reigned for many years in western culture until approximately the XVII Century, when Rene Descartes came along and suggested that it was the BRAIN where the contact between BODY and SOUL occurred. In the XIX century, increasing amounts of research and investigations concerning the relationship of brain injuries and behaviour began, and revealed that the brain is where memories, emotions and thought occur, therefore neurologists have established the functions of the brain; and that the HEART and BRAINS are connected via four different types of connections: NEURAL, PHYSIOCHEMICALS, AND Electromagnetic Connections. [20]

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In Goleman's book, *Working With Emotional Intelligence* (1998), he outlined the need for emotional skills to achieve personal and organizational success. He also introduced a framework of emotional competence (1995), and described how to develop/learn these emotional skills. [21]

COMPONENTS OF EMOTIONAL INTELLIGENCE

- Self-awareness, which is the ability to understand one's impression, emotions, motives and their impact on others, self-confidence, realistic self-assessment, sense of humor in self-criticism.
- self-regulation, which is the ability to control impulses or disturbing moods or return and direct them, the tendency to suspend judgment and think before acting, trustworthiness and openness to change.
- Self-motivation, which is a passion for working for reasons beyond money and striving to achieve goals with high energy and perseverance.
- Empathy, the ability to understand the emotional composition of others, high skill in dealing with others according to their emotional reaction, experience in building and retaining talents, and multiculturalism sensitivity.
- Social skills, namely competence in Relationship Management, Network building and the ability to find common ground. [21]

INNOVATION-PROMOTING BEHAVIORS

THE CONCEPT OF BEHAVIOR

Employee behavior is an area of research that investigates and analyses how employees in an organisation have behaved, what their views on the organisation are and how they have been affected by both the formal and informal structure of the organisation as well as the influence of the environment on both the organisation and the people who work for it. Organizational behavior can also be defined as the field that studies how people act in an organization and why they do so, which includes the study of individual and group behavior as well as organizational processes; the ultimate purpose of this field is to improve organizational effectiveness while also improving the quality of life for all individuals who participate in the organization.[22] In addition to the affected individuals, an organization conducts activities to create an employee's experience, which creates feelings and influences how employees feel about their work and the organization is also affected by the environment by way of the company's physical location and surroundings. Behaviour is used in many different ways for the interaction of people at work in both business and non-business organisations such as government business, public service organisations and anything where two or more people are interacting together as opposed to working alone and also have an effect on technology as well as the outside/externally external social system; therefore, the four components of an organisation (individuals, technology, structure, and the external/social system) can be described through this interaction. Growing, changing, realising and learning is an inherent part of being human and as such there are many reasons to want to understand how behaviour is formed, what drives behaviour and the ways that we can modify behaviours through both altering the reasons behind them and continuing reinforcement to keep them modified. [23]



Figure 3. The Dimensions of innovation promotion behaviors

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Figure 3 The figure displays four innovation-enhancing behaviors exhibited by employees in the company. They are 1) explorative behavior; 2) acceptance of risk and failure; 3) critical/analytical thought; and 4) continuous learning behaviors—all of which are critical to fostering an innovative and effective work environment, as well as contributing to improved performance. Employees will engage in exploratory behavior through their discovery of new ideas/methods that lead to improvements in their job performance, as well as the development of new ways to do things. Furthermore, employees will demonstrate acceptance of risk and failure through their willingness to experiment with new ideas and take risks associated with those ideas. The more easily an employee can accept that an idea may fail, the more likely they are to see the failure as a way of learning and gaining experience, rather than a roadblock to innovation. Critical thinking, which includes analyzing and reasoning about logical problems, and reviewing the range of options available, as well as selecting the most effective and efficient solutions is a key factor in increasing innovation. The dimension of ongoing learning addresses employee's desire to continue developing their professional competencies by keeping up to date with contemporary innovations and enhancing their capacity to innovate in the workplace. Overall, this graph demonstrates the connection between these dimensions as they create an organization that promotes innovativeness, and having employees' behaviors in these dimensions also helps to increase the organization's competitiveness, resulting in higher performance and institutional excellence..

AXES OF BEHAVIOR

There are three main axes on which organizational behavior is based, as shown in the figure below:

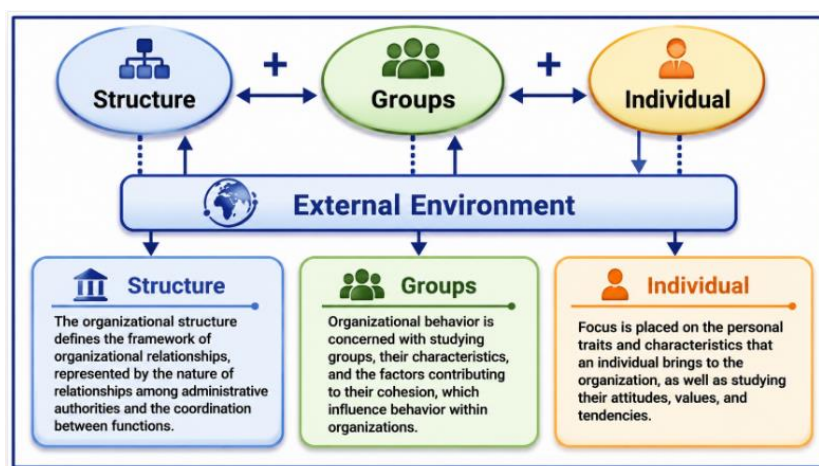


Figure 4. The main axes on which organizational behavior is based

- **Individual working personnel:** The working individual is the basis, from where the emphasis is placed in this aspect on the personal qualities that the individual brings to the organization as well as the study of his Trends and values because they have a direct and significant impact on his behavior and performance in the organization.. This type of behavior that is concerned with employed individuals is called micro-organizational behavior and this type is mainly oriented to psychology, where three basic branches of psychology contribute to the establishment of micro-organizational behavior (individualization): Experimental Psychology, therapeutic psychology, and industrial psychology. [22]
- **Groups of groups:** Although we have shown that the individual is the main factor in any organization, but despite this, the group still has its place and influence, and then this behavior is interested in studying the group in general in terms of its characteristics and cohesion factors, on the basis that the characteristics of work groups in any organization greatly affect behavior within any organization.
- **Structure:** Despite the importance of the individual and the group as we have already shown in any organization, organizational structures remain one of the basic factors in any organization because it defines the general frameworks of work within the organization and then determines the organizational behavior of the form of official relations within organizations and explains how to coordinate between different functional groups.[23]

DETERMINANTS OF BEHAVIOR

There are a lot of determinants that affect behavior, one of the most important is. [24]

- **Determinants of the level of the individual, factors influencing the behavior of the individual:** There are a number of factors that shape the behavior of an individual in an organization, the most important of which are the personal characteristics of an individual, such as age, experience, learning, as well as social status.

- determinants of the level of the group and factors influencing the behavior of the group: The determining factors of the behavior of the group in the organization include several elements, the most important of which are the style of leadership of the group, its structure, the nature of communication, the method of decision-making, conflict, and all these factors affect the behavior of the group, and therefore affect its performance.

- Determinants of the organization level factors affecting the organization: There are a set of determinants at the organizational level, including the organizational structure and legislative rules, organizational change and organizational culture, and all these factors affect organizational behavior. The behavioral portal is divided into two groups, namely: -

First: - it is a human behavior Group and depends on the intellectual foundations, that is, the manager's success in understanding behavioral sciences helps him to manage relationships between people, this group believes that management is an integrated social system, that is, it is a mixture of social relations, Customs and traditions.

AREAS OF STUDY OF BEHAVIOR

One of the most important areas of behavior:[25]

- Research into the determinants of behavior, the factors of its origin and the reasons that made human actions noticeable, and the most important question here is how it revolves around the process of provoking behavior, science is looking for exploring the stimuli that guide a person to act, do or respond.

- Behavioral research: in this field, the researcher is looking to identify the stages and methods and how behavior is formed and crystallized before starting the virtual image and this formation process represents the most difficult aspect in the behavioral study because it usually takes place in the human mind and consists of a number of hidden mental processes that are difficult to watch or pay attention to, and then the researcher must also rely on some advanced methods that allow him to study and measure them.

- The third field of behavioral study is concerned with researching the forms, patterns and means in expressing behavior, that is, analyzing the observed behavioral patterns and how they describe behavior and deducing logical relationships between different patterns.

CREATIVE BEHAVIORS OF EMPLOYEES

The creative behaviors of employees include a set of behaviors that contribute to providing new ideas to improve the work environment. Some of these behaviors are: [26]

- **Critical thinking:** it is the ability to think critically and analyze problems from a different angle.
- **Curiosity:** it is the desire to explore new ideas, seeking to learn more in diverse areas.
- **Flexibility:** it is the ability to deal with changes and novelties in the work environment.
- **Deliberate risk - taking:** that is, bold decisions must be made with the aim of improving performance or reaching new solutions.
- **Collaboration:** teamwork and interaction with other colleagues to exchange ideas between them.

MEANS OF STIMULATING CREATIVE BEHAVIORS

It is important to stimulate creative behaviors in employees and requires the use of effective means that help them promote innovative and creative thinking to provide a supportive environment. The most important of these means are: [27]

- Creating a flexible work environment: it encourages independence and flexible free thinking, in order to help employees express their ideas without fear or hesitation of criticism.
- Encouraging collaboration and teamwork: creating a work culture that encourages the exchange of ideas between individuals and teams, because cooperation helps in generating new solutions.
- Motivation and diversity: the presence of individuals from diverse cultural and experimental backgrounds promotes different thinking and contributes to the generation of innovative ideas.
- Moral and material motivation: by offering motivational rewards and incentives such as awards, recognition, or financial bonuses to support creative employees.
- Continuous training: opportunities should be provided to train employees on critical and creative thinking skills through workshops and training courses.

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THIRD: PRACTICAL FRAMEWORK

DESCRIBE THE SAMPLE ACCORDING TO DEMOGRAPHIC FACTORS

In this axis, the descriptive analysis of the emotional intelligence of managers and its impact on the creative behaviors of workers will be used, by calculating the computational circles and standard deviations to determine the strength of the relationship between the variables. The Kendall's Tau matrix will also be used to measure the strength of the relationship between the above variables.

DESCRIPTIVE ANALYSIS OF SEARCH VARIABLES

Table (2) contains the main and sub-research variables and correlation circles and standard deviations for the main research variables and the sub-research variables by dimension for the total sample of 55. For the total of the sample, the overall average was (3.5783), which would indicate that the managers possess emotional intelligence and confirms this with a standard deviation of .66134, which reflects a moderate range of divergence of opinion, thus confirming the differences in estimates. The level of the sub-dimensions was achieved for self-awareness with an average arithmetic mean of (3.4750) and thus would indicate a positive trend towards the creative behaviors of employees confirmed with a standard deviation of (.77802), which reflects a moderate level of difference in the opinions. Emotion management achieved an average of (3.5917), which would reflect the importance of emotion management in shaping the creative behaviors of employees. The standard deviation value of 0.82715 indicates a wide range in terms of how managers rate their emotional management. This means managers have quite a bit of difference between their estimation of their ability to manage emotion. From the mean score of the positive motivation (3.4833), we can say that managers are relatively high in their ability to motivate other managers (high). The manager's confidence concerning his relationships was moderately represented by a standard deviation value of 0.75381. The manager's level of social awareness was indicated by an arithmetic mean of 3.6917 (signifying high) with moderate variation represented by a standard deviation of 0.56713. The overall employee creative behaviors were measured (arithmetic mean value of 3.4604) and were found to have a good level of performance (with the standard deviation of 0.71533 indicating there is a good amount of agreement among employees regarding their level of creative behaviors). The exploration dimension of employee creative behaviors achieved an average rating of (3.4583), indicating exploration is an important aspect to managers; therefore, it has a positive affect on employee creativity in the workplace, with a standard deviation of 0.81992 indicating there was a reasonable amount of agreement between all employees regarding the importance of exploration behavior. Acceptance of risk and failure had an average score of (3.4792) and demonstrated a higher level of creativity than the average score. Its standard deviation is (0.71547), indicating a moderate amount of variability. The average of the critical and analytical thought was 3.3458, and the standard deviation of the average is 0.76935; this shows there were significant differences in opinions regarding the critical and analytical thinking. With regard to the continuous learning dimension, the average was 3.5583, which reflects the degree to which the respondents believe continuous learning is essential to support their creative thinking. The standard deviation of this dimension was 0.76404; this indicates that there was a moderate amount of variance among the responses to the continuous learning dimension..

Table 2. Indicators of descriptive statistics of variables and dimensions of research

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Dimensions	Mean	Std. deviations	1	2	3	4	5	6	7	8	9	10	11
Self-awareness	3.4750	.77802	1.000										
Emotion management	3.5917	.82715	.683**	1.000									
Self-motivation	3.4833	.75381	.713**	.741**	1.000								
Social awareness	3.6917	.56713	.629**	.550**	.564**	1.000							
Relationship management	3.6500	.71875	.561**	.544**	.521**	.553**	1.000						
Total emotional intelligence	3.5783	.66134	.813**	.779**	.790**	.691**	.679**	1.000					
Exploration	3.4583	.81992	.708**	.625**	.603**	.676**	.622**	.736**	1.000				
Acceptance of risk and failure	3.4792	.71547	.645**	.592**	.576**	.537**	.567**	.647**	.784**	1.000			
Critical and analytical thinking	3.3458	.76935	.795**	.591**	.634**	.536**	.575**	.717**	.702**	.679**	1.000		
Continuous learning	3.5583	.76404	.747**	.783**	.675**	.582**	.527**	.761**	.635**	.570**	.609**	1.000	
Total creative behaviors	3.4604	.71533	.805**	.692**	.660**	.614**	.624**	.797**	.848**	.806**	.813**	.724**	1.000

TESTING MODELS OF THE INFLUENCE OF FACTORS INFLUENCING THE INTENTION OF MANAGERS TO ADOPT REMOTE WORK PRACTICES IN THE CREATIVE BEHAVIORS OF EMPLOYEES.

To test the models of influence between the variables and research dimensions, the simple regression coefficient will be used in this paragraph. This analysis will enable the identification of patterns of influence between multiple variables and multiple dimensions. The purpose of the analysis is to look at the degree to which these variables and dimensions influence creative behavior in the employees of my agency. According to the results of the statistical analysis, the motivation for managers' choice to utilize telecommute-type work is a major factor in improving their staff members' psychological health (see Table (3)). Even though the company studied has not fully implemented telecommuting, the use of a high regression coefficient (β) of 0.88 provides evidence of the positive influence on managers' readiness to accept remote working arrangements. Additionally, the (R²) for the regression indicates that (R²) = 77% of variation in managers' willingness to work remotely can be described by the variables included in this analysis, further increasing the reliability of the regression model and demonstrating the effectiveness of the model at predicting innovative behavior by employees. Furthermore, the relatively high value of the (F) statistic (F = 167.88) demonstrates that the overall model is statistically significant and reinforces the relevance of the variables included in this study's regression. In addition, a low P-value (P = 0.000) enhances the reliability of the results, which indicates the presence of strong influence models between the studied factors and the intention of managers.

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Table 3. Statistical indicators of the influence of factors influencing the intention of managers to adopt remote work practices in the creative behaviors of employees

	β	R^2	F	α	P
Total factors affecting the intention of managers	1.01	0.87	321.04	-0.16	0.000 ^b

Based on the results shown in Table (4) from the statistical analysis, it can be interpreted that self-awareness has a significant influence on the creativity of workers in a remote work setting. In particular, the regression coefficient ($\beta = 0.85$) indicates that an increase in remote work-related improvements also improves employees' psychological health. In addition, the coefficient of determination ($R^2 = 0.73$) indicates that 73% of the variation in employees' psychological well-being can be attributed to their level of self-awareness; thus, the model is effective in explaining how self-awareness impacts employees' psychological experiences. The fact that the F-statistic value is very high ($F = 130.66$) strengthens the model's validity; as such, it indicates that self-awareness is significantly correlated with employees' psychological experiences. Finally, since the p-value ($p = 0.000$) is low, this further supports the reliability of the results, indicating that self-awareness is statistically significant in employees' psychological well-being, and therefore the relationship between these two variables is neither coincidental nor accidental. A level of significance of $\alpha = 0.78$ represents a high degree of statistical confidence. The data means that creating a culture of strengthening positive attitudes towards remote work will produce greater productivity, improved quality of work, lower psychological stress and a balance between work and family life. Organizations should be proactive by including these trends in their overall employee well-being strategy and performance enhancement efforts..

Table 4. Statistical indicators of the influence of self-awareness in the creative behaviors of workers

	β	R^2	F	α	P
Self-awareness	0.85	0.86	297.38	0.48	0.000 ^b

Statistical analyses of emotion management reveal significant impacts on worker creative performance. With a regression coefficient of ($\beta = 0.74$), there is a strong positive association indicating that better management of emotion on the job leads to a considerable increase in employee psychological health and happiness. Furthermore, an identification coefficient ($R^2 = 0.73$) indicates that 73% of the variance in psychological health can be explained by emotion management; therefore both variables are essential to constructing employee experiences. A high F-index value ($F = 126.08$) provides additional support for the statistical model and highlights emotion management (in terms of employee experiences) as critical to employee psychological well-being. Additionally, since the P-value is low ($P=0.000$) this suggests that the results can be trusted; thus, social emotional learning relates to a person's psychological well-being in a non-random way (there are real effects to be managed). The significance level ($\alpha = 0.80$) shows also how much confidence you can place in the data and helps with statistical power. The same is true for Table. (5)

Table 5. Statistical indicators of the influence of emotion management on the creative behaviors of workers.

	β	R^2	F	α	P
Emotion management	0.74	0.73	126.08	0.80	0.000 ^b

The results presented in Table (6), which stem from the statistics of relationship management, clearly indicate a very positive influence on the creativity of the employees. The regression coefficient reflects the strength of correlation (i.e., $\beta = 0.78$) and thus, improving an employee's awareness of his/her ability to govern or control his/her behaviour will have a major impact on his/her psychological well-being and overall happiness at work. In terms of the determination coefficient (i.e., $R^2 = 0.64$), it is shown that 68% of the variance in psychological well-being can be accounted for by Relationship Management, confirming that Relationship Management is a very important, and thus influential, factor in determining the employees' experience. Finally, the very high value of the F-statistic (i.e., $F = 97.73$) demonstrates the applicability of the statistical model above and indicates a need for emphasis to be given to this factor when developing the strategies aimed at increasing psychological well-being within organisations. In addition to a strong P-value ($p = 0.000$), the statistically significant finding ($\alpha = 0.74$) is evidence that there

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is a significant relationship between Relationship Management with psychological well-being (non-random). There are actual, reliable effects that deserve our attention..

Table 6. Statistical indicators of self-motivation in innovation-promoting behaviors.

	β	R^2	F	α	P
Relationship management	0.78	0.68	97.73	0.73	0.000 ^b

Based on statistical analysis (See Table 7), the findings from Relationship Management indicate a significant positive effect on creative behaviors. The regression coefficient shows a strong correlation between the awareness of one's capabilities to control their behavior and the improvement of psychological health and happiness in the workplace as it pertains to the employees. The Determination coefficient (R^2) of 0.66 indicates that 64% of the variability in psychological well-being can be attributed to the Relationship Management and illustrates that the Relationship Management has a significant influence on the employees' experiences. The F-index of 41.50 enhances the strength of the statistical model and requires attention in strategies for promoting psychological health and happiness in organisations. The low level of significance in the P-value (P-value = 0.000) indicates that the relationship between Relationship Managing and psychological well-being is statistically significant and not merely a random occurrence; thus, this investigation has found evidence for true effects that should be taken seriously. The overall level of significance ($\alpha = 0.33$) indicates a strong level of statistical confidence in the results, which in turn furthers overall credence of the study results..

Table 7. Statistical indicators of social awareness in innovation-promoting behaviors.

	β	R^2	F	α	P
Self-awareness	1.02	0.66	91.50	0.33 -	0.000 ^b

Statistical analysis (from Table 8's results) found that relationship management has a positive effect on the creative actions of employees. The regression coefficient ($\beta = 0.79$) indicates a strong relationship, meaning employees who become more aware of their capability to manage their behavior experience an increase in their physical health and happiness at work. In addition, the coefficient of determination ($R^2 = 0.64$) demonstrates that 64% of the variance in psychological health can be accounted for by Relationship Management. This suggests that this factor is important for creating employee experiences. An F-index value ($F = 82.80$) reinforces the significance of the statistical model, indicating the need to include this factor when designing ways to increase the psychological well-being of employees in organizations. Additionally, because significance is associated with low p-values ($p < 0.001$), the reliability of study results makes it clear that there is a non-random relationship between Relationship Management and Psychological Well-Being and that there are real effects to warrant further investigation. Furthermore, the .54 significance level indicates a good level of statistical confidence that adds to the reliability of the results..

Table 8. Statistical indicators of relationship management in innovation-promoting behaviors.

	β	R^2	F	α	P
Self-awareness	0.79	0.64	82.80	0.54	0.000 ^b

FOURTH: DISCUSSION AND ANALYSIS OF THE RESULTS

Emotional Intelligence of Managers Contributes Positively to Employees' Innovation Behavior and to Creating a Work Environment that Supports and Encourages Creativity and Continuous Improvement. The Mean Value for Managers' Emotional Intelligence was (3.5783), With a Moderate Standard Deviation of (0.66134). Therefore, the Overall Emotional Intelligence Level of Managers Is Very Good, as the Managers in This Study Demonstrated Adequate Levels of Self-Awareness, Emotion Regulation, Self-Motivation, Social Awareness, and Relationship Management. The Managers in This Study Demonstrated the Ability to Identify Their Own Feelings and Respond to Their Employees' Feelings in a Supporting Manner That Creates Strong Human Relations and Enhances the Quality of Work Life by Increasing the Number of Positive Interactions Between People.

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The findings indicate that social awareness was rated higher than any other dimension by managers with a mean of 3.6917. This implies that there is a strong level of understanding among managers about their employees' psychological and social needs; therefore, these managers have the ability to establish relationships with their employees based on mutual respect, cooperation, and trust. Furthermore, the high level of social awareness enables these managers to create a motivating organizational climate for creativity, as employees perceive that they are supported and appreciated and thus feel encouraged to propose new ideas and participate in the continuous improvement of the organization. Additionally, the average rating for relationship management (3.6500) demonstrates how effectively these managers are able to develop positive human relationships to minimize conflicts and foster a culture of teamwork within their organization. Results for the variable innovation-promoting behavior indicate that the total average for this variable is (3.4604), indicating a good level of innovative behaviors among employees, including exploration, critical thinking, continuous learning, and risk taking. After continuous learning, this variable had the second-highest relative average (3.5583), reflecting employee interest in continually growing their professional knowledge and expanding their skills. This variable also reflects the employees' desire to experience new things that will improve their performance and give them up-to-the-moment information about changes occurring in their work environment. These results may be attributed to the support provided to employees by their managers through motivation and encouragement and creating an organizational climate that supports and encourages employee engagement in new ways. The regression analysis found that emotional intelligence accounts for a large percent ($\beta=.87$) of the variation seen in the innovative behaviors of employees ($R^2=.77$). Thus, higher levels of emotional intelligence produce higher levels of creativity by building trust, improving communication, promoting risk taking, and providing solutions to organizational problems. The high F-value ($F=321.04$) also demonstrates that the statistical model is relevant and supports the strength of the relationship between the variables and the reliability of the research outcome. The findings of this study validate the need for organizations to utilize managerial leaders with a high level of Emotional Intelligence because these individuals continue to lead organizations in providing support for innovative behaviours and increasing overall organizational performance. Additionally, the findings suggest that by developing the skills of self-awareness, emotion management, effective communication and empathy toward employees improves the long-term stability and collaborative nature of the work environment; furthermore, it provides employees with motivation and support for creativity, innovation and continuous improvement, which enhances the organization's ability to meet its goals and successfully address its challenges..

FIFTH: CONCLUSIONS AND RECOMMENDATIONS

The conclusion and recommendation stage of a scientific inquiry is one of the most important parts, as it gives the researcher the best understanding of what has been learned from their data and hypothesis testing. The results of this study indicate that emotional intelligence plays a vital role in increasing the degree to which employees are engaged in behaviours that lead to innovation, through the improved interpersonal aspect of the employee relationship, the increased degree of positive interactions among employees, and the motivation of employees to use creativity or proactivity when providing ideas to the organisation. In addition, this study found that there are correlational and causal relationships between each of the emotional intelligence traits and the innovative behaviours. This suggests that managerial leaders should utilize self-awareness, emotion regulation, and effective communication techniques to promote this type of work behaviour in their organisations. In this way, the conclusions summarised the primary findings from the study; whereas the recommendations provided a collection of suggestions and recommendations that may help to enhance managers' emotional intelligence and assist in fostering creativity and innovative behaviours within organisations in such a way as to improve the performance of organisations and increase work productivity..

CONCLUSIONS

- Through the use of emotional intelligence, it turns out that managers have a positive and effective impact by creating a good working environment supportive of innovation and development through understanding the employees' emotional, psychological and moral needs and stimulating regeneration and useful thinking for work.
- Managers who are able to use emotional intelligence are able to improve skills and communication within the same team, which will contribute to the exchange of new ideas and productive and useful discussions for work.
- Managers who encourage the emotional expression of employees can enhance teamwork and creativity, which contributes to the development of innovative solutions within the organization.
- The use of emotional intelligence is a key and important factor in building trust and mutual respect between managers and their employees, so that employees are encouraged to take risks and try a range of new ideas without fear of failure and loss.
- Managers who possess high emotional intelligence make it easier for them to deal with psychological stress well and effectively, in order to create a distinctive working environment for innovation and thinking.
- The emotional intelligence of managers helps in strengthening the initiative behaviors of employees, so that it pushes them to introduce new ideas and search for innovative solutions to improve and improve performance at work.

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- Managers who understand the importance of the emotional and intellectual development of employees contribute to the strengthening of organizational culture that encourages continuous innovation and development of skills necessary to cope with future challenges.

RECOMMENDATIONS

- The first step to improving managers' emotional intelligence is to learn how to manage stress, as uncontrolled emotions and stress can also affect the nature of work, making you vulnerable to loss.
- Managers should be provided with continuous training programs to enhance their emotional intelligence skills, such as empathy, emotion management, and self-awareness, which will improve their interaction with employees.
- Manager's must create a working environment that encourages creativity and progress, so that employees feel completely comfortable expressing their innovative ideas, without fear of criticism.
- Managers should encourage effective communication with employees, which will take root the idea of exchanging ideas and help in discovering new and innovative solutions.
- It is preferable that managers adopt a culture of recognizing the achievements achieved by employees and motivating them to provide recognition and rewards when submitting important innovative ideas, in order to enhance their motivation to continue continuous innovation.
- It is preferable for managers to promote teamwork among employees and encourage them to continuous cooperation between team members in order to exchange new and useful ideas in the continuous innovation of collective solutions.
- Managers should give each employee enough opportunity to take initiatives and encourage him to take on small and then big leadership responsibilities, in order to enhance their self-confidence and ability to think.
- The impact of the use of strategies for emotional intelligence on behaviors in innovation in the organization must be constantly monitored and evaluated in order to ensure improvement in performance.
- Emotional intelligence helps managers to build stronger relationships, succeed in study and work, and achieve professional and personal goals. It also helps to connect with your feelings, turn your intentions into actions, and make thoughtful decisions about what interests you most.

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