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Emotional Intelligence and Leadership Performance in Manufacturing Organizations in Lagos state, Nigeria

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This is to certify that the doctoral dissertation by

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Abstract

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By

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MPhil, Walden University, 2019

MSc, University of Lagos, 1985

BSc, Loughborough University of Technology, 1982

Dissertation Submitted in Partial Fulfillment of the

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Abstract

Poor emotional intelligence creates huge complications in the workplace. The consequences include diminished employee's productivity and deteriorating leadership performance. Guided by the principles of emotional intelligence theory, this correlational study investigated the relationship between emotional intelligence (EI) and leadership performance at four selected Fast-Moving Consumer Goods (FMCG) companies in Lagos State. The study relied on primary data gathered using the Work Profile EI Questionnaire to measure emotional intelligence, while leadership performance scale questionnaire was used to evaluate leadership performance. Two hundred and thirty-five participants were recruited using the stratified sampling approach. Pearson correlation and linear regression analysis were used to test the seven hypotheses raised. Results of the statistical analysis revealed that all the seven dimensions of EI are significantly related to and predicted leadership performance. Specifically, innovation and leadership performance ($r=.413$, $R^2 =.171$, $p<0.01$), self-awareness and leadership performance ($r=.295$, $R^2 =.087$, $p<0.01$), intuition and leadership performance ($r=.451$, $R^2 =.203$, $p<0.01$), self-regulation and leadership performance ($r=.362$, $R^2 =.131$, $p<0.01$), motivation and leadership performance ($r=.423$, $R^2 =.179$, $p<0.01$), empathy and leadership performance ($r=.448$, $R^2 =.200$, $p<0.01$), and social skills and leadership performance ($r=.442$, $R^2 =.195$, $p<0.01$). The study findings could promote positive social change by encouraging the FMCG companies to recruit and train leaders with appropriate EI competencies to effectively manage subordinates productively, leading to improvement in leadership performance and organizational growth.

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Dedication

I dedicate this dissertation to the Almighty God who led me down this path. He has sustained me with good health, faith and talent throughout this journey to be able to fulfill my dreams. This dissertation is also dedicated to my wife, children, grandchildren, family members and friends who have supported me throughout this program. I can never sufficiently express how much I appreciated your words of encouragement, prayers, telephone calls and text messages that were always on time to keep me motivated and moving toward the finish line. I am grateful to you all.

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Finally, my special thanks go to the four participating organizations and their employees that sacrificed their time and energy in responding to the survey.

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Chapter 1: Introduction to the Study

Foundation of the Study

The manufacturing industry is a prominent sector of the Nigerian economy; however, the potential of the sector has progressively declined in the last decades due to a number of complications such as high exchange rate, poor basic socioeconomic infrastructure, use of primitive technology, and insufficient working capital among others. Currently, the Nigerian economy is primarily based on the petroleum extractive industry, sectors such as manufacturing, agriculture, mining, and services account for a very small percentage of contribution to her Gross Domestic Product (National Bureau of Statistics, 2019). In particular, the contribution of the manufacturing industry to Nigeria's GDP for the past 7 years hovers between 4 to 5% (National Bureau of Statistics, 2019). The performance of the sector fallen short of forecast set in the Economic Recovery and Growth Plan-ERGP (Newman et al., 2018). For instance, in 2019 manufacturing contribution to GDP slipped out of the negative zone, growing by 1.1% in Q3, 2019 compared to -0.13% in Q2, 2019 (NBS, 2019). According to Atoyebi et al. (2014) and Japhet (2020), a large number of manufacturing businesses have ceased operations, and those that are functional are operating below their capacity utilization.

Alli (2010) and Idisi et al. (2019) remarked that the performance of the manufacturing sector reflects mixture of initial slight growth and successive retrogression. The Nigeria manufacturing sector in its present circumstance cannot

support economic development, despite its huge potentials in terms of growing private consumption expenditures of 15 to 20% per annum (CEIC Data-UK, 2019). The complications affecting the performance of the manufacturing sector indicated absence of sustainability in some critical areas such as inadequate raw materials, high operating costs, weak cash flow, lack of technological know-how, declining consumer demand, and quality of leadership and managerial expertise (Cheete et al., 2015; Kalu et al., 2019; KPMG, 2016).

According to Leslie and Chandrasekar (2009), the need for leaders who can effectively traverse complicated and fast changing business environment is not only needed in corporate organizations alone, government establishments and nonprofits organizations among others, need leadership that is proactive. Nevertheless, there is a considerable decline in the confidence of leadership strength, or what might be term leadership skills gaps (Leslie & Chandrasekar, 2009). According to Leslie (2015a), leadership gap or deficit may be attributed to two major issues: absence of effective mastery of the vital capabilities and poor focus on basic competences. The first issue is connected to educational qualifications, while the second factor is a matter connected to attitude and behavior of leaders. Northouse (2016) and Mokgata (2018) stated that to address the structural obstacles hindering the growth of business organizations, there is need for effective leadership to manage human challenges in the workplace.

Leslie (2015a) claimed that the present-day uncertainty and unpredictability across industries have raised the complications for any leader to function effectively and sustain high-performance in the long run. According to her, while the hostile setting is evidently a limitation to every leader, a comprehensive understanding of how leadership practices develop in the corporate organizations presents additional complications. As such, the recognition of relevant influences such as the individual leader traits, emotional intelligence-EI, facilitation of support, and the contextual issues are all significant to foster an integrative structure for improved leadership performance (Leslie, 2015a).

Western management practices that has become widely adopted in most business organizations tend to focus more on rational, non-emotional undertakings, mostly strategic thinking and creative approach to problem solving instead of human feelings (The Test Agency Limited, 2004). Nonetheless, proactive businesses are places where feelings must be effectively encouraged and managed. One of the most disastrous trends that had swept contemporary society is the incapability to fully comprehend and handle human emotions and the scenario has entered into workplace (Serrat, 2017). According to Jo and Dan (2019), the problem is not about whether EI is a relevant skill, but more about where and how it can enhance social skills and relationships in the workplace. Leadership functions and roles are mostly involved in persuading employees to accomplish firm goals aiming at sustaining business performance; however, some leaders

are more effective than others in this practice, based on their behavioral and attitudinal

disposition, one of which is EI to drive performance improvement (Zaccaro et al., 2004).

Emotions are a major element of human innate, and contemporary research on

leadership has identified the management of emotions as one of the major responsibilities

of leaders (Audrey, 2020; Mokgata, 2018). Whether leadership significantly influences

firm performance is not in doubt, for instance, Day and Lord (1988) stated that leadership

explains as much as 45% of company performance. According to Vanishree (2014), EI

accounts for almost 90% of the success recorded by organizational leaders.

In contemporary workplace, for firms to effectively compete in the global market,

it requires people to work collaboratively to enhance productivity (Letica, 2017). Thus,

leadership competence to cooperate with coworkers has become critical elements of El to

foster career success and leadership performance (Seligmna & Csikszentmihalyi, 2000).

The growing interest of leaders on EI is as a result of its connection to organizational

success (Audrey, 2020; Goleman, 2003). Leadership is connected to a number of

performance related issues that needed to be managed in accomplishing desired goals

(Kim & Lee, 2009; Tabitha, 2020). According to Mohammed (2018), a number of

changes in the contemporary business era encompass the need for leadership to promote

change initiatives that often times obstruct employees' emotions with the likely tendency

of creating apprehension among employees. According to Forsyth et al. (2016), to a

greater extent, leadership competences are connected to EI. Zelihic (2018) claimed that a

leader that develops his or her leadership EI skills will be in a better position to manage change transition, use influence to strengthening relationships and promote transformational changes in the workplace.

Effective leadership is very vital to the success of organizations (Rahim, 2018), and because of the likelihood that employees may resist change, leadership is essential to promote change initiatives in the workplace (Srivastava, 2013). According to Forsyth (2018), leadership role is a vital issue that hit close to people, because we live within leadership contexts and leadership makes significant difference in our lives. Every person is being led at some point such as family setting, community context, political arena, and societal domain. This is an illustration about what leadership has been from the early days to what it is in the contemporary world (Forsyth, 2018). Leaders who rely on authority and power to promote change independently are more likely to fail in accomplishing desired goals connected to change programme. Therefore, in order to succeed in this transformation era, leaders in all domains of employment need to be emotionally fit to coordinate and control diverse workforce and to enhance both individual and leadership performance. This study will hopefully broaden the body of knowledge on EI and leadership performance. Findings of this study may enable business leaders to improve their emotional intelligence and behavior which would perhaps propel positive social change in the area of leadership performance and organizational growth.

Background to the Problem

When the notion of EI appeared in 1990s, numerous business executives concurred with the basic fact that success both at individual, group and organizational level is extremely predisposed by capabilities such as determination, self-control, and social skills promoted by the concept of EI (Spencer, McClelland, & Kelner, 1997). According to Sulaiman et al. (2016), an understanding of emotions is gaining prominence as they serve as an antecedent that influences an individual's reaction and attitude in the workplace. According to Tamkin, and Luanaigh (2016), the domain of work is rapidly changing, becoming more virtual, complex, and discrete, with a growing demand for improved leadership competence to manage people. The World Economic Forum reported that 42% of present core talents will be obsolete by 2022, and that, EI, leadership, and social influence will experience increasing demand (The Future of Jobs Report, 2018).

According to Kets de Vries (1993) and Higgs (2003), notwithstanding huge volume of academic work on leadership, there is still much ambiguity about what is essential to be an effective leader. In particular, interrogations still remain around why intelligent and experienced leaders are not continuously successful in dealing with business and competitive complications. David and Joseph (2005) stated that maybe leadership necessity is EI, instead of cognitive intelligence or other personality characters. However, it is not certain whether EI is connected to actual leadership

performance instead of perceived performance (David & Joseph, 2005). According to

Neal, and Catherine (2001), the link between EI and leadership is intuitive, because a

leader who develops competence to understand his or her employees' emotions will be in

a better position to manage emotionally complicating circumstances by offering

individualized care and suitable support.

According to Lopes et al. (2003), EI does not solely apply to only those at

leadership level, employees at the lower hierarchy require EI competences to create and

sustain high-quality relationships in the workplace. EI during the earlier career stage is

very vital towards career progression (Jain et al., 2020) and as a matter of fact, as

employee moves up an organizational hierarchy, the necessity for EI increases

(Moghadam et al., 2011). On daily basis, leaders make emotionally thrilling decisions

(Serrat, 2017). As a result, leadership and EI are socially intricate to achieve desired

company objectives (David, 2014). According to Elaine (2020), everyone recognizes

how transferable joy can be and how it can foster satisfaction and job accomplishment.

Likewise, negative emotions like apprehension and sadness can have contrary influence

on employee productivity.

One of the greatest complications experienced by leaders is how to effectively

promote change in the workplace (Mohammed, 2018). Organizational change more often

than not obstructs employee emotions because no individual enjoys the need to modify

behavior and attitude by redirecting attention and energy to cope with new way of

working. Good leadership is about listening to coworkers before making decisions, and this requires an understanding of people emotions (Stadler & Dyer, 2013). Emotion describes the conscious experience and mental conditions of people (Mayer & Salovey, 1997). The overriding consensus across field of study is that, there is little or nothing leadership can influence without emotion (Goleman, 1995). A good leader strives to succeed in the midst of a number of complications among which are the emotions of those to be impacted by the decision taking to promote change (Mohammed, 2018). Scholars such as Barbuto and Burbach (2006) have advocated that for implementing change to sustain performance improvement, leaders must engage and create tie with their subordinates. According to Forsyth et al., (2016), Mokgata (2018) and Aditya and Charu (2019), leadership who have developed EI competences use humor and feelings to motivate coworkers towards the accomplishment of goals.

A widespread maxim *"people leave managers, not organization"* echoes that dealing with employees is a vital issue in the workplace, because leadership is a position, but company is a system. Most discussions on leadership describe the notion as an "epitome of virtue" and perhaps focus on positive outcomes of leadership, nevertheless, dark aspects of leadership do exist (Kets De Vries, & Balazs, 2012). The dark side of leadership is reflected in the level of leadership ineptitude or unethical behaviors (Burke, 2006). Poor EI is one of the prominent areas of the dark side of leadership (Austin et al., 2007). For instance, it is common in many occasions for leaders to demonstrate high

sense of urgency to accomplish pressing goals, but, when subordinates' concerns are not taking into consideration, the intended goals may not be effectively accomplished. This is commonly experienced in context where there is need for collaboration and inputs across the organization (Watkins et al., 2017). The aforementioned scenario demonstrates that emotions cannot be isolated in the workplace.

Leadership performance and that of the entire firm have a strong connection. While this notion may seem self-evident, the frameworks of leadership-firm performance linkage are complex, and multi-faceted (Brent et al., 2012). A number of scholars have claimed that EI is one of the major factors that influence leadership effectiveness and performance (Jasleen & Anupam, 2019; Lauren, 2019; Singh, 2007). In less developed economy context such as Africa, the aforementioned research problem has not enjoyed significant research attention (Mushtaq & Aashiq, 2018), and the few empirical studies conducted in the Africa context, Nigeria inclusive are not within the Fast-Moving Consumer Goods (FMCG) subsector of the manufacturing industry.

Problem Statement

There is a huge gap in current approaches aiming at developing leadership for effective performance (Forsyth, 2015). Survey carried out by the Roffey Park Institute, reported that there is a leadership gap at work, with companies finding it difficult to meet their present and future leadership requirements (as cited in Lucy et al., 2018). According to Northhouse (2016) and Maria and Ronata (2017), generating a precise linkage between

a leader performance and the success (or lack thereof) is an ongoing research debate in a number of industry. Campbell (2012) stated that it can take huge substantial investments of time and other valuable resources to make decisions about how and what to measure in assessing leadership performance.

More importantly, there are conflicting theories regarding the prism of leadership job performance. For instance, the similarity between performance and effectiveness is shrouded with controversy in that effectiveness is not exclusively defined by the performance of an individual, even if such individual is occupying leadership position that could influence firm sales level and profitability etc., thus, if those two measures among others reflect the overall objectives of the company, then, individual performance should correctly be link to them not overall firm goals (Campbell, 2012). According to Campbell (1990), although effectiveness is frequently adopted as a measure of job performance, it really evaluates something different.

Rotundo (2000) stated that although a number of academics have offered diverse descriptions and measurement of job performance, most of these conceptualizations emphasize the behaviors or actions of individuals, instead of the outcomes.

Campbell (1990) labelled the literature regarding the configuration and content of performance as complicated and fuzzy. Therefore, it is important to differentiate job performance from other measures of performance such as effectiveness, efficiency, and productivity that are often times adopted interchangeably, but wrongly (Campbell, 1990;

Campbell, & Brenton, 2015; Mahoney, 1988). Despite decades of academic research on

leadership, an attempt to accurately describe numerous influences that impact leadership

and firm's performance remain somewhat vague (House & Aditya, 1997). This is mostly

correct in the case of the manufacturing industry, in which the performance of leadership

occurs within a multifaceted domain of criteria, most especially ability and competence

to manage subordinate emotions. According to Messick and Kramer (2004), employees

become part of a company with a predetermined motive to accomplish some goals, but

his/her degree of commitment depends on how their membership will permit them to

realize their personal desires. Therefore, one of the important tasks for leadership is to

lead through the instruments of EI (Divya, 2019; Mokgata, 2018).

    The general problem is that business organizations across sectors face challenges

in defining and measuring the performance of their leaders. The specific problem is that

most leaders in the Fast-Moving Consumer Goods (FMCG) subsector of the Nigerian

manufacturing industry are yet to embrace the evolving logic of emotional intelligence to

improve their performance.

Purpose Statement

    The purpose of this quantitative correlational study was to examine emotional

intelligence and leadership performance in four selected FMCG companies in Lagos

State, Nigeria. The independent variable will be EI consisting of innovation, self-

awareness, intuition, self-regulation, motivation, empathy, and social skills. The

dependent variable will be leadership performance encompassing level of performance on the present job, comparison of accomplishments with others within or outside the company, and likelihood of deteriorating performance due to attitude or behavioral changes. EI is defined as the competence to understand one's emotions, an accurate understanding of others emotions to develop reasoning and understanding that foster relationship (Mayer et al., 2008). Leadership performance refers to the ability of leaders to meet and fulfil organizational tasks, obligations, ensure effective operations and proffering productive initiatives in the workplace (Bamel et al., 2011).

Theoretical Framework

The theoretical framework for this quantitative correlational study will be the emotional intelligent theory proposed by Salovey and Mayer (1990). EI is the ability to observe one's own and others emotions to regulate thinking and adaptation to behavioral changes (Salovey & Mayer, 1990). EI theory is based on five elements, namely, self-awareness, empathy, self-regulation, motivation and social skills (Bassem & Joelle, 2017; Salovey & Mayer, 1990). These emotional competences or behaviors are categorized into four features of EI: awareness of emotions, use of emotion to facilitate thinking, comprehending and evaluating of emotion, and the management of emotion (Mayer et al., 2004).

The first aspect, awareness of emotions, encompasses the basic capabilities to perceive and express emotions in one's personal mood such as joy and sadness (Mayer et

al., 2000). The second element, use of emotion to enable thought, includes the use of emotion to regulate thinking which embraces interpreting moods and competences to engage in judgments (Mayer et al., 2004). The third component, comprehending emotions, entails the skills to scrutinize emotions and emotional shifts (Mayer et al., 2004). The Goleman et al. (2002) EI theory is similar to the EI model advocated by Salovey and Mayer (1990) in that it adopts the mental ability model, but also allocates features or traits into its conceptualization (Mayer et al., 2000). Nelson and Low (2011) improvised the work of Salovey and Mayer (1990) as well as Goleman (1998) to develop emotional intelligence model founded on the idea that EI has the capability to think productively and behave intelligently and thus, develop these competences to improve individual productivity and career advancement.

Research Questions and Hypotheses

The overarching research question is: What is responsible for the growing challenges in defining and measuring the performance of leaders across business organizations? The specific problem is: How does emotional intelligence impact leadership performance in selected FMCG firms in Lagos State, Nigeria.

This study addressed seven specific research questions and hypotheses in null and alternate form.

Research Question (RQ) 1: Is there a statistical relationship between innovation and leadership performance in selected FMCG companies in Lagos State?

$H_0 1$: There is no statistical relationship between innovation and leadership performance in selected FMCG companies in Lagos State.

$H_a 1$: There is a statistical relationship between innovation and leadership performance in selected FMCG companies in Lagos State.

Research Question (RQ) 2: Is there a statistical relationship between self-awareness and leadership performance in selected FMCG companies in Lagos State?

$H_0 2$: There is no statistical relationship between self-awareness and leadership performance in selected FMCG companies in Lagos State.

$H_a 2$: There is a statistical relationship between self-awareness and leadership performance in selected FMCG companies in Lagos State.

Research Question (RQ) 3: Is there a statistical relationship between intuition and leadership performance in selected FMCG companies in Lagos State?

$H_0 3$: There is no statistical relationship between intuition and leadership performance in selected FMCG companies in Lagos State.

$H_a 3$: There is a statistical relationship between intuition and leadership performance in selected FMCG companies in Lagos State.

Research Question (RQ) 4: Is there a statistical relationship between self-regulation and leadership performance in selected FMCG companies in Lagos State?

$H_0 4$: There is no statistical relationship between self-regulation and leadership performance in selected FMCG companies in Lagos State.

H_a4: There is a statistical relationship between self-regulation and leadership

performance in selected FMCG companies in Lagos State.

Research Question (RQ) 5: Is there a statistical relationship between motivation and

leadership performance in selected FMCG companies in Lagos State?

H₀5: There is no statistical relationship between motivation and leadership performance

in selected FMCG companies in Lagos State.

H_a5: There is a statistical relationship between motivation and leadership performance in

selected FMCG companies in Lagos State.

Research Question (RQ) 6: Is there a statistical relationship between empathy and

leadership performance in selected FMCG companies in Lagos State?

H₀6: There is no statistical relationship between empathy and leadership performance in

selected FMCG companies in Lagos State.

H_a6: There is a statistical relationship between empathy and leadership performance in

selected FMCG companies in Lagos State.

Research Question (RQ)7: Is there a statistical relationship between social skills and

leadership performance in selected FMCG companies in Lagos State?

H₀7: There is no statistical relationship between social skills and leadership performance

in selected FMCG companies in Lagos State.

H_a7: There is a statistical relationship between social skills and leadership performance in

selected FMCG companies in Lagos State.

Nature of the Study

The nature of this study will be quantitative approach using a correlational research design. The objective was to investigate the relationship between EI and leadership performance in selected FMCG companies in Lagos State. The quantitative correlational research design is appropriate for this study because the research is preceded by emotional intelligence theory that describes the independent variable which is EI into quantifiable measures on the basis of which the dependent variable, namely leadership performance can be evaluated. The emotional intelligence dimensions examined in this study include innovation, self-awareness, intuition, self-regulation, motivation, empathy, and social skills. According to Thamhain (2014), the quantitative research design is suitable when the goal is to analyze numerical data. This study is deductive in nature because hypotheses were tested to confirm or refute existing theory. The design of this study is cross-sectional in nature; hence, data collection was conducted at a single point in time. Participants were required to complete online survey, namely Google Forms, to assess the level of EI of their leaders in order to evaluate how it influences leadership performance.

The Google Forms is created by Google Inc., but freely accessible on the web for use. Although, self-administered questionnaires using pen-and paper has been the most frequently used techniques in surveys research, however, the use of complex branching is restricted with such approach, given the potential for data collection errors and item

nonresponse (Wang et al., 2005). According to Vasantha and Harinarayana (2016), the other survey techniques such as interview, pen on paper survey and e-mail survey have some inherent limitations. Some of the limitations of the aforementioned methods consist of high cost, waste of paper, long travel schedule, time consumption both for investigators and respondents and so on. Lin and Wang (2015) reported that web-based surveys are more dependable than face to face surveys. Similar to the above position, Cobanoglu et al. (2001) stated that compared to mail and fax-based survey approaches, web-based survey technique had an upper hand concerning speed of response, costs, response rate and other associated variable costs.

<center>**Possible Types and Sources of Data**</center>

This study relied on primary sources of data to obtain opinion on EI and leadership performance from participants who are employees in four selected FMCG in Lagos State, Nigeria. The two variables, namely EI and leadership performance were measured using already validated and reliable scales (Cameron, 2012; Law et al., 2004). The WPQei Work Profile Questionnaire Emotional Intelligence were adopted to measure EI, while three items measure of leadership performance scale developed by Sadri et al. (2011) were adopted to evaluate leadership performance.

According to O'Connor et al. (2019), when measuring EI, researchers could adopt a single EI instrument that evaluates overall EI along relevant dimensions or combines existing scales from EI tools to cumulatively evaluate EI. The first approach signifies the

most realistic and commonly optimal method because all information about the appropriate dimensions and associated measures is integrated into a single instrument. The second approach may be too costly and time consuming (O'Connor et al., 2019). The WPQei is a Work Profile Questionnaire that assesses abilities and skills that employees need to possess to be able to manage emotion effectively. The WPQei questionnaire was developed by Cameron in 2004 based on a conceptual framework that is similar to Goleman (1998) Ostell, Baverstock, and Wright (1999) and Mayer et al. (2004) EI dimensions. The strength of WPQei is that, the questionnaire items overlap with a number of other recognized EI questionnaires such as Mayer-Salovey-Caruso Emotional Intelligence Test-MSCEIT, Emotional Competent Inventory-ECI, and Emotional Intelligence Quotient- EIQ. However, what makes WPQei distinct from other questionnaires is that it encompasses innovation and intuition dimensions (Cameron, 2004). The WPQei consisted of 84 items delineated into 7 dimensions, namely, innovation, self-awareness, intuition, self-regulation, motivation, empathy, and social skills. The WPQei EI questionnaire uses the Sten (standard ten) scale, outlined into 7 Likert scales ranging from *very high* (10), *high* (9-8), *high average* (7), *average* (6-5), *low average* (4), *low* (3-2), and *very low* (1).

The decision to adopt leadership performance scale was based on the fact that existing performance data for managerial or leadership may not be available for use and more important may be emanate from management review instead of subordinates. A

number of scholars have stated that the use of leadership performance ratings scale to evaluate performance is consistent with past research and stand as a dependable approach to measure performance of a leader (Conway, 2000; Viswesvaran et al., 1996). The leadership performance scale developed by Sadri et al. (2011) is very similar but more comprehensive than the three items leadership performance measures proposed by Douglas and Ammeter (2004a). The 3 items of leadership performance scale are: how would you rate this person's performance in his/her present job? Where would you place this person as a leader compared to other leaders inside and outside your organization? And what is the likelihood that this person will derail (i.e. plateau, be demoted, or fired) in the next five years as a result of his/her actions or behaviors as a manager? The target-leader is rated on a 5-point, Likert scale ranging from (1= among the worst to 5 = among the best, 1=not at all likely to 5=almost certain).

The two instruments have been found to demonstrate high validity and reliability and have been used extensively in a number of studies. I obtained a formal permission to use the two adopted survey instruments from the developers. The WPQei Work Profile Questionnaire Emotional Intelligence developed by Cameron in 2004 were adopted to measure EI, while three items measure of leadership performance scale developed by Sadri et al., (2011) were used to evaluate leadership performance. The leadership performance scale instrument categorically did not require any written permission. In addition, I wrote to seek formal approval to conduct the survey in the four selected

FMCG companies in Lagos State, Nigeria. The two instruments, copy of the approval to use the EI instrument and a draft of the invitation letter to participating FMCG companies are attached as appendices. I used online databases and search engines such as Science Direct, Pro Quest Google Scholars and Walden Dissertation platform to develop the literature.

Definition of Terms

Emotional Intelligence: refers to the ability for identifying and managing one feeling and those of others for the purpose of improving relationships (Galit, 2013). According to Igbinovia and Popoola (2016), EI is the capability to defend one's emotions and improve thinking through emotions.

Empathy: Empathy can be defined as the capability to sense what others feel without their revelation at the lowest level, and at a higher level, empathy is the ability to recognize and react to a person's unspoken anxieties or feelings (Goleman, 1998).

Leader: can be defined as an individual acknowledged by others as a person who could coordinate, direct and lead others towards a common goal (Westcott, 2014).

Leadership: leadership is the practice of persuading subordinates by offering purpose, direction, and inspiration to achieve goals that will improve organizational performance (Burns, 2003).

Leadership performance: refers to the capability of a leader to facilitate corporate success and accomplishment that are beneficial to all stakeholders (Yang et al., 2010). According to Vele (2013), leadership performance is a vital issue that allows efficient operations and delivery of desired goals important to all company's stakeholders.

Motivation: refers to the personal drive to accomplish desired goal and an aspiration to work for internal motives that extend beyond financial incentive, money and status (Jianguanglung & Amarendra, 2017). According to Goleman (1998), motivation relates to the skills to develop a desire for working with high level of zeal, determination and perseverance to accomplish desired goal in the absence of money or desire for status.

Self-awareness: refers to the capability to precisely perceive one's emotions and reconfigure it to comprehend tendencies across circumstances (Bradberry & Greaves, 2009). Self-awareness, according to Reivich et.al, (2014), is the skills to recognize thoughts, emotions, and behaviors, towards an understanding of how our values and beliefs influence our thinking and how it differs from others.

Self-regulation: refers to the competences to manage individual and others emotions (Goleman, 1998). According to Wilson and Wilson (2004), self-regulation is connected to the skills to control or reconfigure disruption tendencies or moods.

Social skills: refers to the skills to create and manage relationship with other people and find common position for building sustainable relationships (Jianguanglung & Amarendra, 2017). Bradberry and Greaves (2012) defined social skills as the skills to

regulate one's emotion in the light of deeper understanding of other peoples feeling and thought.

Innovation: innovation is a dynamic process that changes company's practices and improve business process through creative drive/competences to produce imaginative responses related personal needs or business goals (Oslo Manual, 2018). According to Kogabayev and Maziliauskas (2017), innovation means generation of innovative ideas to develop new product, process or service and its execution resulting to dynamic prosperity of nation's economy. Nur et al. (2016) defined innovation as a unique way through which business organizations can effectively introduce and manage change in the workplace.

Intuition: The literal definition of intuition is the use of instinct, premonitions, feelings and information to guide decisions without the need to engage in critical thinking to discover issue. Iveta (2011) defined intuition as skills set that an employee brings or develops in the course of executing tasks in the workplace. Intuition, according to Coleman (2008) refers to the use of disposition, feelings and moods along with some elements of known facts to guide decisions.

Assumptions, Limitations and Delimitations

This section includes a discussion of the assumptions, limitations, and delimitations of this study. Researchers who recognize the three issues may be able to clearly elucidate to readers the scope of their research. The aforementioned issues

individually or collectively may limit the choice of methodology and methods of

research, thus, the three should be given important consideration (Ellis & Levy, 2009).

Assumptions

Assumptions are facts that a researcher assumes to be correct but cannot be

ascertained nor controlled in a research (Kirkwood & Price, 2013). I assumed survey

design through online survey –Google Forms would permit me to obtain relevant and

satisfactory data. Similarly, I also assumed that online survey and questions stated on it

correctly measure what it supposed to evaluate with comparable degrees of reliability and

validity documented in previous studies. In this study, I assumed that participants who

are employees at FMCG subsector of the manufacturing industry in Lagos State, Nigeria,

would willingly participate in the research to generate sufficient data to make valid

conclusions. A major assumption of this study is also the belief that participants will read

and adhere to the instructions concerning the survey to guarantee valid data for empirical

analysis. I assumed that the participants would have reasonable time to complete the

survey and respond to all the questions stated in the questionnaire. I assumed that the

participants would offer reliable information based on their understanding of EI and

leadership performance and on that note, obtain participant's sincere opinion that is free

of any forms of prejudices. I also assumed that the results of the study would contribute

to knowledge for scholars, business practitioners and impact positively on the

performance of business leaders, leading to positive social change.

Limitations

Limitations are viewed as likely inherent weaknesses of a study (Simon & Jim, 2013). According to Mitchell and Jolley (2010), limitations can be stated as the potential weaknesses that could affect the reliability and validity of results. Limitations are circumstances that place restraints on a research (Marshall & Rossman, 2016). The first limitation is the accuracy of responses which depends largely on participants, as such, the participant's honest responses is not under the control of the researcher. Therefore, one of the limitations of the current study is the usual complications with survey research such as social desirability bias. Although I elucidated confidentiality, another limitation, is the likely potential of wrong responses to the survey. The third limitation is connected to the sample size. The sample size is relatively small, although sufficient to make empirical generalization (Field, 2014). Another limitation is connected to the design of this study which is cross sectional in nature; thus, data to be collected from the participant were based on a single point in time rather than an extended period. Therefore, the research design does not capture changes in emotional intelligence and performance of leaders over a relatively longer period of time.

Delimitations

Delimitations are restrictions or boundaries a researcher has set as the scope or focus of the study (Mitchell & Jolley, 2010). Delimitations are contemplated as the scope of a study a researcher can control (Yin, 2014). According to Saunder et al. (2009),

delimitations are issues that can be controlled to lessen likely shortcomings or difficulties in a study. Delimitations refer to the boundaries of a study. This research primarily focuses on EI and leadership performance in selected FMCG in Lagos State. The first delimitation of this study is that the population is limited to employees who are currently working in four selected FMCG in Lagos State. Also, the current study obtained opinion of participants who participated in the survey, therefore, only those who responded to the survey were included in the final analysis. Geographically, the delimitation of the study is Lagos State, Nigeria, which means that the study does not cover manufacturing organizations outside Lagos State. Therefore, the unit of analysis is the employees of the four selected FMCG in Lagos State, Nigeria. Therefore, lack of inclusion of other firms in other related companies in the manufacturing industry subsector is a limitation of this study.

Significance of the Study

The potential of any study is dependent on the level the outcomes of the study close the existing research and business practice gaps. This, to a large extent depends upon the level of a study's significance to advance knowledge and enhance practical application. In this section, I highlighted the significance of the current study for better understanding and practice of business and positive social change.

Contribution to Business Practice

This study seeks to add to the body of knowledge by examining the relationship between EI and leadership performance in selected FMCG in Lagos State. In the context of manufacturing industry in general and FMCG in particular, there is scanty empirical studies connected to the two variables. Findings of this study when completed may lead to promoting emotional intelligence initiatives and training across diverse employee levels especially in the manufacturing industry for the purpose of enhancing employee, leadership and organizational performances. Leaders high in EI could possibly change the dynamics in the workplace by modifying the perceptions of workforces through the provision of the key behavioral and attitudinal dimensions of emotional intelligence that are imperative to sustain performance. This approach could be very effective in enhancing worker's commitment and reducing turnover intention among other important benefits. To the best of my knowledge, this study would hopefully be one of the first to enlarge the concept of EI dimensions and leadership performance in a previously unexplored sector and setting. The outcomes of this study might facilitate encouragement and implementation of EI framework in FMCG subsector.

The outcomes of this study would have a strong potential for practical applications of EI dimensions for companies within the context of broader human resource practices such as employee selection, performance management, and human capital development, as well as implications in constricted contexts such as customer

service and management of external relations. Similarly, the study could be relevant in documenting and deliberating on components of EI skills that characterize effective leaders. The recognition of specific emotional intelligence competences may lead to a change in the approaches business organizations recruit, train, and retain leaders and may also encourage firms to redesign training programs to enhance EI ability of leaders.

The findings of this study may also inform the adoption of practices that could positively influence leadership emotional intelligence, and quality of leadership of the Nigerian corporate leaders which may also lead to significant recommendations in leader development practices for current and future leaders across diverse business organizations. The findings of this research may assist organizational decision makers and other major stakeholders determine if EI offers the opportunity to enhance and develop individual leader's capability to adapt, develop others, and improve leadership and organizational performance in the long run. This study would offer a benchmark for investigating if EI practices could be systematically and deliberately integrated to leadership development program across industry. Through the recognition of the key causal dimensions of EI, leadership would learn how to focus on the most significant competences and abilities to improve individual, team and organizational performance. The knowledge gained from this study is expected to enhance understanding of leadership performance and may generate robust framework for evaluating leadership

performance which is currently recognized to be a complicated issue in a number of organizations (Maria & Renata, 2017).

Implications on Social Change

This study could be significant to social implications because, business organizations across the world are experiencing constant radical change and social change is inconceivable without leadership who will understand, encourage and motivate co-workers to develop the required competence and talents to accomplish desired goals. Findings of this study may enable leadership to improve their emotional intelligence which would conceivably boost positive social change in the area of employees' productivity, leadership performance and organizational competitiveness. The implications to positive social change may encompass an avenue to offer leaders with appropriate EI attributes to effectively accomplish business goals. No doubt, leaders influence business performance and sustainability (Forsyth et al., 2016), therefore, if businesses fail, due to poor leadership coordination and inability to foster common understanding, stakeholders, particularly, investors may be averse to take the risk of opening new businesses.

Summary and Transition

This study was quantitative study in nature with a correlational design. The study examined the relationship between emotional intelligence and leadership performance in selected FCMG firms in Lagos State. In this chapter, I introduced the study and described

the problem. The chapter also encompassed the purpose statement, significance and nature of the study; sources of data, definitions of operational terms, assumptions, limitations, and delimitations. Chapter 2 contains review of relevant literature on EI and leadership performance. Chapter 3 elucidates the research design, methodology and methods, population and sampling, measures/instrumentation, and data analysis tools. Chapter 4 comprises the study's purpose, data analysis and discussion of results. Chapter 5 presents test of hypotheses, interpretation of findings, a discussion of the findings, contribution of the study, and suggestions for future research.

Chapter 2: Literature Review

Introduction

In this Chapter, I review literature on EI and leadership from various perspectives. The notion of leadership is central in all business contexts, because leadership serves as the catalyst that propels other components in the workplace to function efficiently. One of the toughest tasks of leaders is how to effectively coordinate the effort of workers towards desired behavior (Gina et al., 2018). Therefore, it is vital for leaders to develop strong connection with his/her subordinates so as to constantly inspire and boost their morale (Maria, & Renata, 2017). Both leadership and organizational performance will be influenced by how well leaders manage their emotions and that of coworkers (Ebrahim, 2018; Sathya, & Velmurugan, 2018). According to Mokgata (2018), EI is strongly connected to leadership effectiveness and performance.

Burns (2003) maintained that the fundamental element of leadership is the relationship, that occurs between leaders and subordinates. According to Forsyth (2018), having a good management team that coordinates firm's activities effectively can upsurge profitability of public quoted establishment, if they offer leadership on purpose and passion. Therefore, for leadership to be effective, Mushtaq and Aashiq (2018) and Aditya and Charu (2019) remarked that leaders must develop a relationship with subordinates and connect with their emotions through recognition of their needs, preserve their credibility and acceptability and assign resources for subordinates to achieve their goals.

Mc Callum (2013) stated that leadership performance and effectiveness can be fostered based on the social network relationships within the organizations. According to Wilson and Wilson (2004), leadership is deliberated to be emotionally mature when he/she can modify his behavior to suit diverse circumstances.

Literature Search Strategy

Literature review describes what is known about a topic and what is yet to be established, thus, setting the basis for a new research agenda. The review of literature encompasses the systematic identification, location, and scrutiny of previous studies connected to a subject matter (Nakano, & Muniz, 2018). According to Grant and Osanloo (2014), the literature offers basis to comprehend what has been said, done and known about a particular subject matter. Abdullah et al. (2014) stated that literature review addresses the necessity for an assessment of and the likely reconceptualization of diversified knowledge about a particular topic. According to Booth et al. (2016), inclusion and exclusion criteria assist researchers to determine why some articles, books, gazettes and other forms of scholarly works known to them are relevant and why others are not. In this study, the literature search encompassed the use of multiple forms of electronic databases that included PsycINFO, PsycARTICLES, SAGE Journals, ProQuest Central, EBSCOHost, ResearchGate, Google Scholar and Walden Dissertations. Over 200 articles were downloaded and the publication date of these journals ranged within 2005 to 2020. The relatively older journals are those that laid the

foundation for the two variables under investigation. Search concepts used to trace

relevant articles were: *emotion*, *emotional intelligence*, *leadership*, *leadership styles*,

myths/fallacies of leadership and *leadership performance*.

Defining Emotional Intelligence

The notion of EI has its origin in the late 1930s, when the idea of non-intellective

intelligence gain recognition (Goleman, 1998). As expressed by Mayer et al. (2004), EI

offshoot from the interface between intelligence and emotion. Research on EI is

considerably predisposed by the early work of Salovey and Mayer in 1990. Forsyth

(2010) stated that EI enhances employee competence to cope with group dynamics.

Goleman (1998) and Bar-On (2010) expanded the term EI as the capability to realize

one's own feelings and then control them correctly. EI, according to Zeider et al. (2009)

can be defined as the capability in understanding emotions (both in oneself and others)

which also assists in coping with emotional circumstances of others. Furnham (2006)

offered some potential answers concerning the popularity of EI. Furnham elucidated that

the remarkable admiration of EI is connected to three influences. Firstly, EI is

fundamentally an operational repackaging of an old concept that dates back to Dale

Carnegie's view "How to Win Friends and Influence People based on Interpersonal

Abilities" (Carnegies, 1955). Secondly, EI is both positive and enthusiastic, proposing

significant, appropriate, and learnable abilities. Thirdly, part of the interest on EI echoes

doubt of intelligent quotient by the average person.

Locke (2005) remarked that EI's has numerous definitions and each description is continuously changing. Kaplan et al. (2010) remarked that there is no particular definition of EI and advocated for a procedural study to advance knowledge and understanding of EI and its connection to business performance. The intuitive admiration of EI, its attractiveness, and its opposing skepticism of intelligent quotient-IQ may have promoted EI a conspicuous and enduring target for academic condemnation. According to Antonakis et al. (2009), the future of EI research, notwithstanding the claims by some critics that EI does not matter for leadership and the reproachful/indifferent observations of critics regarding its conceptualization, is growing. Nevertheless, it is not completely clear what future direction it will take (Locke, 2005). On this note, Locke (2005) calls for the substitution of EI with the notion of introspective capabilities or to be re-conceptualized as a personality trait though, he discloses that it is not totally clear what that trait would require or what it should be named.

On the contrary, Landy (2005) remarked that these criticisms of the notion of EI are unfolding. According to Cherniss (2010), it is likely that this debate will endure for some time and the volume of empirical evidence that will be needed to resolve the contradictions depends on one's principles and how one is inclined to the debate. In line with above conflicting position, Walter et al. (2011) advocated for further research into new domains such as cultural influences on EI, emerging developments in neuroscience, and leadership ethics to further understanding of EI. Similarly, O'Boyle et al. (2011)

called for more research that take account of the contextual issues that influence

workplace outcomes, through a broader approach such as citizenship and

counterproductive work behaviors. Austin et al. (2007) and Mc Cleskey (2014) called for

research inquiry into possible associations between certain high EI traits and dark

leadership behaviors such as egoism, hubris, domination, and Machiavellianism

tendency. Cherniss (2010) outlined three main foci of condemnation of EI: contradictory

models and descriptions; the necessity for superior evaluation; and the consequence of EI

on leadership effectiveness.

Intelligence and Emotional Intelligence: Conceptual Clarification

Intelligence or intelligent quotient (IQ) simply refers to the capability to have

awareness of other's emotions comprising empathy, influence, collaboration and conflict

management.   Intelligence is a form of mental capability relating to the handling and

cognitive reasoning of diverse information (Carrol, 1993). According to Mayer et al.

(2007), intelligence is a comprehensive notion that relates to a hierarchy of mental

capabilities. Intelligence encompasses the aptitudes of abstract reasoning (Sternberg,

1997). According to Gardner (1983), intelligence is a human intellectual capability,

which consists of a set of problem-solving abilities. According to Elaine (2020),

possession of high IQ alone is not a guarantee for success; however, the level of success

attained in life is influenced by both EI and IQ.

Goleman (1995) in his book entitled "*Emotional Intelligence: Why It Can Matter More Than IQ*", promoted EI expression into mainstream academic domain (Momeni, 2009). Goleman's (1995) defined EI as the capability for identifying one's feelings and those of others, for inspiring one self's, and for managing emotions of others. Bar-On (2010) viewed EI as a multiplicity of competences and propensities to succeed in relation to changing environmental complications. Some scholars expressed that unlike IQ, which is mostly regulated genetically and does not transform considerably, EI competences can be learned at any early age up to adulthood (Mayer et al., 2008).

In the early period of the 20th century, notable theorists such as Spearman (1904) and Terman and Merrill (1937) stated that a person's intelligence could be evaluated using a single factor "general intelligence", or what is simply named as the "g" factor. Based on this recognition, numerous intelligent quotient (IQ) tests were proposed to evaluate the "g" factor (Gottfredson, 2011). Subsequently, other theories of intelligence evolved which advocated that instead of one generic intelligence element, there are numerous intelligence factors to be considered when evaluating a person's intellect (Gardner, 1983). For example, Thurstone (1938) proposed that human intellect was far too multifaceted to be labeled by one single issue. He proposed verbal reasoning, deductive ability, spatial competence, and perceptual speed. Sternberg (2004) advocated three distinct forms of intelligence: componential, experiential, and contextual. According to Gardner (1983) and Mayer and Salovey (1997), EI is a comparatively new

concept that is aimed at complementing the traditional perspective of intelligence and its applications in both personal and organizational life is tremendous.

Dimensions of Emotional Intelligence

Emotional intelligence is founded on five elements (Cherry, 2018). The five constituents are discussed below.

Self-awareness

Self-awareness refers to the capability to comprehend one's own emotions and how they influence those around us. A leader that scores high in this construct usually feels secure, self-assured, truthful, and honest, because such leader can easily recognize their own emotional strengths and weaknesses and is able to offer a strong support to subordinates (Cherry, 2018; Maric, Kovac, & Habek, 2018). Self-awareness is also connected to openness, possession of diverse knowledge and innovativeness to foster interactions.

Empathy

The second constituent of EI is empathy and is founded upon the foundation of having capability to understand one's self and others (Goleman, 1998). Leaders who are empathetic are recognized to be good at creating and retaining best talent, serving clients efficiently and handling cross-cultural sensitivities. Empathy can be viewed as the ability to sense what others feel without their disclosure. At the very least, empathy necessitates

being able to read other's emotions, while at a higher degree, it necessitates recognizing and reacting to a person's unspoken worries or state of mind (Goleman, 1998).

Self-regulation

The third element of EI is self-regulation, which explicates the capability to manage emotions (Goleman, 1998). According to Wilson and Wilson (2004), self-regulation refers to the capability to control or reconfigure disrupting tendencies or moods. Because, there is a regular human propensity to react instead of learning to think, self-regulation assists an individual to organize his/her thoughts and regulate conduct (Goleman, 1998).

Motivation

The fourth element of EI is motivation which reflects the competence of an individual to learn something and relates it to his/her skills in managing desire and aspirations (Goleman, 1998). Motivation refers to the capability to have a desire for working with high zeal, energy and perseverance for motives beyond money or status. Individuals with high level of motivation are more likely to be action-oriented and set realistic objectives. Such individuals characteristically have a desire for accomplishment and seek for avenues to foster performance (Goleman, 1998).

Social skills

The fifth and last element of EI is social skills, though is difficult to describe, because of its esoteric nature, but is fundamentally the practice of handling another

person's emotions carefully (Goleman, 1998). Social skills are founded in the way and manner a leader demonstrates required dexterity in the management of relationships, managing change, creates networks, promotes a positive relationship, and finds common position with others.

Models of Emotional Intelligence

Faltas (2017) highlighted three foremost models of EI, namely, ability model, trait model, and mixed model to describe emotional intelligence. The major dissimilarity in these three groupings is whether the model(s) advocated by researchers perceive EI as an inherent human attribute or a capability that can be developed (Mayer et al., 2004). The three models are discussed below:

Ability Model

The notion behind the ability model of EI is the competences openly connected to emotions which are deliberated to be part of everyday functioning (Mayer et al., 2004). Ability model centers on the capability of the individual to process emotional information and use it properly within the social context (Mayer et al., 2000). According to Humprey et al. (2007) and Mohammed (2018), ability model contends that the operationalization of ideas, intelligence, and the features of development apply to emotional intelligence domain. Mayer et al (2000) and Freudenthaler, Neubaur, Gabler, and Scherl (2008) stated that EI incorporates affect associated behavioral issues and self-perceived skills that are prerequisite to job performance.

Trait Model

The trait model lays emphasis on behavioral characteristics and self-perceived capabilities (Mayer et al., 2000), which focus on emotion-related tendencies (Nelis et al., 2009). According to Petrides and Furnham (2000), conceptual dissimilarity between ability model and trait model of emotional intelligence is based on the characteristics of people which influence management of emotions. According to Petrides et al. (2010), the trait model of EI is the arrangement of emotional perceptions of one's personality at lower degrees of temperament.

Mixed Model

In its original design, the mixed model highlighted five areas of EI: identifying one's own emotions, handling emotions, inspiring people, understanding other's emotions, and managing relationships (Goleman, 1995). According to Mayer et al., (2008), the mixed model elucidates the integration of mental capabilities, characters and traits approaches to describe EI.

<div align="center">

Emotional Intelligence Competences

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According to Nelson and Low (2011), EI competences and skills are fundamental issues that influence people productivity and level of career progression at work. Therefore, developing EI competences are vital to leadership effectiveness and performance (Andronikis & Dietz, 2010). According to Goleman et al. (2002), excellent leadership functions effectively through high degree of EI. There are four major

competences related to EI, namely interpersonal competence, leadership competence, self-management, and time management. The four competences are discussed below.

Interpersonal Competency

The EI measure recognized in this competency is assertion, which encompasses active communication, emotional self-control and understanding of dissimilarities in others. Gragg (2008) stated that having self-control strengthens the values that are recognized through self-awareness of emotions which comprise understanding and reacting to one's own emotions and that of others. Leaders who exhibited self-control are competent to promote an environment of confidence, relief and justice. Nelson and Low (2011) opined that social recognition and empathy are mutually dependent and require an assertive form of communication, reasoning and emotions which are vital for effective decision making and leadership.

Leadership Competency

Leadership competency is contemplated as recognizing, understanding and valuing the desires, morals and objectives of others, and being people oriented (Nelson & Low, 2011). According to Nelson and Low (2011), there are four emotional intelligence scales in leadership competency; social awareness, empathy, decision-making and leadership. Social awareness is the capability to influence others towards positive behaviors and builds trust and bond in relationships (Gragg, 2008). Empathy provides basis through which leaders become more approachable and attentive which enables them

to identify and meet the desires of others (Goleman et al., 2002). George (2000) remarked

that a leader is able to adopt emotional input in decision making process and control

emotions which promote effective decisions and success. Leadership competence also

relates to the drive to positively motivate, encourage and persuade others toward making

a positive behavioral change and achievement.

Self-management

Self-management is connected to the competency required in setting and

accomplishing meaningful objectives, resources/time management and learning to

develop flexibility when unanticipated demands or complications arises (Nelson & Low,

2011). According to Goleman et al. (2002), a vital idea of self-management is that leaders

cannot efficiently manage emotions in others without first developing strategies for

managing their own emotions. Nelson and Low (2011) further highlighted three

emotional intelligence scales connected to self-management, namely, degree of drive

strength, commitment ethic, and time management. Drive strength stresses motivation

and devoted energy that permit a leader to manage complicated situations and accomplish

meaningful objectives (Nelson & Low, 2011). Commitment ethic is related to the

competence to accomplish responsibilities independently and effectively. Time

management is the capability to proactively manage time rather than reacting to the

demands of time. Time is a cherished resource to leaders and developing strategies to use

it efficiently is a vital skill (Nelson & Low, 2011).

Socio-demographic Characteristics and Emotional Intelligence

Researchers have reported that EI is predisposed by numerous influences or factors such as social, biological, psychological and demographic variables. Some scholars found emotional intelligence to be associated with socio-demographic characteristics, while others reported non-significant relationship. According to Forsyth et al. (1997), there is a strong connection between EI and gender. Salovey and Mayor (1997) reported that age and year of experience have more influence on EI. Research conducted by Wong et al. (2005) reported significant positive association between age and EI. David and Joseph (2005) and Harrod and Scheer (2005) documented significant influence of EI on gender, where females' employees score higher on EI compared to their males' counterparts. Mohanty and Uma Devi (2010) reported significant association between EI among male and female. Findings of their studies also showed that women are more self-confident, optimistic and mindful about their feelings and emotions compared to men. Findings of the studies carried out by Joseph and Newman (2010) reported significant gender differences in EI among employees, which may be due to perceptual assessments differences in the capability of a male or female leader.

Study carried out by Shukla and Srivastav (2016) documented significant difference between EI and socio-demographic such as gender, age, marital status, education, annual income and work experience. Study carried out by Bachchan et al. (2016) adopted sixteen measures of EI to determine the association between EI and

socio-demographic factors. The outcome of their study reported that men had higher EI than women. Nagar (2017) also reported similar positive significant influence of years of work experience on EI. Study conducted by Yogun and Miman (2016) documented that gender, level of educational attainment and employee cadre are significant influence on some dimensions of EI. Study carried out by Pooja and Pranab (2016) found that demographic factors such as age, gender, level of education, years of work experience and managerial level are significantly related to EI. Sergio et al. (2015) reported significant difference between age and EI, which may be linked to the fact that older employees may be more socially flexible and conscious compared to younger individuals. Patel and Kumar (2016) and Kumar et al. (2016) reported significant influence of EI on gender. Kafetsios (2004) reported that males and females use their emotions in a different way and reported significant differences in EI on the basis of gender identity.

Study conducted by Mathew et al. (2018) reported aggregate EI influence on work success differed by age, ethnicity, years of experience, and gender. Study conducted by Aditya and Charu (2019) revealed that demographic factors such as age, gender and career experience exert remarkable influence on the emotional intelligence score of middle level executives, however, the level of educational attainment does not have significant association with emotional intelligence. Contrary to the above findings, some research inquiry reported that gender does not influence the degree of EI (Tiwari & Srivastava, 2004). Findings of the study conducted by Rao and Komala (2017) in

Bangalore city, also reported no significant gender differences with regard to emotional intelligence. Sergio (2011) reported that employee civil status is significantly connected to the four clusters of emotional competences promoted by Salovey and Mayer (1990), but demographic variables such as age, level of educational and job tenure are not related to EI. Hopkins and Bilimoria (2007) reported no significant differences between male and female leaders with respect to two dimensions of EI consisting of social and empathy emotional intelligence. Findings of the study carried out by Tyagi (2004) reported that the degree of EI does not depend on age. Karthikeyan and Shweta (2019) also documented no significant connection in EI levels with respect to age, gender, education level and length of service.

Linking Emotional Intelligence to Stress and Conflict Management

Stress is a pervasive phenomenon in the workplace and it resulted into a number of negative consequences such as declining productivity, upsurge pressures, and makes employee experience physical and psychological illness. EI is a factor that could lessen stress (Edward & Warelow, 2005). EI provides opportunities for leaders and employees to react suitably to diverse complicated challenges. El can also assist individuals in improving performance and career progressions (Kunnanatt, 2008). EI upsurges individuals' capabilities in managing conflict and effectively conveying modalities to accomplish desired goals (Edward & Warelow, 2005). According to Gaubatz and Ensminger (2017) and Mohammed (2018), some employees resist change and may

equally disrupt the change process based on their feelings of resentment or anxiety. Therefore, EI leaders can use their social abilities to motivate and encourage this category of employees to key into the suggested change (Srivastava, 2013). Likewise, leaders with high EI do not quit when they experience irrational resistance but deploy their emotional competence to resolve complications (Jordan & Troth, 2011).

EI leaders recognize that the response of the change recipients is a replication of the accentuating anxiety and insecurity that require support (Issah & Zimmerman, 2016). EI leaders developed necessary competence to foster a trusting environment and this constructive approach may assist leaders to effectively promote change (George, 2000). According to Jordan and Troth (2011), leadership, EI and conflict resolution during the process of organizational change are significantly correlated. Lenaghan et al. (2007) provided evidence that possession of EI by leaders encourage and protect employees when confronted with conflicting situations. Srinivasan and George (2005) reported that diverse complications require proactive approach to effectively manage. Godse and Thingujam (2010) claimed that EI is significantly associated with the most feasible style of conflict resolution that is not connected with dictation, conceding approach or obliging tactics.

Leadership: Definition and Meaning

The notion of leadership is one of the most disseminated issues in the disciplines of management and organizational studies. Notwithstanding its popularity and

recognition, it remains an open idea that is conceptualized in numerous ways. According to Bennis and Nanus (2007), there are extensive academic publications on the definition and meaning of leadership. Burns (2003) highlighted that leadership is one of the most perceived and least implicit phenomena. Some academics such as Bennis (2009) conveyed disappointment at the pervasiveness of misrepresentation about leadership due to its diverse meaning. Depending on the roles and activities of a leader, diverse activities are essential to leadership functions and roles (Youngwirth, 2013); therefore, role precision is vital to the conceptualization of leadership (Abu Elanain, 2012).

Hitt et al. (2009) defined leadership as a rational course of actions and practices amongst leaders and workers that is formed by the circumstances and the environmental context in which these interactions occur. Taffinder (2006) viewed leadership as a way of getting workers do things they have never contemplated doing, do not believe are imaginable or that they do not wish to do. Leadership focuses on shaping and influencing subordinates towards accomplishment of organizational objectives (Griffin, 2012). Leadership, according to Chandra and Priyono (2016) is a process of utilizing incentive and form of influence that inspires and encourages subordinates' participation towards accomplishment of organization's goals. Abdul et al. (2017) viewed leadership as a procedure or activities that focuses on influencing subordinates towards organizational goals. Babatunde (2015) conceptualized leadership as a form of interpersonal activities encompassing an attempt to influence subordinates in the workplace. Robbins and Judge

(2017) conceptualized leadership as the competence to coordinate and control the activities of coworkers to accomplish predetermined objectives.

Myths and Fallacies about Leadership

Numerous issues connected to leadership echoes fallacies that are often viewed as false dilemmas (Sample, 2002). Four common leadership debates are discussed below:

The Born or Made Leadership Dilemma

The idea of leadership is born or made has been widely researched. One of the earliest scholars to connect to the belief that leaders are made use the legendary football coach Vince Lombardi to corroborate his position and advocates that leaders are made just like anything else, through hard work and commitment (Jennings, 1960). The Great thinker Aristotle claimed that leadership is a natural talent. According to him, men are marked out from the moment of birth to govern or be ruled. Aristotle stated that some individuals are born leaders with an exceptional set of traits that made them fit for leadership position. Covey (1989) resolved this important nature or nurture of leadership as a wrong fallacy by elucidating that being a leader is a choice. Therefore, Covey totally pulled apart the born or made thinking complication (Wren, 1995). In other words, leaders are both naturally born and made, but more significantly leaders decide to lead, because leadership is a choice (Bennis & Nanus, 2007).

The Art or Science Leadership Dilemma

For decades, art-versus science debate of the notion of leadership has experienced a wide-ranging body of literature and to date, the argument about whether leadership is more of an art or a science? Or whether it can be both, is still ongoing. Art can be viewed as the application or modification of things through knowledge and competence to achieve objectives (Palus, 2005). Science, on the other hand, is a procedure of knowledge accumulation through organized and systematic approach of knowledge (Wilson, 2013). Leadership may be contemplated as an art, on account of the fact that the knowledge of leadership like other arts has practical application and when leadership is deliberated as a science; the knowledge that business executives use is connected to scientific procedures.

The Leadership or Management Dilemma

The third stream of debate centers on whether there is dissimilarity between the notions of leadership and management? The bulk of classical and reputable scholars of management, such as Drucker, Porter, and Chris usually use the terms leadership and management interchangeably (Magretta, 2012; Rahim, 2018). Other academics such as Mathis and Jackson (2012) and Robbins (2013) tend to blur the lines between leadership and management by encouraging the tradition of using the two concepts interchangeably. Essentially, leadership and management are comparable notions. For example, both encompass influence, attempt to inspire and motivate subordinates to perform tasks effectively (Northouse, 2016). However, there is dissimilarity between management and

leadership, for instance, leaders motivate and encourage subordinates towards desired

behavior, while the focus of management is effective planning and coordination of

activities at work (Westcott, 2014). According to Campbell (2012), leadership and

management use influence, but leadership more explicitly uses interpersonal influence.

Leadership is a necessary management skill; therefore, while management focuses on

how to mobilize resource, leadership influences the behavior of people towards desired

goals (Ojokuku et al., 2012). According to Wren (1995), management is concerned with

management of complexity, but leadership, is about coping with change.

The Technology or Human Dimension Dilemma

Concern surrounding the idea of whether technology such as artificial intelligence

(AI), robots, and other non-human technologies will replace human in the workplace is

gaining momentum. There have been several advances in recent years in the domains of

AI and how it has been adopted to guide and regulate activities at work (Cantrell, 2014;

Gross, 2014). Although numerous categories of contemporary technology researchers

working on the issue of countless restrictions face by AI, the main drawback is the

realism that computers are not self-aware and will execute only what human being

programed (Gross, 2014). According to Goodell (1994), what is vital is that companies

should develop faith in human element in the workplace, because they are not just good

and smart, but if given the required resources to function effectively, they will do

wonderful things that will advance the prosperity and sustainability of business organizations.

Styles Associated with Leadership

Leadership styles have been recognized as a vital approach to assist leaders accomplish important results to both employees and other stakeholders (Kaplun (2016). Leadership style, according to Dalluay and Jalagat (2016) is a tactic for motivating, inspiring and providing direction to subordinates. Leadership styles highlight a host of leadership traits, attributes, and capabilities essential for effective leadership (Helmrich, 2016; Northouse, 2016). There are different forms of leadership styles (Bennis, 2009; Cangimi et al., 2005; Hurduzue, 2015). Scholar such as Goleman (1998) highlights six types of leadership styles, consisting of: (a) the coercive style, where leadership is more of do as I said, (b) the authoritative style that takes the approach of leader by outlining the overall firm's objectives but permits subordinates to use their initiatives in accomplishing goals, (c) The affiliative style where leader emphasizes human element to build team bonding and develop employee morale, (d) The democratic style where a leader practices the democratic system that permits team members to express their opinion in decision making, (e) The pacesetter style where a leader sets high-performance benchmarks and demonstrates drive to foster employees motivation and competence, (f) The coaching style where leadership style works efficiently when subordinates are desirous to enhance their work ethic, strive for support and individual development opportunity. According

to Goleman (2004), being able to switch among the diverse leadership styles as circumstances dictate is the best leadership approach to improve business performance. Burns (2003) classified leadership styles into: transformational, transactional, and laissez faire leadership styles. The three styles are outlined below.

Transformational Leadership Style

Burns is credited as the scholar who introduced the transformational leadership style. Transformational leadership is a form of leadership style that enhances subordinates' commitment by directing and influencing their desires, values and self-esteem (Widayanti & Putranto, 2015). A transformational leader focuses energy and attention on how to create a vision, develops the intellectual stimulation, inspires and fosters subordinates' performance in the workplace (Hong, Qinxuan, & Jiaxiang, 2013; Rosete & Ciarrochi, 2005). Transformational leaders stimulate and motivate coworkers at workplace through sharing of vision concerning what can be accomplished (Bass & Avolio, 2004; Northouse, 2016). According to Odumeru and Ogbonna (2013) and Chandra and Priyono (2016), transformational leadership implies drive to change or coordinates subordinate efforts towards desired behavior. Transformational leadership refers to leadership effort aiming at encouraging workers through shared collectivism instead of individualism approach (Given, 2008). Transformational leadership style established reciprocal relationship between the leader and the subordinates to achieve desired objectives (McCleskey, 2014). Transformational leadership focuses on group

effort instead of individual (Breevaart et al., 2014). The dimensions of transformational leadership are discussed below.

Idealized Influence

Idealized leaders exert enormous power over co-workers and subordinates view such leaders in an idealized way (Burns, 2003). These leaders develop robust feelings, conviction and strong confidence among their subordinates. Idealized influence relates to the socialized personality of the leader and whether the leader is viewed as self-confident and enthusiastic. Idealized influence is related to charismatic undertakings of a leader based on high morals, ideologies and ethical standards (Burns, 2003).

Inspirational Motivation

Inspirational motivation refers to the level to which leaders inspire and demand subordinates to meet complicated objectives (Burns, 2003). Inspirational leaders encourage their subordinates and inspire them that the vision and goals of the organization are realistic. Leaders with high level of inspirational motivation have the capability to articulate shared objectives and common understanding as a matter of priority. Inspirational motivation leaders offer visions of what is feasible and how to accomplish them by fostering common understanding in the workplace (Bass & Avolio, 2004).

Intellectual Stimulation

Intellectual stimulation refers to leader's capability to assist subordinates to think critically and do away with traditional approach of task accomplishment that is not sustainable, by encouraging employees to question their assumptions, values and ideologies (Burns, 2003). According to Bass and Avolio (2004), leaders who imbibe intellectual stimulation encouraged subordinates to seek clarification to enable them develop competences to solve future complications. Intellectual stimulation is also predisposed on the leader's competence to inspire subordinates to solve difficulties through questioning and seeking clarity (Nahavandi, 2015). According to McCleskey (2014), intellectual stimulation encourages both leaders and subordinates to discover innovative approaches to proffer solutions to complications.

Individualized Consideration

Individualized consideration focuses on leadership understanding and sharing of coworkers concerns and developmental desires (Burns, 2003). Individualized consideration enables leader to treat individual subordinate distinctively and having their concerns in mind. Individualized consideration promotes satisfaction of subordinates across all engagement through the attention, support and mentorship provided by the leader. Individualized consideration also encourages subordinates to accomplish self-actualization and upsurges their self-confidence (Bass & Avolio, 2004).

Transactional Leadership Style

Transactional leadership style was promoted by Bass and Avolio (1997). Transactional leadership style is founded in exchange and social learning theories. According to Burns (2003), transactional leadership style is characterized by the bureaucratic notch of authority, strict adherence to work norms/rules by the subordinates, formalized working conditions connected to punishment for failure to meet performance standards and reward system to encourage excellent performance. Transactional leaders are like conventional executives who anticipate improved productivity in return for commensurate rewards (Bass & Avolio, 2004). Transactional leaders adopt criteria to evaluate performance and expect workers to adhere to laid down procedures (Rosete & Ciarrochi, 2005). Transactional leadership style also emphasizes and compels workers to conform and adhere to laid down procedures which discourage subordinates initiatives (Saleem, 2015). The three elements of transactional leadership style are elaborated below.

Contingent Reward

Contingent reward (CR) contemplated that subordinates receive some form of benefit or reward when objectives are achieved (Breevaart et al., 2014). CR supports a dissimilar form of independence where subordinates are competently aiming to accomplish objectives because of rewards (Odumeru & Ogbonna, 2013). CR is an

approach where leaders are very explicit and clear in their demands from workers, so

reward and punishment are allocated accordingly (Avolio & Bass, 2004).

Management by Exception Active

Management by exception active is a behavior that views leaders as closely

observing workers for errors or noncompliance based on established benchmarks (Avolio

& Bass, 2004). Leaders closely monitor employees so that they can take speedy or

sometimes punitive actions when they observe poor compliance (Riaz & Haider, 2010).

According to Pieterse et al. (2010), management by exception active leaders focus their

full energy on the negative outcomes, such as errors, failures, and criticisms on the part of

workers as a way of sustaining performance standards.

Management by Exception Passive

Management by exception passive (MBEP) leaders reacts to circumstances that

arise in the workplace (Avolio & Bass, 2004). Leaders that adopt this approach will not

take any action on complications until after the difficulties have been brought to their

attention. MBEP is sometimes viewed as leaders who oversee large numbers of workers

and where leadership behavior is not being precise in term of expectations and promises.

Besides, objectives and standards that the leaders direct may not be fully clarified or

discussed with workers (Burns, 2003).

Laissez-faire Leadership Styles

Laissez-faire leadership style symbolizes non-transactional style of leadership. This style of leadership implies do nothing, inactive and proves insignificant in resolving difficulties at work (Burns, 2003). The laissez-faire method is passive with no noticeable participation of leadership or as a substitute for avoiding opportunities to interfere- when essential leadership role is required (Nahavandi, 2015; Vrba, 2007). In laissez-faire leadership, there is absence of any form of leadership engagement (Avolio & Bass, 2004). According to Kurfi (2009), laissez-faire represents non-leader's situation where leaders do not function effectively and do not take deeper interest in or responsibility of their subordinates.

Conceptualizing Leadership Effectiveness and Performance

Leadership effectiveness and leadership performance are most often used interchangeably, but leadership effective is an expansive notion, which relates to the way and manner business organizations accomplish predetermined goals. Job performance is perhaps one of the commonly used dependent variables in diverse research studies. Rotundo (2000) stated that job performance embraces diverse job behaviors, while some promote employee's responsibilities and tasks, others influence the attainment of firm's objectives but do not fall within the obligations and tasks workers are expected to accomplish. Performance is a diverse and multi-dimensional term. According to Borman and Motowidlo (1993), performance can be classified into task and contextual. Task

performance narrates an individual's ability to accomplish tasks which contribute directly or indirectly to the firm's objectives. Contextual performance consists of engagements or activities which do not contribute to the core goals but support the accomplishment of business objectives.

Performance refers to the degree of an individual's or group work accomplishment in relation to the level of effort exerted. According to Javier (2002), performance is comparable to the well-known 3E's (economy, efficiency, and effectiveness) to upsurge tasks accomplishment. Koontz and Donnell (1993) remarked that firm's or organization's performance is the accomplishment of objectives in term of quality product, profitability, superior financial results and success of a firm's within a period of time. Using organization's performance, firm can be evaluated compared with other companies in similar industry. Campbell (2012) expressed that the condemnation that trailed the measurement of organization's performance necessitate subsequent broadening of firm's performance criteria to include measures such as learning, degree of adaptability and leader's effectiveness. Leadership performance relates to what a leader is able to accomplish and how it enhances overall firm's objectives. Leadership effectiveness symbolizes the capability of a leader to organize and guide workers towards the accomplishment of shared objectives. Effectiveness refers to firm outcomes, bottom line and company goal achievement (Campbell, 2012).

There has been growing concerns from the mid-1980s to specify the dimensions of performance in term of occupation, job, role and position (Borman, & Brush, 1993; Borman, & Motowidlo, 1997; Griffen et al., 2007; Yukl et al., 2002). According to Campbell (2012), there are two forms of performance models, namely substantive content components and cognitive/behavioral elements. According to Sy et al. (2006), the concept of leadership effectiveness differs widely from company to company and from job to job, hence, the basis of evaluating effectiveness needs to be accurately defined. Covey (1989) defined effectiveness as those practices or engagement of an individual that results in positive changes in tasks accomplishment and relationships that is beneficial. In the domain of leadership, performance reflects how well an individual or group accomplishes tasks, while effectiveness describes the group, unit, or firm's bottom line, that determines the unit's success and sustainability (Campbell et al., 1993).

Leadership effectiveness refers to the degree to which leadership brings about goals achievement (Kotze & Venter, 2011). From the foregoing, leadership is a practice whilst leadership effectiveness is an outcome (McColl-Kennedy & Anderson, 2002). According to Kotze and Venter (2011), leadership effectiveness is related to the degree to which leadership brings about group or firm's success. For leadership to be effective, Burns (2003) stated that leaders must develop a cordial relationship with subordinates through identification of their desires, establishing credibility/legitimacy, and allocate necessary resources for workers to accomplish desired goals. McCallum (2013) stated

that leadership effectiveness can be propelled by creating relationships beyond one's immediate subordinates', and it is also founded on the social network within the organizations. Effective leaders combine a resilient intellect of determination and demonstrate an understanding of the changing social aspects of business to foster relationship with subordinates (Fullan, 2003).

Emotional Intelligence and Job Outcomes

Performance of employees and that of the company is very much influenced by numerous factors, one of which is EI (Ashraf & Khan, 2014; Lakshmi, & Sekhar 2018; Jasleen & Anupan, 2019). According to Maddocks (2018), EI is the major contributory factor that turns personality into effective performance. Survey conducted by The Harvard Business Review across major industry strata reported that 98% of those surveyed via interview consider EI competences as a vital ingredient to job satisfaction and success (Jo, & Dan, 2019). EI enhances the physical and psychological well-being of people and offers opportunity towards superior performance (Bar-On & Parker, 2000; Khanzada et al., 2018).

According to Elaine (2020), EI establishes the stage at which cognition and emotion come into play to enhance capability, resilience, enthusiasm, compassion, mental cognition, effective communication and capacity to overcome a number of complications. Numerous activities at workplace have huge emotional impact on people and the consequences of emotion in the workplace, have considerable impacts on individuals,

groups and society at large (Weiss, 2002). For instance, positive emotions assist employee to acquire satisfactory consequences such as job accomplishment, job enrichment and improved social skills (Staw et al., 1994), while negative emotions, like distress, resentment, job trauma, aggression and unhappiness upsurge the likelihood of counterproductive work behavior (Lee & Allen, 2002).

EI is broadly acknowledged as a valuable ability that enhances communication, conflict management and improves relationships in the workplace. Serrat (2017) stated that EI can improve training processes in the workplace by fostering understanding and team work. Naseer et al. (2011) stated that EI exemplifies a vital competence in effective team performance. According to Satish and Meera (2018) and Ha Nam et al. (2020), EI moderates employee performance, job engagement and work-life balance. Employees with high EI are well positioned to regulate their emotions which in turn assist in coping with job fatigue (Sunita et al., 2016). According to Chiu and Francesco (2003), EI performs a vital role in minimizing turnover intention. Fahid et al., (2018) stated that EI exerts significant positive association with political will to accomplish, job performance and employee citizenship behavior. EI is equally connected to high levels of job commitment leading to increased accomplishment of individual and organization goals (Samuel et al., 2018).

People with higher EI have been reported to experience lower levels of stress and improved happiness, which assist in managing stress that could upsurge job

dissatisfaction (Ruiz-Aranda et al., 2014). High EI is also a vital issue in safeguarding that decision making is not connected to emotional biases that could lead to anxiety and poor decisions (Elaine, 2020). According to Darvishmotevali et al. (2018), EI provides a suitable approach to engage in creative performance under conditions of uncertainty and complicated business environment.

Linking Emotional Intelligence to Leadership Performance

Leadership is an emotion laden issue, therefore, very fundamental to leadership practices and actions (George, 2000). EI has been confirmed to expressively relate with a firm's performance in a number of industries (David & Joseph, 2005; Jasleen & Anupam, 2019; Safaa, 2018). There is progressively growing empirical evidence that suggests that EI is linked to effective leadership (David & Joseph, 2005; Miao et al., 2018). Research has demonstrated that emotional intelligence is essential for improving performance productivity in the manufacturing organizations (Chooi & Amin, 2016; Ibrahim et al., 2017). Bal Subramanian et al. (2008) carried out a study that examined the link between EI and leadership effectiveness. The findings revealed that leaders with high level of EI functions effectively. Boyatzis and Ratti (2009) reported that the skill level that differentiates effective managers and leaders is emotional intelligence. Due to the growing complexity in managing contemporary business organizations, Dearborn (2002) stated that business managers with high EI may be more skillful in encouraging subordinates to generate a number of important positive work outcomes, such as

employee satisfaction, commitment, high level of engagement and decline turnover intention. Lam and O'Higgins, (2012) stated that EI represents a desirable set of abilities essential for competent management of workplace.   Research carried out in Sweden concerning EI of project managers by Vierimaa (2013) reported that EI significantly contributed to the performance of project leaders.

Emotionally intelligent leaders are very imaginative and capable of influencing emotions and relations to foster mutual understanding (Mintz & Stoller, 2014). Parrish (2015) documented that EI is highly vital and constitutes basic condition for leadership success. According to Goldring et al. (2015), EI leaders can effectively manage subordinates' emotions as well as their own to achieve better collaboration in accomplishing firm's mission. Shapira-Lishchinsky and Levy-Gazenfrantz, (2016) stated that emotionally intelligent leaders are more knowledgeable and conversant in making decisions that create win-win approaches which improve individual and firm performance.

El has become a fundamental competence compared to technical and managerial competences when advancing middle or senior leadership positions, thus, El competencies are vital for improved productivity and leadership career advancements (Faltas, 2017). Previous studies have reported that EI is not only a major distinctive feature of leadership effectiveness and performance, but that leader who have high levels of EI can efficiently control their own emotions and correctly evaluate and understand

emotional disposition of their subordinates (Mokgata, 2018; Saqib et al., 2018). According to Pescosolido (2002), the major task of leaders is to drive the combined emotions of their subordinates in a positive direction and to lessen the possibility of forming toxic emotions. Momeni (2009) stated that EI is a mental capability that has impact on other skills of executives, most specifically their leadership abilities.

EI encompasses the capability to identify and understand the emotions and symbolizes a fundamental skill of leadership performance (Prati et al., 2003). Meta-analysis study conducted by O'Boyle et al. (2011) reported that EI is connected to both employees and leadership performance. Leaders who have EI talents will have high inspiration and impact coworkers positively which are essential for excellent achievement in the workplace (Emmerling & Goleman, 2003). Possession of reasonable level of EI assists leaders to develop competencies in the workplace (Ramchunder & Martins, 2014), as well as enlarged their self-actualization (Thory, 2016).

As expressed by Hess and Bacigalupo (2013), El skills are connected to decision-making process, and such competences can improve individuals and group decisions and outcomes to maintain harmonious relationship with others. Goleman, et al (2002) claimed that EI of leaders perform a vital role in the organizations as leaders who display positive moods are more effective than leaders who have negative emotions. Consequently, leaders' positive emotions can increase positive leadership practices by extension both subordinates and leadership performance. According to Antonakis (2004), the major role

of leadership is to encourage positive interface between leaders and subordinates, which

accounts for why coworkers pay serious attention to leadership behavior and emotions.

Leaders with high EI and maturity are more likely to demonstrate supportive behaviors

and treat their subordinates with psychological concerns (Wong & Law, 2002). This, in

turn, inspires and impacts subordinates job satisfaction, commitment and overall

performance.

Leaders who display high EI are able to coordinate and energize coworkers and

exhibit self-management capability which influence the followers positively (Barling et

al., 2000; Seethapathy & Venkatesh, 2016). Researchers such as Kotze and Nel (2015)

highlight some disadvantages of high EI. These academics labelled EI as a 'tricky

management style', where leaders who are emotionally intelligent but morally weak in

their leadership dealing may exploit to their benefits. Other scholars such as Antonakis

(2004), Brown et al. (2006) and Barbuto and Burbach (2006) remarked that empirical

support linking EI and leadership performance remains weak.

As earlier noted, scholars have proposed multiplicities of emotional intelligence

dimensions ranging from five, seven and up to twelve measures. Following the seven

dimensional approach adopted in this study, researchers have documented varying

impacts of these dimensions on leadership performance. For instance, innovations have

become the fundamental source of competitive advantage in contemporary business

environment and as such recognized as a valuable asset that can impact leadership

performance. According to Karabulut (2015), although being innovative is a risky venture, however, successful leaders must take risks which empower them to accomplish and sustain high performance. Innovative leaders should take decisions to improve organizational factors that are relevant to performance improvement (Hannah et al., 2019). According to Rogers (1995), in light of innovation revolution, there is an emerging question that business leaders should seek to answer: How do I become an innovation leader in my workplace? This is a fundamental question because proactive leaders should be able to implement innovative ideas successfully to stay ahead of rivalry. Although leadership can bring enormous talents towards improving his performance and that of the organization, however, innovation, constitute one of the most critical issues to enhance organizational   performance (Moo, & Rashad, 2015).

A large number of previous studies suggest that self-awareness is connected with successful leadership. Self-awareness is a vital and an important first step toward maximizing management competences and leaders with well-developed self-awareness is more effective intuitive decision makers (Goleman et al., 2002). The outcome of survey carried out by organizational psychologist Tasha Eurich, reported that 95 percent of people assume they're self-aware, but roughly 10 to 15 percent really are (Lauren, 2019). Goleman et al. (2002) stated that business managers who are exceedingly emotionally self-aware are better able to read their "instinctive moods" and use them to regulate their behavior and decisions. In order to inspire the subordinates, leaders need to bring out the

best in themselves, this is where self-awareness comes into play and through this process, a leader will gain insights into his or her own behavior and learn how to adjust and determine how is perceived in the workplace (Lauren, 2019). Trapnell and Campbell (1999) stated that high levels of self-awareness unexpectedly can result in either good or bad outcomes. Leaders' jobs revolve around decision making and intuition is particularly significant in circumstances where a decision needs to be made rapidly, without time to contemplate the diverse features of the situation (Nocker & Sena, 2019). A number of successful entrepreneurs such as Steve Jobs, Bill Gates, and Richard Branson to mention a few have attributed part of their success to strong intuition.

From a practical viewpoint, understanding individual dissimilarities in emotion regulation seems to be vital for informing training interventions intended to improve leader emotional regulation competencies. Therefore, leaders who are not judgmental, but think before engaging or acting have the tendency to redirect employee disruptive instincts and dispositions into constructive drive toward organizational transformation and performance improvement (Goleman, 1998). In addition, EI leaders can differentiate the motives of subordinates and respond correctly by offering the required direction/guide and desired support, which will inspire them to accomplish performance improvement (Foltin & Keller, 2012).

As expressed by Goleman (2001), a strong predisposition and motivation on the part of leader to accomplish predetermined objectives can strengthen subordinates.

Consequently, leaders with such behavioral competences have a better prospect of building a team with similar features to lead transformational change that improve individual and business performance. Leadership is one of the major influences to motivate and boost employees' efforts/energy, and continuously facilitate support for change initiatives. Thus, leadership plays a major role in a workplace by motivating employees to display desired behavior in order for the company to be able to withstand and adapt effectively to sustain performance improvement (Moo & Rashad, 2015).

People desire support and understanding (empathy) in all facets of life—workplace, family settings, and from friends (Edmondson & Lei, 2014). Leaders can offer empathy and by doing so, he or she foster a strong bond that inspires and encourages subordinates towards performance improvement (Goleman, 2001). Empathy is a notion that is very fundamental to leadership and numerous leadership theories propose that the capability to have and demonstrate empathy is a fundamental aspect of leadership (Bass, 1985; Elaine, 2020; Walumbwa et al., 2008). Higher level of empathy permits leaders to better understand and react to subordinates needs/expectations in a way that upsurge performance and several important individual and workplace outcomes. Judge, Piccolo, and Ilies (2004) reported that leader empathic behavior accounted for roughly three times as much difference with employee structural behaviors. A leader lacking empathy competency would more likely fall back on routine suggestions or ones that

could work well for the leader but not necessarily the subordinates and the overall organizations (Ned, 2019).

Social skill constituent of EI is a culmination of the other constituents of EI (Goleman, 2004). According to Goleman (2004), without an agreed- upon social approach of interacting, it will be very difficult to avert misunderstandings and conflict in the workplace. According to Goleman (2001), socially competent leaders are skillful at managing teams, an expression of self-awareness, self-regulation, and empathy combined. Since the recognition of academic study on leadership, competence in social skills has been pronounced as a major component both in determining who emerges as a leader and in assessing leadership effectiveness (Ronald et al., 2003).

Linking Leadership to Organizational Performance

According to Mintzberg (2009), leader's or managers' tasks are remarkably alike and the job of all leaders can be generally labelled through common set of behaviors or roles performed. According to Scott and Davis (2015), there is no consensus on the ideologies that are most effective in evaluating firm's performance. Nonetheless, organizational performance encompasses the results of a firm or the real outputs of an organization, which can be evaluated in terms of financial and non-financial benchmarks (Rahim et al., 2018; Wall et al., 2004). The financial viewpoint comprises measures that are linked to the enterprise strategy and how it aids financial results. (Westerfield, 2003).

The central objective of the financial viewpoint is to upsurge the shareholder value through increased revenue and other related financial strengths (Eljelly, 2004).

There are numerous indices of the financial measurements which include: revenue growth, profitability, cost ratio, and return on investment etc. (Ivan, 2018). Non-financial measures on the other hand, consist of approaches through which a firm ensures balance between the demands of various stakeholders. Common measures of non-financial performance include customer satisfaction, perceived quality, service delivery excellence, brand image, number of referrals and corporate reputation among others.

According to Jayanthi (2018), the objective of a business organization is not only to survive but also to sustain its existence through improved performance. With the growing competitive landscape, it is important that companies employ leadership that is creative, innovative, motivates subordinates to take up challenge with a view to improving their individual and company performances (Hurduzeu, 2015). In the absence of effective leadership, the tendency of complicated problems and deteriorating business performance may upsurge (Al Khajeh, 2018). Therefore, the role of a leader is very significant for the survival and competitiveness of a firm (Bhargavi & Yaseen, 2016). According to Kouzes and Posner (2007), leadership is usually viewed as the process of encouraging subordinates to develop the aspiration to accomplish goals. However, leadership cannot be deliberated to be successful, if the outcomes realized are not consistent with the shared goals at work (Koech & Namusonge, 2012).

According to Karamat (2013), leadership is the major element propelling improved performance of the company. As a result, the advancement of a firm's performance necessitates the development of proactive approaches that are inevitable without leadership (Danisman et al., 2015; Kalsoom et al., 2018; Rowe, 2001). Leadership is one of the most important determinants of a firm's success, because, leaders nurture workplace culture that promotes knowledge sharing, job commitment and loyalty formation (Othman et al., 2014). Leaders not only inspire, motivate and encourage workers to enhance their job performances, but also stimulate workers to perform beyond their job requirements (Nawoselng'ollan & Roussel, 2017). Leaders influence subordinates' performance and direct their energy/efforts towards overall team and organizational performance (Othman et al., 2014).

Scholars such as Igbaekemen and Odivwri (2015) and Al Khajeh (2018) stated that the connected between leadership and organizational performance has enlarged. This is founded on the belief that leadership style adopted by a leader has a strong association with organizational performance (Rowe et al., 2005). According to Klein et al. (2013) and Sadia and Aman (2018), the behavior and style of leadership is particularly vital in accomplishing firm's objectives, and in inspiring performance improvement among workers. Liaqat (2019) stated that each leadership style influences the performance of company differently, some become source of a firm's development and accomplishment of success while others create dissatisfaction and deterrence in the company. Numerous

companies have failed due to ineffective leadership style adopted by leaders and in such circumstances, it will be difficult to properly organize and coordinate team efforts, resulting to declining productivity, increased operational costs, poor attitude of employees to work and growing turnover intention (Abbas, & Cross, 2019).

Xu and Wang (2008) stated that the role of leadership in a company is vital in terms of crafting a vision, mission, and strong will to accomplish organizational goals. McGrath and MacMillan (2000) and Akparep et al. (2019) claimed that in the face of complications, effective leadership can upsurge performance improvement. According to Michael (2010), leadership determines and influences organizational values, corporate culture, level of tolerance to change, worker motivation, corporate strategies implementation and degree of effectiveness. In the opinion of Sofi and Devanadhen (2015), in the face of declining business competiveness, what most business organizations now required are leaders who can function simultaneously as agents of change and point of gravity that sustain internal/external pressures that can impact performance improvement. Therefore, without effective leadership, it will be complicated for employees to contribute to company's goals, sustain profitability, and competitive advantage (Lussier & Achua, 2007).

Summary and Transition

The concepts of emotional intelligence and leadership performance constitute a significant research interest for the academics and business practitioners. A review of

previous studies on the link between EI and leadership performance uncovered diverse

information regarding the importance of EI on leadership behavior and performance

(Audrey, 2020; Forsyth, 2018; Miao et al., 2018). The complex nature of contemporary

business environment, combined with technological progresses, has given rise to leaders

working and interacting with a progressively diverse workforce worldwide, thus

necessitating the need for EI competences to succeed (Webber et al., 2018).

  As a result, leadership capability to work and cooperate with

colleagues/subordinates has become critical aspect of EI required to enhance leadership

performance (Seligmna & Csikszentmihalyi, 2000). It is expected that a foundation for

future research would be created from the findings of this study. This study would also

add to body of knowledge on emotional intelligence and leadership literature in an under-

represented social context such as FMCG sector. Chapter 3 will offer a detailed

description of the methodology adopted in conducting this research. In Chapter 3, the

researcher discussed information regarding the methodology and methods the researcher

adopted. In addition, the researcher clearly stated the research design, participants, role of

researcher, sample size and sampling technique, instruments and procedures, data

collection, validity and reliability, methods of data analysis, and ethical considerations.

Chapter 3: Research Method

Introduction

The purpose of this study was to investigate the relationship between emotional intelligence and leadership performance in selected FMCG companies in Lagos State, Nigeria. This chapter provides discussion of the methodology and method of the study, the role of the researcher, participants, population and sampling, measures/instrumentation, ethical concerns, threats to validity and the statistical tools for data analysis. The collection of opinion of the participants occurred in four selected FMCG firms in Lagos State, Nigeria. A number of inclusion criteria was established to guide the choice of the FMCG companies, namely, the firm must be a production company, employed reasonable number of workers, employed not less than 200 workers, the business must have physical presence and operations in Lagos State, and the firm must be public quoted with diversified board members. This is done to ensure that the participating firms are not selected on the basis of subjectivity.

The selected four companies are pioneering firms in the FMCG subsector of the Nigerian manufacturing industry, they are part of firms that have colonial heritage in Nigeria, most of the companies commenced operations before Nigeria got independence in 1960, they are listed on the floor of the Nigeria Stock Exchange-NSE, they have been operating in Nigeria for some decades or more and have witnessed a number of reforms and industrialization policy changes and initiatives such as indigenization policy, industry

reform sector and a host of monetary and financial policy regulations in Nigeria. The selected FMCG firms have consistently recorded strong financial position through rising profitability, strong liquidity position, improved market share and satisfactory working capital (Nigeria Stock Exchange Report-NSE, 2019). I chose these companies because they gave formal consent to participate in the survey and due to their success in the FMCG manufacturing subsector in Nigeria. I also selected the four companies because the nature of their business activities encompasses deeper interaction between leaders and coworkers, and on this note, offer sufficient investigation of study variables.

Concerning the study context and area, which are manufacturing industry and Lagos State, Nigeria, the choice is based on the fact that the manufacturing sector is one of the notable sectors in Nigeria, employing large number of employees and contributing significantly to Nigeria's economy. Lagos State is the commercial nerve centre and the most populous state in Nigeria (Adelakan, 2009). According to NBS (2019), Lagos State has the largest concentration of both service and manufacturing industries in Nigeria. Responses obtained from the participants who are employees of the selected FMCG companies will provide basis to empirically test the relationship and influence of EI on leadership performance.

Role of the Researcher

This study adopted a quantitative research design. Compared to qualitative research study, where investigator is part of the entire data collection process through

interview or other approach, in quantitative research design, the researcher's major role in data process is to administer the survey instrument usually with the aid of questionnaire or other survey tools such observation or online survey etc. (Chereni, 2014; Leedy & Ormrod, 2013). Measures to be use in evaluating emotional intelligence and leadership performance were adopted from previous validated studies. My motivation for this topic is based on the growing claim that creating a perfect connection between the leader and the success (or failure thereof) continues to be a very complicated issue in most business organizations (Northouse, 2016).

A number of studies have documented empirical evidence linking EI to leadership performance and effectiveness (Forsyth et al., 2016; Gorgil et al., 2015; McCleskey, 2014; Pekaar et al., 2018). The nature of operations of FMCG firms is becoming very challenging on the account of growing competition and decline of the performance of the operators, hence, the need for vibrant leadership. My affiliation with one of the company, as a former executive director provides the initial motivation to investigate the connection of EI with leadership performance. The orientation during my career period with the company indicates that people is the most important asset in the workplace, therefore, the degree to which they are committed, satisfied and perform satisfactorily depends on how well leadership connects with their emotions.

Participants

In this quantitative study, the objective was to investigate the connection between EI and leadership performance in selected FMCG in Lagos State. The opinion of employees of the four FMCG companies was solicited. A number of criteria was used to determine their inclusion, namely, (i) the participants must be full- time employees of the selected companies, (ii) aptitude to speak and understand the English language, and (iii) have at least 1 year working experience in the company. The purpose of eligibility criteria is to ensure that the participants possess sufficient understanding of the subject matter under investigation (Marshall & Rossman, 2016). It was important for participants to have deeper understanding of the phenomenon to enable them supply appropriate information (Yin, 2014). No form of financial or material incentives was given to the participants. Johnson (2014) maintained that given incentive to participants, particularly monetary might be misconstrued, and therefore, not encourage to safeguard conflict of interest. I completed the Institutional Review Board (IRB) application and obtain permission to conduct the survey from the IRB of Walden University prior to the survey. The approval was conveyed on November 18, 2021 with IRB Number 11-18-20-0522871.

Research Methodology

In this study, a quantitative research design was used to investigate the relationship between emotional intelligence and leadership performance in four selected

FMCG firms in Lagos State. The independent variable or predictor to be examined was EI dimensions. The dependent or criterion variable was leadership performance encompassing level of performance on the present job, comparison of accomplishments with others within or outside the company, and likelihood of deteriorating performance due to attitude or behavioral changes. The methodology adopted for the collection of data is primarily survey method based on primary sources of data collection, using online approach-Google Forms. Cooper and Schindler (2011) stated that survey research design has some inherent benefits of determining the correlations between variables of the study. Surveys are extensively used by quantitative researchers to solicit opinion of respondents concerning a research problem that can be subjected to empirical investigation (Fink, 1995).

According to Sherman (2017), quantitative research method entails a preference for numerical data collection through surveys design. As expressed by Collis and Hussey (2005), quantitative research is characterized by collection and analysis of data for the purpose of empirical deduction and generalization. I gave deeper consideration to all three methodologies of conducting research, namely, quantitative, qualitative and mixed methodology during the process of choosing and deciding a research method for this thesis. However, because the intent was to examine emotional intelligence and leadership performance in selected FMCG firms in Lagos State, a quantitative approach is the most suitable approach.

The choice of this approach was also based on the fact that most of the contemporary studies on emotional intelligence and leadership have been carried out using quantitative research method (Brian & Nicolais, 2018; Jasleen & Anupam, 2019; Mc Clesky, 2014; Saqib et al., 2018). Quantitative research is mostly associated with the positivist paradigm using deductive approach (Yin, 2014). According to Morgan (2014), research design based on positivism may be more easily replicated by other researchers. As expressed by Aliyu et al. (2015), using the deductive method, the researcher attempts to test hypothesis. The study designed is based on cross-sectional research approach, the design is appropriate, because, the study involves human participants in a specific industry context, hence, longitudinal research design is not suitable (Lubbers & Rossman, 2016).

Research Design and Rationale

This study adopted quantitative method with a correlational design. The objective of the study was to examine the connection of EI and leadership performance in selected FMCG firms in Lagos State. The adoption of survey approach, according to Oberiri 2017), permits the use of rigorous statistical techniques to determine the nature and degree of relationship between variables. More important, researchers use the surveys method to enable empirical generalization (Julie, 2015). Diverse terms have been used to describe research design. According to Anderson (2005), the research design reveals the strategy of data collection process and is viewed as a method for empirically testing the

degree of relationships between variables. Kumar (2014) stated that the forte of an empirical study is mostly assessed on the basis of the research design adopted, therefore, the choice of a suitable research design is very critical in validating findings, drawing comparisons and conclusions.

I adopted the correlational design because the goal of the study is not to manipulate the participants (Patrick et al., 2018). According to Patrick et al. (2018), correlational research design quantifies a relationship between variables of interest and researchers usually adopt correlational research design when the data are obtained through surveys. Bryman and Bell (2011) stated that correlational research design is extremely valuable for studying problems connected to human participants, because, it is carried out in a natural setting without manipulation. Nonetheless, Kawada and Yoshimura (2012) noted that a correlational study restricts the capacity to determine causation.

In this study, online survey approach-Google Forms was used to collect data from participants who are employees of four FMCG companies in Lagos State, Nigeria to make generalization to the overall population. Google Forms eradicates the necessity to decode and tally responses on sheets of paper, because it displays response data simultaneous on the completion of surveys. According to Vasantha and Harinarayana (2016), Google Forms enables researcher to gather and aggregate information more proficiently than paper survey. Other notable advantage of Google Forms is that data

responses gathered from the participants is in a form that is appropriate for analysis. The Google Forms also stores the responses in a spreadsheet format that enables tabulation and graphical representation of data, which can be exported to other statistical packages such as Statistical Package for Social Sciences-SPSS.

As expressed by Evans and Mathur (2005) and Wright (2006), anxieties over sample selections, sharp dissimilarity in technological advancement, low response rate, privacy and security concerns have persisted as vital questions to be addressed while conducting online surveys. For instance, in developing nations, like Nigeria where the level of Internet penetration is still not prevalent and lower compared to developed countries, recognizing potential participants for the web-based survey may prove to be a herculean task. Nonetheless, the free availability of Google Forms and automatic tracking of respondent's opinion is a less complicated form (Vasantha & Harinarayana, 2016),

Population and Sampling

The target population for this study consisted of 5492 employees at four FMCG firms in Lagos State. The choice of employees is based on the fact that they are the major knobs of activities and information dissemination in all forms of business organizations (Yuliansyah & Mohd, 2015). Sample size can be determined using rule of thumb or mathematical formulae (Etikan & Kabiru, 2017). In this study, the formula proposed by Daniel was used to estimate the sample size (Daniel, 1999). The formula is:

$n = NZ^2P(1-P)/d^2(N-1) + Z^2P(1-P)$ with a margin of error of 0.05 or confidence level

of 95 percent to estimate the sample size and z value of 1.96. From the formula, N =

Total sample, n = Subsample, and e = Level of precision. Using the formula for sample

size determination: n = 235.

Relying on the position advocated by Field (2014), that sample representativeness

not sample size is the most important consideration in research, thus, the sample size of

235 is considered suitable for this study. MacKenzie et al. (2011) stated that the most

important element and consideration when choosing a sample is the level to which the

sample represents the overall population for which the study is designed.

According to Babbie (2013), researcher should select statistically best sampling

technique to recruit participants which he or she perceives as the most valuable and

relevant. The need for a sample arises because it may be difficult or practically

impossible to receive information from all the participants due to challenges such as

distance, finance, time, accessibility, as well as the unwillingness of the participants to

oblige the researcher for information. In such an instance, the researcher is left with only

feasible option of collecting data from a randomly selected number of participants that

are representative of the entire population.

After identifying the population to be studied, and gained access to it, the next

stage is to decide how the sample will be selected. According to Alvi (2016), the choice

of sampling method should balance the issues accuracy against cost and feasibility. I

adopted stratified random sampling to select participants from the four selected FMCG

firms in Lagos State. According to Hamed (2016), stratified sampling is a process where

the population is distributed into subgroups called strata and a random sample is chosen

from each subgroup. Etikan and Kabiru (2017) noted that the way and manner through

which sample is selected influences the degree to which study findings can be

generalized. In stratified random sampling approach, participants are chosen randomly, in

comparison to quota sampling where participants are selected non-randomly (Alvi, 2016).

The sampling approach was proportionate where sample taking from each stratum

is in proportion of its population. Quota sampling approach is comparable to stratified

random sampling, but with one major exemption, the samples chosen from each stratum

in quota sampling are not selected randomly (Ben-Shlomo, Brookes, & Hickman,

2013). As a result, stratified random sampling is a better sampling approach over quota

sampling, because the random selection in stratified random sampling safeguards more

precise representation (Ben-Shlomo et al., 2013). The sampling procedure is presented in

Table 1.

Table 1.

Sample Size and Sampling Approach

Companies	Population	Quota Sampling Calculation	Sample Size
W	550	550/5492 x 235	24
X	2983	2983/5492 x 235	127
Y	1252	1252/5492 x 235	54
Z	707	707/5492 x 235	30
Total	5492		235

Note: Annual Reports of the Companies, 2019

Measure and Instrumentation

This study examined the relationship between EI consisting of: innovation, self-awareness, intuition, self-regulation, motivation, empathy, and social skills. Leadership performance measures encompass level of performance on the present job, comparison of accomplishments with others within or outside the company, and likelihood of deteriorating performance due to attitude or behavioral changes. In this study, online survey approach-Google Forms was used. Online survey techniques or web-based survey methods have become widely recognized as a major data collection instruments. According to Zhang (1999), the adoption of web-based survey tools has surpassed its predecessors-pen and paper approach and applied in almost all fields of research study. There are numerous online survey techniques such as Survey Monkey, Client Hearbeat, and Zoho Survye, available on the web freely, but Google Forms is unlimited survey, 100% free access, encompasses the use of custom logo, has lots of theme options, consist of skip logic/page branching and can be embedded into emails or website (Vasantha, & Harinarayana, 2016). According to Dillman (2000), administration of questionnaire through electronic platform is one of the three most significant progresses in survey technology.

Despite the aforementioned advantages, Dillman (2000) noted some inherent demerit of web-based survey, for instance, not everyone in the population of interest is connected, even if connected, not all potential participants are equally computer literate,

the decision not to respond is much more easier compare to pen-on-paper, and lastly,

screen patterns may appear considerably different from one respondent to another, thus,

impacting readability. To overcome some of the above hindrances, Dillman (2000)

further suggested a number of tips such as, researcher(s) should introduce a web-based

survey with a motivational and catchy cover letter that emphasizes ease of response and

clear instruction about the survey, ask simple to answer questions and present each

question in a conventional pattern similar to pen-on-paper, ensure that for each question,

the likely response to that question is visible on the screen at one time and researcher(s)

should not impose condition that respondents offer an answer to each question before

proceeding to subsequent questions.

Whether using online or pen-on-paper questionnaire, survey instruments should

be designed in such a way that valid and reliable data can be gathered for the intended

goal of the research (Ingham-Broomfield, 2014). On this note, Roopa and Rani (2012)

suggested that researcher uses fewer numbers of sentences when designing questionnaire

to encourage participation. Lindell and Whitney (2001) remarked that excessively

lengthy sentences might result in boredom and loss of interest which may lead to shifting

respondent consideration from providing accurate answers.

As earlier mentioned, the two variables namely EI and leadership performance

were measured using already validated and reliable scales. WPQei Work Profile EI

Questionnaire were adopted to measure emotional intelligence, while leadership

performance scale Questionnaire developed by Sadri et al. (2011) were used to measure

leadership performance. The WPQei work profile questionnaire on emotional intelligence

was developed by Cameron (The Test Agency Limited, 2004). The WPQei evaluates

personal skills and capabilities that employees need to develop to manage emotion in the

workplace. The WPQei is based on a conceptual framework of EI that has 84 items and 7

components, namely, innovation, self-awareness, intuition, emotions, motivation,

empathy, and social skills. According to the Test Agency Limited (2004), the WPQei

should be adopted in a context where job analysis has shown that the elements to assess

are pertinent to workplace context. The WPQei offers information about work aspects

that are believed to be related to effective performance (The Test Agency Limited, 2004).

The WPQei EI questionnaire leveraged on contemporary literature on emotion with a

preference towards Goleman (1998), Ostell et al., (1999) and Mayer et al., (2004)

ideologies of EI dimensions.

    The WPQei EI questionnaire consisted of both negative and positive worded

questions that have clear connection to EI, related to work context, adopt clear English,

stated in a very short expressions and use active narratives (Cameron, 2004). According

to Luzar et al. (1995), negative questions items are sometimes introduced to prompt

respondents to read the questions cautiously. Churchill (1995) stated that the inclusions

of both negative and positive worded items have become a good research practice. Jeff

(2011) stated that questionnaire with a mixture of positive and negative worded items are usually used to lessen hallo influence.

The WPQei uses the Sten (standard ten) scale, ranging from 10-1 and framed into 7 Likert scales with an individualized narrative explanation for each scale. The verbal interpretation of scales consists of *very high* (10), *high* (9-8), *high average* (7), *average* (6-5), *low average* (4), *low* (3-2), and *very low* (1). Each scale of WPQei has about 6-8 core items that represent a standardized statistical iteration through factor analysis. Each scale has acceptable internal consistency reliability in the range 0.6 - 0.8 and the reliability for the instrument as a whole is 0.95 (The Test Agency Limited, 2004). According to the Test Agency Limited (2004), the validity of WPQei is demonstrated by the correlations which range from 0.40 to 0.67 and all the scales demonstrated reasonable level of commonality. According to Apaydin and Anafarta (2012), Confirmatory Factor Analysis-CFA outcomes established that the correlated first-order seven factors of WPQei best fit the data.

The three items measure of leadership performance scale developed by Sadri et al. (2011) is a standardized multisource instrument useful for leadership performance assessment (Douglas, & Ammeter, 2004b). Response scales for the three items were standardized to account for dissimilarities in the response scale and are summed up to form leadership performance. This approach follows previous published and validated studies (Graves et al., 2007; Gentry et al., 2008; Van Velsor et al., 1993). The rating of

leader's performance is based on a 5-point, Likert scale oscillating from (1= among the worst to 5 = among the best, 1=not at all likely to 5=almost certain). The internal consistency of the instrument evaluated through Cronbach's alpha reported α=.76 (Sadri et al., 2011). As regards the validity of instrument, a principal axis exploratory factor analysis using the "eigenvalue greater than 1" benchmarks resulted in one factor explaining 55% of the variance with all three items loading at a minimum of .52 (Sadri et al., 2011).

Validity and reliability assessments constitute the judgment of scientific standards of both quantitative and qualitative studies and are mostly applicable and relevant in ensuring that a measure actually evaluated what it is designed to asses as well as internal consistency of survey instrument. Reliability institutes the stability of a measure, while, validity is related to the extent to which the items in the measure reflect literature position (Quinlan, 2011). According to Claydon (2015), researchers that adopt quantitative paradigm also need to take into consideration issues connected to validity and reliability. However, both validity and reliability concerns did not apply to this study, because, the validity and reliability of the two instruments have been determined and found to be valid and consistent (Apaydin & Anafarta, 2012; Douglas & Ammeter, 2004b; Mayer et al., 2016; Sadri et., 2011). Participants completed the online survey-Google Forms based on a Likert-type scale highlighted by the developers of the two instruments. Ankur et al.

(2015), defined Likert scale as a measuring score that depicts respondent extent of agreement or otherwise to a stated question.

Data Collection and Statistical Analysis

This study recruited participants from four FMCG firms in Lagos State, Nigeria. The study relied on primary sources of data using online approach, namely Google Forms. The responses gathered were captured in Microsoft excel sheet to ensure proper coding before transferring into the SPSS. Both descriptive and inferential statistics were run. I used descriptive statistics such as frequency, percentage, mean, and standard deviation to evaluate how respondents relate to socio-demographic questions consisting of gender, age, marital status, level of educational attainment, and employee cadre. Prior to hypothesis testing, I addressed the assumptions of independence of residuals, linear relationships, homogeneity, and multicollinearity.

Pearson correlation (r), and regression analysis was run to evaluate the nature and magnitude of relationship between EI and leadership performance. The R value in the regression model depicts the extent and direction of the association between the independent and the criterion variables (Field, 2014). The R^2 value specifies the level of criterion variability explained by the independent variable individually or collectively. I tested the null hypotheses using the respective beta and p-values set at p-value $<.05$ or $>.05$ and 0.01 level (2-tailed).

Ethical Considerations

This study involved human subjects, therefore, it is important to disclose to the participants the likely potential risks or harmful effects that may occur before, during and after the study. Important concerns connected to surveys research design, include the participant's rights, anonymity and confidentiality which should be protected (Parsons et al., 2015; Saunder et al., 2016; Warrell & Jacobsen, 2014). According to Marshall (2007), necessities for informed consent guidelines are founded upon valid and justified principle regarding the need to respect individuals participating in research.

Notwithstanding the approach adopted for data gathering, there are ethical concerns which researcher(s) must contemplate and guide with all seriousness (Bray et al., 2010). According to Waterman (2003), it is important not interfering or instigating harms on the privacy, and the right of the participant in a survey. Even though the participants offered informed consent to be part of the survey, they still possessed rights which must not be violated (Tight & Huisman, 2013). According to Adams, et al., (2011), participants were also permissible to decline to answer any question with which they did not feel contented to answer. On this note, I constantly reviewed the research process and practices to ensure full compliance with ethical standards of Walden University.

Based on the ethical standard and suggestion of Walden University's IRB, implied consent was accorded high priority throughout the conduct of this study. It was anticipated that there will be no or minimal risks level, because the participants are

working class, adults, and possess requisite level of education. To protect the participants against the aforementioned concerns, I provided detailed background information about the study and highlight its benefits. Participants' responses were also being protected as no personal information such as names, telephone number or departments of the respondents that could identify their individuality were on the questionnaire. In this study, the issue of confidentiality is mostly significant as the data on emotional intelligence is a sensitive phenomenon (Privitera, 2013). Findings of the study were presented in summary/aggregate form to protect the participating firms.

The University IRB reviewed the survey instrument, approach of data collection and procedure for recruiting the participants to ensure that the study shows high level of ethical standards. Prior and during the survey, effort was made to establish cordial relationship with the Human Resources Department of the participating companies to encourage participation. I placed my telephone number and e-mail address on the questionnaire so that participants could contact me in case they required clarification during the duration of the survey. Data collected from the participants were stored, pass worded and will be kept for a period of 5 years. No individual or group other than the researcher and University IRB will have access to the data that was collected from the participants. However, feedback will be offered to the participating companies on request; however, such request will be presented in summary form.

Threats to Validity

This study was conducted using a quantitative research design. Risks connected to internal validity are at minimum level, because the two scales used in this study have been validated. The study recruited participants from four FMCG firms in Lagos State, Nigeria. The choice of the four participating firms are considered as a strategic group, because of their size and scope of operations, nonetheless, but they offer an extensive and relatively diverse set of participants who are knowledgeable about the study variables. The researcher is of opinion that one external threat to validity will be the participant's understanding of EI and leadership performance. However, it is likely to be minimal, because the participants are envisaged to possess requisite level of education. To further lessen the above impacts, I described on the front page of the questionnaire the specific meanings of the two variables. It is hoped that this study will not be influenced by external, internal, and construct validity, consequently, findings of the study could be generalized.

Summary and Transition

In this chapter of the study, I described the study design that demonstrated how emotional intelligence is connected to and impact leadership performance in FMCG companies in Lagos State. This study involved the use of self-completed questionnaires to obtain information from participants who are employees at FMCG firms in Lagos State. EI may impact positively or negatively on leadership performance. Findings of this

study may encourage leadership to develop their emotional intelligence for improved leadership performance. In this Chapter, I discussed the research methodology and design, the role of the researcher, the participants, the study population and sampling, measure/instrumentation, data analysis tools, ethical considerations, and threats to validity. In the Chapter 4, I analyzed the results; provided discussion of the statistical analyses, hypotheses testing and findings of the study. I analyzed responses obtained from the participants using descriptive statistics, while hypotheses were tested using Pearson correlation and linear regression analysis. Chapter 5 discussed the summary of findings, discussion of results, conclusions drawn from the study, recommendations and implications of the study.

Chapter 4: Results

Introduction

The purpose of this correlational study was to investigate emotional intelligence and leadership performance in four selected FMCG companies in Lagos State. In particular, the study examined the relationship between each dimension of EI and leadership performance. This study had seven research questions and hypotheses. RQ1 was about whether there was a relationship between innovation and leadership performance. RQ2 was about whether there was a relationship between self-awareness and leadership performance. The focus of RQ3 was to assess if intuition was connected to leadership performance. RQ4 was about whether there was a relationship between self-regulation and leadership performance. RQ5 was about whether there was a relationship between motivation and leadership performance. RQ 6 was about whether empathy was connected to leadership performance. The focus of RQ7 was to evaluate whether social skills was connected to leadership performance.

This chapter covers the following aspects: (a) procedure of data collection, survey administration and response rates, (b) participants' demographics, (c) descriptive statistics for responses to scale items, (d) tests of assumptions (e) a discussion of statistical tests results using Pearson (r) correlation and linear regression analysis and (f) a summary of statistical results. This chapter presents an aggregate analysis of data

collected from participants who are employees of four selected FMCG firms in Lagos State.

Gaining an understanding of emotional intelligence and how such behavior might enable business leaders to effectively handle their emotions and that of subordinates in the workplace has been widely recognized as a basis of individual and organizational outcomes, one of which is employee and leadership performance. The above narrative formed the basis for addressing the specific problem of the study: How does emotional intelligence impact leadership performance in selected FMCG firms in Lagos State, Nigeria. This study addressed seven specific research questions and hypotheses in null and alternate form.

RQ1: Is there a statistical relationship between innovation and leadership performance in selected FMCG companies in Lagos State?

H_01: There is no statistical relationship between innovation and leadership performance in selected FMCG companies in Lagos State.

H_a1: There is a statistical relationship between innovation and leadership performance in selected FMCG companies in Lagos State.

RQ2: Is there a statistical relationship between self-awareness and leadership performance in selected FMCG companies in Lagos State?

H_02: There is no statistical relationship between self-awareness and leadership performance in selected FMCG companies in Lagos State.

H_a2: There is a statistical relationship between self-awareness and leadership performance in selected FMCG companies in Lagos State.

$RQ3$: Is there a statistical relationship between intuition and leadership performance in selected FMCG companies in Lagos State?

H_03: There is no statistical relationship between intuition and leadership performance in selected FMCG companies in Lagos State.

H_a3: There is a statistical relationship between intuition and leadership performance in selected FMCG companies in Lagos State.

$RQ4$: Is there a statistical relationship between self-regulation and leadership performance in selected FMCG companies in Lagos State?

H_04: There is no statistical relationship between self-regulation and leadership performance in selected FMCG companies in Lagos State.

H_a4: There is a statistical relationship between self-regulation and leadership performance in selected FMCG companies in Lagos State.

$RQ5$: Is there a statistical relationship between motivation and leadership performance in selected FMCG companies in Lagos State?

H_05: There is no statistical relationship between motivation and leadership performance in selected FMCG companies in Lagos State.

H_a5: There is a statistical relationship between motivation and leadership performance in selected FMCG companies in Lagos State.

RQ6: Is there a statistical relationship between empathy and leadership performance in selected FMCG companies in Lagos State?

H_06: There is no statistical relationship between empathy and leadership performance in selected FMCG companies in Lagos State.

H_a6: There is a statistical relationship between empathy and leadership performance in selected FMCG companies in Lagos State.

RQ7: Is there a statistical relationship between social skills and leadership performance in selected FMCG companies in Lagos State?

H_07: There is no statistical relationship between social skills and leadership performance in selected FMCG companies in Lagos State.

H_a7: There is a statistical relationship between social skills and leadership performance in selected FMCG companies in Lagos State.

Data Collection

I employed a correlational research design. The survey was cross sectional in nature, with one point of data collection approach gathered through online survey approach-Google Forms. No data were collected until the approval to conduct the survey was granted by the Walden IRB. After securing approval from Walden University's IRB to conduct the research on November 18, 2020, with IRB Number 11-18-20-0522871, I communicated to the four participating firms and concluded the survey arrangement with them. The Human Resources departments of the four

selected FMCG companies granted permission to conduct the survey and disseminated approval to their employees to participate in the study.

The front page of the survey provides all relevant information concerning the study and elucidated issues concerning anonymity, voluntary participation and other ethical concerns such as risk and safety concerns. Participants are to confirm their participation by clicking on icon tagged "informed consent to participate in the survey" which directed them to the survey page. Online survey- Google Forms was a good approach for conducting survey research and has become widely recognized as a major data collection approach. On the cover page of the Google Forms was the consent form, which demanded participants to read and either agree or decline the request to participate in the survey. Only respondents who clicked the "agree" icon got access to Google Forms. Opinions of participants were gathered using two research instruments adopted from previous validated studies. WPQei was adopted to measure emotional intelligence, while leadership performance scale questionnaire was used to evaluate leadership performance. In this study, 235 participants who are employees at four FMCG firms in Lagos State were surveyed.

Participants rated their leader's emotional intelligence along seven EI dimensions, consisting of innovation, self-awareness, intuition, self-regulation, motivation, empathy, and social skills and how the seven emotional intelligence dimensions independently predicted leadership performance. Participants' socio-

demographic characteristics were collected to offer a snap view of participants'

background. Data collected through Google Forms were analyzed using descriptive

statistics such as frequency, percentage, minimum and maximum value, mean and

standard deviation.

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Survey Administration and Response Rate

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Participants were recruited via Google Forms over a 6-weeks period, from

November 22, 2020 to January 4, 2021. Participants were 235 employees of four FMCG

firms in Lagos State. The Human Resources departments of the four participating firms

conveyed the approval of the survey and forwarded the link to the participants. The first

survey that was completed was the emotional intelligence questionnaire along seven

dimensions, consisting of 84 items-12 items per dimension. It was followed by the 3-item

of leadership performance scale used to measure leadership performance. The next

section of the survey was a demographic questionnaire asking participants about their

gender, age, number of years on the current job, years of working experience, and level

of educational attainment.

The online questionnaire-Google Forms measures emotional intelligence and

leadership performance and socio-demographic questions were developed offline and

uploaded on Google Forms on November 21, 2020. Out of the targeted 235 participants,

a total of 188 respondents participated in the survey. Table 2 provides a summary of the

questionnaire distribution and response rate. A total of 202 employees of the four selected

FMCG firms participated in this survey, 14 participants opened and closed the link

without responding to any of the question. From the above statistics, only 188

participants comprehensively filled and completed the survey and were usable for

statistical analysis, resulting to response rate of 93.07%.

Table 2

Questionnaire Administration and Response Rate

Sample	Frequency	Percentage
Participants available	235	100%
Number of Participants that Responded to the Survey	202	85.96%
Number of Participants that opened the survey without given a response	14	6.93%
Total Usable Response	188	93.07%

Data Editing and Screening

The initial starting point in any form of data analysis is to examine the data set for

missing data, outliers, partial and multiple responses. The aforementioned concerns were

assessed through data editing. Data editing, according to McDaniel and Gates (2005),

encompasses screening of data set to isolate multiple responses, missing and outlier data.

According to Gaskin (2012), data screening is the procedure of safeguarding that data is

clean and complete for statistical analysis and that the data is suitable, dependable and

useable for testing hypothesis. Following the procedure outlined by O'Brien (2007), data

screening was evaluated. Both visual review and other methodological screening

approaches were employed to screen the data. Saunder et al. (2009) noted that data

screening are valuable in safeguarding that the data have been correctly entered. To

guarantee proper degree of accuracy in the data entry process, the responses were saved into Excel spreadsheet and classified according to the research variables to recognize missing data, because, the likelihood of outlier is not likely in an online survey.

Missing data occurs when a participant failed to respond to some questions (Hair et al., 2010). Missing values have a substantial effect on the output of data analysis. Therefore, mistakes of missing values are potential concerns that will lead to feeding wrong data into the Microsoft Excel and SPSS software. According to Pallant (2012), outliers can impact data usability. In statistics, an outlier is data point that significantly seems to be inconsistent with the remaining data points (Osborne, 2002).

Sample Demographics

Minimal demographics information such as gender, age, year in the current working place, years of working experience, employment cadre and level of educational attainment was collected for this study. As shown in Table 3, participants were 188 employees of FMCG firms in Lagos State. There were 115 (61.2%) male and 73 (38.8%) female. Regarding their age, 9(4.8%) were between 18 and 25 years old, 138 (73.4%) were between 26 and 40 years, 30 (16%) were between 41 and 50 years and 11 (5.9%) were between 51 years and above. Regarding years in the current working place, 41 (21.8%) were less than 1 year, 73 (38.8%) were between 2 and 3 years, 22 (11.7%) were between 4 and 5 years, and 52 (27.7%) were 6 years and above.

As regard their cadre or employee status, 44 (23.4%) were junior staff, 69 (36.7%) were senior staff, and 75(39.9%) were management staff. Regarding year of experience on the job, 32 (17%) were less than 1 year, 56 (29.8%) were between 2 and 3 years, 24 (12.8%) were between 4 to5 years, and 76 (40.4%) were employed between 6years and above. Concerning their educational level, 2 (1.1%) were diploma holder or equivalent, 89 (47.3%) were university graduates or equivalent, 93(49.5%) holds a Master's degree or equivalent, 2(1.1%) holds Doctorate degree. Content analysis of those that specified "other" 2(1.1%) revealed that 1 earned postgraduate diploma, 1 hold advanced executive certificate programme.

Table 3

Descriptive Statistics of Demographic Characteristics of Respondents

Variables	Frequency	Percentage (%)
Gender		
Male	118	61.2
Female	73	38.8
Age Group		
18 – 25 years	9	4.8
26 – 40 years	138	73.4
41 – 50 years	30	16.0
51 years and above	11	5.9
Years on the Job		
Less than 1 year	41	21.8
2 – 3 years	73	38.8
4 – 5 years	22	11.7
6 years and above	76	40.4
Cadre of Employment		
Junior staff	44	23.4
Senior staff	69	36.7
Management staff	75	39.9

Year of work experience		
Less than 1 year	32	17.0
2 – 3 years	56	29.8
4 – 5 years	24	12.8
6 years and above	76	40.4
Educational Qualification		
Diploma or equivalent	2	1.1
Bachelor's Degree or equivalent	89	47.3
M.Sc./MBA or equivalent	93	49.5
Doctorate Degree	2	1.1
Others	2	1.1

Descriptive Statistics for Responses to Scale Items

Descriptive statistics are usually examined to simplify the data. According to

Pallant (2013), descriptive statistics include the mean, standard deviation, range of scores,

Skewness, and Kurtosis (Pallant, 2012). The Skewness value offers a sign of the

symmetry of the distribution and Kurtosis signifies evidence about the peak of data

spreading (Pallant, 2012). The descriptive statistical estimation of the independent

variable- EI and its dimensions and the dependent variable- leadership performance are

presented in this section. This section also highlights the minimum (Min) and maximum

(Max) value. The mean (M) of the data provides information connected to the central

tendency of the data, while the standard deviation (SD) offers information regarding the

variability of the data (Field, 2014).

Table 4

Descriptive Statistics for Scale Response Scale Items of Innovation Dimension

	Min	Max	M	SD
I have been willing to take a gamble	1	4	3.47	.313
I have done things by the book	1	4	3.01	.516
I have generated novel ideas about how to do things differently	0	4	2.80	.955
I have left others to argue for change	1	4	3.47	.393
I have adapted quickly to change	1	4	3.47	.089
I have shied away from taking risks	1	4	3.01	.459
I have shown a flair for working on innovative projects	1	4	3.47	.055
I have preferred stability and continuity to frequent change	1	4	3.01	.205
I have looked for fresh ideas from a wide variety of sources	1	4	3.47	.118
I have been reluctant to challenge the status quo	1	4	3.47	.222
I have invented new ways of doing things	0	4	2.75	.185
I have avoided challenging rules and procedures	1	4	3.47	.168
Overall mean and Standard deviation			3.24	.436

As shown in Table 4, 12 items were used to produce one continuous variable for innovation dimension of emotional intelligence. The range of the scores for innovation are 0 to 4, with M = 2.75 to 3.47 and SD =.598 to .911 with overall mean and standard deviation of 3.24 and .436 respectively.

Table 5

Descriptive Statistics for Scale Response Scale Items of self-awareness

	Min	Max	M	SD
I have looked for evidence to support my hunches	1	4	2.98	.939
I have been afraid of trusting my instincts	0	4	1.09	1.083
I have sensed when something was wrong	1	4	2.98	.843
I have tended to ignore my gut feelings	1	4	3.47	.598
I have relied on whether a decision felt right	1	4	2.98	.939
I have been unaware of what was going on around me	1	4	3.47	.598
I have made quick decisions intuitively	1	4	2.98	.939
I have been afraid of letting my emotions guide me	0	4	1.92	1.192
I have sensed how other people felt	1	4	3.04	.807

I have failed to spot potential trouble	1	4	3.47	.598
I have trusted my sixth sense	0	4	2.93	.902
I have made decisions ignoring what my heart was telling me	1	4	1.66	1.156
Overall mean and Standard deviation			2.75	.386

As shown in Table 5, 12 items were used to produce one continuous variable for

self-awareness dimension of EI. The range of the scores for self-awareness are 0 to 4,

with M = 1.09 to 3.47 and SD =.598 to 1.192, with overall mean and standard deviation

of 2.76 and .386 respectively.

Table 6

Descriptive Statistics for Scale Response Scale Items of intuition

	Min	Max	M	SD
I have had a sense of humor about myself	1	4	3.01	.902
I have hesitated to ask for feedback	1	4	3.47	.598
I have taken time to reflect and introspect	1	4	2.98	.939
I have been blind to my problem areas	1	4	3.47	.598
I have worked with someone else whose strength I lacked	1	4	2.98	.939
I have found it hard to admit personal failings	1	4	3.47	.598
I have tried to be receptive to honest, direct messages	1	4	3.47	.598
I have been reluctant to ask for advice	1	4	2.98	.939
I have examined my strengths and weaknesses	0	4	2.99	.953
I have been afraid of seeming inept	1	4	3.47	.598
I have known what I needed to improve to increase my performance	0	4	2.98	.871
I have lacked confidence in my abilities	1	4	3.47	.598
Overall mean and Standard deviation			3.23	.395

As shown in Table 6, 12 items were used to produce one continuous variable for

intuition dimension of EI. The range of the scores for intuition are 0 to 4, with M = 2.98

to 3.47 and SD =.598 to .953, with overall mean and standard deviation of 3.23 and .395

respectively.

Table 7

Descriptive Statistics for Scale Response Scale Items of self-regulation

	Min	Max	M	SD
I have confronted bias and intolerance	0	4	2.60	1.027
I have gone ballistic when people have let me down	1	4	3.47	.598
I have taken setbacks in my stride	1	4	2.98	.939
I have got irritated easily	1	4	3.47	.598
I have recovered quickly from stress	1	4	2.98	.939
I have experienced a lot of highs and lows	0	4	2.66	1.039
I have worked things out by talking	0	4	2.74	.975
I have been oblivious to how my emotions were affecting me	1	4	3.47	.598
I have dealt with difficult situations calmly	1	4	2.98	.939
I have been reluctant to acknowledge my feelings and emotions	0	4	1.67	1.236
I have been prepared to stand out in disagreement to defend my views	1	4	3.47	.598
I have taken out my frustrations on other people	1	4	3.47	.598
Overall mean and Standard deviation			3.00	.372

As shown in Table 7, 12 items were used to produce one continuous variable for

self-regulation dimension of EI. The range of the scores for self-regulation are 0 to 4,

with M = 1.67 to 3.47 and SD =.598 to 1.236, with overall mean and standard deviation

of 3.00 and .372 respectively.

Table 8

Descriptive Statistics for Scale Response Scale Items of Motivation

	Min	Max	M	SD
I have made personal sacrifices	1	4	3.21	.864
I have done just enough work to get by	2	4	3.48	.561
I have been an example to others	1	4	3.14	.875
I have felt that my life was a rat race	2	4	3.48	.561
I have tried to make work fun	1	4	3.04	.849
I have felt that I was not making a difference	1	4	3.47	.580
I have set challenging goals for myself	1	4	3.03	.858
I have needed to be pushed to get started	1	4	3.47	.580
I have demanded a very high standard	1	4	3.05	.829

	Min	Max	M	SD
I have found it difficult to get down to work	2	4	3.48	.561
I have got things done	1	4	3.37	.692
I have felt little control over what was happening to me	2	4	3.48	.561
Overall mean and Standard deviation			3.31	.376

As shown in Table 8, 12 items were used to produce one continuous variable for

motivation dimension of EI. The range of the scores for motivation are 1 to 4, with M =

3.03 to 3.48 and SD =.561 to .875, with overall mean and standard deviation of 3.31 and

.376 respectively.

Table 9

Descriptive Statistics for Scale Response Scale Items of Empathy

	Min	Max	M	SD
I have understood people's needs and concerns	1	4	3.16	.787
I have been unable to find the time to listen	1	4	3.47	.598
I have let people know that I was available to help out	1	4	2.99	.931
I have neglected other people's feelings	1	4	3.47	.598
I have shared the credit for my successes	1	4	3.01	.916
I have wanted to be left alone	1	4	3.47	.598
I have sensed people's feelings and perspectives	1	4	3.47	.598
I have felt embarrassed when people expressed their feelings	1	4	3.01	.916
I have gone out of my way to help people	0	4	3.21	.910
I have been insensitive to other people's problems	1	4	3.47	.598
I have shown a genuine interest in people	0	4	3.16	.875
I have been reluctant to get involved in other people's problems	1	4	3.47	.598
Overall mean and Standard deviation			3.28	.411

As shown in Table 9, 12 items were used to produce one continuous variable for

empathy dimension of EI. The range of the scores for empathy are 0 to 4, with M = 2.99

to 3.47 and SD =.598 to .931, with overall mean and standard deviation of 3.28 and .411

respectively.

Table 10

Descriptive Statistics for Scale Response Scale Items of Social skills

	Min	Max	M	SD
I have been extrovert and outgoing	0	4	2.13	1.227
I have preferred to do things by myself	0	4	2.64	1.126
I have encouraged debate and open discussion	0	4	2.80	.958
I have avoided drawing attention to myself	1	4	3.47	.598
I have been prepared to speak up and point out problems	1	4	3.47	.598
I have revealed little about myself	1	4	2.98	.939
I have developed close friendships among work associates	1	4	3.47	.598
I have avoided public speaking	1	4	2.98	.939
I have spent a good deal of time building relationships	1	4	3.47	.598
I have tended to wait for others to lead the way	1	4	2.98	.939
I have tried to arouse enthusiasm in people	0	4	2.93	.584
I have found it a struggle to talk to people I don't know	1	4	3.47	.598
Overall mean and Standard deviation			3.07	.393

As shown in Table 10, 12 items were used to produce one continuous variable for

social skills dimension of emotional intelligence. The range of the scores for social skills

are 0 to 4, with M = 2.13 to 3.47 and SD =.598 to 1.227, with overall mean and standard

deviation of 3.07 and .393 respectively.

Table 11

Descriptive Statistics for Scale Response Scale Items of Leadership performance

	Min	Max	M	SD
How would you rate this person's performance in his/her present job	1	5	4.22	.821
Where would you place this person as a leader compared to other leaders inside and outside your organization	1	5	4.15	.867
What is the likelihood that this person will derail (i.e. plateau, be demoted, or fired) in the next five years as a result of his/her actions or behaviors as a manager	1	5	3.26	1.219
Overall mean and Standard deviation			3.88	.708

As shown in Table 11, 3 items were used to produce one continuous variable for

leadership performance. The range of the scores for leadership performance are 1 to 5,

with M = 3.26 to 4.22 and SD =.821 to 1.219, with overall mean and standard deviation

of 3.88 and .708 respectively.

Table 12

Descriptive Statistics of emotional intelligence dimensions, emotional intelligence and Leadership performance

	Mean Value	Standard deviation
Innovation	2.13	1.227
Self-awareness	2.64	1.126
Intuition	2.80	.958
Self-regulation	3.47	.598
Motivation	3.47	.598
Empathy	2.98	.939
Social skills	3.47	.598
Emotional Intelligence	2.98	.939
Leadership performance	3.47	.598

From Table 12, the mean score for the seven dimensions of emotional intelligence

range from (2.13 to 3.47) and standard deviation from (.598 to 1.227), the leadership

ranked higher in self-regulation, motivation and social skills (M=3.47). The lowest

dimension in term of ranking is innovation (M=2.13). Above statistics also shows that

participants agreed that leadership of the four FMCGs demonstrated more of self-

regulation, motivation and social skills compare to other emotional intelligence

dimensions.

Test of Assumptions

Multivariate analysis is based on some assumptions to ensure realistic and feasible inferences of their output (Tabachnick & Fidell, 1996). When all or any of these assumptions are not satisfactorily met, the results of data analysis fail applicability test, and become rather misrepresentative. According to Hair et al., (2010), data analysis that set off from the assumptions of normality, homoscedasticity, linearity and multicollinearity tend to lessen the correlation between variables. Therefore, before conducting regression analysis, the assumptions of regression were mandatory to be evaluated and proved to be correct. Firstly, the independent variable(s) were necessary to be dichotomous or quantitative, and the dependent variable(s) were required to be quantitative. Secondly, the association examined was anticipated to be linear, so the mean values of the outcome had to lie along a straight line at each variation or increase of adjustment in the independent variable. Thirdly, the data should be evaluated for independence of errors. Fourthly, the homoscedasticity of residuals should be assessed and established. Fifthly, the data should be examined for the absence of multicollinearity. Consequently, if any assumptions of regression were not met, additional statistical testing techniques may be necessary. Data that are used in this research have been examined for conformity with all the aforementioned assumptions. The details are discussed below.

Linearity or Linear relationship

Linearity of the data set is a vital assumption in multivariate data analysis

procedures (Hair et al., 2010). Nonlinear relationships could under estimate the strength

of relationships among variables of interest (Field, 2014; Tabachnick & Fidell, 1996).

Therefore, based on linearity of regression, the association between the independent and

dependent variable is anticipated to be linear with absence of significant outliers (Field,

2014). Scatter plots and residual plots of the variables were run to recognize any

nonlinear characteristics. There were no nonlinear relationships as indicated in the scatter

plots and residual plots depicted in Figure 1 to Figure 14.

Figure 1

Linear relationship assumption-Innovation and Leadership performance
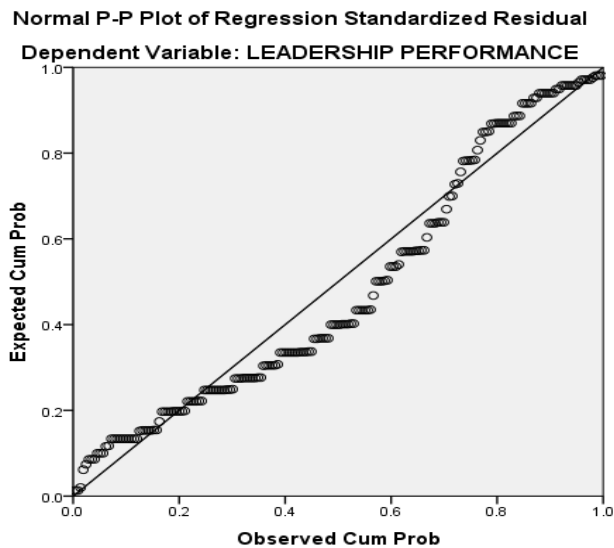
Figure 2

Linear relationship assumption-Innovation and Leadership performance

Scatterplot
Dependent Variable: LEADERSHIP PERFORMANCE
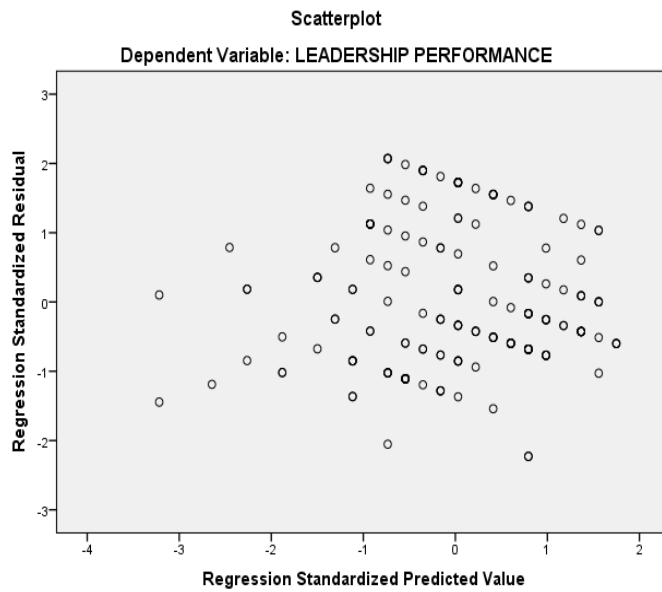
Figure 3

Linear relationship assumption-self-awareness and Leadership performance

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: LEADERSHIP PERFORMANCE
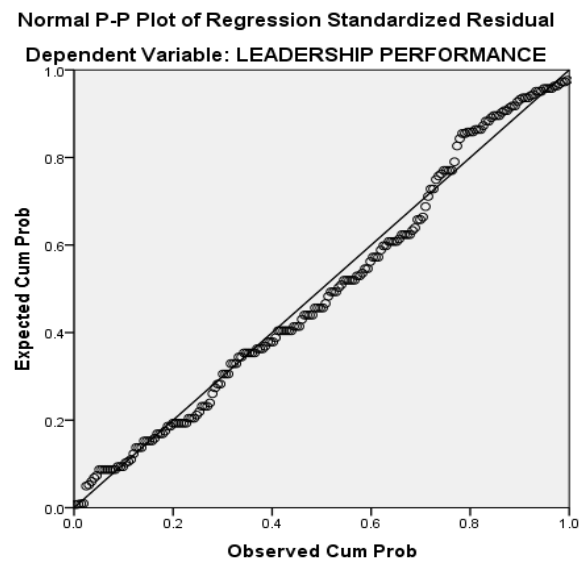
Figure 4

Linear relationship assumption-self-awareness and Leadership performance

Scatterplot
Dependent Variable: LEADERSHIP PERFORMANCE
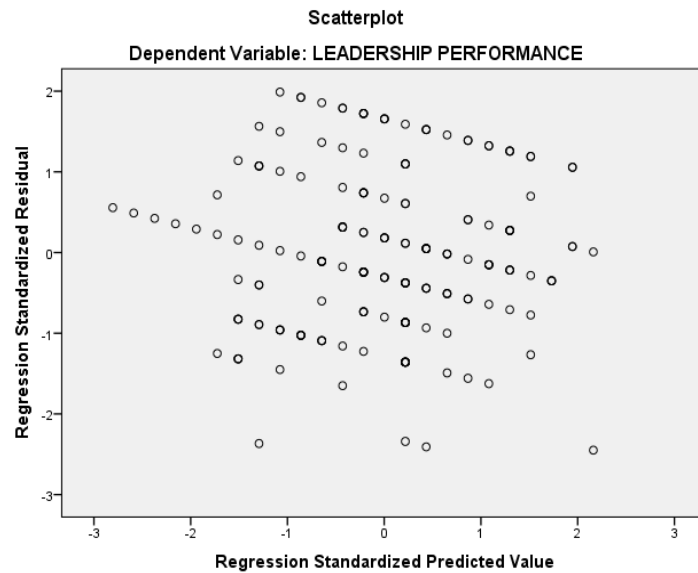
Figure 5

Linear relationship assumption-self-regulation and Leadership performance

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: LEADERSHIP PERFORMANCE
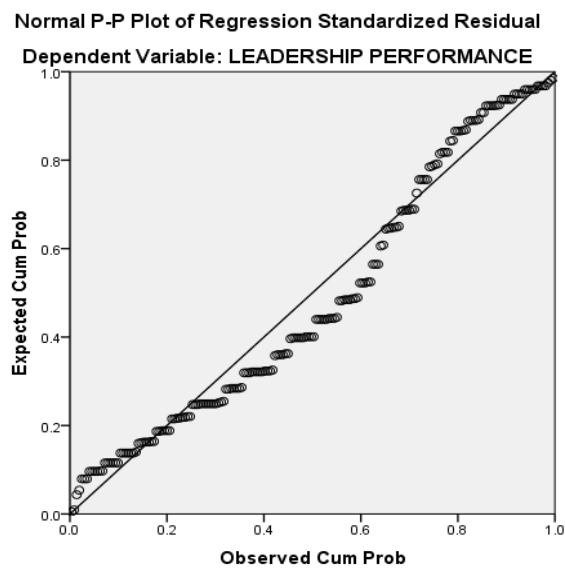
Figure 6

Linear relationship assumption-self-regulation and Leadership performance

Scatterplot
Dependent Variable: LEADERSHIP PERFORMANCE
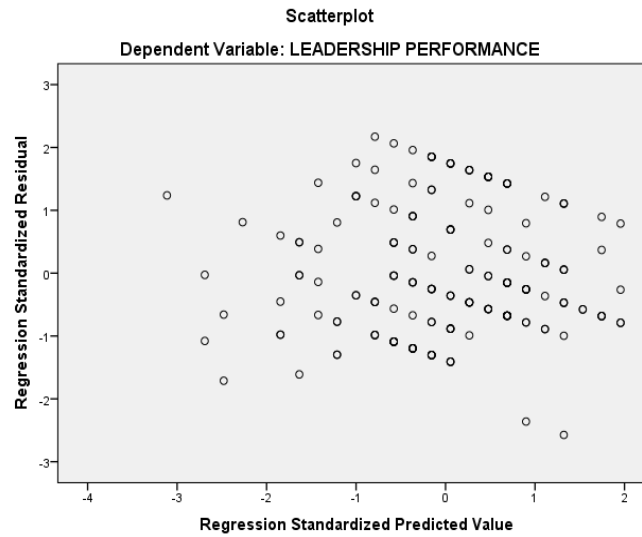
Figure 7

Linear relationship assumption-Empathy and Leadership performance

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: LEADERSHIP PERFORMANCE
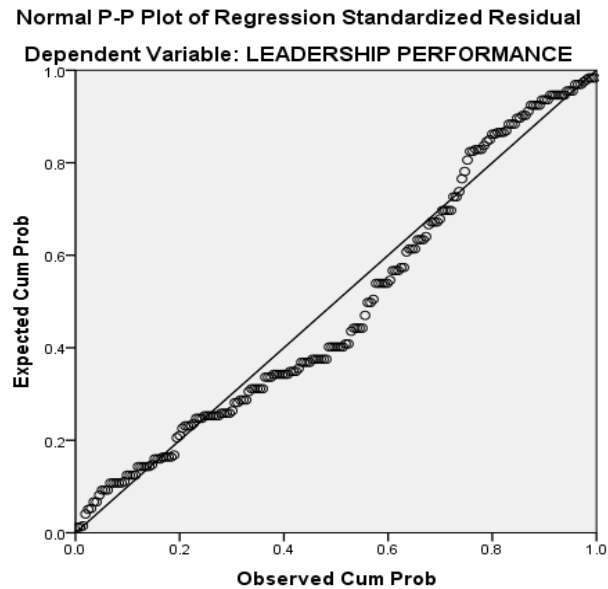
Figure 8

Linear relationship assumption-Empathy and Leadership performance

Scatterplot
Dependent Variable: LEADERSHIP PERFORMANCE
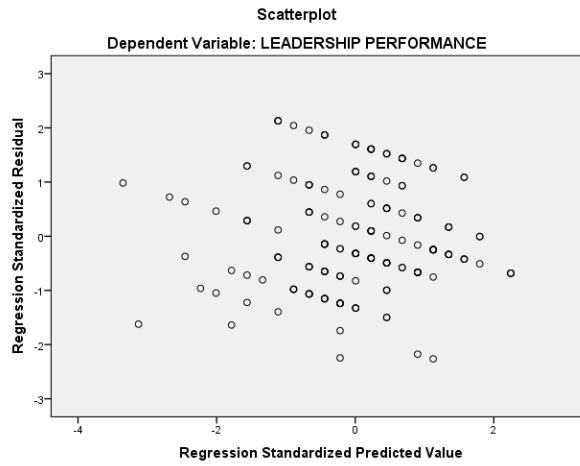
Figure 9

Linear relationship assumption-Intuition and Leadership performance

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: LEADERSHIP PERFORMANCE
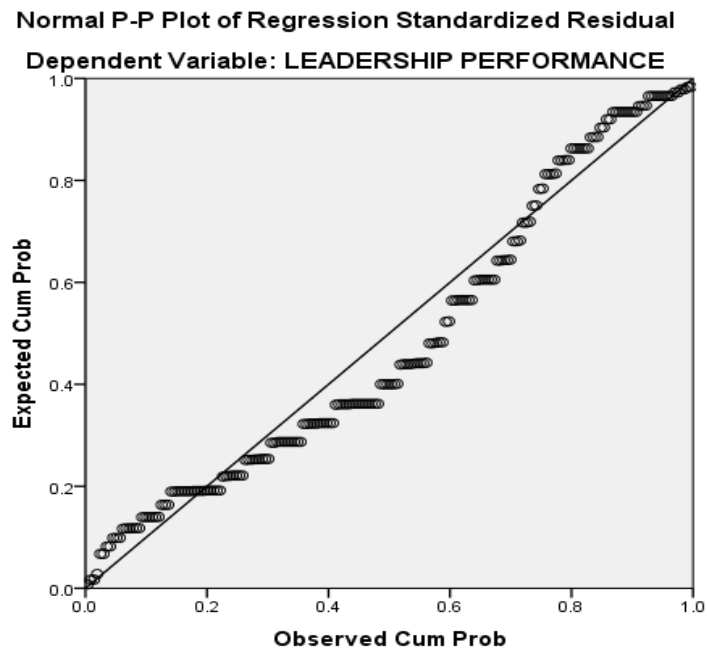
Figure 10

Linear relationship assumption-Intuition and Leadership performance

Scatterplot
Dependent Variable: LEADERSHIP PERFORMANCE
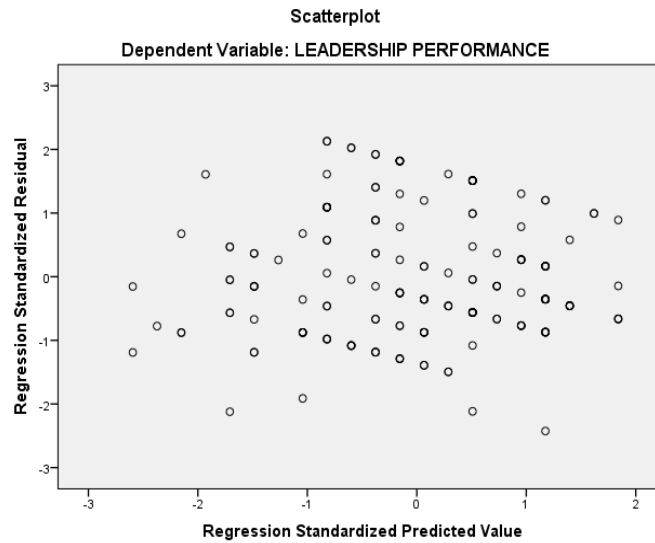
Figure 11

Linear relationship assumption-Motivation and Leadership performance

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: LEADERSHIP PERFORMANCE
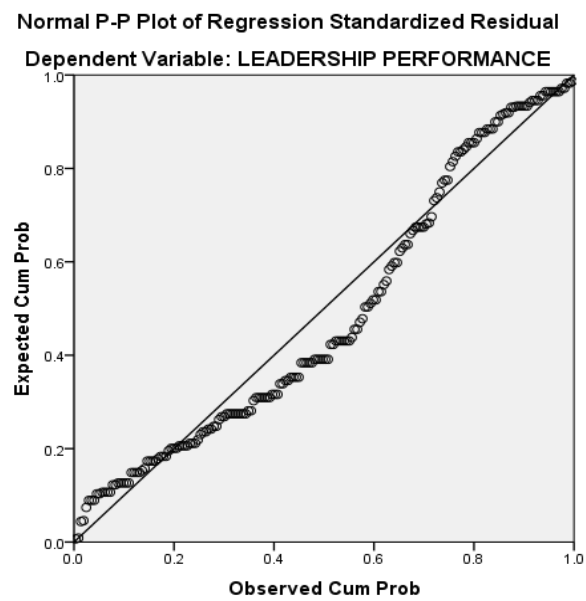
Figure 12

Linear relationship assumption-Motivation and Leadership performance

Scatterplot
Dependent Variable: LEADERSHIP PERFORMANCE
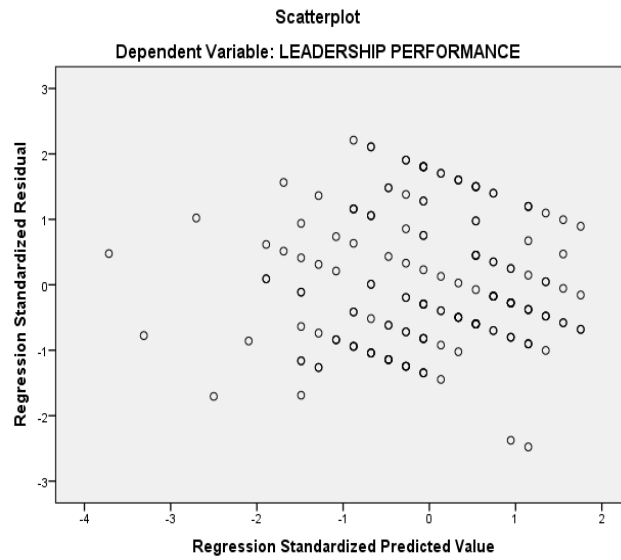
Figure 13

Linear relationship assumption-Social skills and Leadership performance

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: LEADERSHIP PERFORMANCE
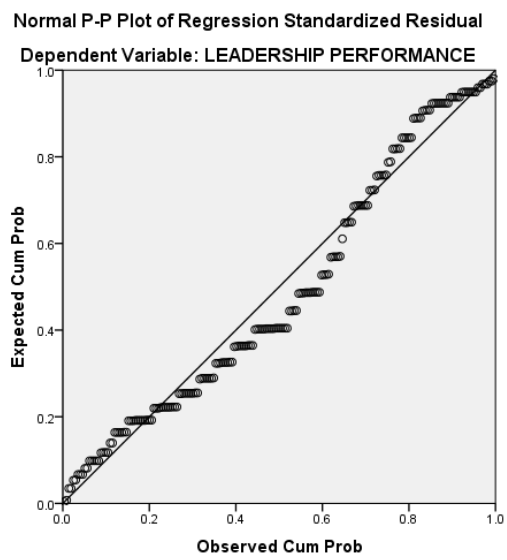
Figure 14

Linear relationship assumption-Social skills and Leadership performance

Scatterplot
Dependent Variable: LEADERSHIP PERFORMANCE
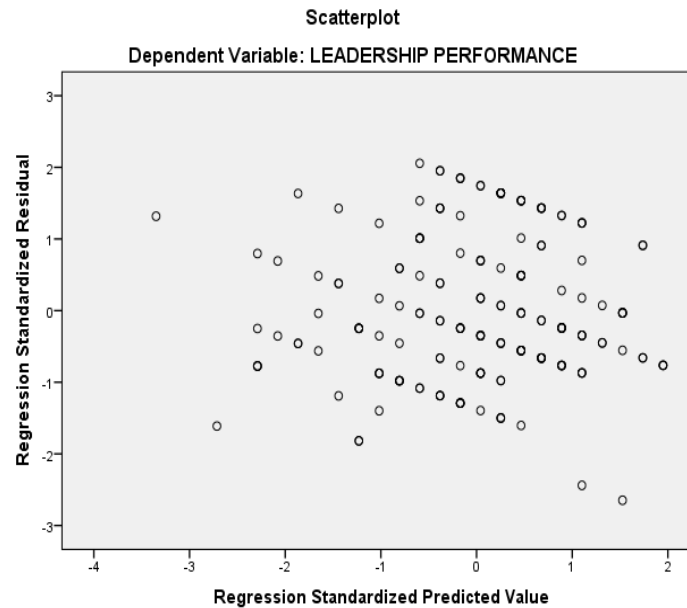
Homoscedasticity

Homoscedasticity of data were evaluated on a univariate basis by matching the variance of metric variable across levels of non-metric variables. The assumption of homoscedasticity specifies that the variance of the residuals should be constant (Pallant, 2012). To examine if this assumption had not been violated, a plot of the standardized residuals against the standardized predicted values was examined using histogram and Normal QQ plot. If the graph looked like a funnel, then, heteroscedasticity, or uneven variances, might have been present. If the points looked randomly and evenly spread throughout the plot, then the notion of homoscedasticity had been met. Based on Figures

15 and 16, the supposition of homoscedasticity of residuals had been met, which was suggestive of the residuals being consistently spread across the predicted values. Thus, the analysis of heteroscedasticities was deemed dismissed in the context of this study.

Figure 15

Homoscedasticity of residual –Histogram
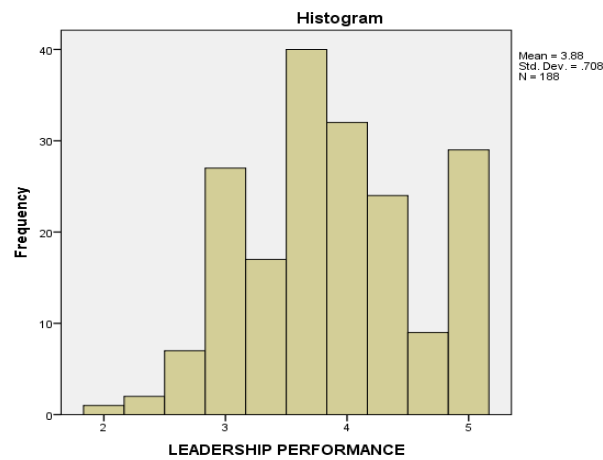
Figure 16

Homoscedasticity of residual –Normal QQ Plot
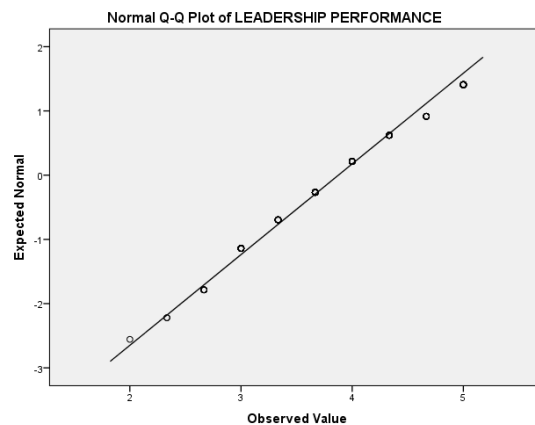
Multicollinearity

Multicollinearity arises when there is a perfect linear association between two or more independent variables (Field, 2014). Presence of multicollinearity with some variables in a research model tends to bloat the standard errors and it undesirably impacts statistical tests of significance resulting to validity complications ((Hair et al, 2010). Multicollinearity of data was evaluated based on two standards, namely Tolerance Statistics and Variance Inflation Factor (VIF). The circumstances of tests are that if the largest VIF is greater than 10 there is reason for concern and if the average VIF is considerably larger than 1, then the regression model may be prejudiced (Bowerman & O' Connell, 1990). Tolerance value below 0.1 specifies a severe concern and Tolerance below 0.2 points toward a potential challenge (Menard, 1995). Based on the results of data analysis, both VIF and Tolerance values are within the acceptable values, which suggest that data is free of the multicollinearity concern.

Normality

Normality is one of the most fundamental assumptions of multivariate analysis of data (Sekaran & Bougie, 2011). If a data set indicates a considerably large variation from the normal distribution, the subsequent statistical tests will be worthless and void (Field, 2014). Normality of data was examined using the Z values of Skewness and Kurtosis, in addition to employing the results of the Kolmogorov-Smirnow and Shapiro-Wilk tests. In a regression model, the residuals in the model are random and normally spread.

Therefore, if the errors in the model are normally distributed, the dissimilarities between the actual model and the observed data are zero or close to zero (Pallant, 2012). As depicted in Tables 13 and Table 14, conformity to normality based on Skewness and Kurtosis were considered satisfactory.

Table 13

Test of Normality: Skewness and Kurtosis

Descriptive	Skewness	Kurtosis	Standard Error
Leadership performance	.007	.699	.177/.363

Table 14

Test of Normality: Kolmogorov-Smirnov and Shapiro-Wilk

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Turnover intention	.116	188	.000	.947	188	.000

Research Questions and Testing of Hypotheses

Following the assessment of the assumptions of multivariate analysis, I conducted Pearson correlation and linear regression analysis to test the hypotheses and answer the research questions. The seven hypotheses were tested using Pearson correlation and linear regression analysis.

Correlation analysis

To evaluate whether significant relationships were evident among the emotional

intelligence dimensions and leadership performance, Pearson correlation analysis was

conducted. According to Pallant (2012), correlation analysis evaluates the degree and

direction of association between the independent and dependent variables. In correlation

analysis, the p-value signifies the level and nature of relationship (positive or negative)

between the predictor and criterion variables. In most correlational research, the degree of

correlation was categorized into three: low (.01), medium (.03), and high (.05). Table 16

below shows the output of correlational analysis among the emotional intelligence

dimensions.

Table 15

Correlations Matrix of Emotional Intelligence Dimensions

Variables	1	2	3	4	5	6
Innovation	1					
Self-awareness	.599**	1				
Intuition	.880**	.652**	1			
Self-regulation	.803**	.685**	.848**	1		
Motivation	.909**	.589**	.886**	.803**	1	
Empathy	.901**	.572**	.882**	.801**	.913**	1
Social skills	.821**	.654**	.867**	.832**	.842**	.839**

**Significant at the .05 and .01 level

The results in Table 15 depict the relationship among the seven dimensions of the

independent variable- EI consisting of innovation, self-awareness, intuition, self-

regulation, motivation, empathy and social skills. As depicted in Table 15 inter-correlations among the seven dimensions revealed moderate and significant positive and statistically significant correlations. Specifically, innovation and self-awareness ($r=.599^{**}$, $p<0.01$), innovation and intuition ($r=.880^{**}$, $p<0.01$), innovation and self-regulation ($r=.803$, $p<0.01$), innovation and motivation ($r=.909$, $p<0.01$), innovation and empathy ($r=.901$, $p<0.01$), and innovation and social skills ($r=.821$, $p<0.01$). Table 15 revealed that self-awareness exhibited relationship with other dimensions as: self-awareness and intuition ($r=.652$, $p<0.01$), self-awareness and self-regulation ($r=.685$, $p<0.01$), self-awareness and motivation ($r=.589$, $p<0.01$), self-awareness and empathy ($r=.572$, $p<0.01$), self-awareness and social skills ($r=.654$, $p<0.01$). From Table 15, intuition exhibited relationship with other dimensions as: intuition and self-regulation ($r=.848$, $p<0.01$), intuition and motivation ($r=.886$, $p<0.01$), intuition and empathy ($r=.882$, $p<0.01$), and intuition and social skills ($r=.867$, $p<0.01$). Table 15, also shows that self-regulation exhibited relationship with other dimensions as: self-regulation and motivation ($r=.803$, $p<0.01$), self-regulation and empathy ($r=.801$, $p<0.01$), and self-regulation and social skills ($r=.832$, $p<0.01$). As depicts in Table 15, motivation exhibited relationship with other dimensions as: motivation and empathy ($r=.913$, $p<0.01$), and motivation and social skills ($r=.842$, $p<0.01$). From Table 15, empathy exhibited relationship with social skills ($r=.830$, $p<0.01$).

Linear Regression Analysis

The seven hypotheses were tested using linear regression analysis. The independent variables are the emotional intelligence consisting of seven dimensions. The dependent variable is leadership performance. The use of linear regression analysis is beneficial because the independent variables are independent and each of the independent variable (emotional intelligence dimensions) is assessed based on how it is associated and predicted the dependent variable (Field, 2014; Pallant, 2012). Compare to multiple linear regression or hierarchical regression analysis, linear regression analysis does not pose complication because it does not involve introducing too many predictors as a block that could result to decline of the power of the independent variable (Field, 2014).

RQ1 and Hypothesis

RQ1: Is there a statistical relationship between innovation and leadership performance in selected FMCG companies in Lagos State?

Table 16

Correlational Analysis of innovation and leadership performance

Variables	Beta	P-value
Innovation	1	
Leadership performance	. .413**	.000

**Significant at the .05 and .01 level

Table 16 depicts the relationship between innovation and leadership performance.

The correlational matrix indicated that innovation exhibited moderate positive significant

relationship with leadership performance ($r = .413$, $p < 0.01$). I then conducted linear

regression analysis to further examine prediction of innovation on leadership

performance.

Table 17

Regression Model of innovation and leadership performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates	
	.413	.171	.166	.647	
ANOVA	Sum of Square	Df	Mean Square	F	Sig.
Regression	18.006	1	16.006	38.285	.000
Residual	77.764	186	.418		
Total	93.771	187			
Coefficient	Unstandardized Co-efficient		Standardized Coefficient		
	B	Std. Error	B	t	Sig.
Intercept	1.706	.354		4.816	.000
Leadership performance	.671	.108	.413	6.187	.000

As presented in Table 17, the regression model confirms the following

statistics R= .413, p=.000, adjusted R^2 = .166 and R^2=17.1%. The coefficient of

determination showed that 17% of the variance in leadership performance is explained

by innovation dimension of emotional intelligence. The ANOVA sub-analysis also

shows that innovation predicted leadership performance (F=38.285, p=.000). The

Coefficient statistics in Table 17, shows that innovation dimension of emotional

intelligence significantly predicted the model- (β=.413, t=6.187, p =.000). To answer

RQ1, innovation is significantly related to and predicted leadership performance.

RQ2 and Hypothesis

RQ2: Is there a statistical relationship between self-awareness and leadership

performance in selected FMCG companies in Lagos State?

Table 18

Correlational Analysis of self-awareness and leadership performance

Variables	Beta	P-value
Self-regulation	1	
Leadership performance	. 295**	.000

**Significant at the .05 and .01 level

Table 18 depicts the relationship between self-awareness and leadership

performance. The correlational matrix indicated that self-awareness exhibited low

positive significant relationship with leadership performance ($r = .295$, $p < 0.01$). I then

conducted linear regression analysis to further examine prediction of self-awareness on

leadership performance.

Table 19

Regression Model of self-awareness and leadership performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates	
	.295	.087	.082	.678	
ANOVA	Sum of Square	Df	Mean Square	F	Sig.
Regression	8.176	1	8.176	17.770	.000
Residual	85.593	186	.460		
Total	93.771	187			
Coefficient	Unstandardized Co-efficient		Standardized Coefficient		
	B	Std. Error	B	t	Sig.
Intercept	2.386	.357		6.687	.000
Leadership performance	.542	.129	.295	4.125	.000

As presented in Table 19, the regression model confirms the following statistics R= .295, p=.000, adjusted R^2 = .082 and R^2=8.7%. The coefficient of determination showed that 8.7% of the variance in leadership performance is explained by self-awareness dimension of emotional intelligence. The ANOVA sub-analysis also shows that self-awareness predicted leadership performance (F=17.770, p=.000). The Coefficient statistics in Table 19, shows that self-awareness = dimension of emotional intelligence- significantly predicted the model- (β=.295, t=4.215, p =.000). To answer RQ2, self-awareness is significantly related to and predicted leadership performance.

RQ3 and Hypothesis

RQ3: Is there a statistical relationship between intuition and leadership

performance in selected FMCG companies in Lagos State?

Table 20

Correlational Analysis of intuition and leadership performance

Variables	Beta	P-value
Intuition	1	
Leadership performance	. .451**	.000

**Significant at the .05 and .01 level

Table 20 depicts the relationship between intuition and leadership performance.

The correlational matrix indicated that intuition exhibited moderate positive significant

relationship with leadership performance ($r = .451$, $p <0.01$). I then conducted linear

regression analysis to further examine prediction of intuition on leadership performance.

Table 21

Regression Model of intuition and leadership performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates	
	.451	.203	.199	.634	
ANOVA	Sum of Square	Df	Mean Square	F	Sig.
Regression	19.048	1	19.048	47.415	.000
Residual	74.723	186	.402		
Total	93.771	187			
Coefficient	Unstandardized Co-efficient		Standardized Coefficient		

	B	Std. Error	B	t	Sig.
Intercept	1.265	.382		3.310	.001
Leadership performance	.809	.117	.451	6.886	.000

As presented in Table 21, the regression model confirms the following statistics

R= .451, p=.000, adjusted R^2 = .199 and R^2=20.3%. The coefficient of determination

showed that 23% of the variance in leadership performance is explained by intuition

dimension of emotional intelligence. The ANOVA sub-analysis also shows that intuition

predicted leadership performance (F=47.415, p=.000). The Coefficient statistics in Table

21, shows that intuition dimension of emotional intelligence significantly predicted the

model- (β=.451, t=6.886, p =.000). To answer RQ3, intuition is significantly related to

and predicted leadership performance.

RQ4 and Hypothesis

RQ4: Is there a statistical relationship between self-regulation and leadership

performance in selected FMCG companies in Lagos State?

Table 22

Correlational Analysis of self-regulation and leadership performance

Variables	Beta	P-value
Self-regulation	1	
Leadership performance	. .362**	.000

**Significant at the .05 and .01 level

Table 22 depicts the relationship between self-regulation and leadership performance. The correlational matrix indicated that self-regulation exhibited moderate positive significant relationship with leadership performance ($r = .362$, $p < 0.01$). I then conducted linear regression analysis to further examine prediction of self-regulation on leadership performance.

Table 23

Regression Model of self-regulation and leadership performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates	
	.362	.131	.127	.662	
ANOVA	Sum of Square	Df	Mean Square	F	Sig.
Regression	12.312	1	12.312	28.112	.000
Residual	81.459	186	.438		
Total	93.771	187			
Coefficient	Unstandardized Co-efficient		Standardized Coefficient		
	B	Std. Error	B	t	Sig.
Intercept	1.810	.393		4.610	.000
Leadership performance	.689	.130	.362	6.302	.000

As presented in Table 23, the regression model confirms the following statistics R= .362, p=.000, adjusted R^2 = .127 and R^2=36.2%. The coefficient of determination showed that 36% of the variance in leadership performance is explained by self-regulation dimension of emotional intelligence. The ANOVA sub-analysis also shows that self-regulation predicted leadership performance (F=28.112, p=.000). The

Coefficient statistics in Table 23, shows that self-regulation dimension of emotional intelligence significantly predicted the model- (β=.362, t=6.302, p =.000). To answer RQ4, self-regulation is significantly related to and predicted leadership performance.

RQ5 and Hypothesis

RQ5: Is there a statistical relationship between motivation and leadership performance in selected FMCG companies in Lagos State?

Table 24

Correlational Analysis of motivation and leadership performance

Variables	Beta	P-value
Motivation	1	
Leadership performance	. .423**	.000

**Significant at the .05 and .01 level

Table 24 depicts the relationship between motivation and leadership performance. The correlational matrix indicated that motivation exhibited moderate positive significant relationship with leadership performance ($r = .423$, $p <0.01$). I then conducted linear regression analysis to further examine prediction of motivation on leadership performance.

Table 25

Regression Model of motivation and leadership performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates	
	.423	.179	.174	.644	
ANOVA	Sum of Square	Df	Mean Square	F	Sig.
Regression	18.748	1	16.748	40.444	.000
Residual	77.023	186	.414		
Total	93.771	187			
Coefficient	Unstandardized Co-efficient		Standardized Coefficient		
	B	Std. Error	B	t	Sig.
Intercept	1.241	.417		2.977	.003
Leadership performance	.796	.125	.423	6.360	.000

As presented in Table 25, the regression model confirms the following statistics
R= .423, p=.000, adjusted R^2 = .174 and R^2=17.9%. The coefficient of determination
showed that 18% of the variance in leadership performance is explained by motivation
dimension of emotional intelligence. The ANOVA sub-analysis also shows that
motivation predicted leadership performance (F=40.444, p=.000). The Coefficient
statistics in Table 25, shows that motivation dimension of emotional intelligence
significantly predicted the model- (β=.423, t=6.360, p =.000). To answer RQ5,
motivation is significantly related to and predicted leadership performance.

RQ6 and Hypothesis

RQ6: Is there a statistical relationship between empathy and leadership

performance in selected FMCGs companies in Lagos State?

Table 26

Correlational Analysis of empathy and leadership performance

Variables	Beta	P-value
Empathy	1	
Leadership performance	. .448**	.000

**Significant at the .05 and .01 level

Table 26 depicts the relationship between empathy and leadership performance.

The correlational matrix indicated that empathy exhibited moderate positive significant

relationship with leadership performance ($r = .448$, $p < 0.01$). I then conducted linear

regression analysis to further examine prediction of empathy on leadership performance.

Table 27

Regression Model of Empathy and leadership performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates	
	.448	.200	.196	.635	
ANOVA	Sum of Square	Df	Mean Square	F	Sig.
Regression	18.800	1	18.800	46.643	.000
Residual	74.970	186	.403		
Total	93.771	187			
Coefficient	Unstandardized Co-efficient		Standardized Coefficient		

	B	Std. Error	B	t	Sig.
Intercept	1.348	.373		3.615	.000
Leadership performance	.771	.113	.448	6.830	.000

As presented in Table 27, the regression model confirms the following statistics

R= .448, p=.000, adjusted R^2 = .196 and R^2=20.0%. The coefficient of determination

showed that 20% of the variance in leadership performance is explained by empathy

dimension of emotional intelligence. The ANOVA sub-analysis also shows that empathy

predicted leadership performance (F=46.643, p=.000). The Coefficient statistics in Table

27, shows that empathy dimension of emotional intelligence significantly predicted the

model- (β=.448, t=6.830, p =.000). To answer RQ6, empathy is significantly related to

and predicted leadership performance.

RQ7 and Hypothesis

RQ7: Is there a statistical relationship between social skills and leadership

performance in selected FMCG companies in Lagos State?

Table 28

Correlational Analysis of social skills and leadership performance

Variables	Beta	P-value
Social skills	1	
Leadership performance	. .442**	.000

**Significant at the .05 and .01 level

Table 28 depicts the relationship between social skills and leadership

performance. The correlational matrix indicated that innovation exhibited moderate

positive significant relationship with leadership performance ($r = .442$, $p <0.01$). I then

conducted linear regression analysis to further examine prediction of social skills on

leadership performance.

Table 29

Regression Model of Social skills and leadership performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimates
	.442	.195	.191	.637
ANOVA	Sum of Square	Df	Mean Square	F	Sig.
Regression	18.314	1	18.313	46.143	.000
Residual	75.457	186	.406		
Total	93.771	187			
Coefficient	Unstandardized Co-efficient		Standardized Coefficient		
	B	Std. Error	B	t	Sig.
Intercept	1.434	.366		3.916	.000
Leadership performance	.796	.118	.442	6.719	.000

As presented in Table 29, the regression model confirms the following statistics

R= .442, p=.000, adjusted R^2 = .191 and R^2=19.5%. The coefficient of determination

showed that 20% of the variance in leadership performance is explained by social skills

dimension of emotional intelligence. The ANOVA sub-analysis also shows that social

skills predicted leadership performance (F=45.143, p=.000). The Coefficient statistics in

Table 29, shows that social skills dimension of emotional intelligence significantly

predicted the model- (β=.442, t=6.719, p =.000). To answer RQ7, social skills

significantly related to and predicted leadership performance.

<div align="center">**Summary of Results**</div>

The objective of this study was to determine the relationship between emotional

intelligence and leadership performance in selected FMCG companies in Lagos State. In

particular, the study investigated the association between each dimension of emotional

intelligence consisting of innovation, self-awareness, intuition, self-regulation,

motivation, empathy, social skills and leadership performance. The first part of the data

analysis consists of descriptive statistics for responses to scale items, socio-demographics

of the study participants, test of assumptions and hypotheses testing using Pearson

correlational and linear regression analysis.

Summary of Results for RQ1

Results of the statistical analysis for RQ1 and hypothesis indicated that innovation

is significantly related to leadership performance (r=.413, p<0.01). In term of prediction,

innovation significantly predicted leadership performance (R^2 =.171, p<0.01).

Summary of Results RQ2

Results of the statistical analysis for RQ2 and hypothesis indicated that self-

awareness is significantly related to leadership performance (r=.295, p<0.01). In term of

prediction, self-awareness significantly predicted leadership performance (R^2 =.087,

p<0.01).

Summary of Results for RQ3

  Results of the statistical analysis for RQ3 and hypothesis indicated that intuition is significantly related to leadership performance ($r=.451$, $p<0.01$). In term of prediction, intuition significantly predicted leadership performance ($R^2 =.203$, $p<0.01$).

Summary of Results for RQ4

  Results of the statistical analysis for RQ4 and hypothesis indicated that self-regulation is significantly related to leadership performance ($r=.362$, $p<0.01$). In term of prediction, self-regulation significantly predicted leadership performance ($R^2 =.131$, $p<0.01$).

Summary of Results for RQ5

  Results of the statistical analysis for RQ5 and hypothesis indicated that motivation is significantly related to leadership performance ($r=.423$, $p<0.01$). In term of prediction, motivation significantly predicted leadership performance ($R^2 =.179$, $p<0.01$).

Summary of Results for RQ6

  Results of the statistical analysis for RQ6 and hypothesis indicated that empathy is significantly related to leadership performance ($r=.448$, $p<0.01$). In term of prediction, empathy significantly predicted leadership performance ($R^2 =.200$, $p<0.01$).

Summary of Results for RQ7

  Results of the statistical analysis for RQ7 and hypothesis indicated that social skills are significantly related to leadership performance ($r=.442$, $p<0.01$). In term of

prediction, social skills significantly predicted leadership performance ($R^2 = .195$,

$p<0.01$).

Table 30

Summary of Hypotheses Testing

Hypotheses	Significance Level	Decision
There is no statistical relationship between innovation and leadership performance in selected FMCG companies in Lagos State.	.000	Not-supported
There is no statistical relationship between self-awareness and leadership performance in selected FMCG companies in Lagos State.	.000	Not-supported
There is no statistical relationship between intuition and leadership performance in selected FMCG companies in Lagos State	.000	Not-supported
There is no statistical relationship between self-regulation and leadership performance in selected FMCG companies in Lagos State	.000	Not-supported
There is no statistical relationship between motivation and leadership performance in selected FMCG companies in Lagos State	.000	Not-supported
There is no statistical relationship between empathy and leadership performance in selected FMCG companies in Lagos State	.000	Not-supported
There is no statistical relationship between social skills and leadership performance in selected FMCG companies in Lagos State	.000	Not-supported

Summary and Transition

The purpose of this study was to investigate the relationship between EI and

leadership performance in selected FMCG companies in Lagos State. The independent

variable is emotional intelligence, consisting of innovation, self-awareness, intuition,

self-regulation, motivation, empathy, and social skills. The dependent variable is

leadership performance. Chapter 4 provides description and analysis of the data gathered

from participants who are employees in four selected FMCG companies in Lagos State. The researcher run descriptive statistics on the sample socio-demographics such as gender, age, years of experience on the job, cadre of employment, and level of education of the participants. The descriptive statistics consisting of mean and standard deviation was also estimated for responses to scale items. An evaluation of assumptions for the statistical test before running multivariate analysis used namely, Pearson (r) correlation and linear regression analysis.

Pearson correlation analysis was run to assess the level and nature (positive or negative) relationship between the independent and the dependent variable, while linear regression was used to determine the degree of prediction of the dependent variable by the independent variable. This chapter, which is Chapter 4, presents a discussion of the data collected from participants through online survey- Google forms and results of statistical analysis. Chapter 5 comprises a discussion of the research questions and hypotheses examined in Chapter 4, alongside with interpretations of the findings, conclusion and implications of the study. The chapter ends with limitations of the study and suggestions for further areas of research.

Chapter 5: Discussion, Conclusions and Recommendations

Introduction

EI and leadership performance are issues of growing interest among scholars and business practitioners. Leaders' behavior, one of which is emotional intelligent is a fundamental determinant of overall leadership performance and effectiveness (Forsyth, 2018). Measures for success at workplace are remarkably changing, as such individual employee, team work, and leadership are now perceived and evaluated by new benchmark, that is not only based on how knowledgeable and smart they are, or by their depth of training and proficiency, but more importantly how competent they handle their emotions to foster individual, team and organizational performance (Serrat, 2017). As expressed by Fisher and Shapiro (2005) and Obiwuru et al. (2011), emotions are ever-present, and along with the influence of reason, emotions impact how people assess and react to situations.

Emotion is a fundamental issue at work to both individual and leader. For example, in the workplace, people experience joy, sorrow, doubt, and affection to mention a few, all of which are daily incidence. According to Goleman (2000), the major role and responsibilities of leadership is to get results, consequently, his or her emotion will play a major role in determining his or effectiveness and performance. Nonetheless, some leaders are more effective than others in managing emotion to drive their subordinates, personal accomplishment and business performance, depending on their

behavioral and attitudinal mechanisms (Mumford et al., 2000; Zaccaro et al., 2001). The

variability in people capability to manage emotions reflects a combination of numerous

issues among which are their individualities, the manners they adopt to develop

alignment/interest and the contextual context of the company. Thus, the recognition of

these major influences is helpful to foster a leadership framework that can increase the

overall effectiveness and performance of the leadership process (Chandra & Priyono,

2016).

Emotions are intrinsic in all facets of adaptive leadership and leader development

(Goleman et al., 2013; Momeni, 2009). According to Ehie and Muogboh (2016), the

Nigerian manufacturing industry is not sufficiently protected from VUCA- volatility,

uncertainty, complexity, and ambiguity impacts, hence, experiences a number of

complications that required leadership competences in the areas of human and material

resources. Akin to leaders in other businesses, leaders in the manufacturing industry

usually serve under a more complicated and changing situation, with varied enterprises

and alliances, in contrast to conventional and exceptional threats, thus, necessitating the

need for managing emotions for successful performance (Du & Chen, 2018). As leaders'

emotions are very vital for improving company productivity, thus, emotionally intelligent

leaders have become more critical for the company's growth and sustainability. A lot of

studies have been conducted in diverse industry settings on the association between the

level of El and leadership performance. Goleman (2004) noted that the highest performing business executives have higher EI than other managers.

Researchers and company leaders have become more fascinated with EI as the phenomenon has been accountable for numerous forms of company success (Goleman, 2001). EI leaders are viewed to be happier, more dedicated and are more predisposed to outstanding accomplishment (Gardner & Stough, 2003). According to Goleman (1998), EI accounted for 67 percent of the capabilities judged indispensable for improved performance in leaders and makes a difference twice as much as technical know-how or IQ. Therefore, for leaders, emotions are not just vital, but "completely essential" for making sound decisions, taking sound action to resolve teething complications, coping with change, succeeding as an individual, and by extension improving overall performance (Caruso & Salovey, 2004; Tabitha, 2020).

The purpose of this correlational study was to examine emotional intelligence and leadership performance in selected FMCG companies in Lagos State. The independent variable is EI and the dependent variable is leadership performance. I conducted this study to investigate if the seven dimensions of EI individually are related to and predicted leadership performance. I conducted an online survey, using Google Forms to solicit opinion from employees of the four selected FMCG companies. The research findings were significant to leadership, behaviorists, academic scholars and business practitioners and may contribute remarkably to business practice by refining and improving

understanding of how EI impacts leadership performance of the Nigerian manufacturing industry in general and the FMCG firms in particular. The outcome of this research might improve leadership knowledge and understanding of the growing importance of emotional intelligence, improve leaders' approach of relationship with subordinates and by extension improve leadership and organizational performance. In this chapter, I present a discussion and interpretation of the findings from the study, conclusion, limitations of the study, recommendation for future research, study implications and implications for social change.

Interpretation of Findings

The specific objective of this study was to investigate the relationship between seven emotional intelligence dimensions and leadership performance in selected FMCG companies in Lagos State. The design of this study is correlational research. The predictor is emotional intelligence and the criterion variable is leadership performance. Participants' are employees of selected FMCG companies in Lagos State.

In this study, I used seven research questions and hypotheses to evaluate the association between the independent variable- EI and the dependent variable -leadership performance. RQ1 examined the relationship between innovation and leadership performance in selected in FMCG in Lagos State, Nigeria. RQ2 addressed the relationship between self-awareness and leadership performance in selected in FMCG in Lagos State, Nigeria. RQ3 studied the relationship between intuition and leadership

performance in selected in FMCG in Lagos State, Nigeria. RQ4 investigated the

relationship between self-regulation and leadership performance in selected in FMCG in

Lagos State, Nigeria. RQ5 evaluated the relationship between motivation and leadership

performance in selected FMCG in Lagos state, Nigeria. RQ6 study the relationship

between empathy and leadership performance in selected in FMCG in Lagos State,

Nigeria. RQ7 examined the relationship between social skills and leadership performance

in selected FMCG in Lagos State, Nigeria. Using Pearson (r) correlation and linear

regression analysis, the seven research questions were examined to provide answers to

the research objectives.

RQ1

For RQ1, $H_0 1$ was not supported by the findings of this study. The findings

showed that innovation is related to and predicts leadership performance. From the

results, $H_a 1$ which states that there is a statistical relationship between innovation and

leadership performance in selected FMCG in Lagos State, Nigeria was supported. Studies

conducted by Iscan, et al. (2014) and Ebrahimi, et al. (2016) reported that both individual

and team performance can be improved by the creative and innovative climate that is

fostered based on the support of leaders who understand cautiously the needs and

expectations of   subordinates, both individually and team. Likewise, research carried

out by Vargas et al. (2015) documented that with high level of innovation, individual and

team performance is spontaneously enhanced and ultimately helps the team to meet the targets assigned by their leader.

RQ2

For RQ2, $H_0 2$ was not supported by the findings of this study. The findings showed that self-awareness is related to and predicts leadership performance. From the results, $H_a 2$ which states that there is a statistical relationship between self-awareness and leadership performance in selected FMCG firms in Lagos State, Nigeria was supported.

Researchers have reported that self-aware leaders tend to have better performance, (Atwarter, & Yammarino, 1992), excellent levels of leadership effectiveness (Van Velsor, et al., 1993), enthusiastic to develop their performance (Tornow, 1993) and are more likely to be supportive (Bass, & Yammarino, 1991). The degree of leader's self-awareness has been reported to positively relate to numerous vital individual and organizational outcomes, one of which is employee and leader performance (Brian et al., 2018; Fleenor et al., 2010; Tornow, 1993). Self-aware leaders are more pleased with their jobs and are less likely to leave the company, leading to performance improvement and effectiveness scores compared to subordinates of leaders who tend to overrate themselves (Amundsen, & Martinsen, 2014).

RQ3

For RQ3, $H_0 3$ was not supported by the findings of this study. The findings showed that intuition is related to and predicts leadership performance. From the results,

H_a3 which states that there is a statistical relationship between intuition and leadership performance in selected FMCG companies in Lagos State, Nigeria was supported.

Based on extensive practice and experience, a leader that is adept, quick and affect-rich intuition is able to take decisions that improve performance (Abernathy & Hamm, 1995; Klein, 2003). According to Nocker and Sena (2019), intuition is a potent and logically proving competence that helps leaders make better decisions and offers superior confidence in the decisions we make resulting in competitive edge both in leader's personal and career lives. According to Lauren (2019), survey studies have documented that majority of top leaders turn to their experience and feelings when making vital decisions. Another study reported that 81% of Chief Executive Officers who demonstrated high degrees of intuition doubled their business performance within five years (Lauren, 2019).

RQ4

For RQ4, H_04 was not supported by the findings of this study. The findings showed that self-regulation is related to and predicts leadership performance. From the results, H_a4 which states that there is a statistical relationship between self-regulation and leadership performance in selected FMCG companies in Lagos State, Nigeria was supported.

According to Haver et al., (2013), emotional regulation which is a practice through which individuals influence their emotions exemplifies a vital competence

contributing to leader performance (Haver et al., 2013). Given the complicated and

demanding tasks experienced by leader's on a daily basis, emotional regulation has been

recognized to be a critical influence underlying effective leadership and by extension his

or her performance (Brett & Shane, 2019). Study conducted by Eysenck et al., (1985)

provided empirical evidence regarding some contextual influences such as task difficulty

that can impact the association between negative state emotions, self-regulation and

leader behavior. Corroborating the above view, Brett and Shane (2019) stated that

emotional regulation predispositions may demonstrate diverse relationships with

leadership performance beyond and outside other emotion-context or individual

differences in view of the fact that these practices are connected with diverse outcomes.

RQ5

For RQ5, $H_0 5$ was not supported by the findings of this study. The findings

showed that motivation is related to and predicts leadership performance. From the

results, $H_a 5$ which states that there is a statistical relationship between motivation and

leadership performance in selected FMCG companies in Lagos State, Nigeria was

supported.

In any form of business organizations, leadership motivation plays a major role in

driving both workforce and leaders to accomplish their goals and by extension that of the

organization. Enny et al. (2019) stated that the degree of leadership motivation can

influence performance. According to Zelihic (2018), in the workplace, individuals have

their desires and needs, however, it is the leader's responsibility to develop and align his or her motivation with that of subordinates to foster performance improvement.

RQ6

For RQ6, $H_0 6$ was not supported by the findings of this study. The findings showed that empathy is related to and predicts leadership performance. From the results, $H_a 6$ which states that there is a statistical relationship between empathy and leadership performance in selected FMCG firms in Lagos State, Nigeria was supported.

Research conducted by Lauren (2019) reported that in global leadership development firm, empathy is ranked as the number one leadership competence, elucidating that leaders who master empathy perform more than 40 percent higher in coaching, engaging others, and decision-making. In another study carried out by the Center for Creative Leadership, scholars discovered that business managers who demonstrate more empathy toward their subordinates are perceived as better performers (Lauren, 2019). According to Ned et al. (2019), empathetic leaders offer a model of how leader understanding and care expand employee's affective states that upsurge both workers and leadership performance.

RQ7

For RQ7, $H_0 7$ was not supported by the findings of this study. The findings showed that social skill is related to and predicts leadership performance. From the

results, H_a7 which states that there is a statistical relationship between social skills and leadership performance in selected FMCG in Lagos State, Nigeria was supported.

The economic benefits of social skills arise because activities and engagement in the workplace often operate more resourcefully in team instead of individual working in isolation (Edmonson 2012; Lazear & Shaw 2007). Research conducted by Ben and David (2020) reported that people with higher social skills improve team performance, beyond what their individual task- specific competences would permit. According to Adler and Kwon (2002) and Timberlake (2005), social skills is like social capital, which has been progressively recognized as an important element in the organizational context as a framework for fostering and sustaining healthy organizational climate that is a prerequisite to performance improvement.

Theoretical Implications

This correlational quantitative study offers significant theoretical support to the existing body of literature and knowledge on emotional intelligent and leadership performance by providing empirical evidence regarding the relationship between EI and leadership performance at FMCG industry in Lagos State, Nigeria. Numerous factors theoretically can result to improving leadership and organizational performance, nonetheless, a prevalent supposition is that emotional management is an indispensable constituent of effective leadership (Brett et al., 2019). The findings of this study depict how emotional intelligence measures improve understanding of leadership

and their behavior in the workplace by presenting an integrative viewpoint, using

extended dimensions of EI proposed by Mayer and Salovey (2004) to evaluate EI of

leaders in four selected FMCG companies in Lagos State, Nigeria.

The study presented a fresh viewpoint for the Nigerian manufacturing industry

setting as it recruited employees at four selected FMCG companies to investigate the

relationship between EI and leadership performance. The theoretical framework for this

quantitative correlational study is the emotional intelligent theory offered by Salovey and

Mayer (1990). EI theory is initially founded on five elements, namely, self-awareness,

empathy, self-regulation, motivation and social skills (Goleman, 1998). A number of

academics such as Goleman (1998), Nelson and Low (2011), and Mayer et al., (2004)

improvised Salovey and Mayer (1990) EI theory to broaden its conceptualization and

operationalization.

Over several decades, emotional intelligence has been recognized as a new theory

in the area of intelligence model that has been productively utilized as innovative

leadership behavior and practices in diverse industry (Codier et al., 2008). Consequently,

emotional intelligence is presently deliberated and acknowledged as a veritable tool for

hiring, training, leadership development, and team building across business contexts

(Joseph et al., 2015). In contemporary workplace, proactive leaders are desirable to instill

the EI model into the organization in a very innovative way to create a future oriented

workplace. Lack of leadership emotional skill results in loss of corporate performance and declining productivity, declining customer satisfaction, and loss of overall revenue.

Scholarly research work both conceptual and empirical on EI has grown remarkably. Similarly, there have been numerous initiatives on the operationalization of EI. Despite the admiration and prominence of EI, there is pervasive disagreement about the EI concept and its significance in some context (Goleman, 1995). Also, many critics contend that EI is simply a new "fascinating package of ideas and concepts" that have been around for decades and that makes slight dissimilarity for a person's accomplishment in life or in the workplace (Cherniss, 2010). Researchers have shown huge interest in the development of measures to evaluate EI. Many of them comprise diverse psychometric properties and contain self-reported personality traits that are adjudged to lack discriminant and construct validities (Davies et al., 1998, Parker et al., 2013). Currently, scholarly work and application of EI concept have improved conceptually and empirically, nonetheless, EI is still at a developmental phase and there are a number of issues that are yet to be comprehensively addressed. According to Laura et al. (2014), the reality of a common technique or method difference in evaluating given variables may result in expansive relations between the independent and the dependent variables. Although, there are enhanced EI approaches, measures, and models, but there exist fundamental dissimilarities in the evaluation procedures (David & Joseph, 2005).

Practical Implications

The findings of this study suggest that EI consisting of innovation, self-awareness, intuition, self-regulation, motivation, empathy, and social skills may be underlying competences for improved leadership performance. Emotional intelligence and its dimensions are connected to a number of individual and organizational outcomes. Among numerous leadership behaviors, EI is becoming progressively imperative towards understanding individual and group dynamics in the workplace (Levitats, & Vigoda-Gadot, 2017). An understanding of leadership behavior that is connected to EI might also foster positive functioning which assists leaders to detect subordinate's emotional conditions, adopt others' viewpoint, improve communication, and regulate behavior at workplace.

As reported by numerous studies, ineffective business leaders that experience difficulty in improving their performance and overall organizational goals make up half of the today's organizational management pool (Gentry, 2010; Gentry & Chappelow, 2009). When leaders understand and develop competencies on how to develop emotional intelligence, they enable the business organization to thrive. An understanding of what accurately constitutes EI is vital because the capability is so fundamental to leadership.

Leadership is a vital element in any form of organizations, therefore it is vital for leaders to develop emotional intelligence competences. The dynamic nature of business organizations necessitates that leaders manage and meet difficult and numerous demands

that require suitable emotional disposition to ensure desired behavior that promote tasks accomplishment and performance improvement. According to George (2000) and Haver et al., (2013), the growing level of complication and uncertainty characterizing business environments has led to the belief that suitable emotional management is needed for leaders to handle complicated issues, establish better leader- subordinates relations and simplify job performance.

For several decades, the narrative is that management and leaders of businesses should leave their feelings and emotions once they are in the workplace. But, in this day and age, scholars have demonstrated that it is difficult to isolate emotional impacts in the workplace (Mathew & Gupta, 2015). The application of EI competences is needed at all levels within the organization and it has become a necessity for building businesses with long-term orientation (Goleman, & Boyatis, 2017). According to George (2000), leaders or business managers high in EI are more likely to think productively, create and sustain high degrees of collaboration and trust among their subordinates, which provide a basis for improved performance. Moreover, for any leader to be successful in replicating experiences, environmental scanning, connecting deeply with subordinates and developing interactions, emotional intelligence is a necessity (Watkins et al., 2017).

Singh (2010) maintained that EI serves as a supportive mechanism to leaders and subordinates to correctly manage complications. According to Mayer et al., (2004), the capability to manage emotions logically through the proficiencies connected with EI has

been proven to play an important role in company success and sustainability. EI has been proven to positively enhance leaders-subordinate relationship and foster effective leadership. The manufacturing industry in Nigeria which the FMCG sector belongs is the largest employers of labor and with the rising complications facing the sector, the FMCG industry need leadership that will provide more professional development and helping to increase a number of organizational outcomes. For instance, if a leader has a better understanding of his or her behavioral predispositions, he or she can adopt satisfactory behaviors that will enhance interactions with customers and workers (Warren, 2013).

This study has practical implications, because this research involved employees of FMCG companies. Thus, it is important that the FMCG companies consider leadership training and development focusing on all dimensions of EI that support employees and leaders to enhance their performance. There is also abundant empirical evidence that EI can be enhanced with training, because training leaders to build and improve their performance through emotional intelligence and leadership behavior will help to accomplish team goal through collaboration and proffering solutions to complicated problems (Helen & Kit, 2009). Through effective leadership training and development, a leader can evaluate a potentially disastrous emotionally taxing environment that could impede performance improvement. Thus, competences in emotional intelligence can assist leaders better understand processes, become more engaged in the workplace and foster a positive moral. According to

Mohit et al. (2018), understanding and employing EI competences are vital for

managing conflict satisfactorily and creating workable solutions to difficult problems.

Using the outcome of this study as a foundation to build upon, corporate

organizations can determine the behavior and leadership styles that mostly impact

leadership outcome and the right emotional disposition to handle the situations.

Limitations of the Study

Notwithstanding the methodology or design used, all research undertakings

whether conceptual or empirical papers have some inherent limitations (Yin, 2014). This

study was restricted by its scope and generalizability, as the participants were drawn from

four selected companies in FMCG industry in Nigeria. Conducting the study within the

FMCG setting, might have led some participants to engage in social desirability bias and

it was not feasible for me to assess whether this circumstance occurred or not, but it was

not unlikely. Therefore, the findings from the sample population suggests opinions of

participants based on their perspectives and experiences regarding emotional intelligence

and leadership performance in a limited descriptive representation, which may not signify

extrapolation of future views, evaluations and behavior of the cluster of employees in

other companies in FMCG firms or business contexts.

The approach of the research design is cross-sectional in nature; as a result, no

conclusion regarding causality can be made. Also, the study was correlational in design,

and for that reason impossible to prove causality. The sample size for this study was

viewed to be relatively small. Out of 235 responses collected, 188 were valid and usable for data analysis. Although, considering the position advocated by Field (2014), the overall response rate is sufficient to produce satisfactory and comprehensive data realistic for statistical testing. The findings of this study demonstrated that all the seven dimensions of EI are associated and predicted leadership performance, none of the dimensions accounted for more than 50% of the variance of leadership performance. As a result, other relevant organizational and individual factors are likely to be more predictive of leadership outcomes than EI leaders.

Employees who offered their opinion concerning the phenomena under investigation rated their leaders. Perceived rating of leaders' EI and leadership performance could have some intrinsic inadequacies if ratings were done by subordinates who are unhappy. Another potential limitation is that the researcher depends on the sincerity of participants responses by using Google Forms electronic survey, even though the use of online approach safeguards complete autonomy of the participants without unnecessary influence. Often times, participants' concerns, though guaranteed and relatively secure about likely identification and possible leak of information about their individuality could generate needless fear that may cause dishonesty.

Related to the above limitation, participants despite voluntary decision to participate in the study might have experienced self-imposed time limitations, which could constitute a limitation. Quite a large percentage of the participants used almost two-

weeks to complete the survey, this self-determination might have predisposed the depth

of the data gathered. These challenges may be due to nature/size of the data, survey

instrument and or traumatic challenges occasioned by Covid-19 pandemic. Despite

conducting the survey between November 22, 2020 and January 4, 2021, it is not unlikely

to obtain more responses from the participants if the survey period is extended. The

response rate for electronic or Web based surveys is commonly lower compared to paper

and pencil surveys, therefore, another likely concern that may have contributed to the

relatively low responses rate is that the participants might have preferred responding to

questions on paper and pencil format, which is not feasible in view of Covid-19

pandemic that enforces social distancing. Given the level of participation, it would be

problematic to generalize the results to a larger population because perceptions of

variables investigated may differ widely between employees' cadre, location and

department where they work.

Implications for Social Change

This study examined the relationship between EI and leadership performance at

four FMCG firms in Lagos State, Nigeria. This study has a number of potential social

change implications. As highlighted in literature, some leaders are weighed down with

the use of "quick fix" leadership style and behaviors that remarkably failed to take

cognizance of the importance of emotions in the workplace. As a consequence,

information dissemination become distorted and growing lack of trust and support

for leadership, resulting in dysfunctional conflict that upset performance improvement.

Leadership might benefit from this study by understanding and learning essential components of EI that are prerequisite to leadership performance. By understanding the diverse dimensions of EI, leaders in the FMCG sub-sector will have clear choices concerning their preferred leadership behavior in the workplace. An understanding of EI might also empower them to behave differently in diverse circumstances to enhance their performance and accomplishment of organizational goals. Findings of this study might assist leaders to adopt a new approaches and techniques when interacting with subordinates in a way that will foster real change, innovative ideas, and new perspective from which the leaders can resolve complications that could improve performance.

Findings of this study contribute to an understanding of emotional intelligence dimensions and how they impact leadership performance in FMCG setting. Probable social changes in the aforementioned context encompass improved standard of living of citizen, unceasing employment opportunities and general societal benefits. The study findings may offer a foundation for establishing a theoretical framework for evaluating how EI impacts leadership success and performance. The findings of this study could inform the implementation of initiatives and training interventions necessary to positively influence the

quality of leadership behavior in the manufacturing industry in general and FMCG sector in particular.

Recommendations for Action

The findings of this study confirmed the significance of the relationship between emotional intelligence and leadership performance. The outcomes of this study may be of importance and huge interest to academics and business practitioners. The findings of this study will be presented and disseminated in two ways, each appropriate for the target audience. To the academics, the outcome will be presented through the common approaches for disseminating knowledge, specifically through conference/seminar presentations and journal publications. The presentation of discussion of the findings for scholars will be very comprehensive and more technical than the one presented to business stakeholders. In the case of the participating FMCG companies surveyed, an executive summary consisting of about 10 pages will be presented explaining major results, discussion, implications and recommendations. The objective of the executive summary is to provide easily digestible discussion for improving knowledge and understanding of EI and leadership performance.

In line with the variables investigated, EI and leadership performance are the focus of this study. The findings of this study may serve as a foundation for business leaders seeking to grow their EI competences. For a business to be successful and sustainable, it must not only have leaders that are knowledgeable and well experienced,

but leaders that have emotional intelligence competence to encourage and inspire

subordinates towards desired behavior that will improve the performance of the leaders

and the entire organization. Leaders in the FMCG industry may be stimulated through the

findings of this study to enlighten themselves on the relevance of EI as a basis for

improving their performance.

Recommendations for Future Research

While the results of this study exposed some remarkable findings, caution should

be taken in an effort to generalize the findings, or to draw causal associations from the

data gathered. Throughout the course of the study, the researcher assumed that all

participants fully understood each question on the EI and leadership performance.

Therefore, concerns other than EI which no doubt, also have significant influence on

leadership performance were not contemplated nor investigated. One way to address the

above concerns is for future researchers to broaden the scope of this study for wider

generalization by integrating other vital variables that influence leadership performance.

For instance, future researchers could incorporate corporate culture, engagement in the

workplace, extent of knowledge sharing and organizational climate to see how these

issues impact leadership performance. Another possible area of future research is to

conduct an extended study in longitudinal form with leadership training and development

as a moderating variable, which could perhaps explain for improvement in emotional

intelligence vis-à-vis its consequential effect on leadership performance.

Future researchers should also extend the scope of the study by broadening the inquiry to other FMCG companies and attempt to obtain larger sample size to generate more stimulating findings for the tenacity of improving the generalization of the study. This study adopted stratified random sampling technique. Although researchers can achieve a reasonable sample size and representation using the sampling approach, the choice of proportionate sampling approach may generate complications in data analysis, because, the features of the overrepresented group can skew the results (Gaganpreet, 2017). Parallel to the above concern, the basis of choosing participants who are employees of the four selected FMCG firms is founded on the belief that they work and implement instruction and guidelines of the leader, this does not automatically safeguard that their opinions will be correct and valid about the level of EI and leadership performance. To achieve a more valid view that can be widely generalized, it is proposed that researchers use other probability sampling approach or mixed methodology to examine phenomena investigated.

Future research inquiries may be carried out in diverse sectors such as health care, financial institutions, stock and brokerage companies, and government entities among others to study the relationship between the variables studied. Although quantitative research method could offer robust statistical understandings on the phenomena under investigation, the worth of qualitative research design cannot be under estimated. Consequently, future academics should adopt qualitative research approaches using for

instance interviews or focus group. This may help in understanding the relationship between EI and leadership performance from a different viewpoint which may be more fascinating and comprehensive.

This study was carried out using Google Forms, resulting in a relatively smaller sample. Although the information gathered from the participants is valid for empirical investigation; it is likely to have more robust results with larger response rate. It is recommended that future researchers replicate the study in workplace setting where the prospect of recruiting a larger number of participants could feasible, without contravening Covid-19 protocols. Possibly, if this study adopted paper and pen approach, which people are more conversant to, the sample size might have been larger and the level of association and prediction between EI and leadership performance could be statistically different. Numerous questions or issues concerning the ontogeny of EI need to be still examined in future research, as it is unclear as to the degree to which EI is generally founded, learned, or both (Gottman et al., 1996). To enhance the generalizeability of the findings, it is recommended that future researchers should attempt to replicate the study using heterogeneous sample and replication of the study adopting different measures of EI.

Summary and Study Conclusion

In this correlational quantitative study, I gathered and presented data obtained from employees at four FMCG companies in Lagos State through Google Forms to

answer the seven research questions and hypotheses raised in Chapter 1 of this study. The overarching objective of this study was to investigate the connection between emotional intelligence and leadership performance at FMCG companies in Lagos State, Nigeria. The independent variable is the EI consisting of innovation, self-awareness, intuition, self-regulation, motivation, empathy and social skills of leaders. The dependent or criterion variable is leadership performance. Demographic analysis of the participants revealed that the respondents are roughly unequally distributed between male and female respondents, diverse age clusters, years of work experience, cadre of employment and level of educational attainment.

I relied on the primary data collected using Work Profile EI Questionnaire (WPQei) to measure emotional intelligence, while leadership performance scale questionnaire was used to evaluate leadership performance. Findings of this study revealed confirmation of relationship between EI and leadership performance. In particular, EI has a positive significant relationship with the seven dimensions of EI. As regard the prediction of the dependent variable-leadership performance, all the seven dimensions of EI significantly predicted leadership performance.

The seven dimensions of emotional intelligence investigated are vitally important to leadership performance. For instance, Iscan, et al. (2014) and Ebrahimi, et al. (2016) stated that both individual and team performance can be improved through creative and innovative environment that is promoted based on the support of leaders   who

understand carefully the needs and expectations of subordinates. Innovative leaders develop micro-innovation contexts such as creative energy fields in the workplace, thereby stimulating eagerness and vigor in other employees which may result in innovation that will remarkably improve individual, team and organizational performances (Gratton, 2007). Self-awareness entails the need for leader to be conscious of his actions, decision and recognizing the need for continuous learning. Companies benefits more from leaders who take responsibility for what they don't know than from those who pretend to know it all (David, 2014). Intuition has always been a vital component of leader's competence. According to Nocker and Sena (2019), intuition is a powerful and effective capability that assists in making better decisions and offers greater confidence, leading to competitive edge both in leader's personal and career lives. The more experienced a leader is in a particular field, the more his subconscious cognizance will be to discern and identify patterns, which transforms to better intuition (Nocker & Sena, 2019).

According to Seo and Barrett (2007), emotional regulation is not only desirable for modifying emotional conducts, but for managing the intrinsic influence of emotion on leader decision-making. Krasikova et al. (2013) noted that leader's demonstration of resentment, unnecessary concern and poor self-regulation is an antecedent of destructive leadership behavior. Adaptive self-regulation during a challenging demand therefore depends on the efficient allocation and application of

limited-capacity of attention resources to reduce the strength and opposing influence of negative thoughts and emotions (Michael & Chris, 2015). Leadership revolves around motivating workers for improved performance. Therefore, motivational capability is vital in inspiring and mobilizing employees. Motivation competence is one of the most vital leadership skills that have long been acknowledged as necessary for leadership function and accomplishment (Bass, 2010). According to Adair (2004), motivational competence is vital to get the greatest or the maximum from people, accomplishing results through team and individuals, uphold consistent extraordinary performance, stimulating one self and others into remarkable performance improvement.

Empathetic leadership concentrates on the emotional connection between a leader and workers—resulting to how much a leader understands a subordinate's work circumstances and invests in emotional empathetic behavior to direct and synchronize activities in the workplace (Gale, 2004). According to Lauren (2019), by communicating with empathy, a leader can better support subordinates, which may increase individual and team performance. From the leadership viewpoint, social skills constitute the "people competences" possessed by effective leaders to foster improve working relations (Zaccaro, 2012). Social competences are vital because they enable leader and subordinates to interact with each other with some level of predictability, in such a way that they more readily understand each other and be understood. Thus, strong social

skills can ease interpersonal connections, which in turn, can result to effective job

outcomes without losing social reinforcement (Malikeh & Taebe, 2013).

Lack of emotional intelligence has been documented to be the leading cause of

conflict, because the root of all forms of dysfunctional conflict is lack of compassion

and understanding on the part of one or both parties. According to Forsyth and

Kennedy (2015), enormous changes are taking place across the globe which require

leaders to brace up their proficiencies to remain relevant. Both emotional quotient

(EQ) and cultural quotient are fundamental competences for global leadership

(Forsyth, 2015b), this is so because culturally familiarized and emotionally considerate

leaders need to be developed to react proactively to the foreign environments of

diverse countries (Ilan, & James, 2005). According to Jase et al. (2017), global leaders

with high level of cultural intelligence will exhibit and demonstrate high propensity of

leadership behavior that comprehend the multiplicity of other cultures, and correctly

adjust their style. According to Gaubatz and Ensminger (2017), EI leaders will be able

to adopt the competence set in offering confidence and reassurance during the change

process.

According to Nelson and Low (2011), emotional intelligence is a very

influencing skill in career success and leadership advancement. Goldring et al., (2015)

remarked that EI leaders can manage subordinate's emotions as well as their own

and they accomplish superior collaboration of their workforce in accomplishing

organizational objectives. Daver and Sigh (2014) stated that EI business leaders are

innovative and able to impact emotions and relations, which are mutual between

workers and leaders; therefore, EI is vital to efficient leadership practices. Therefore,

an understanding of what accurately constitutes EI is vital because the capability is so

fundamental to leadership. Goleman (2000) stated that there is no decisive period to

advance EI skills and competencies. Nonetheless, EI competences can be learned.

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Appendix 1

WPQei Questionnaire.

SECTION A: Respondents Socio-demographic Variables

The questions below relate to personal data. Please **TICK (√)** the one which is best applicable to you or fill in your response in the spaces provided.

1. What is your gender?
   a) Male   ( )   b) Female
        ( )

2. Which of the following represents your age group?
   a) 18 - 25 years   ( )   b) 26 – 40 years   ( )

   c) 41 – 50 years   ( )   d) 51 years and above
        ( )

3. Approximately how many years have you worked under the current manager in this organization?
   a) Less than 1 year   ( )   b) 2 – 3 years
        ( )
   c) 4 – 5 years   ( )   d) 5 years and above   ( )

4. What is your current job cadre?
   a) Junior employee   ( )   b) Senior employee
        ( )
   c) Management staff   ( )

5. How long have you worked in this company?
   a) Less than 1 year   ( )   b) 2 – 3 years
        ( )
   c) 4 – 5 years   ( )   d) 5 years and above   ( )

6. What is your highest level of education?
   a) Diploma or equivalent   ( )   b) Bachelor's Degree or equivalent
( )
   c) Msc/MBA   ( )   d) Doctorate Degree   ( )
   e) Other (please specify) ....

SECTION B: STUDY VARIABLES
PART A: Emotional Intelligence Questionnaire WPQ*ei*

I. This part comprises seven sub-divisions: self-awareness, empathy, motivation, innovation, elf-regulation, social skills and intuition.

II. Eighty-four descriptive statements are listed to evaluate the seven dimensions. Judge how frequently each statement fits the person you are describing. Use the following rating scale.

Almost always	Very often	Fairly often	From time to Time	Almost never
4	3	2	1	0

S/N	Innovation	4	3	2	1	0
1.	I have been willing to take a gamble	4	3	2	1	0
2.	I have done things by the book	4	3	2	1	0
3.	I have generated novel ideas about how to do things differently	4	3	2	1	0
4.	I have left others to argue for change	4	3	2	1	0
5.	I have adapted quickly to change	4	3	2	1	0
6.	I have shied away from taking risks	4	3	2	1	0
7.	I have shown a flair for working on innovative projects	4	3	2	1	0
8.	I have preferred stability and continuity to frequent change	4	3	2	1	0
9.	I have looked for fresh ideas from a wide variety of sources	4	3	2	1	0
10.	I have been reluctant to challenge the status quo	4	3	2	1	0
11.	I have invented new ways of doing things	4	3	2	1	0
12.	I have avoided challenging rules and procedures	4	3	2	1	0

Please turn to the next page and continue to complete Part A

	Self-awareness	4	3	2	1	0
13.	I have looked for evidence to support my hunches	4	3	2	1	0
14.	I have been afraid of trusting my instincts	4	3	2	1	0
15.	I have sensed when something was wrong	4	3	2	1	0
16.	I have tended to ignore my gut feelings	4	3	2	1	0
17.	I have relied on whether a decision felt right	4	3	2	1	0
18.	I have been unaware of what was going on around me	4	3	2	1	0
19.	I have made quick decisions intuitively	4	3	2	1	0
20.	I have been afraid of letting my emotions guide me	4	3	2	1	0
21.	I have sensed how other people felt	4	3	2	1	0
22.	I have failed to spot potential trouble	4	3	2	1	0
23.	I have trusted my sixth sense	4	3	2	1	0
24.	I have made decisions ignoring what my heart was telling me	4	3	2	1	0

S/N	Intuition	4	3	2	1	0
25.	I have had a sense of humour about myself	4	3	2	1	0
26.	I have hesitated to ask for feedback	4	3	2	1	0
27.	I have taken time to reflect and introspect	4	3	2	1	0

28.	I have been blind to my problem areas	**4**	**3**	**2**	**1**	**0**
29.	I have worked with someone else whose strength I lacked	**4**	**3**	**2**	**1**	**0**
30.	I have found it hard to admit personal failings	**4**	**3**	**2**	**1**	**0**
31.	I have tried to be receptive to honest, direct messages	**4**	**3**	**2**	**1**	**0**
32.	I have been reluctant to ask for advice	**4**	**3**	**2**	**1**	**0**
33.	I have examined my strengths and weaknesses	**4**	**3**	**2**	**1**	**0**
34.	I have been afraid of seeming inept	**4**	**3**	**2**	**1**	**0**
35.	I have known what I needed to improve to increase my performance	**4**	**3**	**2**	**1**	**0**
36.	I have lacked confidence in my abilities	**4**	**3**	**2**	**1**	**0**

S/N	**Self-regulation**	**4**	**3**	**2**	**1**	**0**
37.	I have confronted bias and intolerance	**4**	**3**	**2**	**1**	**0**
38.	I have gone ballistic when people have let me down	**4**	**3**	**2**	**1**	**0**
39.	I have taken setbacks in my stride	**4**	**3**	**2**	**1**	**0**
40.	I have got irritated easily	**4**	**3**	**2**	**1**	**0**
41.	I have recovered quickly from stress	**4**	**3**	**2**	**1**	**0**
42.	I have experienced a lot of highs and lows	**4**	**3**	**2**	**1**	**0**
43.	I have worked things out by talking	**4**	**3**	**2**	**1**	**0**
44.	I have been oblivious to how my emotions were affecting me	**4**	**3**	**2**	**1**	**0**
45.	I have dealt with difficult situations calmly	**4**	**3**	**2**	**1**	**0**
46.	I have been reluctant to acknowledge my feelings and emotions	**4**	**3**	**2**	**1**	**0**
47.	I have been prepared to stand out in disagreement to defend my views	**4**	**3**	**2**	**1**	**0**
48.	I have taken out my frustrations on other people	**4**	**3**	**2**	**1**	**0**

Please turn to the next page and continue to complete Part A

S/N	**Motivation**	**4**	**3**	**2**	**1**	**0**
49.	I have made personal sacrifices	**4**	**3**	**2**	**1**	**0**
50.	I have done just enough work to get by	**4**	**3**	**2**	**1**	**0**
51.	I have been an example to others	**4**	**3**	**2**	**1**	**0**
52.	I have felt that my life was a rat race	**4**	**3**	**2**	**1**	**0**
53.	I have tried to make work fun	**4**	**3**	**2**	**1**	**0**
54.	I have felt that I was not making a difference	**4**	**3**	**2**	**1**	**0**
55.	I have set challenging goals for myself	**4**	**3**	**2**	**1**	**0**
56.	I have needed to be pushed to get started	**4**	**3**	**2**	**1**	**0**
57.	I have demanded a very high standard	**4**	**3**	**2**	**1**	**0**
58.	I have found it difficult to get down to work	**4**	**3**	**2**	**1**	**0**
59.	I have got things done	**4**	**3**	**2**	**1**	**0**
60.	I have felt little control over what was happening to me	4	3	2	1	0

S/N	Empathy	4	3	2	1	0
61.	I have understood people's needs and concerns	4	3	2	1	0
62.	I have been unable to find the time to listen	4	3	2	1	0
63.	I have let people know that I was available to help out	4	3	2	1	0
64.	I have neglected other people's feelings	4	3	2	1	0
65.	I have shared the credit for my successes	4	3	2	1	0
66.	I have wanted to be left alone	4	3	2	1	0
67.	I have sensed people's feelings and perspectives	4	3	2	1	0
68.	I have felt embarrassed when people expressed their feelings	4	3	2	1	0
69.	I have gone out of my way to help people	4	3	2	1	0
70.	I have been insensitive to other people's problems	4	3	2	1	0
71.	I have shown a genuine interest in people	4	3	2	1	0
72.	I have been reluctant to get involved in other people's problems	4	3	2	1	0

S/N	Social skills	4	3	2	1	0
73.	I have been extrovert and outgoing	4	3	2	1	0
74.	I have preferred to do things by myself	4	3	2	1	0
75.	I have encouraged debate and open discussion	4	3	2	1	0
76.	I have avoided drawing attention to myself	4	3	2	1	0
77.	I have been prepared to speak up and point out problems	4	3	2	1	0
78.	I have revealed little about myself	4	3	2	1	0
79.	I have developed close friendships among work associates	4	3	2	1	0
80.	I have avoided public speaking	4	3	2	1	0
81.	I have spent a good deal of time building relationships	4	3	2	1	0
82.	I have tended to wait for others to lead the way	4	3	2	1	0
83.	I have tried to arouse enthusiasm in people	4	3	2	1	0
84.	I have found it a struggle to talk to people I don't know	4	3	2	1	0

PART B: Emotional Intelligence Questionnaire WPQ*ei*

i. This Section consist of three statements that evaluate your assessment of leadership, please **CIRCLE** to indicate how strongly you agree or disagree with each of the statements on a scale of 1 to 5.

ii. The rating scales are indicated as:

Among the worst	Worst	Undecided	Fairly among the best	Among the best
1	2	3	4	5

S/N						
1.	how would you rate this person's performance in his/her present job	**5**	**4**	**3**	**2**	**1**
2.	Where would you place this person as a leader compared to other leaders inside and outside your organization	**5**	**4**	**3**	**2**	**1**
3.	what is the likelihood that this person will derail (i.e. plateau, be demoted, or fired) in the next five years as a result of his/her actions or behavior as a manager	**5**	**4**	**3**	**2**	**1**

Thank you for your time!!!

Appendix 2

Invitation to Participate and Informed Consent

15th October, 2020.
Dear Respondent,

INVITATION TO PARTICIPATE IN A SURVEY AND INFORMED CONSENT

 My name is Gabriel Onabote, a doctoral student at Walden University, Minnesota, USA pursuing a PhD degree in Management with specialization in Leadership and Organizational Change.
You are please invited to take part in a research study titled "Emotional Intelligence and Leadership Performance in Manufacturing Organizations in Lagos State, Nigeria".
This form is part of a process called "Informed Consent" to allow you to understand the study before deciding whether to take part.

Emotional intelligence involves a combination of capabilities which permit an understanding of one's emotions and how to manage them, and that of others to foster his/her success and success of others. Leadership performance, on the other hand, refers to the capability of leaders to address the structural obstacles in the workplace so as to meet and fulfill organizational tasks, ensuring effective operations aiming at proffering creative initiatives to facilitate corporate success and accomplishments that are beneficial to all stakeholders.

As an employee in the manufacturing industry, you are in an excellent position to provide valuable first-hand information on this subject matter. While no monetary reward and /or gifts are offered for participating in this survey, there are benefits to be gained from the study.
The information obtained from the findings of this study would have a strong potential for practical applications of emotional intelligence for companies within the broader context of human resource practices such as employee selection, performance management, and training, as well as implications in narrow context such as employee relations and management of external relations. Similarly, the implications for positive social change may encompass an avenue to offer corporate leaders with appropriate emotional intelligence attributes to effectively accomplish business goals across diverse business organizations.

If you agree to participate in this study, you will be asked to fill out a questionnaire, which will take approximately 15-20 minutes. Some examples of questions that will be asked in the survey are:
(a) "How would you rate this person's performance in his/her present job?" (1 = *among the worst* to 5 = *among the best*)
(b)"What is the likelihood that this person will derail (i.e., plateau, be demoted, or fired) in the next five years as a result of his/her actions or behaviors as a manager?" (1 = *not at all likely* to 5 = *almost certain*)
There might be some forms of discomfort such as fatigue or emotional reactions from completing the questions asked in the survey.

Your privacy and that of the organization will be protected because the survey is anonymous and your name or any other personal identifying information is not sought for on the questionnaire. The answers you provide will remain completely confidential and used only for academic research purposes. The researcher will also ensure that no personal identifiers shall be revealed during the analysis process and transcription of the findings. Data will be kept secure by me. Data will be kept for a period of at least 5 years as required by the university after which the data will be disposed.
Participants can discontinue their participation at any time but those that submitted can no longer withdraw their participation; your participation is entirely voluntary.
If you have questions about your rights as a participant, you can contact the University's Research Participant Advocate. The phone number is 001-612-312-1210 or email address irb@mail.waldenu.edu.

Walden University's approval number for this study is 11-18-20-0522871 and it expires on November 17, 2021.
If you have questions about the study, you can call my phone number on +2348022906297 or via email gabriel.onabote@waldenu.edu Please do keep or print a copy of this consent form.
If you feel you understand the study and wish to participate, **please click on the Google forms link below and follow the survey instructions.**

Sincerely yours,

Gabriel Onabote
E-mail: gabriel.onabote@waldenu.edu
Tel: +234-8022906297