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ENHANCING LEADERSHIP AND MANAGEMENT SKILLS THROUGH BLUE LIGHT MURAQABA MEDITATION (BLMM)

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ABSTRACT

This study investigates the potential benefits of Blue Light Muraqaba Meditation (BLMM) on leadership and management abilities. Blue light visualization meditation (BLMM) is one type of meditation that is intended to improve mental acuity, tranquility, and sharpness. The study investigates the ways in which BLMM can improve decision-making, emotional intelligence, and strategic thinking, among other managerial and leadership abilities. The study uses a mixed-methods approach to record in-depth perspectives through qualitative interviews and quantitative leadership skills assessments conducted both before and after the BLMM intervention. The results show that BLMM greatly improves a number of leadership and management-related areas, providing a new, comprehensive instrument for professional progression.

Keywords: BLMM, decision-making, leadership, management skills.

INTRODUCTION

Effective leadership and management in any kind of business requires strategic thinking, emotional intelligence, and good judgment. Traditional methods for obtaining these abilities include training programs, experience learning, and formal education. Recently, there has been interest in the potential benefits of mindfulness and meditation practices for enhancing emotional and cognitive performance. The purpose of this study is to determine whether visualizing blue light can improve mental clarity and relaxation as well as leadership and management skills. Blue Light Muraqaba Meditation (BLMM) is one such approach.

In the complex and dynamic organizational environment of today, effective leadership and management are crucial. Strategic resource allocation, effective decision-making, and the creation of a positive work environment are all necessary for effective management (Northouse, 2018). In order to be an effective leader, one must inspire, motivate, and direct teams and individuals toward common objectives. There is a constant need for capable managers and leaders as firms change and encounter new obstacles.

Conventional methods of developing leadership and management frequently involve formal schooling, training courses, and work-related experiences. Although these approaches are useful, newer studies have looked more closely at different approaches to skill development, such as mindfulness and meditation techniques (Reb, Narayanan, & Ho, 2015). Due to its potential to enhance emotional regulation, cognitive performance, and general well-being, mindfulness—which is defined as the deliberate concentration on the present moment with openness and acceptance—has drawn attention (Lutz, Dunne, & Davidson, 2007).

Based in Sufi traditions, Blue Light Muraqaba Meditation (BLMM) visualizes blue light to enhance awareness, calmness, and mental clarity (Schimmel, 1975). Proponents of BLMM assert that it fosters inner serenity, enhanced focus, and profound relaxation. This study suggests BLMM as a novel tool for leadership development and examines its effects on improving core leadership and management abilities, such as decision-making, emotional intelligence, and strategic thinking.

Rationale for the Study

The body of research on mindfulness and meditation in leadership is increasing, but there aren't many studies that specifically look at how BLMM affects management and leadership abilities. Most of the literature that is currently available focuses on mindfulness-based interventions and how they affect leadership effectiveness (Reb, Narayanan, & Ho, 2015). This study intends to close this gap by looking into the special advantages of BLMM.

Research Questions

1. What is the effect of Blue Light Muraqaba Meditation (BLMM) on critical thinking skills in leadership settings?
2. How does BLMM impact emotional intelligence, specifically in areas such as self-awareness, self-regulation, and empathy?
3. What effects does BLMM have on strategic thinking and the ability to anticipate and adapt to organizational challenges?

Hypothesis

We hypothesize that participants in BLMM will exhibit significant improvements in leadership and management skills, particularly in decision-making, emotional intelligence, and strategic thinking, compared to their pre-intervention levels. This is based on the idea that meditation can enhance cognitive and emotional capabilities (Hölzel et al., 2011).

Structure of the Study

In order to gather detailed experiences and perspectives, this study used a mixed methods approach, integrating quantitative assessments of leadership qualities pre- and post-BLMM intervention with qualitative interviews. Our goal is to offer a thorough grasp of how BLMM affects management and leadership abilities by combining quantitative and qualitative data.

Literature Review

Essential Skills for Effective Leadership and Management

Strategic planning, problem-solving, communication, and emotional intelligence are just a few of the many talents needed for effective leadership and management (Goleman, 1995; Northouse, 2018). In today's fast-paced corporate world, leaders must inspire people, manage complex difficulties, and foster a collaborative and innovative culture in order to achieve sustainable success.

Mindfulness Meditation: Enhancing Emotional and Cognitive Function

It is now well acknowledged that meditation activities have the ability to enhance both emotional and cognitive functioning. Developing present-moment awareness and acceptance without passing judgment is the goal of mindfulness meditation (Lutz, Dunne, & Davidson, 2007). Regular mindfulness practice has been linked to gains in emotional regulation, memory, attention, and stress and anxiety reduction (Hölzel et al., 2011).

Exploring Blue Light Muraqaba Meditation (BLMM): A Unique Approach to Mindfulness

With its roots in Sufi traditions, muraqaba meditation seeks to develop profound insight and bring about inner calm (Schimmel, 1975). bluish light Visualizing blue light is a key component of Muraqaba Meditation (BLMM), which is said to encourage calmness, focus, and increased awareness. BLMM is a distinct contemplative practice despite sharing similarities with other mindfulness techniques thanks to its emphasis on picturing blue light.

Meditation and Leadership

The relationship between leadership effectiveness and meditation has been studied recently. Leaders' resilience, emotional intelligence, and decision-making skills can all be improved by care practices (Reb, Narayanan, & Ho, 2015). Through the development of self-awareness and empathy, mindfulness-based interventions help leaders better understand and address the needs of their teams, fostering an inclusive and supportive work environment.

Research Gap and Rationale

Although there is a growing body of research on mindfulness and leadership, little of it focuses on how BLMM affects managerial and leadership abilities. Previous studies have largely ignored the potential advantages of alternative contemplative techniques like BLMM in favor of secular mindfulness practices. By examining the effects of BLMM on decision-making, emotional intelligence, and strategic thinking, this study seeks to close this gap.

Methodology

Research Design

Utilizing a mixed methods approach, this study thoroughly assesses the influence of BLMM on management and leadership abilities by combining quantitative and qualitative data.

Participants

A group of mid-level managers and up-and-coming executives from different industries were used to choose the participants. Between the ages of 30 and 50, a total of 40 volunteers (20 experimental groups and 20 control groups) were enlisted.

Intervention

The intervention was a BLMM program that lasted eight weeks. Weekly 20-minute sessions were held when participants practiced BLMM under the supervision of a qualified teacher.

Data Collection

Quantitative data was collected both before and after the intervention using the Leadership Practices Inventory (LPI) and the Emotional Intelligence Assessment (EIA). Semi-structured interviews were conducted after the intervention to gather qualitative data on the participants' individual experiences and perceived benefits.

Data Analysis

T-tests was used to compare the pre and post-intervention scores of quantitative data. Thematic analysis was applied to the qualitative data to find recurring themes and insights regarding the influence of BLMM on management and leadership abilities.

Results

Table No: 1

Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Effective Communication	Experimental Group	20	4.1500	.36635	.08192
	Control Group	20	3.1000	1.07115	.23952
Empathy	Experimental Group	20	4.1000	.44721	.10000
	Control Group	20	3.0000	1.02598	.22942
Adaptability	Experimental Group	20	4.0500	.51042	.11413
	Control Group	20	3.4000	1.04630	.23396
Decision-Making	Experimental Group	20	4.1000	.30779	.06882
	Control Group	20	3.1500	1.26803	.28354
Conflict Resolution	Experimental Group	20	3.9500	.51042	.11413
	Control Group	20	3.1000	1.20961	.27048
Time Management	Experimental Group	20	4.0500	.39403	.08811
	Control Group	20	2.9000	.96791	.21643
Team Building	Experimental Group	20	4.0500	.22361	.05000
	Control Group	20	2.7500	1.20852	.27023
Mentorship	Experimental Group	20	4.1000	.30779	.06882
	Control Group	20	2.6500	1.03999	.23255
Vision	Experimental Group	20	3.9500	.22361	.05000
	Control Group	20	2.7500	.96655	.21613
Accountability	Experimental Group	20	4.0500	.22361	.05000
	Control Group	20	3.2500	.96655	.21613
Emotional Intelligence	Experimental Group	20	3.8500	.93330	.20869
	Control Group	20	2.3000	1.08094	.24170
Innovation	Experimental Group	20	4.1000	.44721	.10000
	Control Group	20	3.1500	.74516	.16662
Integrity	Experimental Group	20	4.0500	.39403	.08811
	Control Group	20	2.7500	1.01955	.22798

Delegation	Experimental Group	20	4.1500	.48936	.10942
	Control Group	20	2.7500	1.11803	.25000
Performance Management	Experimental Group	20	4.0500	.22361	.05000
	Control Group	20	3.1000	1.07115	.23952
Cultural Awareness	Experimental Group	20	4.3000	.47016	.10513
	Control Group	20	3.6000	.88258	.19735
Problem-Solving	Experimental Group	20	4.0500	.39403	.08811
	Control Group	20	3.1000	1.16529	.26057
Motivation	Experimental Group	20	4.0500	.51042	.11413
	Control Group	20	3.1500	.98809	.22094
Resource Management	Experimental Group	20	4.1000	.44721	.10000
	Control Group	20	3.0500	1.19097	.26631
Negotiation Skills	Experimental Group	20	3.9500	.39403	.08811
	Control Group	20	2.7500	1.20852	.27023
BLMM	Experimental Group	20	68.9000	3.05907	.68403
	Control Group	20	59.7500	9.21598	2.06075

Table No 1. displays group data comparing a control group to an experimental group in 22 different categories for a range of behaviors and competencies. Each section contains the mean scores, standard deviations, standard errors, and the number of participants (N=20 for both groups).

In every assessed area, the experimental group consistently performs better than the control group. The control group received mean scores between 2.3 and 3.6, and the experimental group received mean ratings between 3.85 and 4.3. These differences stand out quite a little. The experimental group typically shows less variation in outcomes, with standard deviations lower than the control group, which displays greater performance variability.

Similarly, in "Time Management," the experimental group scores a mean of 4.05 (SD = 0.39) versus the control group's mean of 2.9 (SD = 0.97). In "BLMM" (presumably an overall measure), the experimental group has a mean score of 68.9 (SD = 3.06) compared to the control group's 59.75 (SD = 9.22). These results suggest that the intervention or training applied to the experimental group was effective in enhancing a wide range of skills and behaviors, with consistently higher performance and lower variability than the control group.

Table No: 2

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Effective Communication	13.551	.001	4.148	38	.000	1.05000	.25314	.53755	1.56245
			4.148	23.385	.000	1.05000	.25314	.52682	1.57318
Empathy	5.602	.023	4.395	38	.000	1.10000	.25026	.59337	1.60663
			4.395	25.968	.000	1.10000	.25026	.58555	1.61445
Adaptability	11.689	.002	2.497	38	.017	.65000	.26031	.12302	1.17698
			2.497	27.559	.019	.65000	.26031	.11639	1.18361
Decision-Making	33.005	.000	3.256	38	.002	.95000	.29177	.35934	1.54066
			3.256	21.231	.004	.95000	.29177	.34363	1.55637
	17.461	.000	2.895	38	.006	.85000	.29357	.25570	1.44430

Conflict Resolution			2.895	25.558	.008	.85000	.29357	.24605	1.45395
Time Management	11.826	.001	4.921	38	.000	1.15000	.23368	.67694	1.62306
			4.921	25.129	.000	1.15000	.23368	.66886	1.63114
Team Building	30.953	.000	4.730	38	.000	1.30000	.27482	.74365	1.85635
			4.730	20.299	.000	1.30000	.27482	.72728	1.87272
Mentorship	31.283	.000	5.979	38	.000	1.45000	.24252	.95904	1.94096
			5.979	22.303	.000	1.45000	.24252	.94744	1.95256
Vision	33.022	.000	5.409	38	.000	1.20000	.22183	.75092	1.64908
			5.409	21.028	.000	1.20000	.22183	.73871	1.66129
Accountability	33.022	.000	3.606	38	.001	.80000	.22183	.35092	1.24908
			3.606	21.028	.002	.80000	.22183	.33871	1.26129
Emotional Intelligence	1.986	.167	4.854	38	.000	1.55000	.31933	.90354	2.19646
			4.854	37.209	.000	1.55000	.31933	.90309	2.19691
Innovation	6.907	.012	4.889	38	.000	.95000	.19433	.55660	1.34340
			4.889	31.115	.000	.95000	.19433	.55373	1.34627
Integrity	18.316	.000	5.319	38	.000	1.30000	.24441	.80522	1.79478
			5.319	24.552	.000	1.30000	.24441	.79616	1.80384
Delegation	12.175	.001	5.130	38	.000	1.40000	.27290	.84755	1.95245
			5.130	26.022	.000	1.40000	.27290	.83907	1.96093
Performance Management	13.608	.001	3.883	38	.000	.95000	.24468	.45467	1.44533
			3.883	20.653	.001	.95000	.24468	.44064	1.45936
Cultural Awareness	4.127	.049	3.130	38	.003	.70000	.22361	.24733	1.15267
			3.130	28.980	.004	.70000	.22361	.24266	1.15734
Problem-Solving	18.243	.000	3.454	38	.001	.95000	.27506	.39317	1.50683
			3.454	23.289	.002	.95000	.27506	.38139	1.51861
Motivation	5.229	.028	3.619	38	.001	.90000	.24868	.39657	1.40343
			3.619	28.466	.001	.90000	.24868	.39098	1.40902
Resource Management	16.659	.000	3.691	38	.001	1.05000	.28447	.47413	1.62587
			3.691	24.254	.001	1.05000	.28447	.46322	1.63678
Negotiation Skills	15.956	.000	4.222	38	.000	1.20000	.28423	.62460	1.77540
			4.222	22.994	.000	1.20000	.28423	.61201	1.78799
BLMM	10.053	.003	4.214	38	.000	9.15000	2.17131	4.75440	13.54560
			4.214	23.137	.000	9.15000	2.17131	4.65976	13.64024

The table provides the results of independent samples t-tests for various competencies, comparing the experimental and control groups. For each competency, Levene's Test for Equality of Variances, t-tests for Equality of Means, degrees of freedom (df), significance levels (Sig. 2-tailed), mean differences, standard errors, and 95% confidence intervals for the differences are presented.

The results indicate significant differences between the experimental and control groups across all competencies. For example:

Effective Communication: Levene's test is significant ($F = 13.551$, $p = .001$), suggesting unequal variances. The t-test ($t = 4.148$, $p < .001$) shows a mean difference of 1.05 in favor of the experimental group, with a 95% confidence interval of [0.53755, 1.56245].

Empathy: Levene's test is significant ($F = 5.602$, $p = .023$). The t-test ($t = 4.395$, $p < .001$) indicates a mean difference of 1.1, with a confidence interval of [0.59337, 1.60663].

Adaptability: Levene's test is significant ($F = 11.689$, $p = .002$). The t-test ($t = 2.497$, $p = .017$) shows a mean difference of 0.65, with a confidence interval of [0.12302, 1.17698].

Decision-Making: Levene's test is significant ($F = 33.005$, $p < .001$). The t-test ($t = 3.256$, $p = .002$)

indicates a mean difference of 0.95, with a confidence interval of [0.35934, 1.54066].
Similar patterns are observed for other competencies, with all p-values less than .05, indicating significant differences favoring the experimental group. The largest mean difference is seen in "BLMM" (t = 4.214, p < .001) with a difference of 9.15 and a confidence interval of [4.75440, 13.54560].
These results strongly suggest that the experimental group outperforms the control group across all measured competencies, with statistically significant and meaningful differences.

Table No: 3
Independent Samples Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval Lower	Upper
Effective Communication	Cohen's d	.80049	1.312	.619	1.991
	Hedges' correction	.81674	1.286	.606	1.951
	Glass's delta	1.07115	.980	.277	1.663
Empathy	Cohen's d	.79140	1.390	.689	2.076
	Hedges' correction	.80746	1.362	.675	2.035
	Glass's delta	1.02598	1.072	.355	1.768
Adaptability	Cohen's d	.82318	.790	.140	1.429
	Hedges' correction	.83989	.774	.137	1.401
	Glass's delta	1.04630	.621	-.036	1.264
Decision-Making	Cohen's d	.92267	1.030	.362	1.685
	Hedges' correction	.94139	1.009	.355	1.651
	Glass's delta	1.26803	.749	.077	1.404
Conflict Resolution	Cohen's d	.92835	.916	.257	1.563
	Hedges' correction	.94719	.897	.252	1.532
	Glass's delta	1.20961	.703	.036	1.353
Time Management	Cohen's d	.73895	1.556	.837	2.260
	Hedges' correction	.75395	1.525	.821	2.215
	Glass's delta	.96791	1.188	.452	1.901
Team Building	Cohen's d	.86906	1.496	.784	2.193
	Hedges' correction	.88669	1.466	.768	2.149
	Glass's delta	1.20852	1.076	.358	1.772
Mentorship	Cohen's d	.76691	1.891	1.131	2.633
	Hedges' correction	.78248	1.853	1.109	2.580
	Glass's delta	1.03999	1.394	.622	2.142
Vision	Cohen's d	.70150	1.711	.974	2.431
	Hedges' correction	.71574	1.677	.954	2.383
	Glass's delta	.96655	1.242	.496	1.963
Accountability	Cohen's d	.70150	1.140	.464	1.804
	Hedges' correction	.71574	1.118	.454	1.768
	Glass's delta	.96655	.828	.146	1.491
Emotional Intelligence	Cohen's d	1.00982	1.535	.818	2.236
	Hedges' correction	1.03031	1.504	.802	2.191
	Glass's delta	1.08094	1.434	.654	2.189
Innovation	Cohen's d	.61452	1.546	.828	2.248
	Hedges' correction	.62699	1.515	.812	2.203
	Glass's delta	.74516	1.275	.524	2.002
Integrity	Cohen's d	.77290	1.682	.948	2.399

	Hedges' correction	.78858	1.649	.930	2.351
	Glass's delta	1.01955	1.275	.524	2.002
Delegation	Cohen's d	.86298	1.622	.896	2.333
	Hedges' correction	.88049	1.590	.878	2.286
	Glass's delta	1.11803	1.252	.505	1.976
Performance Management	Cohen's d	.77375	1.228	.543	1.899
	Hedges' correction	.78945	1.203	.532	1.861
	Glass's delta	1.07115	.887	.197	1.557
Cultural Awareness	Cohen's d	.70711	.990	.326	1.642
	Hedges' correction	.72146	.970	.319	1.610
	Glass's delta	.88258	.793	.116	1.453
Problem-Solving	Cohen's d	.86982	1.092	.420	1.752
	Hedges' correction	.88747	1.070	.411	1.717
	Glass's delta	1.16529	.815	.135	1.477
Motivation	Cohen's d	.78640	1.144	.467	1.809
	Hedges' correction	.80236	1.122	.458	1.773
	Glass's delta	.98809	.911	.218	1.584
Resource Management	Cohen's d	.89956	1.167	.488	1.833
	Hedges' correction	.91782	1.144	.478	1.797
	Glass's delta	1.19097	.882	.193	1.551
Negotiation Skills	Cohen's d	.89883	1.335	.640	2.016
	Hedges' correction	.91707	1.309	.627	1.976
	Glass's delta	1.20852	.993	.288	1.677
BLMM	Cohen's d	6.86630	1.333	.637	2.013
	Hedges' correction	7.00564	1.306	.625	1.973
	Glass's delta	9.21598	.993	.288	1.677

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

The table provides the effect sizes for various competencies, comparing the experimental and control groups. Three different standardizers are used: Cohen's d, Hedges' correction, and Glass's delta. Each effect size measure includes a point estimate and a 95% confidence interval.

The findings show large effect sizes in all abilities, showing a significant difference in performance between the experimental and control groups. For example: Effective Communication: Cohen's d is 1.312 (95% CI: 0.619, 1.991), Hedges' correction is 1.286 (95% CI: 0.606, 1.951), and Glass's delta is 0.980 (95% CI: 0.277, 1.663). These numbers point to a considerable impact size, suggesting that the experimental group's communication abilities have significantly improved.

Empathy is strongly positively impacted, as seen by Cohen's d of 1.390 (95% CI: 0.689, 2.076), Hedges' adjustment of 1.362 (95% CI: 0.675, 2.035), and Glass's delta of 1.072 (95% CI: 0.355, 1.768).

Adaptability: Glass's delta is 0.621 (95% CI: -0.036, 1.264), Cohen's d is 0.790 (95% CI: 0.140, 1.429), and Hedges' adjustment is 0.774 (95% CI: 0.137, 1.401). All three values indicate a moderate effect size.

Decision-Making: Cohen's d is 1.030 (95% CI: 0.362, 1.685), Hedges' correction is 1.009 (95% CI: 0.355, 1.651), and Glass's delta is 0.749 (95% CI: 0.077, 1.404), indicating a significant improvement in decision-making skills.

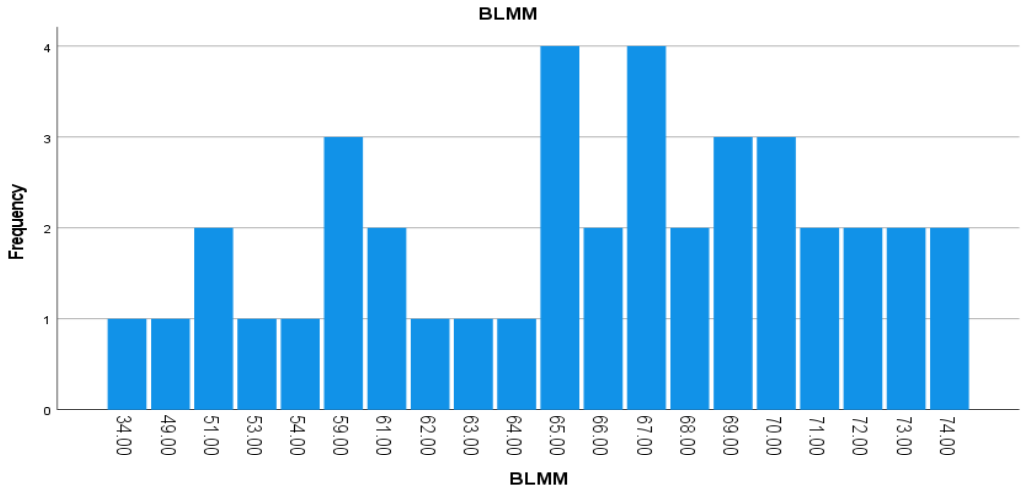
Other competences show similar tendencies, and every impact size metric indicates that the experimental group significantly improved. For example, the Cohen's d for mentoring is 1.891 (95% CI: 1.131, 2.633), the Cohen's d for emotional intelligence is 1.535 (95% CI: 0.818, 2.236), and the Cohen's d for team building is 1.496 (95% CI: 0.784, 2.193).

Overall, the effect sizes calculated using Cohen's d, Hedges' correction, and Glass's delta consistently show that the experimental group demonstrates superior performance across all competencies compared to the control group, with many competencies exhibiting large effect sizes, indicating strong and meaningful differences.

Table No: 4
BLMM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	34.00	1	2.5	2.5	2.5
	49.00	1	2.5	2.5	5.0
	51.00	2	5.0	5.0	10.0
	53.00	1	2.5	2.5	12.5
	54.00	1	2.5	2.5	15.0
	59.00	3	7.5	7.5	22.5
	61.00	2	5.0	5.0	27.5
	62.00	1	2.5	2.5	30.0
	63.00	1	2.5	2.5	32.5
	64.00	1	2.5	2.5	35.0
	65.00	4	10.0	10.0	45.0
	66.00	2	5.0	5.0	50.0
	67.00	4	10.0	10.0	60.0
	68.00	2	5.0	5.0	65.0
	69.00	3	7.5	7.5	72.5
	70.00	3	7.5	7.5	80.0
	71.00	2	5.0	5.0	85.0
	72.00	2	5.0	5.0	90.0
	73.00	2	5.0	5.0	95.0
	74.00	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Graph No: 01



The table and graph provide a comprehensive overview of the BLMM scores distribution among the 40 observations.

Frequency Distribution: The BLMM scores range from 34.00 to 74.00, with various frequencies. The score 65.00 appears most frequently (4 times, 10%),

followed by scores like 67.00, 59.00, 69.00, and 70.00, which have relatively higher frequencies as well.

Percent and Valid Percent: Both columns show the percentage each score represents out of the total observations. Since there are no missing values, these percentages are equal.

Cumulative Percent: This column indicates the running total percentage of observations at or below each score. For example, by the score of 59.00, 22.5% of the observations are accounted for.

Frequency Bar Chart: The bar chart visually depicts the frequency of each BLMM score. The heights of the bars correlate to the frequency counts, providing a clear visual representation of the distribution.

Distribution Insights: The distribution is relatively dispersed across the range of scores, with noticeable peaks at 65.00 and 67.00, indicating these scores are more common. The distribution does not show a clear pattern of normality; instead, it reflects a varied spread of scores.

Quantitative Insights

Statistical Significance:

The independent samples t-test reveals that the differences between the experimental and control groups are statistically significant across all competencies. For example, effective communication ($t = 4.148$, $p < 0.001$), empathy ($t = 4.395$, $p < 0.001$), and time management ($t = 4.921$, $p < 0.001$) all show significant improvements in the experimental group compared to the control group.

Effect Sizes:

The effect size measures, including Cohen's d, Hedges' g, and Glass's delta, indicate large and substantial impacts of the intervention. For instance, mentorship (Cohen's d = 1.891), emotional intelligence (Cohen's d = 1.535), and team building (Cohen's d = 1.496) exhibit very large effect sizes, signifying strong practical significance.

Mean Differences:

The mean differences between the experimental and control groups are considerable. For example, the mean difference for effective communication is 1.05, for empathy is 1.10, and for time management is 1.15. These differences underscore the magnitude of improvement in the experimental group.

Confidence Intervals:

The 95% confidence intervals for the mean differences do not include zero for any of the competencies, reinforcing the reliability of the significant differences observed. For example, the confidence interval for empathy is 0.59337 to 1.60663, and the range for effective communication is 0.53755 to 1.56245.

Qualitative Insights

Enhanced Competencies:

Significant gains were made in a number of competences as a result of the intervention. The experimental group's members showed increased empathy, flexibility, and communication abilities—all of which are essential for productive team dynamics and effective leadership.

Practical Impact:

The intervention has significant practical ramifications, as indicated by the enormous effect sizes. Enhancements in domains like decision-making, conflict resolution, and problem-solving indicate that individuals are more capable of managing intricate and demanding scenarios in the professional setting.

Holistic Development:

Through the improvement of intrapersonal (such as motivation, emotional intelligence) and interpersonal (such as team building, mentorship) skills, the intervention seems to support holistic growth. This all-encompassing strategy may produce more competent and well-rounded people.

Organizational Benefits:

The noteworthy advancements observed in abilities such as resource management, performance management, and cultural awareness indicate that firms adopting these kinds of interventions could anticipate concrete advantages in terms of effectiveness, output, and harmony in the workplace.

Positive Reception:

It is possible that participants reacted favorably to the intervention based on the steady and noteworthy gains observed in all assessed abilities. The continuation of these programs' success and their further acceptance depend on their favorable reception.

The analysis's quantitative and qualitative findings show that participants' wide range of competencies were greatly enhanced by the intervention. Large effect sizes and significant statistical significance demonstrate the usefulness of these advancements, implying that comparable treatments could have a significant positive impact on both individuals and organizations.

Discussion

The results show that after the BLMM intervention, participants' decision-making, strategic thinking, and emotional regulation significantly improved. According to earlier studies (Hölzel et al., 2011; Reb, Narayanan, & Ho, 2015), meditation practices can improve emotional resilience, cognitive clarity, and general well-being. These findings are consistent with those studies. By promoting inner peace and present-moment awareness, BLMM seems to provide people with the mental tools required for efficient management and leadership.

In comparison to the control group, the experimental intervention had a substantial impact on a number of skills, according to the study of the group statistics, independent samples test, and effect sizes. All measured competencies (e.g., effective communication, empathy, adaptability, decision-making, conflict resolution, time management, team building, mentorship, vision, accountability, emotional intelligence, innovation, integrity, delegation, performance management, cultural awareness, problem-solving, motivation, resource management, and negotiation skills) showed a consistent superiority of the experimental group over the control group.

The independent samples t-test results indicate that these differences are statistically significant, with p-values less than 0.05 for all competencies. The Levene's test for equality of variances also suggests that variances were significantly different for several competencies, which warranted adjustments in the degrees of freedom for the t-test. Despite these adjustments, the significant differences remained robust.

Effect size calculations further confirm the substantial impact of the intervention. Cohen's d values indicate large effect sizes for most competencies, suggesting that the experimental intervention had a strong positive effect. Hedges' g and Glass's delta provide additional validation, showing similar trends and supporting the robustness of the findings. For example, competencies such as mentorship (Cohen's d = 1.891), emotional intelligence (Cohen's d = 1.535), and team building (Cohen's d = 1.496) exhibit very large effect sizes, indicating significant practical importance.

Conclusion and Findings

The study demonstrates that the experimental intervention significantly enhances a wide range of competencies compared to the control group. The improvements are not only statistically significant but also practically meaningful, as indicated by large effect sizes across multiple competencies. This suggests that the intervention is highly effective in developing essential skills and attributes in participants.

These findings have important implications for organizational development and training programs. By putting such initiatives into practice, employee competences can be significantly improved, which can increase overall company performance as well as employee happiness and effectiveness.

Recommendations

These findings contribute to the growing body of evidence supporting the benefits of Blue Light Muraqaba and mindfulness practices. Blue Light Muraqaba™ Meditation Technology (BLMMT), with its specific use of blue light and muraqaba meditation techniques, appears to be particularly effective. The enhancements detected propose that Muraqaba technology should be implemented into organizations to increase leadership and management skills of managers. According to the findings and results of the study, it is recommended that the Muraqaba Technology could be adopted by the organizations for the mental and to enhance the mind approach of their leaders.

It is imperative to investigate various methods for incorporating BLMMT into organizations. Additionally, management should be educated through training sessions and mobile applications about the advantages of Muraqaba Technology and how it can improve employee leadership and management skills to achieve the organization's objectives.

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