

The Role of Transformational Leadership in Job Empowerment through Emotional Intelligence as a Mediating Variable

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ABSTRACT

This study aimed to explore the role of transformational leadership in enhancing employee empowerment through emotional intelligence as a mediating variable in government institutions in Qatar. The study's significance stems from addressing a research gap in Arabic literature by examining the integrative relationship between these three variables in a comprehensive model supporting Qatar National Vision 2030. The study followed a descriptive-analytical approach, applying an electronic questionnaire to a stratified random sample of 203 employees from Qatari government institutions. The questionnaire included reliable measures for transformational leadership, emotional intelligence, and employee empowerment with their various dimensions, demonstrating high reliability coefficients ranging from 0.930 to 0.982. Results revealed a very strong positive relationship between transformational leadership and employee empowerment ($r=0.832$), with transformational leadership explaining 69.2% of variance in employee empowerment. The study also showed a moderate relationship between transformational leadership and emotional intelligence ($r=0.306$) and a medium relationship between emotional intelligence and employee empowerment ($r=0.466$). Path analysis confirmed the partial mediating role of emotional intelligence, with an indirect effect of 0.0688, meaning 8.6% of the total effect occurs through emotional intelligence. The study provided practical recommendations including developing specialized training programs in transformational leadership, integrating emotional intelligence skills development in leadership programs, developing supportive policies for employee empowerment, and establishing centers of excellence for leadership and empowerment. Results confirm the pivotal role of transformational leadership in enhancing employee empowerment and provide a strong scientific foundation for developing administrative practices in Qatar's government sector.

Keywords: Transformational Leadership, Employee Empowerment, Emotional Intelligence, Government Institutions, Qatar, Administrative Development.

INTRODUCTION

Organizations in the State of Qatar are undergoing significant administrative transformations within the framework of Qatar National Vision 2030, as government institutions strive to develop effective leadership styles that align with global developments and support the country's orientation toward sustainable development (Planning and Statistics Authority, 2018). In this context, transformational leadership emerges as a distinguished leadership model capable of fostering positive change and enhancing the ability of Qatari institutions to adapt and innovate. Transformational leadership relies on the leader's ability to inspire and motivate employees to transcend personal interests in favor of organizational goals, thereby contributing to the achievement of institutional strategic objectives.

Job empowerment represents one of the key managerial concepts adopted by organizations within their administrative and organizational development plans. The concept of empowerment is associated with granting employees greater authority and responsibility, enabling their participation in decision-making, and enhancing their capacity to work independently. Job empowerment is also considered a fundamental driver for strengthening organizational commitment, increasing job satisfaction, and improving institutional performance levels. Accordingly, the mechanisms governing this relationship require further investigation and analysis.

Emotional intelligence has emerged as an important factor in explaining leaders' behaviors and their ability to influence subordinates. Emotional intelligence refers to an individual's ability to perceive their own emotions and those of others and to manage these emotions effectively within the workplace. It plays a significant role in enhancing effective communication and building positive organizational relationships, while also contributing to leadership development and strengthening leaders' capacity to influence and inspire. Given the importance of emotional intelligence in leadership contexts, examining its role as a mediating variable in the relationship between transformational leadership and job empowerment represents a valuable scientific contribution.

This study seeks to explore the role of transformational leadership in enhancing job empowerment through emotional intelligence as a mediating variable within government institutions in the State of Qatar. The study derives its importance from presenting an integrated framework for understanding the mechanisms through which transformational leadership can influence job empowerment in the Qatari context. The findings are expected to enrich theoretical knowledge in leadership and organizational behavior while providing practical recommendations for Qatari government institutions on how to enhance job empowerment through adopting transformational leadership practices and developing emotional intelligence skills.

Research Problem

The research problem lies in the limited number of studies examining the relationship between transformational leadership and job empowerment within the Qatari work environment, particularly in government institutions. Although numerous studies have examined these variables separately, their integrated relationship has not received sufficient attention in the local context. Moreover, the mediating role of emotional intelligence in this relationship has not been adequately explored in the Qatari setting, representing a knowledge gap that this study seeks to address.

Official statistics and reports indicate that some government institutions in Qatar face challenges related to employee participation and organizational commitment, which may be associated with levels of job empowerment and prevailing leadership styles. Al-Haiti and Al-Muhannadi (2008) emphasized the importance of developing administrative leadership capabilities and adopting leadership approaches focused on empowering employees and enhancing participation in decision-making as essential requirements for sustainable development and ensuring a prosperous future for the state. According to Al-Dhaimi (2020), there remains a need for deeper understanding of the mechanisms through which transformational leadership influences job empowerment in Qatari government institutions.

Furthermore, emotional intelligence has gained increasing importance in contemporary management studies, as global literature highlights its central role in enhancing leadership effectiveness and improving work outcomes (Serna, 2020). In the Qatari context, growing attention has been given to developing emotional intelligence skills among administrative leaders; however, comprehensive understanding of how these skills influence the relationship between leadership style and job empowerment remains limited. Therefore, examining the mediating role of emotional intelligence between transformational leadership and job empowerment represents an important approach for developing leadership practices in government institutions.

Based on the above, the research problem can be formulated in the following main question:

What is the role of transformational leadership in enhancing job empowerment through emotional intelligence as a mediating variable in government institutions in the State of Qatar?

This main question is supported by several sub-questions that the study seeks to answer through quantitative analysis of data collected from employees in Qatari government institutions, aiming to achieve a deeper understanding of the relationships among the three variables and to provide practical recommendations for enhancing job empowerment.

Study Objectives

Main Objective

To explore the role of transformational leadership in enhancing job empowerment through emotional intelligence as a mediating variable in government institutions in the State of Qatar.

Sub-objectives

1. To identify the direct relationship between transformational leadership and job empowerment in Qatari government institutions.
2. To measure the impact of transformational leadership on the level of emotional intelligence among employees in Qatari government institutions.
3. To examine the mediating role of emotional intelligence in the relationship between transformational leadership and job empowerment within the context of Qatari government institutions.

Research Questions

Main Question

What is the role of transformational leadership in enhancing job empowerment through emotional intelligence as a mediating variable in government institutions in the State of Qatar?

Sub-questions

1. What is the nature of the relationship between transformational leadership and job empowerment in government institutions in Qatar?
2. To what extent does transformational leadership influence the level of emotional intelligence among employees in Qatari government institutions?
3. How does emotional intelligence affect the level of job empowerment among employees in government institutions in Qatar?
4. To what extent does emotional intelligence play a mediating role in the relationship between transformational leadership and job empowerment in Qatari government institutions?

Significance of the Study

Theoretical Significance

The theoretical importance of this study stems from its attempt to address a research gap in administrative literature concerning transformational leadership and job empowerment within the Arab context in general and the Qatari environment in particular. Although numerous studies have examined the study variables separately, the integrative relationship among transformational leadership, job empowerment, and emotional intelligence has received limited attention within Qatari government institutions. Accordingly, this study contributes scientifically by testing an integrated model that combines these three variables within a comprehensive theoretical framework.

The study enriches leadership literature by exploring the dimensions of transformational leadership and its direct and indirect effects on job empowerment. It also provides an integrated theoretical framework for understanding emotional intelligence and its mediating role in the relationship between transformational leadership and job empowerment, thereby expanding theoretical understanding of the mechanisms through which transformational leadership influences work outcomes. These contributions are particularly valuable given the scarcity of studies addressing these relationships in Arab organizational contexts.

Furthermore, the study derives theoretical importance from employing emotional intelligence as a mediating variable, aiming to test and develop theoretical frameworks explaining how emotional intelligence influences the relationship between leadership styles and organizational outcomes. In doing so, the study contributes to the development of leadership and organizational behavior theories by offering deeper insight into the psychological and social mechanisms mediating the relationship between leadership practices and work outcomes.

Practical Significance

The practical significance of the study lies in providing actionable insights for government institutions in the State of Qatar on how to enhance job empowerment through adopting transformational leadership practices and developing emotional intelligence skills. By understanding the relationships among these variables, government institutions can design training programs and administrative policies aimed at strengthening transformational leadership competencies among managers and supervisors, thereby improving job empowerment and institutional performance.

The study's findings assist policymakers and administrators in Qatari government institutions in developing effective human resource management strategies by emphasizing the development of emotional intelligence skills among leaders and employees. Additionally, the study offers measurement indicators that can be used to assess

levels of transformational leadership, job empowerment, and emotional intelligence within government organizations, helping identify strengths, weaknesses, and development opportunities.

In light of Qatar's efforts to achieve Qatar National Vision 2030, particularly its goals related to human capital development and institutional efficiency, this study provides practical recommendations that can support these objectives. By understanding the role of transformational leadership in enhancing job empowerment and the influence of emotional intelligence on this relationship, government institutions can foster a work environment supportive of creativity and innovation, enhance employee participation in decision-making, and improve job satisfaction and organizational commitment, ultimately contributing to higher-quality public services for citizens and residents in Qatar.

LITERATURE REVIEW

Transformational Leadership

Transformational leadership is considered a relatively modern leadership concept in administrative thought. The concept was first introduced by Burns (1978), who viewed it as an interactive process through which leaders and followers elevate one another's levels of motivation and moral values. Bass (1985) later expanded the concept, describing transformational leadership as a leadership style that broadens employees' interests, enhances their awareness of organizational goals, and motivates them to transcend personal interests for organizational benefit. Contemporary literature emphasizes that transformational leadership positively influences followers through inspiration, shared vision building, intellectual stimulation, and role modeling, leading to performance that exceeds organizational expectations (Hai et al., 2021; Rodrigues et al., 2024). Unlike traditional transactional exchanges, transformational leadership fosters motivational relationships built on trust, commitment, and positive behavioral change among employees (AlDahnahani & Abdulla, 2019).

Transformational leadership is grounded in four main dimensions identified by Bass & Avolio (1994) and widely adopted in organizational research. The first dimension, idealized influence, reflects the leader's role as an ethical role model who gains followers' respect and trust through consistency between values and actions (Northouse, 2018; Hassan & Jakuula, 2024). Inspirational motivation refers to the leader's ability to articulate a compelling future vision and inspire employees through optimism and team spirit (AlDahnahani & Abdulla, 2019). Intellectual stimulation involves encouraging innovation, critical thinking, and challenging traditional approaches, thereby enhancing psychological empowerment and organizational creativity (Zhang & Bartol, 2010). Individualized consideration focuses on addressing individual needs and supporting professional development through coaching and personal support, which positively influences job satisfaction and organizational commitment (Rafferty & Griffin, 2006; Rodrigues et al., 2024).

The theory of transformational leadership emerged as part of the historical evolution of leadership theories in response to traditional models focused primarily on traits or behaviors. Burns (1978) distinguished between transformational and transactional leadership, emphasizing that transformational leadership seeks deep change in followers' values and attitudes. Bass (1985) later introduced a comprehensive framework integrating both leadership styles within the Full Range Leadership Model (Bass & Avolio, 1994). Additional models contributed to practical understanding, including Kouzes & Posner (1987), which emphasized leadership practices, and Bennis & Nanus (1985), which highlighted shared vision, trust building, and effective communication as drivers of organizational change (AlSalami, 2014; Rodrigues et al., 2024).

The importance of transformational leadership in contemporary workplaces lies in its positive impact on organizational performance, innovation, job satisfaction, and organizational commitment, as well as its role in reducing employee turnover (Pearson, 2019). In rapidly changing and technologically complex environments, transformational leadership enhances job empowerment by involving employees in decision-making and encouraging initiative and creativity, thereby improving performance and commitment (Avolio et al., 2004). It is also considered one of the most effective leadership styles for managing organizational change by fostering shared vision and adaptability (Bass & Riggio, 2006). Furthermore, it plays a critical role in developing human capital through continuous learning and employee development, which is particularly important for government institutions pursuing sustainable development (Dvir et al., 2002; Hassan & Jakuula, 2024).

Job Empowerment

Job empowerment is a modern administrative concept that emerged prominently in the 1980s as a key approach to improving organizational performance and enhancing institutional adaptability to rapid environmental changes (Bohsali et al., 2024). Conger & Kanungo (1988) defined empowerment as a process aimed at enhancing employees' sense of self-efficacy by removing organizational conditions that create feelings of powerlessness. Thomas & Velthouse (1990) emphasized its motivational dimension, defining empowerment as an increase in

intrinsic task motivation. Spreitzer (1995) further developed the concept by introducing psychological empowerment as a set of work-related perceptions reflecting meaning, competence, autonomy, and impact. Contemporary literature views empowerment as an organizational strategy that grants employees authority, information, and resources needed for independent work, thereby enhancing professional development and participation in decision-making (John & Robert, 2024).

Job empowerment consists of multiple dimensions, with Spreitzer's (1995) model being the most widely used. It includes four dimensions: meaning, reflecting alignment between work and personal values; competence, referring to confidence in one's ability to perform tasks effectively; self-determination, representing autonomy in performing work; and impact, indicating the employee's perceived influence on organizational outcomes (Mohammed & Al-Ghaafri, 2024). Research shows positive associations between these dimensions and job satisfaction, organizational commitment, and performance. In contrast, Bowen & Lawler (1992) proposed a structural perspective emphasizing information sharing, performance-based rewards, organizational knowledge, and decision-making authority, highlighting the integration of psychological and structural empowerment (John & Robert, 2024).

Various theoretical models explain empowerment mechanisms. Conger & Kanungo (1988) presented a motivational model viewing empowerment as a gradual process beginning with identifying sources of powerlessness and ending with positive behavioral outcomes supported by participative management and reward systems (Shuhaimi et al., 2023; AlSaba et al., 2023). Thomas & Velthouse (1990) adopted a cognitive perspective focusing on psychological perceptions shaping intrinsic motivation (Hung, 2006), while Spreitzer (1995) conceptualized empowerment as a continuous psychological state. Conversely, Bowen & Lawler (1992) emphasized organizational practices that create supportive empowerment environments through integration of authority, knowledge, information, and rewards (Amdan et al., 2016; Shahbazian, 2020).

Despite its importance, empowerment implementation faces organizational, leadership, and individual barriers. Organizational obstacles include centralized structures, unsupportive cultures, and ineffective reward systems (GLMM, 2024). Leadership barriers involve resistance to delegation, fear of losing control, and lack of trust in subordinates (Shahbazian, 2020). Individual barriers include fear of responsibility, insufficient skills, low self-confidence, and dependency on supervisors, all of which reduce empowerment effectiveness (John & Robert, 2024). Addressing these barriers is essential for successful empowerment initiatives and improved organizational development (GLMM, 2024).

Emotional Intelligence

Emotional intelligence is a relatively recent concept in administrative and behavioral sciences, formally introduced by Salovey & Mayer (1990), who defined it as the ability to perceive, differentiate, and use emotions to guide thinking and behavior. The concept gained widespread recognition following Goleman's (1995) work, which described emotional intelligence as a set of competencies enabling individuals to understand and manage emotions, motivate themselves, and manage social relationships effectively. Bar-On (2006) expanded the perspective by defining emotional intelligence as a set of non-cognitive skills and competencies that enhance individuals' ability to cope with environmental demands and pressures (Cavaletti & Bizarrias, 2023). In organizational contexts, emotional intelligence is viewed as employees' ability to understand and regulate emotions to build positive relationships and make effective workplace decisions.

Emotional intelligence dimensions vary across theoretical models. Goleman (1998) proposed five main dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness forms the foundation for understanding emotional influence on behavior and decisions, while self-regulation reflects emotional control and adaptability under pressure. Motivation directs emotions toward goal achievement, empathy involves understanding others' feelings, and social skills relate to effective relationship management (Cavaletti & Bizarrias, 2023). The model was later refined into four dimensions: self-awareness, self-management, social awareness, and relationship management, incorporating emotional competencies relevant to leadership performance (Goleman et al., 2013; Zafar et al., 2023).

Emotional intelligence models are generally classified into ability, trait, and mixed models. The Mayer & Salovey (1997) ability model conceptualizes emotional intelligence as cognitive abilities involving emotional perception, facilitation of thinking, understanding emotions, and emotional regulation, measured using the MSCEIT (Munir et al., 2023; Cavaletti & Bizarrias, 2023). Goleman's (1998) model represents a mixed approach combining abilities and traits, particularly in leadership contexts (Robinson, 2023). Meanwhile, Bar-On (2006) represents the trait perspective, emphasizing personal and social competencies such as adaptability, stress management, and general mood, measured through the EQ-i inventory. Emotional intelligence plays a critical role in leadership and organizational effectiveness. Research indicates that leaders with high emotional intelligence demonstrate stronger communication, relationship-building, motivation, conflict management, and decision-

making abilities, particularly in dynamic work environments (Goleman et al., 2013; Robinson, 2023). It also enhances leaders' emotional balance and understanding of followers' emotions, strengthening trust and mutual respect. Within transformational leadership, emotional intelligence is essential for practicing its dimensions effectively: idealized influence relies on self-awareness and emotional regulation, while inspirational motivation, empathy, and individualized consideration depend on understanding others' emotions and creating emotionally supportive environments that foster creativity and positive interaction (Modassir & Singh, 2008; Hsu et al., 2022).

Conceptual Framework and Study Model

This section presents the conceptual framework and research model illustrating the proposed relationships among the three study variables: transformational leadership as the independent variable, job empowerment as the dependent variable, and emotional intelligence as the mediating variable. The framework is grounded in prior empirical studies and the theoretical foundations reviewed in the preceding sections. The proposed model assumes a direct relationship between transformational leadership and job empowerment, as well as an indirect relationship mediated by emotional intelligence. It also assumes a relationship between transformational leadership and emotional intelligence, and another between emotional intelligence and job empowerment. This section explains these relationships in detail and formulates the study hypotheses to be tested in the field study.

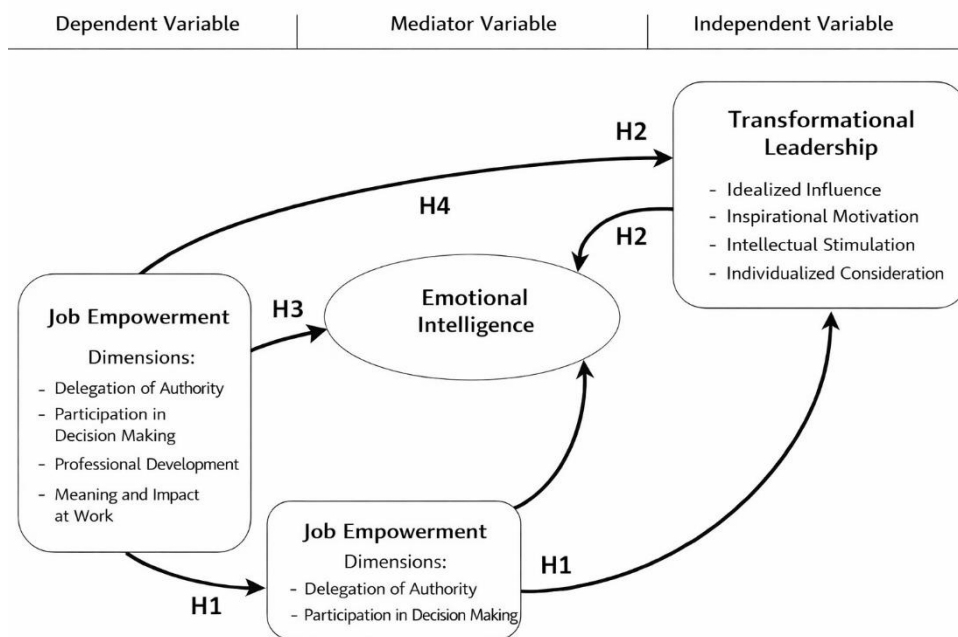


Fig Conceptual Framework and Study Model

Relationship Between Transformational Leadership and Job Empowerment

Theoretical literature and empirical studies indicate a positive relationship between transformational leadership and employees' job empowerment across organizations. Through its dimensions—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—transformational leadership effectively enhances employees' empowerment levels. Transformational leaders inspire and motivate subordinates, build trust, encourage creativity and problem-solving, and address employees' individual needs. These behaviors strengthen employees' sense of empowerment, increase self-confidence, promote autonomy in performing tasks, and encourage participation in decision-making.

Hammadi and Finjan (2017) confirmed the positive impact of transformational leadership on empowerment, demonstrating that its various dimensions significantly influence employees' empowerment levels. Similarly, Al-Sabri (2023) found a strong association between transformational leadership practices and job empowerment, noting that lower levels of transformational leadership corresponded with reduced empowerment among faculty members. In the Saudi private sector, Al-Otaibi (2016) reported a moderate, positive, and statistically significant relationship between managers' transformational leadership practices and employees' psychological empowerment. Accordingly, the first hypothesis is formulated as follows:

H1: There is a statistically significant relationship between transformational leadership and job empowerment in government institutions in the State of Qatar.

Relationship Between Transformational Leadership and Emotional Intelligence

Research findings suggest a close relationship between transformational leadership and emotional intelligence, whereby transformational leadership contributes to developing employees' emotional intelligence. Through role modeling, inspirational behavior, intellectual stimulation, and individualized consideration, transformational leaders positively influence employees' ability to perceive, understand, and manage emotions. Leaders who demonstrate emotional awareness, empathy, and strong social skills provide behavioral models that encourage employees to develop similar competencies.

Moreover, transformational leaders create supportive work environments that promote positive emotional expression, open communication, and attention to human and emotional aspects of work, thereby strengthening emotional intelligence among employees. Al-Otaibi (2016) identified a moderate positive correlation between transformational leadership and emotional intelligence, supporting the assumption of leadership influence on emotional intelligence. Likewise, Al-Habarneh (2022) reported a significant positive effect of emotional intelligence dimensions on transformational leadership effectiveness. Although some studies (e.g., Zafar et al., 2023) treat emotional intelligence as an independent predictor of transformational leadership, the present study assumes that transformational leadership influences employees' emotional intelligence levels within Qatari government institutions. Accordingly, the second hypothesis is formulated as:

H2: There is a statistically significant relationship between transformational leadership and emotional intelligence in government institutions in the State of Qatar.

Relationship Between Emotional Intelligence and Job Empowerment

The theoretical framework and prior studies indicate a positive relationship between emotional intelligence and job empowerment. Emotional intelligence—comprising self-awareness, self-management, social awareness, and relationship management—enhances empowerment through multiple mechanisms. Self-awareness helps employees recognize strengths, weaknesses, and emotional influences on performance, thereby improving confidence and decision-making. Self-management enhances emotional regulation and adaptability, enabling independent and effective task performance.

Additionally, social awareness improves understanding of others' emotions and needs, strengthening teamwork and workplace relationships. Relationship management enables employees to influence others and manage conflicts effectively, increasing their organizational role and impact. Hossen (2022) found that psychological empowerment mediates the relationship between transformational leadership and employee engagement, indirectly suggesting a link between empowerment and emotional intelligence, which is considered a key determinant of psychological empowerment. Based on this reasoning, the third hypothesis is formulated as:

H3: There is a statistically significant relationship between emotional intelligence and job empowerment in government institutions in the State of Qatar.

The Mediating Role of Emotional Intelligence

Given the assumed relationship between transformational leadership and emotional intelligence, and between emotional intelligence and job empowerment, it is proposed that emotional intelligence plays a mediating role in the relationship between transformational leadership and job empowerment. Transformational leadership behaviors—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—enhance employees' emotional intelligence, which in turn strengthens their sense of empowerment, self-confidence, autonomy, and participation in decision-making.

Although studies directly examining emotional intelligence as a mediator between transformational leadership and job empowerment remain limited, related research supports the presence of mediating variables within similar relationships. Fransiska et al. (2021) found that work–life balance mediates the relationship between transformational leadership and employee engagement, a concept closely related to empowerment. Similarly, Hossen (2022) reported that knowledge sharing mediates the relationship between transformational leadership and faculty engagement. Based on these findings, the present study proposes emotional intelligence as a mediating mechanism linking leadership practices and empowerment outcomes.

Accordingly, the fourth hypothesis is formulated as:

H4: Emotional intelligence mediates the relationship between transformational leadership and job empowerment in government institutions in the State of Qatar.

RESEARCH METHODOLOGY

Research Approach

This study adopted a quantitative research approach, as it is appropriate for the nature and objectives of the study. The quantitative method was used to describe the levels of transformational leadership, emotional intelligence, and job empowerment within government institutions in the State of Qatar, analyze the relationships among these variables, and test the study hypotheses. Primary data were collected using a questionnaire designed based on theoretical literature and previous studies and administered to employees working in Qatari government institutions.

The quantitative approach is characterized by its ability to provide accurate information about the studied phenomenon, explain relationships among variables, and predict future behavior. This aligns with the study's objective of exploring the role of transformational leadership in enhancing job empowerment through emotional intelligence as a mediating variable in Qatari government institutions.

Study Population

The study population consists of all employees working in government institutions in the State of Qatar who occupy administrative positions at middle and executive management levels and operate under leaders practicing transformational leadership. This includes ministries, authorities, and public governmental organizations.

Due to the absence of precise published statistics regarding the total number of government employees, estimates based on Qatar's population (approximately 2.8 million residents, with about 15% Qatari nationals) and the proportion of public sector employment suggest an estimated government workforce of approximately 70,000 employees distributed across various governmental entities. This estimate is used for methodological purposes and may slightly differ from actual figures.

Government institutions were selected because of their critical role in implementing public policies, delivering services, and contributing to the achievement of Qatar National Vision 2030, particularly amid ongoing efforts to enhance institutional performance, competitiveness, and service quality.

Study Sample and Sampling Method

A stratified random sample was selected to ensure representation of different job categories and government institutions. Sample size was determined using Stephen Thompson's formula for known populations at a 95% confidence level and $\pm 5\%$ margin of error. Based on an estimated population of 70,000 employees, the required sample size was 281 participants.

The sample was proportionally distributed across government institutions to ensure adequate representation. The following criteria were applied when selecting participants:

1. The employee must have at least one year of experience in their current position to ensure familiarity with the work environment.
2. The employee must report to a direct supervisor to enable evaluation of transformational leadership practices.
3. The employee must hold an administrative or technical role requiring a degree of autonomy and decision-making, ensuring relevance to job empowerment.

Data Collection Method

The questionnaire was used as the primary data collection instrument due to its suitability for quantitative research and its ability to collect data from a large number of participants within a relatively short time. It also allows participants to respond freely and confidentially, enhancing data reliability.

The questionnaire was developed based on theoretical literature and prior studies and validated for reliability and validity before final administration. It was distributed electronically using Google Forms, with links shared via WhatsApp groups along with an explanatory message outlining the study's objectives, importance, confidentiality assurances, and voluntary participation. Follow-up reminders were sent to improve response rates.

Questionnaire Design

The questionnaire was designed to measure the three study variables: transformational leadership, job empowerment, and emotional intelligence. Clarity, accuracy, and comprehensiveness were considered to ensure coverage of all dimensions.

Part One: Demographic Information

Includes questions on gender, age, educational qualification, job level, years of experience, and employing government entity. These variables help describe the sample and examine potential demographic influences.

Part Two: Transformational Leadership Scale

Measures leaders’ transformational leadership practices from participants’ perspectives across four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Items were adapted from the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 1995) with contextual modifications.

Part Three: Job Empowerment Scale

Measures employee empowerment across four dimensions: delegation of authority, participation in decision-making, professional development, and meaning and impact at work. Items were adapted from Spreitzer’s (1995) psychological empowerment scale and Kanter’s (1993) structural empowerment scale.

Part Four: Emotional Intelligence Scale

Measures emotional intelligence across four dimensions: self-awareness, self-management, social awareness, and relationship management. Items were adapted from Goleman et al. (2013) and Mayer et al. (2003) emotional intelligence measures.

A five-point Likert scale was used, ranging from (1) Strongly Agree to (5) Strongly Disagree. Questionnaire items were written clearly and simply while avoiding ambiguity or leading wording.

The study includes three main variables:

Tabel 1: Study Variables and Measurement Methods

Variable	Type	Dimensions	Items per Dimension	Measurement Source	Scale
Transformational Leadership	Independent	Idealized influence, Inspirational motivation, Intellectual stimulation, Individualized consideration	5	MLQ (Bass & Avolio, 1995)	Five-point Likert
Job Empowerment	Dependent	Delegation of authority, Participation in decision-making, Professional development, Meaning & impact	5	Spreitzer (1995); Kanter (1993)	Five-point Likert
Emotional Intelligence	Mediating	Self-awareness, Self-management, Social awareness, Relationship management	5	Goleman et al. (2013); Mayer et al. (2003)	Five-point Likert

Levels were interpreted as follows:

- Low: 1.00–2.33
- Moderate: 2.34–3.67
- High: 3.68–5.00

Means were calculated for each dimension and overall variable scores to determine levels accordingly. Statistical analyses examined direct and indirect relationships among variables.

Data Analysis

Data were analyzed using the Statistical Package for the Social Sciences (SPSS). The following statistical techniques were employed:

Descriptive Statistics

1. Frequencies and percentages to describe demographic characteristics.
2. Means and standard deviations to assess levels of transformational leadership, job empowerment, and emotional intelligence.

Inferential Statistics

1. **Pearson Correlation Coefficient** to measure relationships among variables and test hypotheses H1–H3.
2. **Multiple Regression Analysis** to examine the effects of transformational leadership on job empowerment and emotional intelligence, and the effect of emotional intelligence on job empowerment.
3. **Cronbach's Alpha** to assess instrument reliability.

Statistical results were interpreted in light of the study's theoretical framework and prior research. Assumptions underlying statistical analyses were verified before testing, including normal distribution, linearity, absence of multicollinearity, and homogeneity of variance.

RESULTS AND DISCUSSION

Demographic Characteristics of the Study Sample

Examining the demographic characteristics of the study sample represents a fundamental step in scientific research, as it helps in understanding participants' profiles and characteristics, thereby enhancing the credibility of findings and the potential for generalization to the target population. These characteristics also enable researchers to assess how well the sample represents the original population and provide an important context for interpreting results related to the study variables. In the present study, demographic characteristics are particularly important due to the nature of government institutions in the State of Qatar and the diversity of their workforce, which includes employees with varied educational, professional, and occupational backgrounds. Understanding this diversity assists in analyzing how such variables influence employees' perceptions of transformational leadership practices, their levels of emotional intelligence, and their sense of job empowerment.

Table 2: Demographic Results

Variable	Category	Frequency	Percentage
Gender	Male	114	56.2%
	Female	89	43.8%
Age	18–30	3	1.5%
	31–40	115	56.7%
	41–50	80	39.4%
	51+	5	2.5%
Education Level	High school or less	2	1.0%
	Diploma	4	2.0%
	Bachelor's degree	162	79.8%
	Postgraduate studies	35	17.2%
Years of Experience	5–10 years	49	24.1%
	10–15 years	109	53.7%
	More than 15 years	45	22.2%
Job Level	Executive management	17	8.4%
	Middle management	100	49.3%
	Employee	86	42.4%

The demographic results indicate a relatively balanced gender distribution, with males representing 56.2% of the sample and females 43.8%. This reflects the gender composition within Qatari government institutions, which have witnessed increasing female participation in the workforce in alignment with Qatar National Vision 2030. Such balance enhances sample representativeness and allows examination of potential gender differences in perceptions of leadership styles and job empowerment, as suggested in organizational literature.

Regarding age distribution, the majority of participants fall within middle-age groups, with employees aged 31–40 years representing the largest proportion (56.7%), followed by those aged 41–50 years (39.4%). This distribution reflects government institutions' reliance on experienced and professionally mature employees capable of objectively evaluating leadership practices and empowerment mechanisms. These age groups also represent the most professionally stable workforce segment, enabling accurate assessment of emotional intelligence and empowerment levels. The youngest (18–30 years) and oldest (51+ years) groups were minimally represented, indicating a concentration of experience within middle career stages.

In terms of educational qualifications, the findings reveal a highly educated sample, with 79.8% holding bachelor's degrees and 17.2% holding postgraduate degrees. This reflects the Qatari government's emphasis on recruiting qualified human capital and aligns with national strategies aimed at building a knowledge-based economy. The high educational level enhances response reliability, as participants are more capable of understanding and evaluating complex administrative concepts such as transformational leadership, emotional

intelligence, and job empowerment. Participants with qualifications below a bachelor’s degree constituted only 3%, confirming high educational standards in government employment.

With respect to experience and job level, more than half of the respondents (53.7%) possess 10–15 years of professional experience, indicating sufficient exposure to organizational practices and leadership environments. Additionally, 49.3% of participants occupy middle management positions, 42.4% are employees, and 8.4% belong to executive management. This distribution ensures representation across administrative levels, which is particularly important since middle managers and employees are typically the most directly influenced by transformational leadership practices and empowerment policies and are therefore well positioned to evaluate workplace conditions and organizational dynamics.

Reliability Test

Reliability testing is considered an essential step in scientific research to ensure the quality of measurement instruments used in data collection. The purpose of this test is to verify the consistency and stability of the questionnaire used to measure the study variables by calculating Cronbach’s Alpha, which reflects the internal consistency of items within each scale and their ability to measure the same construct. Ensuring measurement reliability is crucial for guaranteeing the validity and accuracy of research findings, as weak reliability may lead to misleading or unreliable results. Moreover, reliability testing determines whether questionnaire items consistently measure the intended variables, thereby enhancing the credibility of the study and supporting the use of its findings for decision-making and policy development.

Table 3: Cronbach’s Alpha Reliability Test

Main Variables	Cronbach’s Alpha	Number of Items
Transformational Leadership	0.982	16
Emotional Intelligence	0.930	16
Job Empowerment	0.982	16

The reliability results demonstrate excellent levels of internal consistency across all study scales, as all Cronbach’s Alpha values significantly exceeded the minimum acceptable threshold of 0.70. The transformational leadership scale achieved an alpha value of 0.982, indicating exceptionally high consistency among its 16 items. This confirms that all items measure the same construct reliably and that participants interpreted the statements consistently, accurately reflecting transformational leadership practices in Qatari government institutions. The job empowerment scale achieved the same alpha value (0.982), indicating equally high reliability.

The emotional intelligence scale produced a Cronbach’s Alpha value of 0.930, which also represents an excellent level of reliability. Although slightly lower than the other two scales, it still falls within the high reliability range, indicating strong internal consistency across the four emotional intelligence dimensions. These high reliability coefficients reflect the quality of questionnaire design and its suitability for the Qatari context, confirming participants’ clear understanding of the survey items. Consequently, the high reliability level provides strong confidence that the relationships identified in subsequent analyses reflect real phenomena rather than measurement error.

Hypothesis Testing

Hypothesis One (H1)

There is a statistically significant relationship between transformational leadership and job empowerment in government institutions in the State of Qatar.

The first hypothesis examines the existence of a direct and statistically significant relationship between transformational leadership and job empowerment. This hypothesis is grounded in theoretical literature suggesting that transformational leadership practices—such as inspiring employees, intellectually stimulating them, and providing individualized support—enhance employees’ sense of empowerment. To test this hypothesis, simple linear regression analysis was conducted, with transformational leadership as the independent variable and job empowerment as the dependent variable.

Table 4: Model Summary (Hypothesis One)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.832	0.692	0.691	0.48688

The Model Summary table shows a correlation coefficient ($R = 0.832$), indicating a very strong positive relationship between transformational leadership and job empowerment. The coefficient of determination ($R^2 = 0.692$) reveals that transformational leadership explains 69.2% of the variance in job empowerment, representing a very high explanatory power. The adjusted R^2 value (0.691) closely matches R^2 , confirming model stability. The relatively low standard error of estimate (0.48688) indicates high predictive accuracy.

Table 5: ANOVA Test (Hypothesis One)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	107.116	1	107.116	451.867	.000
Residual	47.647	201	0.237		
Total	154.763	202			

The ANOVA results show an F value of 451.867 with a significance level of $p = 0.000$, indicating that the regression model is statistically significant at a level below 0.001. This confirms that the relationship between transformational leadership and job empowerment is not random but statistically meaningful. Additionally, the regression sum of squares greatly exceeds the residual sum of squares, demonstrating that the model explains a substantial portion of variance in the dependent variable.

Table 6: Coefficients (Hypothesis One)

Model	B	Std. Error	Beta	t	Sig.
Constant	0.300	0.102	—	2.939	0.004
Transformational Leadership	0.802	0.038	0.832	21.257	0.000

The coefficients table indicates that the constant value equals 0.300 ($p = 0.004$), while the regression coefficient for transformational leadership ($B = 0.802$) is statistically significant with a standard error of 0.038. The standardized coefficient (Beta = 0.832) equals the correlation coefficient due to the presence of a single predictor variable. The calculated t-value (21.257) with significance level $p = 0.000$ confirms a highly significant effect of transformational leadership on job empowerment.

This result indicates that for every one-unit increase in transformational leadership, job empowerment increases by 0.802 units.

Overall, the statistical findings clearly support acceptance of Hypothesis One, confirming a strong and statistically significant positive relationship between transformational leadership and job empowerment in Qatari government institutions at the 0.001 significance level. These findings align with previous studies, including Hammadi and Finjan (2017), which reported a positive impact of transformational leadership on empowerment in Iraqi government institutions, and Al-Otaibi (2016), which found a positive relationship between transformational leadership and psychological empowerment in Saudi private-sector organizations. Notably, the strength of the relationship identified in this study ($R = 0.832$) exceeds that reported in many prior studies, possibly reflecting the unique characteristics of the Qatari governmental environment and its strong potential for effectively implementing transformational leadership practices to enhance job empowerment.

Hypothesis Two (H2)

There is a statistically significant relationship between transformational leadership and emotional intelligence in government institutions in the State of Qatar.

The second hypothesis aims to examine the direct relationship between transformational leadership and employees' emotional intelligence within Qatari government institutions. This hypothesis is based on the assumption that transformational leadership practices—namely idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—contribute to the development and enhancement of employees' emotional intelligence. A transformational leader who demonstrates strong emotional awareness, effective emotional regulation, empathy, and advanced social skills serves as a role model and creates a supportive work environment that fosters the development of these competencies among employees.

Table 7: Model Summary (Hypothesis Two)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.306	0.094	0.089	0.40684

The Model Summary table indicates that the correlation coefficient ($R = 0.306$) reflects a moderate positive relationship between transformational leadership and emotional intelligence. The coefficient of determination ($R^2 = 0.094$) shows that transformational leadership explains 9.4% of the variance in emotional intelligence, which is relatively low compared to the first hypothesis. The adjusted R^2 value (0.089) is close to the original R^2 , confirming model stability. The standard error of estimate (0.40684) indicates a moderate level of predictive accuracy.

Table 8: ANOVA Test (Hypothesis Two)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.447	1	3.447	20.825	.000
Residual	33.270	201	0.166		
Total	36.716	202			

The ANOVA results show an F value of 20.825 with a significance level of $p = 0.000$, confirming that the regression model is statistically significant at a level below 0.001. Although the F value is considerably lower than that of the first hypothesis, it still demonstrates a meaningful statistical relationship between transformational leadership and emotional intelligence. The regression sum of squares (3.447) compared with the residual sum of squares (33.270) indicates that a substantial portion of emotional intelligence variance is explained by factors other than transformational leadership.

Table 9: Coefficients (Hypothesis Two)

Model	B	Std. Error	Beta	t	Sig.
Constant	1.516	0.085	—	17.743	0.000
Transformational Leadership	0.144	0.032	0.306	4.563	0.000

The coefficients table shows that the constant value equals 1.516 ($p = 0.000$), while the regression coefficient for transformational leadership ($B = 0.144$) is statistically significant with a standard error of 0.032. The standardized coefficient (Beta = 0.306) matches the correlation coefficient due to the presence of a single independent variable. The calculated t-value (4.563) with significance level $p = 0.000$ confirms that transformational leadership has a statistically significant effect on emotional intelligence. This result indicates that for every one-unit increase in transformational leadership practice, emotional intelligence increases by 0.144 units.

Interpretation of Results

The findings support acceptance of Hypothesis Two, confirming a positive and statistically significant relationship between transformational leadership and emotional intelligence, although the strength of the relationship is moderate compared to Hypothesis One. These findings are consistent with Al-Ghalbi and Ali (2018), who reported a positive effect of emotional intelligence on transformational leadership practices in Iraqi universities, and with Zafar et al. (2023), who identified a strong positive relationship between emotional intelligence and transformational leadership.

The relatively low explanatory power (9.4%) suggests that emotional intelligence is influenced by multiple factors beyond leadership style, reflecting the complex nature of emotional intelligence as a personal competency shaped by diverse experiences, social interactions, and individual development processes.

Hypothesis Three (H3)

There is a statistically significant relationship between emotional intelligence and job empowerment in government institutions in the State of Qatar.

The third hypothesis aims to examine the direct relationship between emotional intelligence and job empowerment among employees in Qatari government institutions. This hypothesis is grounded in literature suggesting that individuals with higher emotional intelligence possess greater abilities to understand and manage their own emotions and those of others, which enhances self-confidence, responsibility, and independence at work. Emotional intelligence enables employees to deal more effectively with challenges and build positive workplace relationships—both essential components of job empowerment.

Table 10: Model Summary (Hypothesis Three)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.466	0.217	0.213	0.77636

The Model Summary table shows a correlation coefficient ($R = 0.466$), indicating a moderate positive relationship between emotional intelligence and job empowerment. The coefficient of determination ($R^2 = 0.217$) indicates that emotional intelligence explains 21.7% of the variance in job empowerment. This explanatory power is higher than that found in Hypothesis Two but considerably lower than Hypothesis One. The adjusted R^2 (0.213) closely matches R^2 , confirming model stability. The higher standard error (0.77636) suggests comparatively lower prediction accuracy than previous models.

Table 11: ANOVA Test (Hypothesis Three)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	33.612	1	33.612	55.766	.000
Residual	121.151	201	0.603		
Total	154.763	202			

The ANOVA results show an F value of 55.766 with a significance level of $p = 0.000$, confirming that the model is statistically significant at a level below 0.001. This value is higher than that obtained for Hypothesis Two but lower than Hypothesis One, reflecting a moderate relationship strength. The regression sum of squares (33.612) compared with the residual sum of squares (121.151) indicates that a substantial portion of job empowerment variance is explained by factors beyond emotional intelligence.

Table 12: Coefficients (Hypothesis Three)

Model	B	Std. Error	Beta	t	Sig.
Constant	0.547	0.247	—	2.211	0.028
Emotional Intelligence	0.957	0.128	0.466	7.468	0.000

The coefficients table indicates that the constant value equals 0.547 ($p = 0.028$), while the regression coefficient for emotional intelligence ($B = 0.957$) is statistically significant with a standard error of 0.128. The standardized coefficient ($Beta = 0.466$) equals the correlation coefficient, reflecting a single independent variable model. The calculated t-value (7.468) with significance level $p = 0.000$ confirms a highly significant effect of emotional intelligence on job empowerment.

This means that a one-unit increase in emotional intelligence leads to an increase of 0.957 units in job empowerment.

Interpretation of Results

The findings support acceptance of Hypothesis Three, confirming a positive and statistically significant relationship between emotional intelligence and job empowerment in Qatari government institutions. This result aligns with theoretical literature emphasizing the role of emotional intelligence in enhancing independence, responsibility, and effective workplace functioning. Although few Arab studies have directly examined this relationship, the findings indirectly support Hossen (2022), who highlighted the mediating role of psychological empowerment between transformational leadership and employee engagement, implying a link between empowerment and emotional competencies.

The moderate relationship strength ($R = 0.466$) and reasonable explanatory power (21.7%) indicate that emotional intelligence is an important contributor to job empowerment, though not the sole determinant, suggesting the presence of additional influencing factors worthy of future investigation.

Hypothesis Four (H4)

Emotional intelligence mediates the relationship between transformational leadership and job empowerment in government institutions in the State of Qatar.

The fourth hypothesis tests the mediating role of emotional intelligence in the relationship between transformational leadership and job empowerment. It assumes that transformational leadership influences job

empowerment not only directly but also indirectly through its impact on employees' emotional intelligence. Mediation analysis was conducted using path analysis with the PROCESS macro.

Stage One: Effect of Transformational Leadership on Emotional Intelligence

Table 13: Model Summary – Stage One

Indicator	Value
Correlation Coefficient (R)	0.3064
Coefficient of Determination (R ²)	0.0939
Mean Square Error (MSE)	0.1655
F Value	20.8246
Significance (p)	0.0000

Table 14: Coefficients – Stage One

Variable	B	Std. Error	t	Sig.	Lower	Upper
Constant	1.5159	0.0854	17.7431	0.0000	1.3474	1.6843
Transformational Leadership	0.1438	0.0315	4.5634	0.0000	0.0817	0.2060

Results indicate that transformational leadership has a positive and statistically significant effect on emotional intelligence (B = 0.1438, p < 0.001). However, it explains only 9.39% of emotional intelligence variance, suggesting additional influencing factors.

Stage Two: Joint Effect of Transformational Leadership and Emotional Intelligence on Job Empowerment

Table 15: Model Summary – Stage Two

Indicator	Value
Correlation Coefficient (R)	0.8610
Coefficient of Determination (R ²)	0.7413
Mean Square Error (MSE)	0.2002
F Value	286.5780
Significance (p)	0.0000

Table 16: Coefficients – Stage Two

Variable	B	Std. Error	t	Sig.	Lower	Upper
Constant	-0.4247	0.1505	-2.8217	0.0053	-0.7215	-0.1279
Transformational Leadership	0.7331	0.0364	20.1305	0.0000	0.6613	0.8049
Emotional Intelligence	0.4784	0.0776	6.1672	0.0000	0.3254	0.6313

Both transformational leadership and emotional intelligence significantly and positively influence job empowerment. Together, they explain 74.13% of the variance, exceeding the explanatory power of transformational leadership alone (69.2%).

Table 17: Direct and Indirect Effects

Type of Effect	Effect	Std. Error	Lower	Upper
Direct Effect (TL → Empowerment)	0.7331	0.0364	0.6613	0.8049
Indirect Effect (TL → EI → Empowerment)	0.0688	0.0155	0.0382	0.0983
Total Effect	0.8019	—	—	—

Key Findings:

1. Direct effect: Transformational leadership significantly affects job empowerment (0.7331, $p < 0.001$).
2. Indirect effect: The mediated effect through emotional intelligence equals 0.0688, statistically significant because the 95% confidence interval excludes zero.
3. Total effect: Combined direct and indirect effect equals 0.8019.

Interpretation of Mediation Results

The findings indicate partial acceptance of Hypothesis Four, demonstrating partial mediation by emotional intelligence. While transformational leadership maintains a strong direct effect on job empowerment, emotional intelligence contributes an additional indirect effect representing 8.6% of the total impact.

These findings align with theoretical perspectives suggesting that transformational leadership influences organizational outcomes through multiple psychological mechanisms, including the development of employees' emotional competencies. Although the mediating effect is relatively modest, it remains statistically significant and enhances the explanatory power of the proposed model.

Discussion of Results and Linkage with Previous Studies

The study findings revealed a very strong positive relationship between transformational leadership and job empowerment ($r = 0.832$, $p < 0.001$) within Qatari government institutions, with transformational leadership explaining 69.2% of the variance in job empowerment. This result significantly exceeds the findings of Al-Otaibi (2016), who reported a moderate relationship ($r = 0.45$) in the Saudi private sector, and Hammadi and Finjan (2017), who confirmed a positive impact of transformational leadership on empowerment without specifying the strength of the relationship. The strength of this relationship in the Qatari context may be explained by several factors, most notably Qatar's strategic orientation toward achieving Qatar National Vision 2030, which requires leadership capable of inspiring and empowering employees to support organizational transformation. Additionally, the organizational culture within Qatari government institutions—emphasizing participation and continuous development—creates a supportive environment that strengthens the link between transformational leadership practices and employee empowerment.

The results also showed a moderate positive relationship between transformational leadership and emotional intelligence ($r = 0.306$, $p < 0.001$), with transformational leadership explaining 9.4% of the variance in emotional intelligence. This finding partially aligns with Al-Otaibi (2016), who identified a moderate relationship between the two variables in the Saudi context, and supports Al-Ghalbi and Ali (2018) regarding the importance of emotional intelligence in transformational leadership practices. However, the relatively low explanatory power suggests that emotional intelligence is influenced by multiple additional factors, including personal experience, education, and organizational culture. This interpretation is consistent with Al-Habarneh (2022), who emphasized the complexity of the relationship between emotional intelligence and leadership and highlighted the need for additional mediating variables. Within the Qatari context, transformational leadership appears to foster a supportive environment for emotional intelligence development but is not the sole influencing factor.

Furthermore, the study identified a moderate-to-strong positive relationship between emotional intelligence and job empowerment ($r = 0.466$, $p < 0.001$), with emotional intelligence explaining 21.7% of the variance in empowerment. This finding represents a relatively new contribution to Arabic literature, as previous studies rarely examined this relationship directly. Nevertheless, it indirectly supports Hossen (2022), who highlighted the mediating role of psychological empowerment in the relationship between transformational leadership and employee engagement, implying a connection between empowerment and emotional competencies. This relationship can be explained by the fact that emotionally intelligent individuals are better able to manage workplace challenges, build positive professional relationships, and cope effectively with stress, making them more willing to assume responsibility and work autonomously.

Partial Mediating Role of Emotional Intelligence: An Additional Mechanism of Influence

Path analysis results demonstrated that emotional intelligence plays a partial mediating role in the relationship between transformational leadership and job empowerment, with an indirect effect of 0.0688 (95% CI: 0.0382–0.0983). This indicates that 8.6% of the total effect of transformational leadership on job empowerment occurs through the development of employees' emotional intelligence skills. This finding contributes a novel perspective to the research literature, as prior studies rarely examined emotional intelligence as a direct mediator in this relationship. The result aligns conceptually with Fransiska et al. (2021), who identified mediating variables—such as work–life balance—in the relationship between transformational leadership and employee engagement. In the Qatari context, this mediating effect suggests that transformational leadership influences empowerment through multiple mechanisms, including the enhancement of employees' emotional capabilities, reflecting the complexity of organizational processes in contemporary government institutions.

Comparison with Regional and International Studies

When compared with regional and international research, the strength of the relationship between transformational leadership and job empowerment observed in Qatar exceeds most reported findings. While Al-Sabri (2023) reported low levels of transformational leadership and empowerment in the Yemeni context, and Mishra et al. (2023) confirmed a positive impact of transformational leadership on employee engagement without precise effect sizes, the current study demonstrates substantially higher levels of association and influence. This distinction may be attributed to several contextual factors:

1. Significant national investment in human capital development under Qatar National Vision 2030;
2. The high educational level of employees in Qatari government institutions (79.8% holding bachelor's degrees or higher);
3. An advanced organizational culture that encourages innovation and continuous improvement.

Together, these factors create an environment conducive to the successful implementation of transformational leadership practices and higher levels of job empowerment.

Theoretical and Methodological Contributions

The study provides important theoretical contributions by proposing an integrated model combining transformational leadership, emotional intelligence, and job empowerment within a single analytical framework—an approach not comprehensively addressed in previous studies. While Al-Kasasbeh et al. (2009) examined transformational leadership in relation to empowerment culture and learning organizations, and Al-Ghalbi and Ali (2018) explored emotional intelligence in transformational leadership with wisdom as a mediator, the present study focuses specifically on job empowerment and its dimensions within a unified framework.

Methodologically, the findings highlight the importance of path analysis and advanced mediation techniques for understanding complex organizational relationships. The high reliability coefficients (0.930–0.982) also confirm the suitability of the measurement instruments for Arab and particularly Qatari contexts, supporting their use in future research.

Practical Implications

The results suggest that enhancing transformational leadership practices within Qatari government institutions can lead to substantial improvements in job empowerment levels, aligning with Qatar National Vision 2030's goal of building an effective and modern public administration. The high explanatory power of transformational leadership (69.2%) indicates that investment in leadership development programs can yield significant organizational benefits. Moreover, although the mediating role of emotional intelligence is relatively modest (8.6%), it underscores the importance of integrating emotional skill development into leadership training initiatives.

These findings support Al-Busaeedi & Marni (2020), who emphasized the importance of transformational leadership in organizational development within the UAE, and provide practical evidence for Gulf Cooperation Council (GCC) government institutions regarding the effectiveness of transformational leadership in achieving sustainable development objectives.

CONCLUSION AND RECOMMENDATIONS

The present study makes a significant scientific contribution to organizational behavior literature by developing an integrated model that combines transformational leadership, job empowerment, and emotional intelligence within a single analytical framework. This integrative approach has received limited attention in previous studies, which largely focused on bilateral relationships between variables. The study expands theoretical understanding of the reciprocal relationships among these constructs by examining the mediating role of emotional intelligence, thereby enhancing explanations of the psychological and organizational mechanisms linking leadership practices to workplace outcomes. In addition, the study provides operational definitions aligned with the cultural and organizational context of Gulf government institutions, supporting the applicability of modern leadership models within Arab environments and enriching regional academic literature (Goleman, 1998; Bass & Riggio, 2006; Spreitzer, 1995).

From a methodological perspective, the study contributes by developing measurement instruments with high levels of validity and reliability for transformational leadership, job empowerment, and emotional intelligence, offering research tools suitable for future studies in Arab contexts. The study also employed advanced analytical techniques, including path analysis and mediation testing using the PROCESS model, enabling deeper insight into causal relationships among complex organizational variables. Findings revealed a partial mediating role of emotional intelligence in the relationship between transformational leadership and job empowerment, supporting

theoretical arguments emphasizing the central role of emotional competencies in enhancing leadership effectiveness and organizational influence (Avolio et al., 2004; Modassir & Singh, 2008).

The study further addresses a research gap in Arab literature by providing empirical evidence confirming the effectiveness of modern leadership theories within the Gulf governmental context. Results demonstrated a strong relationship between transformational leadership and job empowerment, reinforcing theoretical assumptions linking transformational leadership to increased organizational participation, improved performance, and stronger job commitment (Bass & Avolio, 1994; Pearson, 2019). Moreover, the study proposes a theoretical perspective positioning emotional intelligence as a connecting mechanism between leadership behavior and work outcomes, thereby deepening understanding of the social and emotional processes influencing organizational performance (Goleman et al., 2013).

At the practical level, the findings provide important implications for government institutions, demonstrating that strengthening transformational leadership practices represents an effective pathway for enhancing employee empowerment. The results highlight the importance of designing leadership development programs focused on the four dimensions of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—while integrating emotional intelligence skills into leadership preparation programs due to their role in strengthening positive leadership influence (Bass & Riggio, 2006; Goleman, 1998).

Strategically, the study supports public-sector development initiatives aimed at strengthening human capital by improving leadership selection and evaluation criteria based on leadership and emotional competencies. The proposed model can also be used to develop performance indicators measuring job empowerment levels within institutions. Additionally, the study provides practical tools for managers to diagnose and improve leadership practices, design mentoring and coaching programs, and restructure work environments and incentive systems to enhance participation and empowerment—aligning with modern management approaches centered on transformational leadership and sustainable human resource development (Avolio et al., 2004; Spreitzer, 1995).

Recommendations

Based on statistically significant findings demonstrating strong positive relationships between transformational leadership and job empowerment, as well as the partial mediating role of emotional intelligence, the study recommends adopting modern leadership practices to enhance organizational performance.

First, institutions are encouraged to develop specialized transformational leadership training programs targeting all managerial levels, focusing on the four core dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, given their direct impact on improving empowerment and organizational performance (Bass & Avolio, 1994; Bass & Riggio, 2006).

Second, the study recommends integrating emotional intelligence development into leadership development programs due to its mediating role in strengthening the impact of transformational leadership on empowerment. This includes developing self-awareness, self-management, social awareness, and relationship management through structured training, periodic assessments, and individualized leadership development plans to enhance communication effectiveness, trust-building, and employee motivation (Goleman, 1998; Goleman et al., 2013).

Third, organizations should strengthen empowerment-supportive policies by expanding delegation of authority, increasing employee participation in decision-making, providing professional development opportunities, and aligning employee goals with organizational strategic objectives. The study also recommends developing integrated leadership performance evaluation systems using objective indicators to assess transformational leadership, emotional intelligence, and empowerment levels, and linking evaluation outcomes to incentives and promotions to reinforce effective leadership behaviors (Spreitzer, 1995; Avolio et al., 2004).

Additionally, the study recommends establishing centers of excellence for leadership and empowerment responsible for leadership development, dissemination of best practices, and applied research initiatives. Strengthening an organizational culture supportive of participation and empowerment should also be prioritized through improved institutional communication, encouragement of innovation initiatives, and reinforcement of transparency and teamwork values within government institutions.

Study Limitations

The study acknowledges several limitations that may affect the generalizability of its findings. The research was limited to government institutions in the State of Qatar, restricting the applicability of results to other sectors or cultural contexts. Furthermore, the study relied on a quantitative methodology using questionnaires, which may introduce biases associated with self-reported data.

The cross-sectional design reflects a specific time period and therefore does not allow definitive causal interpretations. Although the sample size was statistically adequate, it may not fully represent the diversity of organizational environments. Moreover, measurement instruments were originally developed in different cultural contexts, highlighting the need for further cultural validation and adaptation in future research (Spreitzer, 1995; Goleman, 1998).

Directions for Future Research

The study opens several avenues for future research. Comparative studies across different sectors and countries are recommended to examine the generalizability of findings. Longitudinal studies are also suggested to track temporal changes and strengthen causal interpretations among variables.

Future research should explore additional mediating and moderating variables—such as organizational culture, perceived organizational support, and organizational justice—since emotional intelligence explains only part of the relationship between transformational leadership and job empowerment.

Methodologically, future studies are encouraged to adopt mixed-method approaches combining quantitative and qualitative methods to gain deeper contextual understanding. Experimental or quasi-experimental studies assessing the impact of leadership and emotional intelligence development programs on organizational performance are also recommended. Furthermore, future research may examine the influence of these variables on specific organizational outcomes such as organizational innovation, job commitment, and quality of public services, thereby strengthening the practical application of modern leadership theories within the public sector (Bass & Riggio, 2006; Goleman et al., 2013).

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