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Nigerian Brewery Industry Leaders' Perceptions of Emotional Intelligence as a Strategy to Improve Employee Job Satisfaction and Organizational Performance

FUNSO AYENI
Walden University

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Walden University

College of Management and Human Potential

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Funso Ayeni

has been found to be complete and satisfactory in all respects,
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the review committee have been made.

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Walden University
2024

Abstract

Nigerian Brewery Industry Leaders' Perceptions of Emotional Intelligence as a Strategy
to Improve Employee Job Satisfaction and Organizational Performance

by

Funso Ayeni

MSc, University of Salford, 2017

MBA, Ladoke Akintola University of Technology, Ogbomosho, 2014

PGD, Federal University of Technology Akure, 2007

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Management

Walden University

August 2024

Abstract

Employee job dissatisfaction and turnover rates increase when organizational leaders and managers have low emotional intelligence (EI). Nigerian business leaders have not placed significant importance on EI skills which has resulted in higher turnover and worse business performance. The purpose of this qualitative single-case study was to explore Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. Goleman's emotional competencies model and Herzberg's two-factor theory provided the conceptual framework. The research questions focused on understanding Nigerian brewing industry leaders' perceptions of effectively applying EI skills. Purposive sampling was used to identify 10 leaders from the Nigerian brewing industry to participate in the study. Data sources included semistructured interviews, field notes, and public documents. Thematic analysis of the collected data highlighted several strategies that participants perceived as enhancing employee job satisfaction and organizational performance. These were recognizing employees, communicating effectively, maintaining an open door policy, setting clear goals and objectives, encouraging team bonding and collaboration, providing opportunities for employee growth, valuing employees' opinions and contributions, and embracing and promoting diversity and inclusivity. The study's implications for positive social change include providing numerous perspectives on EI utilization strategies for leaders to build a positive working atmosphere and enhance employee job satisfaction. The study may inspire leaders to place greater emphasis on EI skills to create more emotionally savvy cultures and improve overall organizational effectiveness.

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Dedication

I would like to dedicate this special honor to my late mother, Chief Mrs. Victoria Yewande Ayeni, the Eyero of Ilamo Ekiti, who understood the value of education, and tirelessly worked to provide me and my brothers with the wherewithal to pursue our education to the university level. She sadly passed away while I was pursuing my PhD. Eyero will forever be missed for her high level of emotional intelligence and dedication to humanity.

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Chapter 1: Introduction to the Study

Emotional intelligence (EI), defined as a person's ability to recognize, identify, control, process, and express their emotions and emotional information, as well as effectively and compassionately manage interpersonal interactions with others, can help top managers and other leaders more effectively fulfill their leadership obligations, as well as increase team and member harmony and collaboration (Gao et al., 2023; Kitsios et al., 2022; Wilderom et al., 2015). Emotionally intelligent leaders are needed in teams and organizations to manage anxiety, communicate effectively, empathize with others, overcome challenges, resolve issues, diffuse tensions (Drigas & Papoutsis, 2018), and improve employee job satisfaction (Miao et al., 2016). One of the crucial factors preventing an organization from accomplishing its goals and decreasing its level of performance is the failure of leaders to transform the work environment to manage organizational processes, foster collaborative behavior, and boost employee job satisfaction (Abayomi & Rahim, 2020). Job satisfaction has been shown to impact employees' attitudes and behaviors concerning their efficiency and productivity (Lan & Trinh, 2021).

EI, which is an indicator of leadership effectiveness, has been shown to play a significant role in improving employee job satisfaction (De Simone et al., 2018; Miao et al., 2016). For this reason, a thorough understanding of how leaders use EI to enhance employee job satisfaction is critical. In this research, I explored how Nigerian brewing industry leaders can utilize EI skills to improve employee job satisfaction and organizational performance. The Nigerian brewing industry, due to its enormous potential,

is increasingly appealing and attracting the interest of international corporations (Haukur, 2017). Nigerian brewing industry leaders' leveraging of EI could result in exceptional results for enhanced organizational effectiveness. The study may contribute to positive social change by providing top managers and other leaders with a complete understanding of the motivation and hygiene factors required to motivate team building, collaborative efforts, and the implementation of developmental programs.

In Chapter 1, I provide an overview of the study I performed. The chapter begins with a discussion of the importance of EI for increasing employee job satisfaction and organizational performance. I then present the research problem, purpose, and research question. The nature of the study is discussed, and succinct definitions of key concepts or constructs are provided. I subsequently consider the assumptions, scope and delimitations, and limitations of the research. The chapter concludes with a discussion of the study's significance and a transition to Chapter 2.

Background of the Study

Organizations in modern dynamic business environments rely heavily on effective leadership to effectively manage their human and material resources to achieve the organization's goals and objectives (Suleman et al., 2020). Effective leadership is critical in enhancing exceptional organizational performance by creating a healthy, inspiring, and convenient business environment and promoting excellent interpersonal relationships among employees (Suleman et al., 2020). According to Akparep et al. (2019), the leadership style used can significantly impact an organization's goals as well as the performance of its employees. Effective leaders have strong communication skills, are

always optimistic, think in new ways, and are emotionally aware and stable (Supramaniam & Singaravelloo, 2021). As a result, effective leadership in improving organizational performance and effectiveness is important. However, business failures due to the modern world's increasing complexity and unpredictability have increased the need for adaptable and dynamic leadership skills for effective workforce management (Abidakun & Ganiyu, 2020).

According to studies, leadership effectiveness is a function of EI (Miao et al., 2016). Numerous researchers have found a substantial link between EI and leadership behavioral styles (Foster & Roche, 2014). According to Salovey and Mayer (1990), EI is the perception, utilization, comprehension, and regulation of emotions about oneself and others. EI has grown in importance and is increasingly recognized in social psychology (Suleman et al., 2020). EI, a key personal trait for effective leadership, is essential for both leader success and organizational performance (Apore & Asamoah, 2019; Tuncdogan et al., 2017). EI is an important characteristic used by leaders in establishing their company's vision and mission and serving as a role model for their employees (Cavaness et al., 2020).

EI comprises four components: perceiving emotion, reasoning with emotion, understanding emotions, and managing emotions (Drigas & Papoutsi, 2018; Mayer et al., 2003). Organizational leaders and managers with higher EI qualities exhibit more ethical behavior, which promotes productive workplaces (Supramaniam & Singaravelloo, 2021). This is because highly emotionally intelligent leaders understand and control their own emotions as well as the emotions of others to positively influence their organizational

social climate and subordinates' job satisfaction, resulting in excellent organizational performance (Dong et al., 2022; Miao et al., 2017, 2018).

Emotionally unintelligent leaders may contribute to several unpleasant and unpalatable dilemmas for companies and employees, negatively impacting organizational overall performance (Suleman et al., 2020). Nigeria's manufacturing sector is a growing commercial sector that has witnessed rapid globalization and greater competition among organizations in the last few years (Onaolapo & Adeyinka. 2020). Leaders of brewing firms in Nigeria are striving to boost their output and efficiency in the face of harsh operating environments, increased competition, low consumer spending capacity, and inefficient performance planning systems, which has created a great deal of unpredictability for the industry and resulted in a shortage of enthusiastic and dedicated employees who are essential for accomplishing the organization's established targets (Nzewi et al., 2018). This heightened competitiveness and challenging businesses environment has resulted in long work hours, stress, employee unhappiness, and significant turnover in many firms, necessitating the need for highly emotionally intelligent and socially conscious leadership (Oyeleye et al., 2019). These evolving challenges have also made it imperative for leaders and managers of brewing firms to seek ways to implement sound and dynamic long-term organizational strategies and enhance employee job satisfaction (Akindele, 2021; Nzewi et al., 2018; Ofoegbu, 2022; Oyeleye et al., 2019). According to Udod et al. (2020), employees' feelings of empowerment and satisfaction in the workplace are dependent on their perceptions of leaders' behavior and attitudes, which are outcomes of their EI. As such, this research

could provide a comprehensive understanding of leaders' EI and the job experiences of employees (Cleland, 2017) in the Nigerian production and manufacturing industries.

Several researchers have investigated leadership EI and self-awareness in organizations, as well as the effects these important constructs have on employee job satisfaction and motivation, as well as overall organizational performance and effectiveness (Miao et al., 2018). Udod et al. (2020) provided a framework for evaluating the impact of leaders' attitudes and behaviors on employee work experiences. Employee feelings of empowerment in the workplace, according to Udod et al.'s results, are highly dependent on their perceptions of leaders' behavior and attitudes, which are a product of their EI. Likewise, Apore and Asamoah (2019) reported that highly emotionally intelligent leaders are more likely to demonstrate transformational leadership characteristics, which results in improved organizational performance and follower satisfaction. Suleman et al. (2020) also demonstrated a moderately positive relationship between EI and job satisfaction.

Winton (2022) extended the importance of EI by stating that both follower and leader EI contribute to followers' job satisfaction at work, emphasizing the potential importance of EI congruence between a leader and a follower. Drigas and Papoutsis (2018) emphasized the importance of emotions, general intelligence, and EI at the individual, organizational, and societal levels in ways that promote positive social change. Leaders require more than just typical managerial skills; they also require well-honed and focused EI that is task- and relationship-oriented (Tognazzo et al., 2017). As such, top leaders should be taught the application of specific EI-behavioral competencies, particularly

those related to task and relationship management (Tognazzo et al., 2017). Because of the potential value of EI, further research into its application in improving employee job satisfaction and organizational effectiveness in the Nigerian brewery industry is required.

The findings from the relevant literature (Anichebe & Igwe, 2020; Ishola-Esan, 2019; Miao et al., 2016; Mohammad et al., 2018; Oyeleye et al., 2019) have made a significant contribution to the concepts of EI and its components, but these studies are not without limitations, and there are still areas that have not been explored. Miao et al. (2016) reported a lack of studies on the influence of EI on job satisfaction at high levels, such as team level and organizational level, and thus suggested future studies on leaders' EI on satisfaction at high levels, with a special emphasis on the EI construct in the field of entrepreneurship. According to Mohammad et al. (2018), more research is still needed to fully understand the factors that may influence the development of EI and job satisfaction. Few qualitative studies have been undertaken to examine the influence of leaders' EI on employee job satisfaction and organizational performance, according to my review of the literature. In this study, I built on previous literature by exploring Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance.

Problem Statement

Employee job dissatisfaction and turnover rates increase when organizational leaders and managers have low EI (Apore & Asamoah, 2019; Luncheon, 2021). Organizational leaders' ineffective management and administration of human and material resources in the face of increased work pressure and demands have consistently

hampered employee job satisfaction and organizational performance in the Nigerian business environment (Igweh et al., 2017; Nwosu et al., 2019; Oyeleye et al., 2019; Tarurhor et al., 2022). Nwosu et al. (2019) found that 54.1% of employees in selected public organizations in Southern Nigeria were dissatisfied with their jobs. As such, employee job satisfaction is a growing source of concern in the Nigerian labor market (Akinwale & George, 2020; Rasak et al., 2020).

EI is a hallmark of leadership effectiveness (Miao et al., 2016; Suleman et al., 2020). Studies have been conducted on EI and its effect on employee job satisfaction and organizational performance (Dong et al., 2022; Miao et al., 2018). Oyeleye et al. (2019) conducted a quantitative study to assess the connection between EI and job satisfaction among nursing professionals in selected hospitals in the Jos metropolis. Likewise, Onabote (2021) conducted a quantitative correlational study to investigate the relationship between EI and leadership performance at four different manufacturing organizations in Lagos State. However, in the paradigm of qualitative research, there have been limited exploratory and explanatory studies on the influence of a leader's EI on employee job satisfaction (Udod et al., 2020). The social problem is that Nigerians and those in leadership positions have not placed significant importance on EI skills to improve general organizational effectiveness (Anichebe & Igwe, 2020; Ishola-Esan, 2019; Oyeleye et al., 2019). The specific research problem that I addressed in this study is that most Nigerian brewing industry leaders have not effectively applied EI skills to improve employee job satisfaction and organizational performance.

Purpose of the Study

The purpose of this qualitative single-case study was to explore the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. The intent was to provide an in-depth description and analysis of the influence of leader EI on employee job satisfaction and overall organizational performance. Employees who are satisfied with their jobs exhibit positive emotions, which are reflected in their positive organizational behaviors and attitudes (Lan & Trinh, 2021). The study adds to the body of knowledge about leaders' EI and its impact on creating a positive work environment for employees, as well as improving overall organizational performance and effectiveness in the Nigerian brewing industry.

Research Question

What are the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance?

Conceptual Framework

The concepts and theories that grounded this study were Goleman's (1998) model of emotional competencies and Herzberg et al.'s (1959) two-factor theory of job satisfaction. EI is defined in Goleman's model of emotional competencies as the ability to understand one's own and other people's feelings and emotions, motivate oneself, and control one's emotions for the benefit of oneself and the relationships in one's life. Goleman's model of EI comprises four main constructs, which are self-awareness, self-management, social awareness, and relationship management (See also Udod et al., 2020).

According to the Salovey and Mayer (1990) model, knowledge gained from individuals' perceptions of how emotions work and how to manage them helps them think more clearly and make better decisions. According to the two-factor theory, two types of factors—motivation and hygiene—are responsible for employee job satisfaction and dissatisfaction (Koncar et al., 2021). Job satisfaction is defined as an individual's feelings and thoughts, behaviors, and attitudes toward their job (Buragohain & Hazarika, 2015).

Goleman's (1998) model of emotional competencies and Herzberg et al.'s (1959) two-factor theory of job satisfaction relate to the nature of this study because of the substantial link between EI and leadership behavioral styles (Foster & Roche, 2014). According to the two-factor theory, motivational factors are crucial for boosting employees' job satisfaction and commitment because they are based on the idea that people are constantly seeking ways to improve themselves, whereas hygiene factors are focused on the circumstances of the workplace environment (Herzberg 1966; Zhang et al., 2020). Motivators, according to the theory, are required to ensure satisfaction, while hygiene factors are required to avert dissatisfaction (Herzberg 1966). Highly emotionally intelligent leaders are essential in organizations to provide solutions to various organizational challenges that may emerge and to provide a competitive advantage (Dong et al., 2022; Sonmez Cakir & Adiguzel, 2020). Using Goleman's (1998) model of emotional competencies for this study enabled understanding and engagement of leaders' EI in fostering a positive work environment for employees, as well as improved overall organizational performance and effectiveness.

According to Serrat (2017), emotionally intelligent leaders can recognize their emotions and those of others, regulate themselves, motivate themselves and others, and develop the competency and social skills necessary to motivate followers to complete duties and tasks to accomplish organizational goals. Thus, the capacity of leaders to recognize their emotions and those of others, and understand how to use emotions to create more agreeable interpersonal and professional relationships with others, motivate others, and create a positive workplace is very critical in decision-making and actualizing tasks. In this regard, Goleman's (1998) model of EI was appropriate to use as part of the conceptual framework for this qualitative case study research. Employees who are satisfied with their jobs are more productive, which improves overall organizational performance (Lan & Trinh, 2021). Leadership behaviors are a collection of an effective leader's attributes and deeds necessary to effectively influence, motivate, and direct a group of people.

Nature of the Study

I conducted a qualitative single-case study to address the research question in this study. A case study was appropriate for this study because this design facilitates a thorough analysis of a complex phenomenon or issue in a practical setting (Mehdipour et al., 2022; Yin, 2018). A qualitative case study is a research methodology that aids in exploring a phenomenon within a specific setting using numerous sources of data, and it does so via a range of lenses to show multiple sides of the phenomenon (Rashid et al., 2019). A qualitative approach can elicit an in-depth understanding of a subject in its native environment or produce fresh research concepts (Maxwell, 2019). A qualitative

case study was appropriate because I explored leaders' EI and how it influences employee satisfaction with their jobs. This approach enabled research participants to describe their experiences of the phenomenon under study. I explored the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. For this reason, an approach that allowed for an in-depth exploration and understanding of the concept by involving participants with significant organizational leadership experiences was critical. The research participants were leaders or top managers working in brewing firms in Southwestern region of Nigeria.

Semistructured, one-on-one interviews and publicly available documents from the company repository were the data sources for the study. Semistructured interviews combine preset questions (as in structured interviews) with open-ended exploration (as in unstructured interviews; Wilson, 2014). A semistructured interview is very effective in gathering rich and in-depth information during an interview (Patten & Newhart, 2017). I asked predetermined interview questions (IQs) during the qualitative, semistructured interviews to direct the interview process. In addition, public information from the organization's historical data repository that was pertinent to the topic was analyzed to obtain more data and information to further establish the credibility of this study.

In qualitative case study research, interviews, archival documents, and observation are possible data types and sources. For this case study research, I employed a variety of data sources, including qualitative semistructured interviews, field notes, documents, and archival data. I used purposive sampling techniques to recruit

participants (see Udod et al., 2020). I selected and interviewed participants from the brewing companies that matched the selection criteria. Purposive sampling techniques involve selecting participants who have the characteristics needed in the sample (Udod et al., 2020). Primary inclusion criteria included professional knowledge and experience of working in the Nigerian brewing industry and a minimum of 5 years of regular multinational workplace experience. Participants were required to meet the inclusion criteria of regular workplace experience; answering the study's research question required sufficient experience of the effects of leaders' EI in a multinational workplace.

The analysis of the qualitative data I collected entailed coding, categorization of codes, and the development of themes (see Yin, 2018). After data assembly, manual data evaluation using inductive coding was carried out in Microsoft Excel. This was followed by NVivo coding to initially code the data, utilizing the exact phrases of the research participants. The initial coding condensed the transcripts into single words or phrases taken directly from the transcripts of the interviews. Next was the grouping of the codes into categories. Pattern coding was used to identify and categorize patterns in the code. Finally, the codes and categories were examined for the emergence of themes and further interpretation of the information.

Definitions

Following are definitions of the key terms employed in this study:

Effective leadership: A type of leadership that entails using the appropriate combination of leadership, management, and entrepreneurship skills at the appropriate

time and place to accomplish the goals established for the company as well as to inspire and support employee development (Weinfurter, 2013).

Emotional intelligence (EI): A person's ability to be aware of their own emotions as well as the emotions of others, to direct and manage one's emotions, and to accurately react to the emotions of others (Meyer et al. 2008; Miao et al., 2018).

Employee job satisfaction: The state of contentment and positive feelings and thoughts, behaviors, and attitudes toward one's job (Buragohain & Hazarika, 2015; Miao et al., 2016).

Organizational performance: A measure of the effectiveness and efficiency of an organization (Okpara & Edwin, 2015).

Self-awareness: The ability to monitor one's feelings and emotions as well as those of others, distinguish between them, and make decisions based on this knowledge (Salovey & Mayer, 1990).

Assumptions

According to Shungu et al. (2014), assumptions are suppositions that researchers include in their studies but cannot be subjected to verifications. They are unproven ideas, beliefs, or statements that researchers assume and use to guide their studies (Kirkwood & Price, 2013). The study's basic assumptions were that the research participants were knowledgeable about and understood EI and that they were open to discussing how they used the construct in their various management roles in their various companies. Another assumption was that the responses gathered from research participants through semistructured interviews were unbiased and truthful and that they accurately represented

participants' experiences of utilizing EI components to improve employee job satisfaction, thus providing sufficient and reliable data. Also, I assumed that the sample size was sufficient to provide reliable data and that the IQs were relevant to the study.

Scope and Delimitations

This qualitative case study research was limited to leaders in the Nigerian brewery industry. My focus was solely on leaders' perceptions of effectively applying EI and how it affects their subordinates' job satisfaction. The geographical area of the participants, Southwestern region of Nigeria, also limited the scope of the study. The study's data sources were semistructured interviews and archives from the company. The participants were chosen using purposeful sampling. To analyze the data, I used content analysis.

The delimitations of the study include the selected participants, the research design chosen, and the IQs asked. I designed the IQs for leaders and managers with at least 5 years of experience and knowledge of employee job satisfaction. Thus, the participants were purposefully sampled based on the chosen criteria. The primary inclusion criteria were professional knowledge and experience of working in the Nigerian brewery industry and a minimum of 5 years of regular multinational workplace experience.

Limitations

According to Brutus et al. (2013), study limitations are constraints over which the researcher has no grip and which may have a possible impact on the research's findings. The possible flaws, imperfections, or drawbacks of a study are referred to as its "limitations" (Theofanidis & Fountouki, 2019). One major limitation of case studies is

the inability to generalize case study findings (Luncheon, 2021). The participants for the study were solely from the Nigerian brewing industry. This may have limitations relating to transferability to other sectors owing to varying organizational cultures and management procedures. Participants' responses, research bias, and a lack of literature on EI and employee job satisfaction are potential limitations of the study. Furthermore, the respondents' answers to the questions may not have been truthful, and the participants may not be a true representation of the Nigerian population. I used annual reports on leader performance indicators from the partner organizations; however, if the partner organizations did not provide adequate archival information or repository records, the research may be constrained.

Significance of the Study

This study is timely because it engages with two critical concepts in social and organizational psychology: EI and job satisfaction. The brewing industry in Nigeria is one of the manufacturing sector's fastest-growing subsectors, accounting for approximately 28% of manufacturing value added and directly employing more than 50,000 people as of 2009 (Ali & Iwuchukwu, 2015). Indirectly, the industry employed approximately half a million individuals, which included firms that offered additional or supplementary services as of 2009 (Ali & Iwuchukwu, 2015). Emotionally intelligent leaders must be able to provide thoughtful and inspirational leadership to achieve needed organizational strategy and exceptional organizational performance. I explored how Nigerian brewing industry leaders can utilize EI skills to improve employee job satisfaction and organizational performance.

Significance to Practice

The findings of this study have the potential to influence positive social change by providing useful information that could improve the EI skills and capabilities of leaders and stakeholders in other fields and organizations, assisting them in developing more emotionally intelligent cultures and socially responsible organizations (see Miao et al., 2017). The findings of this study could assist leaders and managers in implementing sound and flexible organizational approaches for improving employee job satisfaction in Nigeria (Akindele, 2021; Nzewi et al., 2018). This study's findings may compel Nigerians and those in positions of leadership to engage in deeper conversations about EI, which is critical in decision-making and task completion.

Significance to Theory

Previous research on EI and employee job satisfaction has contributed to the literature. However, the current body of research lacks qualitative information on the effect of leadership EI on employee job satisfaction in the Nigerian brewing industry (Anichebe & Igwe, 2020; Ishola-Esan, 2019; Oyeleye et al., 2019). The study's findings might contribute to the research on EI by providing insight on its influence in the workplace and the potential to contribute to more agreeable interpersonal and professional relationships between leaders and their subordinates.

Significance to Social Change

Emotionally intelligent leaders foster a vibrant working organizational culture and an ideal workplace climate in which they can add value to their employees while instilling in them an emotionally intelligent and socially responsible attitude (Dong et al.,

2022), motivating and inspiring them to take action to positively affect the consumers, other people in their communities and society at large. This research could contribute to positive social change in Nigeria by establishing a community or culture that places a high value on EI as it relates to leadership. The study's findings may aid the promotion of positive social change by providing leaders and executives with a better grasp of employee satisfaction and dissatisfaction factors to implement team building and development programs. Implications for positive social change include the prospect of improving leadership selection, development, and training, which could boost employee job satisfaction, customer relations, and organizational performance, as well as foster a more emotionally intelligent population.

Summary and Transition

Leadership behavior is considered by some researchers to be particularly important in achieving organizational goals and in evoking performance among subordinates. Several studies have emphasized the significance of the connection between leadership, leadership styles, and EI. EI has been well demonstrated to be an underlying element connected with leader behavioral styles. In this study, I explored leaders' EI and how it affects employee job satisfaction. Chapter 2 includes a review of relevant and recent literature. In Chapter 3, I address the study design and data collection method, provide detailed information about the interview protocols, and describe the coding and data analysis used in the study.

Chapter 2: Literature Review

EI is the ability of a person to use emotion and intelligence to address challenges/difficulties and make decisions (Kitsios et al., 2022). EI can also be defined as an individual's competence, skills, precise evaluation, and effective handling of his senses about other people and groups (Suleman et al., 2020). Effective and successful leaders in different sectors and organizations are expected to manage situations effectively, quickly create an atmosphere of trust and understanding, inspire employees, and achieve organizational targets and set objectives (Arinze, 2011; Suleman et al., 2020). A leader's EI has an enormous impact on the organization's psychological well-being, and a leader's emotions have a significant impact on how their followers behave (Winton, 2022). Highly emotionally intelligent leaders can leverage interpersonal conversations and interactions to boost job satisfaction (Winton, 2022). As a result, leaders can use their EI to support their subordinates in any situation, fostering an environment that increases employee job satisfaction and organizational effectiveness.

The purpose of this qualitative study is to explore the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. The specific research problem that this study will address is that most Nigerian brewing industry leaders have not effectively applied EI skills to improve employee job satisfaction and organizational performance. Anichebe and Igwe (2020), Ishola-Esan (2019), and Oyeleye et al. (2019) noted that Nigerians and those in leadership positions did not place enough emphasis on EI skills to enhance organizational performance. As a result of the study's findings, Nigerians and those in

leadership positions may be encouraged to engage in more in-depth discussions about EI, which is crucial in making decisions and completing tasks. This chapter contains an introduction, a literature search strategy, a conceptual framework, and a thorough literature review on leader EI and employee job satisfaction.

Literature Search Strategy

The Walden University library was primarily used to locate articles for this study. The appropriate keywords selected include emotional intelligence, elements of emotional intelligence, emotions, Goleman's model of emotional competencies, leadership emotional intelligence, leadership effectiveness, leadership behavioral patterns, employee Job Satisfaction, Organizational Performance, and social change. The databases consulted consist of ScienceDirect, ABI/INFORM Collection, Academic Search Complete, Taylor and Francis Online, SAGE Journals, SAGE Knowledge, SAGE Research Methods Online, and ScholarWorks. The search criteria are critical in choosing articles for a literature review based on the project's research question. These will include certain selection and exclusion criteria.

I take great care in linking concepts together using the Boolean terms AND, OR, and NOT in my searches. For instance, I use AND to find articles that use both concepts such as emotional intelligence AND job satisfaction. I use OR to find either the keyword or the synonym, for example, organizational performance OR firm performance. Because the AND Boolean word is automatically added between the search box and the Walden library search, it is advisable to use the OR phrase in most circumstances. After inputting the search terms, the limiters were used to limit the article search to Peer Reviewed

Scholarly Journals only published within the last 5 years. The publication, subject, and databases were appropriately selected using the advanced search. Publications from Nigeria's brewing industry and official organization websites were further consulted to review the literature.

Conceptual Framework

The central idea of this qualitative case study was how a leader's EI influenced subordinate job satisfaction and, thus, organizational performance. The study's main conceptual foundation is Goleman's (1998) model of emotional competencies. Goleman (1998) defines EI as an individual's ability to recognize one's own and other people's feelings, to motivate oneself, and to successfully control one's emotions to achieve the best outcomes for oneself and one's relationships. Goleman's (1998) model presents a set of competencies and skills that includes five core elements of EI: self-awareness, self-regulation, social skills, motivation, and empathy. Self-awareness is the ability to monitor one's feelings and emotions and recognize how they impact others; self-regulation is the ability to control unanticipated or negative feelings or signals through keeping an optimistic mindset even when things do not go according to expectation; social skills entail the ability of an individual to get along with people under a variety of circumstances, develop relationships, and foster a positive work environment; Motivation is defined as the ability to priorities achieving set goals and improving oneself over immediate gains or incentives; and empathy includes the capacity to comprehend the emotions of others and respond appropriately (Goleman, 1995).

Based on findings from research studies on emotion, intelligence, psychology, and cognition, Salovey and Mayer (1990) proposed that certain individuals may be more intelligent in terms of emotions than others. Salovey and Mayer (1990) drew attention to people's ability to provide solutions to emotional issues such as being able to recognize other people's emotions through their facial expressions, comprehend what is meant by emotional words, and regulate emotions, among other things, which they jointly claimed indicated that people possess a broader emotional reasoning skill dubbed "emotional intelligence." Mayer and Salovey (1997) categorized EI into four areas. Mayer and Salovey's (1997) four-branch model of EI comprised four components which include perception, regulation of emotions, effective use of emotions, and ability to manage emotions. The Bar-On (1997) model consists of 15 interconnected emotional and social competencies. Bar-On (1997) defined EI as the emotional, personal, social, and survival components of intelligence. The elements in the Bar-On model play crucial roles in comprehending ourselves and others, expressing ourselves easily, and handling everyday challenges (Drigas & Papoutsis, 2018). Drigas and Papoutsis (2018) propose a nine-layer pyramid of EI essential for an individual's continued growth and evolution to the next stages of EI in their new layered model.

EI provides leaders with insight into the dynamics of interpersonal relationships and, as a result, the ability to improve relationships (Cavaness et al., 2020). EI capacity and expertise assist leaders and managers in increasing subordinate job satisfaction and creating a positive work environment, thereby improving organizational effectiveness. Jha and Bhattacharya (2021) investigated the effects of a leader's EI and servant leader

traits on subordinates' job satisfaction and found that the creation of an engaging atmosphere for their employees increases the assets' work productivity. Srivastava et al. (2021) showed that self-emotion appraisal, others' emotional appraisal, use of emotion, and regulation of emotion had a significant association with job satisfaction. Motlhanke and Naong (2021) demonstrated a significant impact of managers' EI on organizational work commitment, employee job satisfaction, task-oriented behavior, and teamwork. The study provides empirical evidence of the beneficial effect of leaders' EI on organizational behaviors, demonstrating that EI is an element of organizational work commitment, job satisfaction, task-oriented behavior, and teamwork. Many job-related constraints and problems, according to Blaik et al. (2020), necessitate the manifestation of critical EI skills and traits; thus, a better in-depth understanding of how leaders and managers can develop, nurture, and apply EI skills is critical.

According to Cekmecelioglu et al. (2012), job satisfaction is the contentment that people get from their work and the enjoyment that comes from the results. Herzberg et al.'s (1959, 2010) two-factor theory of job satisfaction is a well-known theory that guided this study. Herzberg's two-factor theory, also known as the motivator-hygiene theory, proposes two employee motivating factors: job satisfaction and job dissatisfaction. Herzberg claims that there are two factors: Motivators and Hygiene factors. The Herzberg motivators that lead to job satisfaction include meaningful work, advancement, personal development and growth, sense of achievement, and recognition while the Hygiene factors that lead to job dissatisfaction include organizational policies and practices, salary, job securities, working conditions, relationship with supervisor, and

interpersonal relationships. Several studies have been conducted on the effectiveness of these factors in motivating employees. Alshmemri et al. (2017) confirmed the two-factor theory by emphasizing the importance of motivators over hygiene factors in job satisfaction. Job dissatisfaction was reported by Alrawahi et al. (2020) and was attributed to a lack of hygiene factors and some of the Herzberg theory-based motivators. Alrawahi et al. (2020) emphasized the importance of addressing these factors to improve motivation and job satisfaction. Because job satisfaction is a key concept in my research, Herzberg's dual-factor theory is very applicable.

Literature Review

To better understand the main concepts of my study, such as EI, employee job satisfaction, and organizational performance, a thorough review of recent literature was carried out. Promoting EI qualities to increase organizational effectiveness remains challenging in Nigeria (Anichebe & Igwe; 2020, Ishola-Esan, 2019; Oyeleye et al., 2019). According to Tuncdogan et al. (2017) and Apore and Asamoah (2019), EI is critical for leader success and organizational effectiveness. Understanding the importance of organizational leaders' EI in increasing employee job satisfaction is a critical component of this research. Job satisfaction, according to studies, is an essential measure of employee efficacy and efficiency, which is critical to the effective operation of any firm (Inayat & Jahanzeb Khan, 2021). However, in the Nigerian labor market, employee job satisfaction is becoming a major source of contention (Rasak et al., 2020). Thus, this qualitative study aims to explore the Nigerian brewing industry leaders' perceptions of

effectively applying EI skills to improve employee job satisfaction and organizational performance.

Emotional Intelligence

Thorndike's concept of social intelligence in 1920 is credited with the first inquiry into EI (See Drigas & Papoutsis, 2018). Later, Howard Gardner proposed the notion of multiple intelligence in 1983, expanding on the theory of intelligence by claiming that intelligence has eight forms and emphasizing the significance of interpersonal and intrapersonal skills (Drigas & Papoutsis, 2018; Gardner, 1983). However, in 1990, Salovey and Mayer proposed a novel intelligence, which resulted in the emergence of EI. Salovey and Mayer defined EI as the ability to accurately perceive, evaluate, and express emotions; integrate emotions with intellectual and mental processes; comprehend emotions and emotion information and their implications across various scenarios; and skillfully manage emotions to foster both emotional and intellectual development (Salovey & Mayer, 1990, p. 10). Unlike previous intelligence theories that saw emotion as an opponent of reasoning, Salovey and Mayer contended that, with proper guidance, emotion could inspire advantageous results (Salovey & Mayer, 1990). Mayer and Salovey (1997) characterized EI into four areas or branches. The four-branched model entails perceiving emotions, facilitating thought with emotions, understanding emotions, and managing emotions (Mayer & Salovey, 1997; Mayer et al., 2003). Salovey and Mayer's research paved the way for additional EI research, and many other researchers have since joined the intellectual debate on EI, thereby contributing to EI research (Zeidner et al., 2011).

Goleman (1995) broadened the concept to include general social competence and highlighted the importance of EI in achieving a successful life. The five components of EI cover personal and social competence that are further categorized into broader domains and include self-awareness, self-regulation, self-motivation, empathy, and social skills (Goleman, 1998, 2004; Issah, 2018). According to Baron (1997), EI is the ability to relate to and comprehend others while adjusting and dealing with one's environment to become more adept at addressing environmental needs. EI is a significant aspect of a person's character, influencing areas such as social behavior (interactions with and influence on others), general well-being (emotional, psychological, and social well-being), and productivity at work (Brackett et al., 2011). Goleman emphasized the significance of EI in achieving success at work. According to Goleman (1997), EI influences 90% of success factors while intelligence quotient determines the remaining 10%. Several research investigations have been conducted to investigate the effects of various components of EI on organizational processes and employee behaviors (Srivastava et al., 2021). According to research, EI, a key personality characteristic for successful managerial behavior, is critical for leader success and organizational effectiveness (Aporo & Asamoah, 2019; Miao et al., 2016; Tuncdogan et al., 2017). EI is critical in assisting leaders to properly function in their roles to effectively inspire their employees to accomplish their duties and commitments for increased organizational productivity and efficiency, as well as their personal growth (Suleman et al., 2020). This potential of EI has created the need to explore how Nigerian brewing industry leaders can utilize EI skills to improve employee job satisfaction and organizational performance.

Components of Emotional Intelligence

EI is a set of skills and abilities for detecting, assessing, evaluating, and regulating one's own emotions and the emotions of others and groups of people (Serrat, 2017).

Goleman (1995, p. 34) defines EI as the ability and skill to motivate oneself, regulate one's mood and control urges, persevere when frustrated, keep anxiety from impeding one's capacity to reason, and have feelings of empathy. EI gives people an edge in managing their emotions, enabling them to engage in highly successful endeavors and create deep and profound connections with others (Abass, 2020). The five components of EI encompass the required skill sets by individuals to be effective and successful in their endeavors and include self-awareness, self-regulation, self-motivation, social awareness (empathy), and social skills (Goleman, 2004; Issah, 2018; Serrat, 2017).

Self-Awareness. Self-awareness is the ability to monitor one's feelings and emotions and those of others, distinguish between them, and make decisions based on this knowledge (Salovey & Mayer, 1990). Self-awareness is a personal characteristic that describes one's understanding of one's emotions, how others perceive them, and their impact on others (Butler et al., 2014). Self-awareness is associated with EI and mindfulness, but they are not synonymous (Hernandez et al., 2015; Richards et al., 2010). How the mind receives and responds to experience is a manifestation of self-awareness - with awareness of these activities (Ninivaggi, 2020). Highly self-aware people have better working and coexisting relationships with others (Feize, 2020; Urdang, 2010). Self-aware individuals have better levels of organizational commitment, work motivation, and job satisfaction, as well as more successful managers and leaders than those who are

not (Moshavi et al., 2003). Research in the past has begun examining many ways in which knowing oneself can result in successfully leading teams in challenging environments and managing others in the workplace (Hernandez et al., 2015). Self-awareness can predict leadership effectiveness and other important individual and organizational outcomes (Carden et al., 2021). Self-awareness is critical to both leaders' success and overall organizational success, as well as subordinate success and satisfaction (Muenjohn, 2011; Sosik & Megerian, 1999). Highly self-aware leaders are more aware of their emotions and their impact on others (George, 2000). They can also use this emotional awareness to develop and outline collective goals and objectives, create audience-specific messages, and become more flexible problem solvers and less rigid decision-makers (George, 2000).

Traditional theory holds that self-awareness has internal and external (social) components (Hernandez et al., 2015; Sutin & Robins, 2008). Duval and Wicklund's (1972) self-awareness theory distinguished between subjective (externally directed view) and objective (internally directed view) self-awareness. The internal components concern one's ability to notice and reflect on one's internal state, whereas the external components concern one's awareness of other people's perceptions, which increases the likelihood of adhering to social norms and engaging in socially acceptable behaviors (Hernandez et al., 2015). Objective self-awareness leads people to evaluate their behaviors concerning personal standards (Duval et al., 2001). The self-awareness theory asserts that individuals who are more aware of how others perceive them are better at incorporating feedback from others into their self-evaluations and, ultimately, their behavior (Moshavi et al.,

2003). According to the quote of Lao-Tzu, “It is wisdom to know others; It is enlightenment to know one’s self” (Tekleab et al., 2007, p. 185). Leaders in all capacities must be conscious/aware of how their actions/ behaviors affect the people they lead.

Butler et al. (2014) investigated whether there is a link between self-awareness and perceptions of leadership effectiveness in hospitality leaders and whether cultural conditions (e.g., uncertainty avoidance, performance orientation, and in-group collectivism) influence the relationship. The study assumes that hospitality leaders may require self-awareness to be successful in their leadership roles in an industry that frequently involves cross-cultural interactions. The study emphasized the importance of self-awareness for perceived effective leadership, as self-awareness resulted in higher opinions about leader effectiveness in all but one of the cultural situations, even when an initial focus on the quality of the leader's job relationships with others was considered. The findings showed that self-awareness can predict leadership effectiveness and other important individual and organizational outcomes.

Feize (2020) conducted a study to examine the individual experiences of social work educators as regards their self-awareness. The study's premise is that individual experiences of social work educators may influence how they teach and train students in social work about self-awareness. The author used a qualitative narrative approach to explore the research participants' experiences. Data were collected through in-depth interviews with 35 social work educators from 27 colleges and universities across the United States. According to the findings, as participants observed their behaviors in their surroundings and their connection to other people's behaviors, their awareness and self-

knowledge improved. The outcomes can assist social work educators in increasing their self-awareness by developing a concentrated mindfulness of both internal and environmental stimuli and helping their students to do the same.

Self-Regulation. Self-regulation is an aspect of EI that involves the ability of people to express their emotions appropriately. Self-regulation is the ability to control turbulent and distracting impulses or emotional states (Issah, 2018). According to Bandura (1991), self-regulation entails the ability of individuals to inspire and control their behavior to achieve desired outcomes. Self-regulation refers to a person's capacity to direct and regulate their behavior to accomplish their desired goals (Bandura, 1991). Individuals with self-regulation skills have the following competence; self-control, trustworthiness, conscientiousness, adaptability, and innovativeness (Serrat, 2017). Serrat (2017) expands on the characteristics of individuals with self-regulation competence.

Siregar et al. (2018) conducted a study of 150 students in elementary schools from Meuraxa districts in Banda Aceh, Indonesia. The study investigated the relationship between self-regulation, EI, and character-building in fourth-grade students. According to the study's findings, there are positive relationships between self-regulation, EI, and character development. The study emphasized the importance of self-regulation and EI skills in the educational sector.

Motivation. Intrinsic motivation is the desire to act and work for reasons other than monetary gain, status, or reward (Goleman, 1987; Issah, 2018). The element of motivation includes a strong achievement drive that persists in the face of failure, commitment, initiative, and optimism (Issah, 2018; Serrat, 2017). Arias et al. (2022)

claim that motivation is a multifaceted process created by biological, cultural, social, cognitive, and learning components. Ryan and Deci's (2000) model describes intrinsic motivation as situations in which an individual finds an action captivating and fulfilling in and of itself rather than as a result of a consequence such as obtaining a reward or incentive. Motivation is essential to the effectiveness of organizations and their employees (Vandercammen et al., 2014). Employee motivation increases job satisfaction, engagement, and commitment to duties (Grant, 2008; Vandercammen et al., 2014). Leadership has an enormous effect on the intrinsic motivation of organizational employees (Wuisang et al., 2020). According to Wuisang et al. (2020), leaders should encourage subordinates' intrinsic motivation by attending to their daily organizational and management needs by meeting subordinates' independence and self-sufficiency, expertise, and interpersonal interaction needs.

Research by van der Burgt et al. (2020) investigated the factors influencing the situational and contextual motivation of medical specialists and the connection between situational and contextual motivation. The study's findings showed that the tasks and organizational procedures that interfere with providing care to patients or lower the standard of care are the primary factors that negatively affect motivation. The study showed that daily motivation positively correlated with an idealized and encouraging working atmosphere. Organizational culture, a significant environmental variable, has an impact on intrinsic motivation, according to Nguyen (2019).

Empathy. Empathy is the ability to comprehend others' feelings and what they imply, as well as the ability to convey these feelings to others (Di Lorenzo et al., 2019).

Empathy, according to Di Lorenzo et al. (2019), is a multidimensional concept and a relationship process that includes cognitive, behavioral, affective, and moral dimensions. Empathetic people are sensitive to emotional signals and have excellent listening skills (Serrat, 2017). Individuals with this competence are sensitive, comprehend other people's points of view, and assist others based on their knowledge of their desires and emotions (Serrat, 2017). Empathy has also been found to promote communication and is a quality professionally necessary for all professionals who deal with and interact with people (Sergey et al., 2019). Empathy can have a substantial effect on job dedication and satisfaction with work and has been found to play a crucial role in preventing physical and emotional workload exhaustion (Yue et al., 2022).

Yue et al. (2022) investigated the mechanism and effect of empathy on burnout, job satisfaction, and commitment in medical personnel. The study also looked into the role of job satisfaction and job commitment in mediating the relationship between empathy and burnout in medical staff. The study's premise is that there is an increasing concern about burnout among healthcare professionals worldwide, and empathy has been described and reported in the literature to alleviate burnout. According to the study's findings, increasing empathy and job commitment reduces burnout. Their findings, however, revealed a positive connection between job satisfaction and burnout. Yue et al. (2022) emphasized the importance of improving employees' job commitment and empathic skills by creating a conducive working atmosphere, providing training to improve staff skills and technical competence, and establishing useful collaborative relationships among staff.

Also, empathy has been shown to have a positive impact on employee well-being (Raina, 2022). As a result, leaders and managers are expected to demonstrate significant empathic skills and the ability to demonstrate a positive attitude, support, and concern for their subordinates at work. Raina (2022) looked into leaders' and top executives' ability to use empathy in managing employees' health and well-being to maintain job motivation and engagement during a global epidemic for valuable performance. This qualitative study interviewed seven (7) C-suite executives from various industrial sectors around the world. According to the findings, compassionate empathic conduct has an encouraging effect on employee mental well-being, motivation, and thus outcomes during a period of crisis. Empathy, a critical leadership skill, is a key component of leadership effectiveness and smooth organizational performance, according to the study.

Social Skills. The ability to use one's awareness of others to help others develop their skills, abilities, and/or competence and shape their conduct and behaviors is referred to as social skills (Goleman, 2000; Sokn et al., 2019). Elements of social skills include the ability to successfully bring about change, persuasiveness, teamwork, and leadership abilities (Issah, 2018). Leaders who possess and demonstrate other aspects of EI like self-awareness, self-regulation, motivation, and empathy are inevitably socially skilled (Goleman, 2004; Issah, 2018). Leaders and individuals with social skills are adept at establishing positive and mutually beneficial connections, managing relationships, establishing networks, communicating effectively, and reaching mutual agreements (Issah, 2018). As a result, leaders and individuals who are emotionally intelligent can use

their social skills to establish and sustain relationships, as well as inspire change toward the attainment of their organization's targets (Issah, 2018).

Li et al. (2023) researched to investigate how social skills affect the performance of financial analysts. The authors examined the effect of social skills on analysts' earnings forecast accuracy and analysts' stock recommendation profitability. The findings showed that analysts who are more socially skilled produce earnings forecasts with greater accuracy.

Models of Emotional Intelligence

The early theory of EI can be traced to Salovey and Mayer (1990). Since then, there has been significant empirical research on EI (Gutiérrez-Cobo et al., 2017). Since 1990, several EI models have been developed. The most notable of these models are the three major models of EI developed by Bar-On (2004); Goleman (1998), and Mayer-Salovey (1990).

Mayer–Salovey Model. EI was defined by Salovey and Mayer (1990) as the ability to comprehend one's own and other people's feelings and emotions, to distinguish and accurately assess the various emotions, and to apply the feelings and emotions for effective decision-making. Mayer and Salovey (1997) later developed and categorized the ability model of EI into four areas. They named the model the "four-branch ability model" with the four branches being (a) perceiving emotions, (b) facilitating thought using emotions, (c) understanding emotions, and (d) managing emotions.

Perceiving emotions involves an individual's ability to accurately identify emotions through facial expressions, voice tone, posture, and/or pictures/artwork (Chaidi

& Drigas, 2022; Fiori & Vesely-Maillefer, 2018; Mayer et al., 2000). This branch of the ability model entails being able to identify and express emotions in one's own physical states, feelings, and thoughts, as well as being aware, receptive, and sensitive to the emotional information of others (Fiori & Vesely-Maillefer, 2018; Papadogiannis et al., 2009).

Facilitating thoughts using emotions, the second branch of the ability model investigates a person's capacity to use emotions to impact and facilitate the application of conscious mental and thought processes (Mayer et al., 2016; Papadogiannis et al., 2009) and to cogitate on the mental and thought processes (Chaidi & Drigas, 2022). This branch requires the ability to mobilize the appropriate emotions and feelings to assist in certain cognitive activities such as reasoning, problem-solving, and decision-making (Fiori & Vesely-Maillefer, 2018; Papadogiannis et al., 2009). According to Fiori and Vesely-Maillefer (2018), people who are skilled in using their emotions can select cognitive activities that are more suited to their current emotional state and can also alter their state of mind to better align with and adapt to a specific situation.

Understanding emotions refers to a more subtle comprehension of one's own emotions including complex emotional information, an individual's ability to comprehend the way emotions fluctuate over time, which emotions are proper in various scenarios, and the connections between emotions (Drigas & Papoutsis, 2018; Fiori & Vesely-Maillefer, 2018; Mayer et al., 2016). A person with improved emotional comprehension has a large repertoire of emotions, which aids understanding of the intricate relationships

between feelings and emotions and enables precise characterization of various feelings (Papadogiannis et al., 2009).

Managing emotions is the ability to regulate and control one's emotions, as well as the emotions of others, with the intent to achieve the intended results (Fiori & Vesely-Maillefer, 2018; Mayer et al., 2016). Managing emotions requires the ability to regulate one's emotions and express them appropriately in a given situation (Chaidi & Drigas, 2022; Papadogiannis et al., 2009). People who can manage their emotions can keep a pleasant attitude in a difficult scenario or control their excitement when a crucial decision has to be taken (Fiori & Vesely-Maillefer, 2018). The ability to swiftly recover from anger or motivate and encourage a person before beginning an important endeavor demonstrates a high degree of management of emotions (Fiori & Vesely-Maillefer, 2018; Papadogiannis et al., 2009).

Goleman's Emotional Competence Model. Goleman (1995) drew considerable focus on the concept of EI from the general public, organizations of professionals, and the scientific community. EI, according to Goleman (1998), is the ability to detect our emotions and the emotions of others, to inspire ourselves, and to effectively manage and regulate our emotions for successful personal growth and interpersonal relationships. According to Goleman (1995), it is in the best interests of individuals to accept emotions as an inevitable component of their daily existence to be able to make effective decisions and live an excellent life. Goleman emotional competence model posited that EI involves five (5) clusters which include Self Awareness, Self-Regulation, Motivation, Empathy,

and Social Skills (Goleman, 1995). The five clusters are broken down further into twenty-five (25) competencies (Drigas & Papoutsi, 2018).

In 1998, Goleman introduced the EI-based performance theory to work environments (Goleman, 1998). The model was based on several performance indicators discovered by multiple investigators in a variety of organizations. Effective and exceptional employees in organizations are considered to possess the competencies (Odukoya et al., 2020). The previous five-dimensional model had to be revisited in light of Goleman's subsequent research on social and EI, which resulted in the consolidation of the original five competencies into four: self-awareness, social awareness, self-management, and relationship management (Odukoya et al., 2020). The first two components (self-awareness and social awareness) deal with emotion recognition, while the remaining two aspects (self-management and relationship management) are associated with emotion regulation (Cherniss, 2004). There are about 20 "competencies" associated with the four fundamental EI dimensions. Self-awareness encompasses competencies such as emotional self-awareness, self-confidence, and accurate self-assessment. Under social awareness, there are competencies such as empathy, service orientation, and organizational awareness. Self-management includes competencies such as self-control, reliability (trustworthiness), conscientiousness, adaptability, achievement motivation (achievement drive), and initiative. Finally, under relationship management, we have competencies such as the development of others, influence, communication, conflict management, inspired leadership, teamwork and cooperation (collaboration),

change catalyst, and create links (build bonds) (Chaidi & Drigas, 2022; Odukoya et al., 2020).

Bar-On's Model. The Bar-On model of emotional-social intelligence is a competency-based model that has also received wide recognition. This model of EI is regarded as a mixed model, similar to Goleman's model of emotional competencies. A mixed model of EI entails the combination of mental capacity with personality traits (Bru-Luna et al., 2021). People can gradually improve their EI through training, instructions, and therapy, according to Bar-On (2004). Bar-On proposed a broader concept called emotional-social intelligence (ESI), which he defined as a set of interconnected intrapersonal (emotional) and interpersonal (social) abilities and competencies, skills, and facilitators that determine and influence how well we can comprehend and express ourselves, comprehend and interact with others, and adapt to and cope with daily environmental demands, challenges, and stressors (Bar-On, 2006; Bru-Luna et al., 2021; Drigas & Papoutsis, 2018). The ESI model consists of five (5) main components which include intrapersonal skills, interpersonal skills, adaptation skills, stress management skills, and general mood (Bru-Luna et al., 2021). Intrapersonal skills comprise the following competencies; self-regard, emotional self-awareness, assertiveness, independence, and self-actualization. Under interpersonal skills, we have competencies such as empathy, social responsibility, and interpersonal relationship. Competencies about adaptation skills include reality testing, flexibility, and problem-solving while stress management skills comprise competencies such as stress tolerance,

and impulsivity control. Finally, competencies of general mood are optimism and happiness (Bar-On, 2006).

The Nigerian Perspective on Emotional Intelligence

EI is gaining traction among Nigerian academics and professionals as calls for its incorporation into a wide range of sectors of the Nigerian economy grow. Nigeria's ever-changing and demanding society, workplace, and organizations, including the government, have made effective EI skills necessary for the average Nigerian (Ugoani, 2015). According to Makama et al. (2019), a lack of EI among Nigerians has resulted in detrimental behaviors. The EI construct is crucial for effective understanding, control, regulation, and expression of our emotions and mental processes, which is required for harmonious relationships, overall well-being, and enhanced productivity and effectiveness (Ugoani, 2023). Studies on EI have been conducted in various sectors in Nigeria including the banking industry (Adekiya et al., 2021; Ehigie et al., 2023), the health sector (Oyewunmi, 2018), and the education sector (Babajide & Amosu, 2019; Chukwunonso et al., 2022; Tsagem & Bello, 2022).

Ehigie et al. (2023) emphasized the importance of EI and proper communication on teamwork effectiveness among employees in the Nigerian banking sector. The research hypothesis is that EI and organizational communication predict teamwork effectiveness. Employing a quantitative cross-sectional approach, the researchers collected data from a sample of 230 bank employees using a well-structured questionnaire. According to the findings of this study, others' emotion appraisal, actual use of emotion, and regulation of emotion dimensions of EI alongside effective

organizational communication significantly predicted teamwork effectiveness. The researchers emphasized how the integration of EI and effective communication could improve team interaction and effectiveness in Nigeria's banking industry. As a result, the banking industry should make regular EI and effective communication training a priority for the employees.

Chukwunonso et al. (2022) investigated whether the EI of employees in Anambra State, Nigeria, was associated with their performance. The researchers specifically investigated the impact of two elements of EI, self-control and empathy, on employees' creativity and commitment in secondary education institutions in Anambra State, Nigeria. The findings of the study showed a statistically significant effect of self-control and empathy on employees' creativity and commitment. The authors concluded that EI influences secondary school teachers' performance in Anambra State. The study's findings are consistent with the work of Obiekwe and Ogbo (2020), who investigated the association between EI and the administrative performance of principals in Anambra State secondary schools that are publicly funded. The correlation between principals' EI and administrative performance was both significant and moderately positive, according to Obiekwe and Ogbo (2020). The authors, therefore, recommended routine EI training for school administrators. In another study, Williams and Ikpa (2020) emphasized the impact of empathy, self-control, and self-consciousness on the dedication, inventiveness, and problem-solving skills of teachers in Cross River state, and thus suggested that EI competencies in teachers be developed and enhanced through regular training programs. Babajide and Amosu (2019) added that EI is important for senior secondary school

students' academic excellence in physics and thus recommended training to help students, teachers, and school administrators develop EI.

Similar to educational institutions, findings of positive outcomes as a result of the effects of EI have been reported in the medical field. Oyewunmi (2018) studied the correlation between EI and diversity management skills among managers in the healthcare industry in Nigeria's Southwestern region. The study's findings revealed that EI is positively and significantly related to diversity management competence.

Emotional Intelligence and Leadership Effectiveness

Emotions are extremely important in leadership (Apore & Asamoah, 2019). Leaders' emotions can have a significant impact on their subordinates, whether consciously or unconsciously (Wan et al., 2022). As a result, in today's increasingly complicated, constantly evolving, and intensely competitive environment, leaders must be able to control and handle their emotions appropriately (Apore & Asamoah, 2019). EI is a person's capacity to identify and monitor both their own and other people's emotions, express what they're feeling appropriately, understand other people's emotions and what they mean, and convey these feelings to others (Lee et al., 2022a). EI is a hallmark of leadership effectiveness (Miao et al., 2016; Suleman et al., 2020). Effective leaders are critical to any organization's ability to effectively handle its personnel and assets as well as accomplish its goals (Suleman et al., 2020).

Emotionally intelligent leaders can exert control over turbulent and distracting impulses or emotional states (Issah, 2018). According to Udod et al. (2020), the ability of leaders and managers to interact with, comprehend, and connect with individuals and

teams in the workplace has become more essential as organizational responses in unstable, challenging circumstances have become less effective. Emotionally intelligent leaders foster a positive and adaptable work environment in which employees can be imaginative and innovative while giving their all to the organization (Apore & Asamoah, 2019). Successful leaders have a strong sense of self-worth and confidence, are aware of their emotions, shortcomings, and strengths, and are capable of achieving the objectives of the organization (Suleman et al., 2020). As a result, effective leaders are critical components of an organization, playing a significant role in promoting staff wellness and the effectiveness of the organization (Suleman et al., 2020).

Researchers have examined the impact of EI on the effectiveness of leaders. Shaaban (2018) looked into the effect of EI on effective leadership in Egypt's military production factories. The study's findings revealed a significant relationship between EI and leadership abilities. The correlation between EI dimensions and competencies in leadership was found to be similar for managers who were future military production factory leaders. Pathan (2023) demonstrated the significant impact of EI on leadership effectiveness through the analysis of existing research and literature. Highly emotionally intelligent leaders, according to Pathan (2023), have better stress management techniques, effective communication skills, the ability to inspire their teams, and team-building abilities. Pathan (2023) suggests ways for businesses to foster the development of their leaders' EI. Aquino et al. (2021) investigated whether EI correlates with student-leader leadership efficacy at Laguna State Polytechnic University-San Pablo City Campus. Aquino et al. (2021) discovered that EI had a significant and positive relationship with

the leadership efficacy of the research participants, indicating that highly emotionally intelligent student leaders have high leadership efficacy. Saha et al. (2022) presented the most recent review of research on EI and leadership, concluding that EI is a vital leadership competence that can be nurtured and utilized to enhance leadership effectiveness.

Job Satisfaction

Job satisfaction is an essential notion in the field of organizational psychology and one of the most investigated factors in organizational and management studies (Bauer, 2023; Čulibrk et al., 2018). Job satisfaction is defined as an individual's feelings and thoughts, behaviors, and attitudes toward their job (Buragohain & Hazarika, 2015). Barnett (2017) and Weiss and Merlo (2015) labeled job satisfaction as an all-around evaluative assessment of one's job, which could either be a positive or negative evaluation, while Locke (1968, 1976) and Permana et al. (2021) defined job satisfaction as a pleasant and positive emotion derived from a person's assessment of their job experiences. According to Fithriyana et al. (2022) and Tnay et al. (2013), environmental and psychological factors influence an individual's display of job satisfaction. According to Onyebuenyi (2016), three elements of job satisfaction are emotion, situation, and cognition. Various academics have defined the concept based on their perspectives. In any case, job satisfaction is critical to the effectiveness of any organization, and as a result, more emphasis is being placed on this critical concept today.

Employee job satisfaction, according to Bhardwaj et al. (2021), is influenced by a variety of factors such as working hours, working conditions, salary/payment, workplace

design (autonomy, motivation, and choice of job and recognition), promotion, demographic characteristics (sex, age, education, and experience), supervision (relationship between employees and leaders/supervisors), and stress. Badriyah et al. (2015) indicated that salary, promotion, supervision, and contingent rewards have a significant impact on employee satisfaction. Employee effectiveness and efficiency are critical to any organization's effective functioning and are key determinants of organizational effectiveness (Inayat & Jahanzeb Khan, 2021). According to Lan and Trinh (2021), employees who are satisfied with their jobs are more productive, which improves overall organizational performance (Lan & Trinh, 2021).

Job Satisfaction Among Nigerian Employees

Positive job behavior has been reported to be an immediate consequence of satisfaction with work in the Nigerian workplace (Akinwale & George, 2020). As a result, it is critical for management and organizational executives to foster a rewarding atmosphere of work for their employees, because employee job satisfaction has a significant effect on organizational effectiveness (Hong et al., 2013). Job satisfaction has long been a source of dispute between workers throughout Nigeria's industrial sectors (Akinwale & George, 2020). Employee job satisfaction is a growing source of concern in the Nigerian labor market (Rasak et al., 2020). The Nigerian labor laws are excellent; however, the question of how many organizations and establishments adhere to the conditions for workers outlined in the laws governing labor remains unanswered (Nwosu et al., 2019). According to Nwosu et al. (2019), a great deal of government organizations are not mindful of the concept of job satisfaction and the impact of employee job

satisfaction on performance. According to studies, job satisfaction among medical personnel in southern Nigeria is declining (Bello et al., 2022). A recent study conducted in teaching hospitals in southern Nigeria showed that satisfaction with work among medical personnel in that region has decreased by about 20% (Bello et al., 2019; 2020). According to Nzewi et al. (2018), harsh operating environments, increased competition, low consumer spending capacity, and inefficient performance planning systems have resulted in a shortage of enthusiastic and dedicated employees in the Nigerian brewing industry. According to other research, wages, and salaries play a significant role in determining how satisfied employees are at their jobs (Fapohunda, 2012). A lack of motivation, low wages and subsequent strikes, excessive workload, challenging managers or colleagues, and workplace burnout, according to Obiora and Iwuoha (2013), all contribute to worker stress and, as a result, an absence of employee job satisfaction.

Sonna and Onyekachukwu (2020) investigated whether the ethical climate of selected manufacturing companies in Anambra state correlates to job satisfaction. The study emphasizes the impact of leaders' and managers' ethical behavior on employee satisfaction with work. According to the study, employees in manufacturing organizations where unethical behavior is prevalent are less satisfied with their jobs. The main practical implication of the study is that leaders and managers can improve employee job satisfaction by promoting ethical behavior and environment, professional climate, and sound organizational policy. Woko et al. (2018) equally discovered that organizational climate has a positive and significant impact on employee job satisfaction in the local manufacturing sector in Port Harcourt, Rivers State, Nigeria.

Adekanmbi et al. (2020) investigated the relationship between job satisfaction and employee productivity in a sample of manufacturing companies in Oyo State, Nigeria. Adekanmbi et al. employed a quantitative survey research approach, with data collected using a self-administered questionnaire from 250 workers from carefully selected manufacturing factories sampled in Oyo State, Nigeria. According to Adekanmbi et al. (2020), higher levels of job satisfaction can lead to higher levels of productivity among workers in the manufacturing industry, and vice versa. The study emphasized the importance of increasing employee job satisfaction as a means to increase employee productivity.

In the health industry, studies have been conducted to investigate the relationship between job satisfaction and the work environment, as well as the relationship between job satisfaction and psychological health among medical professionals in Nigerian university hospitals. Bello et al. (2021) reported job low satisfaction among health professionals in Lagos State Teaching Hospital, Nigeria, and also discovered a negative correlation between job satisfaction and mental illness/psychiatric morbidity of medical workers in the Teaching Hospital. Another study by Akinwale and George (2020) discovered that support from administrators and managers, autonomy and responsibility, pay/salary, supervision and working conditions, recognition, achievement, development, and elevation all have a positive impact on nurses' job satisfaction. Salary was the single most important factor determining how satisfied nurses were with their jobs (Akinwale & George, 2020).

Herzberg's Two-Factor Theory and Job Satisfaction

Herzberg's central question in developing the two-factor theory was the question of what people want from their jobs. This question was designed to elicit information about what motivates employees, such as higher pay, security, a positive working environment with colleagues, opportunities for development and advancement, or something else entirely. Herzberg et al.'s (1957) thorough literature review on job attitudes and satisfaction led to the development of the motivation–hygiene theory. Herzberg et al. (1959) proposed the two-factor theory in their publication titled *The Motivation to Work*. The study discovered some distinctions between the factors which could make employees satisfied with their jobs and those that could make them dissatisfied (Herzberg et al., 1959; Zhang et al., 2020). These factors were divided into two categories: hygiene factors and motivation factors (Herzberg et al., 1959; Koncar et al., 2021), considered to be factors that influence employees' attitudes toward their jobs and their performance at work (Siruri et al., 2021). Motivational factors are those that are important for increasing employees' job satisfaction and commitment, and they are based on the belief that humans are always looking for ways of bettering themselves (Herzberg 1966, 2017; Koncar et al., 2021; Zhang et al., 2020). Motivational factors or motivators/satisfiers include the work itself, comparable degrees of authority and responsibility, assisting individual development and interest in the job, providing career and work advancement and progression, recognition, achievements, and promotion (Alrawahi et al., 2020; Koncar et al., 2021; Rai et al., 2021; Zhang et al., 2020). According to Alrawahi et al. (2020), hygiene-related factors (dissatisfiers) influence only dissatisfaction levels.

Employee motivation isn't enhanced by hygiene factors; they are only provided to keep employees from being dissatisfied with their work (Herzberg et al., 1959; Herzberg, 1968; Lee et al., 2022b; Zhang et al., 2020). The factors of hygiene are centered on the workplace's environment conditions and include such factors as company policies and administration, interpersonal communication, relationships with colleagues and superiors, working environment and conditions, pay (salaries), benefits, technical supervision, status, and job security (Herzberg, 1959; Koncar et al., 2021; Lee et al., 2022b; Rai et al., 2021; Sonnenschein et al., 2022; Zhang et al., 2020).

Several studies have used Herzberg's two-factor theory as a framework for various professions with varying outcomes and findings. Lee et al. (2022b) used the two-factor model as a framework for their research into factors influencing job satisfaction of both past and present employees of nine industries in South Korea. The study looked at how promotion opportunities/possibilities, welfare and salary, work-life balance, corporate culture, and management satisfaction affect employees' overall job satisfaction. According to Lee et al. (2022b), motivation and hygiene factors have an advantageous effect on job satisfaction across all nine industries. Another study adopting the theory is Thant and Chang's (2020) study. Thant and Chang's (2020) research looks at the factors that influence job satisfaction and dissatisfaction among public employees in Myanmar. The authors employed a qualitative approach and in-depth face-to-face interviews to identify motivators and hygiene factors among public employees in the Education and Training Department. The study's findings highlighted the significance of motivational and hygiene factors on job satisfaction and dissatisfaction. The study showed that

interpersonal relationships, personal life factors, work itself, and recognition all played significant roles in job satisfaction and working conditions, interpersonal relations, personal life factors, technical supervision, and recognition all have an impact on how dissatisfied public employees are with their jobs.

Koncar et al. (2022) applied Herzberg's two-factor theory to online employer reviews and concluded that hygiene factors are more important to reviewers than motivation factors. Alrawahi et al. (2020) investigated the motivational factors determining job satisfaction among medical laboratory professionals in Oman employing Herzberg's two-factor theory. A mixed method approach and focus group was used in selecting main hospitals in Oman and data analysis was conducted using directed content analysis. Job dissatisfaction was reported by Alrawahi et al. (2020) and was attributed to a lack of hygiene factors (health and safety, heavy workload, salary/pay, promotion, recognition, and organizational policies) and some of the Hertzberg theory-based motivators (relationships with colleagues and leaders, and career advancement). Alrawahi et al. (2020) emphasized the importance of addressing these factors as a means to improve motivation and job satisfaction.

Leader Emotional Intelligence and Employee Job Satisfaction

According to reports, the actions and behaviors of an organization's managers and leaders have a significant impact on how well their employees meet expectations and achieve organizational goals (Udod et al., 2020). Organizational leaders are tasked with leading and effectively communicating with their subordinates in the workplace, and as such, their conduct and demeanor in carrying out this important duty are critical (Udod et

al., 2020). The establishment of a healthy organization is a means by which organizations can improve employees' physical and mental well-being (Di Fabio, 2017; Gong et al., 2020). According to studies, supportive leadership is required for the development of a healthy organization because leaders play an important role in that development (Panneerselvam & Raya, 2013). There is an association between leadership quality and organizational well-being, safety climate, and performance. Leaders are responsible for cultivating positive relationships with their employees, which encourages them to have positive attitudes and constructive mindsets toward their jobs (Panneerselvam & Raya, 2013; Udod et al., 2020). Leadership style in an organization is one of the factors that play a significant role in enhancing or retarding the interest and commitment of the individuals in the organization (Bhargavi & Yaseen, 2016). Emotionally intelligent leaders understand feelings, regulate and manage their emotions and resources, thoroughly comprehend others, and connect and collaborate successfully with other people to achieve favorable results (Udod et al., 2020). Leaders with high EI can cultivate a positive work environment and propagate happy moods through the transmission of emotions, thus boosting subordinates' positive mindset and satisfaction (Miao et al., 2016). Employee job satisfaction is an important factor in their overall well-being (Mérida-López et al., 2019). Numerous have reported positive associations between EI and job satisfaction (Gong et al., 2020; Miao et al., 2016, 2017; Udod et al., 2020).

Miao et al. (2016) conducted a meta-analysis of the literature on how leaders' EI is connected to subordinates' job satisfaction. Second, the study examined the relationship between leaders' EI and subordinates' EI, as well as the mediating and moderating effects

of subordinates' EI and cultural dimensions in the association between leaders' EI and subordinates' job satisfaction. Also, the article investigated the moderating effect of EI measurement type, leader hierarchical level, and firm type in the link between leaders' EI and subordinates' job satisfaction. The meta-analysis is extremely valuable because of the evident importance and centrality of the concepts of job attitudes and job satisfaction in organizational psychology. Two of the five purposes of the meta-analysis centered on the leaders' EI and its (a) validity in forecasting subordinates' job satisfaction and (b) relation to subordinates' EI. The third purpose addressed EI measurement type, leader hierarchical level, firm type, and national culture as potential moderators of the relationship between leaders' EI and employees' job satisfaction. The fourth purpose was on how cultural dimensions moderate the association between leaders' EI and subordinates' job satisfaction. Finally, the study utilized several theories including the “affective events theory (AET), emotional contagion theory, and the multilevel model of emotion and leadership to explain how leaders' EI impacts subordinates' job satisfaction” (p. 14).

Miao et al. (2016) conducted a comprehensive literature search to locate relevant studies. The information databases that were searched include Google, EBSCOhost, Google Scholar, ABI/INFORM, JSTOR, PsycNET, ProQuest Dissertations and Theses, and Social Science Citation Index. In addition, management and psychological publications and conference proceedings were searched. The authors also contacted experts in the field of EI for manuscripts that have not been published, correlation matrices, and original data. The authors filtered the discovered articles using acceptable criteria and coded the numerous concepts utilized in the meta-analysis using appropriate

methodologies. Appropriate statistical approaches were used to aggregate and analyze the results, as well as psychometric meta-analysis. The meta-analysis discovered a positive link between leaders' EI and their subordinates' job satisfaction. The results of the meta-analysis found that ability EI, self-report EI, and mixed EI had significant incremental validity in the prediction of subordinates' job satisfaction over and above cognitive ability and the big five personality traits. Subordinates' EI positively correlated with leaders' EI.

Udod et al. (2020) researched how employees perceive leaders' behavior in this article to better understand the effects of these perceptions on employee work experiences. The study is based on the idea that leaders' attitudes and behaviors are critical in increasing employee motivation and thus achieving organizational goals. The authors combined theoretical and empirical research through the concepts of organizational theory, social psychological theory, and emotional intelligent leadership theory. The authors employed a qualitative descriptive approach, comprehensively and thoroughly interviewing 5 people, all of whom are middle managers working in various departments of a non-profit organization, to learn about their work-related perceptions of leader behavior concerning their perceived empowerment in their current work circumstances. Employee feelings of empowerment in the workplace, according to the report's results, are highly dependent on their perceptions of leaders' behavior and attitudes, which are a product of their EI. The main limitation is that the interviews involved only 5 mid-level managers- a small sample size and also belonging to a non-profit organization. Udod et al. (2020) focused only on one organization based in rural Western Canada; thereby, limiting the generalizability of the findings of the study. Nevertheless, Udod et al. (2020)'s

research provided a framework for evaluating the impact of leaders' attitudes and behaviors on employee work experiences. The study is a valuable resource for potential leaders in any organization looking to transform their elements of EI into relevant leadership behaviors that will benefit employee motivation as well as overall organizational performance and effectiveness.

Veshne and Munshi (2020) examined the effect of leaders' EI on employee engagement to improve organizational performance. The findings of the study showed a significant association between EI and employee engagement dimensions. The article highlights the importance of emotionally intelligent leaders in increasing employee engagement and productivity for improved organizational performance. Hourani et al. (2020a) highlighted how EI skills support school administrators in carrying out their duties and commitments and help to resolve many workplace difficulties and also made suggestions for enhancing EI that encapsulate competent performance standards.

Organizational Performance

The performance of an organization is a measure of its effectiveness and efficiency (Okpara & Edwin, 2015). Organizational performance is a dimension of organizational effectiveness (Hamann & Schiemann, 2021). According to Hamann and Schiemann (2021), organizational performances are the economic outcomes (efficiency of production, distribution, and consumption of products and services within an organization) of the interaction between an organization's characteristics, measures, and surroundings. A better understanding of the determinants that influence organizational performance is critical in today's highly competitive business settings (Jensen et al.,

2020). Organizational performance is the whole structure of the organization's manufacturing operations (Alhashedi et al., 2021). Organizational performance is defined as the capacity of a company to be creative, innovative, productive, efficient, effective, competitive, and profitable (Chong & Law, 2016; Alhashedi et al., 2021).

Leadership and Organizational Performances

Leadership is widely regarded as a crucial factor influencing organizational performance. However, the impact of leadership on organizational performance is a complex process that is dependent on several elements. As a result, there are numerous issues that leaders must handle carefully and seriously, as they have a detrimental impact on organizational performance. Given the foregoing, it is clear that the role of a company's executives and leaders is not only to provide the necessary manpower with competence and specialization, but also to carry out a variety of important tasks and responsibilities such as strategic planning, employee involvement, performance evaluation of employees, and occupational safety.

Zamin and Hussin (2021) evaluated the effect of leadership styles and work climate on job performance, mediated by organizational commitment. Their research assumes that a positive exchange relationship between organizations, organizational leaders, and organizational employees is critical in developing appropriate working environments to achieve individual and organizational goals. In the study, the authors used a quantitative and cross-sectional research design. A stratified random sampling approach and survey methods using standardized questionnaires were used to sample and gather data from 413 lecturers at public universities in Pakistan. They conclude that

leadership styles and work climate have a strong and positive effect on job performance. Organizational commitment also serves as a positive mediator in the relationship between leadership styles, work climate, and job performance. According to the article, adopting proper leadership styles, work climate, and organizational commitment will result in improved job performance. Improved job performance will result in more skilled human resources, which will serve as the cornerstone for development across all industries.

In another study, Jensen et al. (2020) examined the association between CEO transformational leadership style and firm financial performance using only secondary data. They argue that in today's fast-paced business contexts, a greater knowledge of the elements that drive firm performance is critical. A mixed method approach was used in selecting 42 companies from the largest, publicly listed U.S. and European firms from 16 various industries. The authors claimed that qualitative data on CEO leadership had to be quantified. Based on the identified data sources, CEOs' leadership styles were profiled using directed content analysis. The result shows that inspirational motivation and intellectual stimulation were found to be positively correlated with all business performance indicators. Individualized consideration is positively related to returns on assets. According to the authors, CEOs who clearly articulate their companies' vision and demonstrate a strong commitment to this vision and the execution of company goals have a beneficial impact on firm performance. This article explains the effects of transformational leadership on firm performance in the situation of intellectual stimulation and inspirational motivation. The study discovered a link between transformational leadership style and corporate success. The findings suggest that leaders

who value their followers as individuals with unique needs, ambitions, and aspirations may have a positive impact on firm performance.

Li (2018) investigated how leadership succession influences organizational performance. The author created a framework for evaluating the impact of leadership transition on organizational performance. The author identified factors crucial to organizational performance and so contributes significantly to the development of strategies to sustain organizational performance after succession. This article will be a great source of information for potential leaders in any organization to choose the strategy that best fits the circumstances of the organization with an intent to achieve positive results.

Leadership Emotional Intelligence and Organizational Strategy and Performance

In today's highly competitive corporate environments, an organization's ability to remain competitive and maintain its competitive advantage is dependent on how well leaders and supervisors can inspire and motivate their employees to use their skills to further the organization's overall goals (Lee et al., 2022a). Effective leaders are in constant demand in today's dynamic organizational settings, as firms seek individuals who can guide their firms and implement the dynamic vision in line with the uncertainty of the business environment, as well as serve as role models for their subordinates. EI has become a critical component of how today's leaders deal with the complexities of business challenges (Pastor, 2014). Leaders who consider this kind of intelligence have a significant competitive advantage. Emotionally intelligent managers make a momentous contribution and impact the implementation of successful management in the

organizations they lead (Alreshidi, 2022). Lee et al. (2022a) studied the impact that leader EI, both transformational and transactional leadership types, organizational commitment, and trust have on job performance. The study's findings revealed that leader EI is significantly and positively correlated with trust in supervisors, which has an indirect positive influence on job performance by raising motivation among workers.

Tognazzo et al. (2017) investigated if the EI-related competence of top leaders of small and medium-sized Italian companies is correlated with performance determinants and whether these competencies affect company profitability when the organization is conceptualized as a filter. The study's premise is that understanding the processes that underpin the influence of human actions on corporate results may be the key to effective leadership and long-term performance. Tognazzo et al. (2017) used event-based experimental/field designs, daily diary studies, experience-sampling methods, qualitative studies, and critical incident techniques as the data-collection techniques of Ninety-four active Italian leaders located in northeast Italy. Similarly, for EI-behavioral competence, the authors used behavioral event interviews, subject matter expert judgments for firm orientation, and objective financial data for firm financial performance. The findings of this study suggest that, when the organization is viewed as a filter, top leaders' people management EI competencies emerge as the most common distinctive abilities that characterize firms that are highly oriented toward efficiency, human resources, and adaptability to the external environment. According to the findings, task-oriented and relationship-oriented behaviors have an impact on company performance. The findings of the study by Tognazzo et al. (2017) highlight the relationship between EI-behavioral

abilities and business success. According to the study, leaders require more than just typical managerial skills; they also require well-honed and focused EI that is task- and relationship-oriented. Finally, the findings of this study imply that top leaders should be taught the application of specific EI-behavioral competencies, particularly those related to task and relationship management.

Grobler and du Plessis (2016) investigated the requisite leader behavioral competencies, to link behavioral outcomes to sustainable organizational performance. Their research is based on the premise that clarifying the contextual leader behaviors required for long-term organizational performance will enable strategic organizational alignment and considerably improve long-term organizational success. The authors used a qualitative technique with a constructivist grounded theory research philosophy in a case study research design with multiple sub-cases. The researchers examined historical documents, records, as well as data acquired from interviews with top executives at a high-performing multinational South African organization to collect and assess evidence of requisite leader behaviors for long-term organizational performance. According to the study's findings, establishing a strong organizational structure of true decentralization, along with an organizational philosophy of simplicity molds and drives leader behavior and organizational performance. The authors of this study present a framework for assessing the influence of leader behavior on continued excellent organizational performance, which will be valuable. Their findings and conclusions highlight the link between leader behavior and long-term organizational effectiveness, as well as the necessary leader behavioral competencies.

Summary and Conclusions

In this section, I conducted a review of the current literature on leader EI and its impact on employee job satisfaction and organizational performance. I presented the literature search strategy and current information on EI, components, and models of EI, EI from a Nigerian perspective, the integration of EI and leadership effectiveness, job satisfaction, and organizational performances, and the link between leader EI and employee job satisfaction and organizational performance. Several studies have quantitatively examined the impact of EI on job satisfaction in health care, banking, and other industries. However, there have been few exploratory and explanatory studies on the impact of a leader's EI on employee job satisfaction in the qualitative research paradigm (Udod et al., 2020).

Nigerians and those in positions of leadership have not placed significant emphasis on EI skills in an endeavor to improve overall organizational effectiveness (Anichebe & Igwe, 2020; Ishola-Esan, 2019; Oyeleye et al., 2019). Low emotionally intelligent and troubled leaders may contribute to a variety of unpleasant and unpalatable dilemmas for the company and its employees, which harms organizational overall performance (Suleman et al., 2020). The research could provide a comprehensive understanding of the concept of interest and setting and the work experiences of employees (Cleland, 2017) in the Nigerian production and manufacturing industries. Integrating leaders' EI in improving employee job satisfaction could result in exceptional results for enhanced organizational effectiveness.

In Chapter 3, I describe the qualitative exploratory case study approach I used to answer the overarching research question and achieve the study's purpose. Chapter 3 includes information on the research design and rationale, the role of the researcher, and the methodology. The data collection and analysis are described and substantiated.

Chapter 3: Research Method

The purpose of this qualitative study was to explore the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. This study contributed to the body of knowledge about leaders' EI and its impact on creating a positive work environment for employees, as well as improved overall organizational performance and effectiveness in the brewing industry in Nigeria. The qualitative case study research method is most appropriate for the study because the study intends to provide an in-depth exploration and analysis of leaders' perceptions of using EI to influence employee job satisfaction and organizational effectiveness in the Nigerian brewery industry. A qualitative case study facilitates a thorough analysis of a complex phenomenon or issue in a real and practical setting (Mehdipour et al., 2022; Yin, 2018). Research participants are leaders who are working in the Nigerian brewing industry and have a minimum of 5 years of regular multinational workplace experience. In this chapter, I describe the role of the researcher and presents the research methodology including the selection of participants, data sources and data collection instruments, data analysis procedures, and criteria for ensuring the trustworthiness of the qualitative research.

Research Design and Rationale

Dodgson (2020) elaborates on the right question as the one that needs to be answered, thereby expanding our depth of knowledge. The right research question shouldn't be a question that the body of existing knowledge has thoroughly and sufficiently answered, rendering further research unnecessary and pointless, or a question

that is vaguely phrased that answers to studies on such question are at best obscure or at the very least useless (Dodgson, 2020). Consistent with the study's purpose, rationale, justification, and problem statement, the following is the overarching research question that guided the study: What are the Nigerian brewing industry leaders' perceptions of effectively applying emotional in EI skills to improve employee job satisfaction and organizational performance?

This study was qualitative in nature. The single-case study methodology is appropriate and appropriate for studies that seek to comprehend the occurrence of a particular phenomenon (Priya, 2021; Yin, 2018). A single-case study was used to investigate a unique or unusual study, yielding illuminating insights (Priya, 2021). The qualitative single-case study design was used in the study to explore the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. The qualitative single-case study design allowed for an in-depth examination of leaders' EI within the framework of Nigeria's multinational brewing industry. A qualitative case study aids in exploring a phenomenon within a specific setting using numerous sources of data, and a qualitative case study does so via a range of lenses to show multiple sides of the phenomenon (Rashid et al., 2019). A qualitative case study is a research methodology that aids in exploring a phenomenon within a specific setting using numerous sources of data, and it does so via a range of lenses to show multiple sides of the phenomenon (Rashid et al., 2019). The qualitative case study is useful when researchers attempt to build on individuals' qualitative experiences to reaffirm or describe new knowledge, even from a

small sample size or few number of cases (Hourani et al., 2020a). The qualitative case study places a strong emphasis on learning from the perspectives of those being studied and uncovering new insights and understandings, therefore qualitative case study has the best opportunity of dramatically expanding our knowledge (Hourani et al., 2020b). Additionally, case study research is excellent at helping researchers comprehend complicated issues and can deepen or strengthen what is already known as a result of prior research (Denzin & Lincoln, 2003). The qualitative single-case study enables the in-depth exploration of the leaders' EI within the context of Nigeria's multinational brewing industry.

Other qualitative research approaches, such as ethnography, grounded theory, narrative research, and phenomenology study are not suitable for this study. The various qualitative approaches vary in terms of their disciplinary origins, research focuses, units of analysis, and data analysis methods (Creswell, 2013). For example, the narrative delves into the study's participants' individual experiences and stories (Clandinin & Connelly, 2000). Narrative research examines how stories are relayed to comprehend how respondents perceive and interpret situations, On the other hand, phenomenological research examines a phenomenon or occasion by explaining and interpreting participants' lived experiences (Alhazmi & Kaufmann, 2022). Phenomenological investigations are based on a common experience's similarity or substance (Creswell, 2005; Patton, 2015, Ravitch & Carl, 2021). The fact that phenomenology distills stories down to fundamental lessons or universal realities (Patton, 2015) limits its application in this study. Also, phenomenology study only involves interviews while in case study research, multiple

means of data collection are utilized to provide an in-depth and detailed exploration and description of the phenomenon of interest (Creswell, 2013). The grounded theory approach focuses on gathering specific data and information about the subject of interest and creating theories in a way that applies a specific set of details or concepts to produce an overarching idea (Ravitch & Carl, 2021). Grounded theorists investigate how the pattern of behaviors in a social group affects their interaction (Ravitch & Carl, 2021). Ethnographers integrate themselves into communities or organizations to learn about their cultures. To spur interactions and relationships between people that change cultural and social institutions, researchers and participants work together in action research to connect theory to practice (Lewis, 2015).

Role of the Researcher

In qualitative studies, the investigator is an important research instrument (Ravitch & Carl, 2021). In qualitative research, the researcher is the primary instrument responsible for both data collection and interpretation (Paton, 2015; Rubin & Rubin, 2012). A researcher's role can range from complete observer to complete participant, giving the researcher the ability to act as both a participant and an observer (Creswell & Poth, 2018). For this qualitative case study, my role will be that of a participant-observer which is not uncommon in case studies according to Morgan et al. (2017). A researcher's primary purpose when functioning as both an observer and a participant is to get a greater knowledge of situations as they unfold, which ought to offer insight into the structures, processes, and behaviors of research participants (Abma & Stake, 2014). My responsibilities include recruiting and interviewing research participants, observing and

taking field notes for the interviews, recording the interview, transcribing the participant's responses, gathering information from the interview, coding and evaluating my observations, field notes, and video transcripts, and finally analyzing the collected data and providing practical implications.

It is my primary duty as a researcher to minimize all forms of prejudice as much as possible. A researcher must act against any personal or professional factor that may lead to bias. The research participants for this study will be leaders/top managers working in brewing companies in the Southwestern region of Nigeria. My responsibilities include ensuring that no personal or professional relationships exist between the research participants and myself.

Researchers doing qualitative studies should consider any personal biases they may have regarding their lived experiences, area expertise, and perspectives. In a qualitative study, the researcher must ensure that there is no prejudice/bias towards the research participants and that all of the participants' points of view are considered. To address any bias, a researcher must assure the research participants that their responses and opinions will be kept confidential and private. Conflicts of interest should also be avoided by remaining open to new perspectives and remaining unprejudiced. Bracketing permits researchers to remain neutral (Matua & Van Der Wal, 2015). Qualitative researchers utilize bracketing and reflexivity to mitigate the potentially harmful consequences of researcher bias (Rodham et al., 2015).

Biases, according to Creswell and Poth (2018), can be efficiently addressed through the use of reflexivity. It is critical to manage prejudices in qualitative research.

Analytic memos are quick write-ups or notes prepared during the data collection, coding, or data analysis stages of a qualitative study to immerse the researcher in the data, participants, phenomena of interest, or process under inquiry (Saldaña, 2021). Reflexivity can be established through the evaluation of analytical memos and transcripts to arrive at an objective decision through rigorous examination of the processes in a holistic manner. The researcher and interviewer should be conscious of the interview process's confidentiality and the self-awareness that must be exhibited. The researcher should take notes and reflect during and after each interview and be aware of the process's confidentiality as well as the self-awareness that must be demonstrated (Roberts, 2020).

Methodology

A qualitative case study approach was used to explore in depth the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. A case study empirically investigates a phenomenon in its natural context (Priya, 2021; Yin, 2009). A case study is a thorough assessment of a phenomenon, program, event, activity, process, or group of people that incorporates a variety of data collection methodologies (Priya, 2021).

I conducted semistructured, qualitative interviews featuring open-ended IQs to collect information about the phenomena in the study. Semi-structured interviews of the selected participants were conducted to comprehensively explore the chosen phenomena. In qualitative research, interviews are used to fully comprehend a concept in the social framework by investigating interviewees' knowledge, experiences, orientations, and perspectives (Döringer, 2020; Flick, 2018). In qualitative research, interviews are used to

interact with participants and establish connections to answer research questions (Rubin & Rubin, 2012). In addition, information from the organization's historical data repository was collected and analyzed. Documents from the organization that are pertinent to the topic were analyzed to obtain more data and information that will further establish the study's credibility.

After transcribing the audio recordings, I undertook data analysis. The analysis of the collected data involved coding, categorizing, and developing themes. Analysis of data in qualitative research entailed organizing and examining data to discover patterns, themes, and associations, and then making interpretations and developing theories (Jeong & Othman, 2016). Manual coding was employed and NVivo 12 data analysis software was also used to deconstruct, reassemble, code, analyze, and create themes (Wilk et al., 2019).

Participant Selection Logic

The target audience was organization leaders in Nigeria's brewing industry who were well-versed in EI. A purposive sampling strategy was utilized in identifying and selecting a group of participants who have knowledge and experience with the phenomenon and are best suited for interview (Cresswell & Plano Clark, 2011). The purposive sampling strategy involves identifying and selecting participants that have the characteristics needed in the sample (Nikolopoulou, 2022). In qualitative research, identifying and selecting information-rich cases relating to the phenomenon of interest is widely done through a purposeful sampling strategy (Palinkas et al., 2013).

The professional knowledge and experience of working in the context of the brewing industry in Nigeria and having a minimum of 5 years of regular multinational workplace experience were the primary inclusion criteria. The study's sample population included current top executives with extensive expertise and knowledge of their organizations' operations, as well as those responsible for the creation and execution of organizational strategies to drive organizational promotion and growth. Another reason that these leaders were chosen is that these leaders' actions have a regular impact on the professional life and regular activities of their subordinates because they are responsible for providing inspirational leadership to deliver the business's vision for their organizations. In summary, the specific inclusion criteria include being an adult of 18 years of age or older (male or female), having a minimum of 5 years of work experience in a leadership capacity in the Nigerian brewing industry, expertise and knowledge of the organization's operations, and prior experience in EI in a leadership capacity. As a result, participants who matched the aforementioned inclusion criteria were deemed appropriate to avoid participants who are inexperienced with the implications of leaders' EI in a multinational workplace. Exclusion criteria were leaders who had not experienced the phenomenon of interest. Information about the participants was acquired through my work experience and professional network (LinkedIn), having worked in various managerial capacities in the sector with 17 years of overall experience in the sales and marketing section.

Sample sizes in qualitative studies are subject to data saturation. In qualitative research, saturation occurs when the amount of data collected by a researcher, the number

of research participants interviewed, and the number of documents or observations produce no new information or a phenomenon that cannot be explained (Burkholder et al., 2020). However, a good starting point is to have 5 participants (Ugwuanyi, 2021). This study had a sample size of 10 leaders who met the inclusion criteria. In qualitative research, a sample size of 8 to 15 participants is normally recommended to obtain meaningful data but there is a tendency for the number of participants to vary widely both within and outside of the range (Lopez & Whitehead, 2013). According to Creswell (2007), 3 to 5 participants are recommended for a case study, 10 participants for a phenomenological study, and 15–20 participants for a grounded theory study. Following the selection of the sample size, leaders and senior managers who met the criteria for selection will be interviewed. Individual semistructured interviews will be conducted to collect qualitative data. A variety of data sources, including qualitative semistructured interviews, field notes, documents, and archival data were employed in the case study research.

The study's participants were drawn from the brewing industry in the Southwestern part of Nigeria. Email was used to contact the potential participants. An invitation letter (see Appendix A) was sent, requesting permission to attend the interview and participate in the research process. Once the invitee had decided to participate in the study, the participant was informed of the interview modality, date, and time. The interview protocol was sent to the participants who volunteered to participate in the study.

Instrumentation

Research instruments are the terms used to describe the needed tools used in qualitative research for collecting research data (Ravitch & Carl, 2021). In the case study approach, multiple data sources were employed for gathering data. Data obtained from many sources is complementary and helps confirm the data's credibility (Yin, 2017). This study utilized three data sources: a semistructured interview, publicly available documents, and reflective notes. The researcher is an important instrument for gathering data in a qualitative study (Burkholder et al., 2016). The primary research instrument in this study was in-person interviews (using semistructured interviews). A semistructured interview instrument was used to guide data collection. In qualitative research, interviews are used to fully comprehend a concept in the social framework by investigating interviewees' knowledge, experiences, orientations, and perspectives (Döringer, 2020; Flick, 2018;). Individual interviews are one-on-one conversations in which the researcher explores the participants' full points of view, behaviors, nonverbal cues, thoughts and feelings, experiences, ideologies, and motivations for their decisions (Gill et al., 2008).

Qualitative interviews enabled the comparison of a wide range of individuals' experiences, resulting in comprehensive and rich perspectives and experiences about a specific phenomenon or subject matter (Ravitch & Carl, 2021). There are three forms of qualitative interviews: structured interviews, semistructured interviews, and unstructured interviews (Wilson, 2014). Semi-structured interviews are ones in which respondents are asked sufficiently open-ended questions to allow them to respond (Jamshed, 2014). Semi-structured interviews combine preset questions (as in structured interviews) with open-

ended exploration (as in unstructured interviews; Wilson, 2014). The primary purpose of a semistructured interview is to gather systematic information on a set of significant issues while also giving room for further exploration if a new topic surfaces (Wilson, 2014). Semi-structured interviews are used by researchers to investigate or explore a phenomenon, topic, or issue that has some prior knowledge (Wilson, 2014). Appendix B contains the semistructured IQs for this study. The semistructured interview is reported to be very effective in gathering rich and in-depth information during an interview (Creswell & Poth, 2018; Patten & Newhart, 2017). Interviewers who use the semistructured interview style typically adhere to a document known as an interview guide or interview schedule (Jamshed, 2014; Wilson, 2014).

I used an interview guide (see Appendix C) during the qualitative semistructured interview to direct the interview process. The interview guide entails the introduction, the list of questions and issues that are central to achieving the goal of the interview, and the concluding statement. As such, the interview guide serves as the master plan (a comprehensive plan of action) for the interviewer. The instrument was developed following the study's purpose and based on the conceptual framework derived from earlier, similar research initiatives (Maxwell, 2013; Tolley et al., 2016).

Documents from the organization that are pertinent to the topic were analyzed to obtain more data and information that further established the study's credibility. The official web pages of the associated organizations were also searched to obtain published reports. The secondary data expanded the study's overall information's extent. Document study or documentary analysis, on the other hand, entails the researcher reviewing a

previously written document, such as a report, newspapers, speeches, meeting and interview transcripts, guidelines and policy documents, novels, internet posts and blogs, diary entries, letters, and virtually anything else in worded formats (Busetto et al., 2020; Rubin & Rubin, 2012). Document study provides abundant and rich sources of a phenomenon and history which is of utmost importance in providing a comprehensive understanding of the complexities of the subject matter or phenomenon (data triangulation) being investigated (Ravitch & Carl, 2021). As such, the validity of the data can be assured as a result of the data triangulation inherent in such a method (Carter et al., 2014).

Procedures for Recruitment, Participation, and Data Collection

The study was conducted using semistructured in-person interviews, published organizational documents, and field notes. The prospective research participants were leaders from the brewing industry in the Southwestern region of Nigeria. Data collection commenced after approval from Walden University's Institutional Review Board (IRB) was granted. The appointment procedure began with an email invitation to potential participants (together with the IRB approval form) informing them about the study and requesting their willingness to participate in the interview. Participants responded by stating whether or not they wish to engage in the interview. Following the indication to voluntarily engage in the interview, a second email was sent out including the IRB consent form, interview schedule, and set of questions, to which participants answered by accepting and so providing the "I consent" response. Upon IRB approval, an invitation was extended to the interviewees to organize an interview with them. Participants were

able to choose the time, date, and venue of the interview at their discretion. The semistructured in-person interview was conducted with brewing industry leaders in Nigeria. The interview guide guided the interview procedure. The interview began with introductory words from the interview guide. Following this, simple questions about the interviewee were asked. Following that, key open-ended questions about the concept were listed. Each participant's interview was audio-recorded and lasted between 20 and 40 min on average. Field notes were taken at the point of contact with participants. I was responsible for the collection and recording of the data.

Before interviewing the selected participants, every effort was made to ensure that all electronic and telecommunication devices were fully operational. The recording devices were also double-checked to be perfectly functional before the actual interview. A good interview must begin with a proper introduction. The researchers/interviewers introduced themselves, and all necessary procedures were clearly outlined. All necessary modalities, such as the concept and duration of the interview, note-taking and recording, the voluntary nature of the interview, the right of the participants to confidentiality and the right to opt-out at any point during the interview, and anonymity in the case of publication or conference presentation, were conveyed to the interviewee (Rubin & Rubin, 2012). The interviewer kept the interview as conversational as possible and was adaptable enough to include the three types of questions involved in responsive interviewing (main questions, probes, and follow-up questions) (Rubin & Rubin, 2012). During the interview process, listening is crucial. Active and careful listening to the responses is vital in a qualitative interview (Lavee & Itzchakov, 2021). Paying attention

to details and carefully listening to what interviewees say established rapport (Lune & Berg, 2016), triggering additional probing and follow-up questions prompted by their responses until an in-depth understanding of the interviewee's experiences and perspectives was obtained (Rubin & Rubin, 2012).

Efforts were made to guarantee the interview guide's credibility and the rigor of its content. The interview sessions were recorded using an audio recorder. This was done to record and capture the exact words of the research participants for verbatim transcription and detailed analysis. Otter voice-to-text transcription software was also used to transcribe the audio recording to verbatim transcripts for data analysis. The audio recording was compared to the interview transcripts to ensure accuracy. The interview transcripts were emailed to the research participants so that the data could be verified as an accurate representation of their answers to the IQs (see Appendix B), and any necessary changes could be made. During the interview, field notes were taken and saved for comparison and triangulation with the audio recordings and transcribed data to provide extra information (Fusch et al., 2018).

Data Analysis Plan

In qualitative research, data analysis is a critical step. The analysis of qualitative study raw data entailed a series of steps designed to provide concise and persuasive responses to the research question (Rubin & Rubin, 2012). The process of moving inductively from coded units to broader depictions that include categories and themes includes finding and marking relevant text excerpts, sorting the results into subgroups, summarizing the results to form a complete picture of the concepts, integrating them to

form theories, and generalizing the results (Rubin & Rubin, 2012). The analysis of qualitative data entailed coding, categorization of codes, and the development of themes (Yin, 2018). The interview transcript, archived data, and field notes were examined and analyzed to answer the study question. Thematic content analysis was used in this study to interpret the responses of the research participants (Braun & Clarke, 2012).

After data assembly, manual data evaluation using inductive coding was done in Microsoft Excel and Word. This was accompanied by NVivo 12 coding, which used the research participants' native language to obtain codes, categories, and themes for further analysis. This was done to condense the transcripts into single words or phrases that were taken directly from the transcripts of the interviews. The next was the grouping of the codes into categories. Pattern coding was used to identify and categorize patterns in the code. Finally, the codes and categories were examined for the emergence of themes and further interpretation of the information.

The first stage in qualitative data analysis was coding. Coding is an essential component of qualitative research because coding involves the ways and manners of finding, organizing, defining, and evaluating the subject matter of the data you are analyzing (Ravitch & Carl, 2021; Rubin & Rubin, 2012). Coding involves labeling the content of a text or capturing the core of a data set. After gathering all of the data in the form of transcripts, the data analysis commenced using open coding. The transcript excerpts were indicated. The data were separated into discrete sections, and coded. Interesting statements were highlighted. The initial coding processes in which sentences that are useful in understanding and bringing meaning from the data are selected and

marked are referred to as first-cycle coding (Ravitch & Carl, 2021). Following this first phase of coding, the second cycle of coding, which involved drawing relations between the codes was carried out. This is a more specific type of coding in which codes with similar characteristics are grouped.

The second stage of the analysis was grouping codes into categories. Categories are groups of codes of similar types of data. Categorizing entails grouping codes based on their linkages, frequency of occurrence, and underlying meanings (Saldaña, 2021). In this stage, codes were organized and grouped into categories, and colors were used to distinguish the categories in MS Excel.

The final stage was theme development. Themes are summary or concluding comments that explain the causes of a subject matter, the meaning of a subject matter, and the interviewee's perceptions of the subject matter (Rubin & Rubin, 2012). Similarities and relationships between the categories were carefully identified to link them all together under one overarching category (theme development). These categories were thoroughly studied to generate themes. The emergent themes in the study were then be examined and evaluated for coherence and overlapping. The themes were refined and utilized in addressing the research questions. Further investigation was carried out to detect associations, commonalities, and differences. Finally, a detailed write-up in response to the research question was completed.

Issues of Trustworthiness

Trustworthiness in qualitative research refers to a qualitative researcher's level of confidence in the data collection sources and methods used (Burkholder et al., 2020).

Quality, authenticity, and truthfulness were characteristics used to indicate the trustworthiness of findings from qualitative research (Cypress, 2017). The trustworthiness of a qualitative study can be regarded as a standard for judging the quality of a qualitative research design (Cypress, 2017). When research limitations and their explanations are openly discussed, the trustworthiness of qualitative research grows (Ravitch & Carl, 2021). Four criteria for ensuring the trustworthiness of qualitative research are credibility, transferability, dependability, and confirmability (Guba, 1981; Shenton, 2004).

Credibility

Credibility refers to how well the findings match reality and reflect the participants' experiences (Stahl & King, 2020; Treharne & Riggs, 2015). Credibility in qualitative research can be ensured through engagement, observation, and triangulation processes (Stahl & King, 2020). The process of comparing results from multiple data collection methods or information sources to establish consistent and identifiable patterns is known as triangulation (Stahl & King, 2020). Triangulation can be conducted in various contexts. Triangulation could be in terms of methodology, data, researcher, theory, or the environment (Stahl & King, 2020). To establish credibility, researchers frequently create memos and conduct thorough analysis evaluations by team members and peer debriefing and probing with other academics (Treharne & Riggs, 2015; Udod et al., 2020). Another activity that ensures the credibility of the findings is prolonged interaction with the participants (Treharne & Riggs, 2015). Member checking and peer

review are also commonly used to ensure the credibility of qualitative research (Nowell et al., 2017).

In this study, multiple data collection strategies were employed to ensure the trustworthiness and credibility of the research findings. The themes developed from the various sources were compared to demonstrate consistency, hence assessing the research's credibility (Ravitch & Carl, 2021). The transcribed interview data were emailed to the research participant so that the data could be checked for accuracy and any necessary edits could be made. During the data collecting and analysis processes, memos were prepared, and rich and thorough reports on the findings' codes, categories, and themes were supplied (Rubin & Rubin, 2012).

Transferability

Transferability is being able to apply the findings of qualitative research in other settings, contexts, or groups (Stenfors et al., 2020). Rich, thick, and detailed descriptions of the conditions or contexts in which the study was conducted and how they affected the outcomes and applications to other settings are needed to ensure that the findings are transferrable (Stahl & King, 2020; Stenfors et al., 2020; Treharne & Riggs, 2015). It is the researcher's responsibility to offer a detailed thick description of the research setting so that others can determine whether the same conclusions apply to a different context (Anney, 2014; Burkholder et al., 2020). A rich and extensive description of the data based on the interviewee's experiences was supplied to ensure that the findings are transferrable so that readers in various situations can relate.

Dependability

Dependability means that similar findings and results from other researchers' studies will be reported (Korstjens & Moser, 2018). Dependability speaks to the stability of the findings and outcomes. The collected data must show consistency in the depiction of the research participants' experiences throughout the research procedure (Ravitch & Carl, 2021) to show that the findings are dependable. Throughout the data collection, analysis, and reporting phases, acceptable professionalism was demonstrated. Detailed explanations and documentation of the research method were provided (Johnson et al., 2020). The coding techniques, as well as theme development and representation, were thoroughly defined and double-checked to ensure efficiency.

Confirmability

Confirmability refers to the effort made to ensure that the research findings are true and accurate reflections of the participants' responses and are free of the investigators' biases, interests, or perceptions (Treharne & Riggs, 2015). To establish dependability and confirmability, interviews should be transcribed in the same words or quotes as they were originally used, and step-by-step outlines and audit trail of the research from the start of the study to the emergence of new themes should be created (Udod et al., 2020). Another outside researcher was enlisted to probe the research processes and confirm the accuracy of the results. An expert was enlisted to debrief the interview transcripts.

Ethical Procedures

The study topics, the study tool, the publication of qualitative research findings, and the reporting of the eventual and final results can all pose ethical issues in qualitative studies (Dongre & Sankaran, 2016). Some qualitative research topics, particularly those in health and psychology, are sensitive and may cause emotional distress and anxiety issues to research participants (Richards & Schwartz, 2002). To research sensitive topics, the researcher must be professional and cautious when probing the participants further. The research participants should be made fully aware of the nature of the study, and their consent should be obtained (Dongre & Sankaran, 2016). Informed consent is something that is required as a prior condition for all qualitative research that involves recognizable research participants, and it is an essential component of research ethics (Richards & Schwartz, 2002). The study tool should be designed in such a way that it does not divulge participants' personal information. Ethical dilemmas may arise when balancing the release of sensitive data with privacy safeguards (Dongre & Sankaran, 2016). By all means, the researcher should avoid disclosing personal information about the participants. The researcher may change the tone, use a pseudonym, and follow all ethical procedures to protect the participants' confidentiality and privacy, as well as to protect them from stigma and harm (Dongre & Sankaran, 2016; Newman et al., 2021; Richards & Schwartz, 2002).

It is my primary duty as a researcher to minimize all forms of prejudice as much as possible. A researcher must act against any personal or professional factor that may lead to bias. The researcher must have no bias against the participant. All of the

participant's points of view will be taken into consideration. The interviewee will be guaranteed that their responses and opinions will be kept private and confidential. The purpose of the interview will be thoroughly explained to the participants, and a connection with individuals taking part in the study will be built to foster understanding and trust. Establishing rapport, informing participants of their roles as volunteers, and obtaining their approval and permission are effective ways to overcome the problems given by interviews as a method of gathering data in qualitative research (Abah, 2021). Regardless of the level of intimacy and cordiality between the investigator and the participant, the research must avoid ethical quandaries that may arise as a result of this level of relationship, and as such, the researcher must respect the privacy of the research participants, establish truthful and transparent conversations, and avoid misconstruing the participants' responses (Sanjari et al., 2014). The researcher must stay open to new ideas and unprejudiced. The researcher must maintain neutrality while keeping awareness of their own opinions as respondents provided opinions during the interviews. Bracketing permits researchers to remain neutral (Matua & Van Der Wal, 2015). Qualitative researchers utilize bracketing and reflexivity to mitigate the potentially harmful consequences of researcher bias (Rodham et al., 2015).

The information submitted by respondents will be securely stored in password-protected devices to avoid unauthorized access. The data will be erased after 5 years after the study is completed. The chosen participants will not be from my organization, and there will be no professional or personal ties between them and myself.

Summary

The purpose of this qualitative study was to explore the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. A case study was used to empirically investigate the phenomenon of interest in its natural context. This chapter included a detailed explanation of the study's research design and rationale, the methodology, selection, and recruitment of participants, instrumentation, data collection, data analysis, issues of trustworthiness, and ethical procedures. In Chapter 4, I discuss participant demographics and characteristics as well data collection and analysis. I also present evidence of trustworthiness and the study results.

Chapter 4: Results

The purpose of this qualitative single-case study was to explore the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. An exploration of the influence of leaders' EI on employees' job satisfaction provides valuable information for manufacturing and production industries executives who are responsible for delivering exceptional results through inspirational and thoughtful leadership. Integrating leaders' EI in improving employee job satisfaction could result in exceptional results for enhanced organizational effectiveness. The central research question that guided the study to achieve the study's purpose was: What are the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance? In response to the research questions, a semistructured interview, with 10 IQs, was conducted to gather information from the respondents. Triangulation of the participants' responses was done with the content from my reflective field notes, reflective journals, public records, and documents from the organizations. In this chapter, I discuss the study's purpose and research question, the research settings, participant demographics, data collection, data analysis procedures, and the study results structured by themes that emerged from the analysis of the interview transcripts from the in-depth face-to-face interviews with the leaders of the Nigerian brewing industry.

Research Setting

The research was conducted in the Southwestern region of Nigeria, where the organizations' headquarters are located. The choice of the sample population was based

on the following criteria: an adult of 18 years of age or older (male or female), having a minimum of 5 years of work experience in a leadership capacity in the Nigerian brewing industry, expertise and knowledge of the organization's operations, and prior experience in EI in a leadership capacity. Information about the potential participants was acquired through the potential participants' professional network (LinkedIn) and the researcher's direct network. 14 potential research volunteers were screened for this study. Individuals who did not meet the inclusion criteria, such as not having at least 5 years of leadership experience in the Nigerian brewing business, were eliminated and not invited to an interview. Ten participants were selected for the study using a purposeful sampling technique for in-depth data collection. The interviews were carried out in January 2024. Face-to-face interactions with participants were facilitated, employing IQs and protocols approved by the IRB (approval no. 01-02-24-1121121).

Demographics

Ten leaders from Nigeria's brewing industry participated in this study. Each participant was assigned a pseudonym ranging from P01 to P10 to ensure confidentiality of the study. All of the study's participants said they had 5 to 20 years of industry leadership experience. Table 1 illustrates the participants' demographic data, including gender, years of experience, and positions within their respective organizations. There were 10 participants, seven men and three women, all of whom were leaders in different companies in the Nigerian brewing industry.

Table 1*Participant Demographics*

Participant	Gender	Experience (years)	Position
P1	Male	5	Facility manager
P2	Male	8	Sales manager
P3	Male	14	Regional head of division
P4	Female	12	Marketing and innovations director
P5	Female	12	Head of commercial strategy and innovation
P6	Male	20	Divisional operation and performance manager
P7	Male	7	System lead
P8	Male	9	Sales manager
P9	Female	7	Sales manager
P10	Male	8	Divisional customer marketing and activation manager

Data Collection

I collected data for the study by conducting semistructured, in-person interviews; gathering public organizational documents (e.g., annual report, sustainability report, etc.); and taking reflective field notes. The study participants were recruited using the following procedure. Invitations were emailed to potential participants, explaining the study and asking for their voluntary participation. Interested individuals received a consent form outlining the study's purpose, procedures, and voluntary nature, along with potential risks and benefits. Participants consenting to the study confirmed their agreement with an "I consent" statement. The day, time, and location of each participant's interview were scheduled. Participants were sent the list of IQs. The interviews were carried out in January 2024 using IRB-approved IQs and interview protocol as a

guideline (see Appendix C). The interview guide provided a detailed introduction to the main point of the interview as well as an appropriate closing remark.

The research participants were made aware of the essential modalities, such as the topic and length of the interview, note-taking and recording, and anonymity. Ten open-ended IQs were employed to elicit answers from participants. The questions were sufficiently open-ended to provoke detailed and honest responses from the interviewees. The interviews lasted between 20 and 40 min. The interviews were recorded with a mobile audio recording device after obtaining permission from the interviewees. Before the interview, the devices used for recording were double-checked to ensure that they were fully functional. The 10 participants provided sufficient data to achieve data saturation, as the amount of data obtained yielded no new information after the seventh participant.

Otter.ai transcription software was utilized to convert the audio recording to verbatim transcripts right after each interview, which were saved as a MS Word file for subsequent data analysis. The accuracy of the transcribed data was confirmed by repeatedly listening to the audio recording and comparing it to the interview transcripts. Some words in the transcript data were misspelled, and some were transcribed as inaudible, requiring correction by listening to the audio recordings. The usage of transcription services and subsequent transcript rectification enables a more in-depth understanding of the participants' responses. Electronic passwords were used to protect the transcribed data. Each participant received an email with a prepared transcript of their interview 2 weeks following data collection, which they may review and modify as

needed. This was required to ensure the legitimacy of the transcribed material. The participants did not react to the emails, which was seen as no modification required. No unusual circumstances took place during the data gathering.

Publicly available organizational documents related to the research topic which corroborated some of the responses of the research participants were employed as secondary data sources. Publicly available organizational documents are another source of valuable information for qualitative research. Likewise, reflective field notes were observed and taken for each interview. The observations, field notes, and video transcripts were then coded and evaluated. The reflective field notes detailed my observations and reflections on the study's participants' attitudes, nonverbal gestures/expressions, emotional responses, and experiences, all of which are important in discussing and interpreting the study's results and findings.

Data Analysis

In qualitative research, data analysis is a critical step. Data analysis entails coding, categorization of codes, and the development of themes (Yin, 2018) using the thematic analysis method. Thematic analysis can be used for a range of reasons, such as identifying, evaluating, categorizing, labeling, and reporting data themes (Nowell et al., 2017). A thorough thematic analysis can give reliable and meaningful results (Nowell et al., 2017). Initially, the interview data were transcribed. The transcription of the interview was the first step in the interview process. The interview transcripts were thoroughly examined and compared with the audio-recorded interviews to ascertain the accuracy of the transcription process. This enabled familiarity with the data from transcripts and field

notes while also capturing preliminary points to determine how responses answered the study question through the numerous questions asked during interviews.

The data analysis technique presented in Chapter 3 comprises organizing and analyzing data to identify patterns, themes, and relationships before drawing interpretations and developing theories (Jeong & Othman, 2016). The steps involve the coding, categorizing, and emergence of themes. Manual approach and automatic analysis using qualitative data analysis software (NVivo 12) were utilized in the data analysis plan. The NVivo software was initially employed to classify, sort, and investigate similarities in the data (Lochmiller, 2021). After data assembly, manual data evaluation using inductive coding was done in MS Excel and MS Word. The interview data (participant answers) were copied and pasted into an MS Excel spreadsheet and a Microsoft Word table. Informative sentences that were especially relevant to the research and IQs were highlighted in each participant's response. In MS Excel, tabs were created for each IQ across all participants. Each participant's responses to each IQ were color-coded. Following that, codes were constructed and applied to extract excerpts from the interview transcript. The concepts produced from the interviewee's responses were identified by analyzing the actual words or phrases used by the participant as well as the interviewer's memos. The initial coding processes involved selecting and marking sentences that are useful in understanding and drawing meaning from the data. The codes were organized and assigned to categories. The categories were subsequently merged into themes that addressed the primary research question. This was accomplished by identifying similarities and relationships among the categories in order to group them

together under a single overarching category (theme development). These categories were thoroughly researched to produce themes, which are summary or concluding comments that explain the causes of a subject matter, its meaning, and the respondent's perspectives on the subject (Rubin & Rubin, 2012). The emerging theme in the study is then examined and evaluated for coherence and overlap. The themes are refined and applied to the research question, yielding a comprehensive understanding of Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. Based on the overarching research question and the conceptual framework of the study, I identified three organizing themes and 17 subthemes from the thematic analysis, as follows:

- Organizing Theme 1: Perception of EI (basic themes of self-awareness, self-regulation, motivation, empathy, social skills, and EI training for leaders),
- Organizing Theme 2: Job Satisfaction and Positive Workplace Environment (basic themes of recognition and motivation, effective communication and regular feedback, clear goals and objectives, open door policy, team bonding, and collective efforts, employee growth and development, workplace diversity and inclusivity, and valuing employees' opinions and contributions), and
- Organizing Theme 3: Leadership Success and Organizational Performance (basic themes of employee job satisfaction, employee engagement and turnover, and team and organizational performances).

Evidence of Trustworthiness

Trustworthiness in qualitative research is a method for assessing the quality of a qualitative investigation (Riazi et al., 2023). Making a significant contribution to academic, policy, business, and program evaluation settings requires high-quality research (Burkholder et al., 2020). Making sure that the phenomenon, process, and topic of the research are accurately portrayed by specific components or indicators is a key component of ensuring quality of research (Burkholder et al., 2020). As a result, qualitative research must be carried out in a way that ensures data collection and analysis are accurate, consistent with established standards, and comprehensive. This can be accomplished by structuring, documenting, and disseminating the methods of analysis in sufficient details for the reader to assess the process's credibility (Nowell et al., 2017).

Credibility

Credibility in qualitative research is an important factor in ensuring the rigor and quality of qualitative studies since it addresses the appropriateness of the researcher's interpretation and presentation of the respondents' points of view (Nowell et al., 2017). Furthermore, to establish credibility, memos were written and the analysis was thoroughly assessed. The transcribed interviews were emailed to the research participants so that they could double-check the accuracy of the transcription and make any required revisions. Triangulation was performed by comparing interview data to document analysis information to establish consistent and identifiable patterns (Stahl & King, 2020).

Transferability

This study is a qualitative case study of Nigeria's brewing industry. However, the study produced rich, comprehensive, and extensive descriptions of the phenomenon of interest as well as study outcomes, allowing the study findings to be applied to different industrial settings and scenarios. The research setting was described in detail so that other researchers could assess whether the study findings and conclusions were applicable to an entirely different setting (Burkholder et al., 2020).

Dependability

Dependability in qualitative research is equal to the validity of quantitative research. Professionalism was maintained throughout the data collecting, processing, and reporting phases. Detailed explanations and documentation of the research method was provided (Johnson et al., 2020) such that other competent researchers can duplicate the study. The coding techniques, as well as theme development and representation, were thoroughly defined and double-checked to ensure efficiency.

Confirmability

Confirmability ensures that the researcher's conclusions and study findings are clearly based on the data collected and analyzed (Nowell et al., 2017). To establish dependability and confirmability, the interviews were transcribed in exactly the same words as they were originally used, and step-by-step outlines of the research from the start of the study to the emergence of new themes were created (Udod et al., 2020). The research participants were given adequate opportunity to review the transcribed data and make any necessary adjustments and additions. Data saturation was achieved by ensuring

that the amount of data collected, the number of study participants interviewed, and the number of documents or observations generated no new information (Burkholder et al., 2020). Guba and Lincoln (1989) described the establishment of confirmability as based on the achievement of credibility, transferability, and dependability.

Study Results

This chapter is organized by the research themes identified through a rigorous coding and categorization procedure. The hand coding technique generated codes, patterns, and themes, with NVivo supporting the first code generation. The transcripts were read numerous times to become familiar with the participants' responses. After the interview data were transcribed, the transcripts were coded. Phrases that appear often in the participant's answers to the IQs were highlighted. The concepts derived from the interviewee's responses were determined using the actual words or phrases used by the participant. Patterns in the generated codes were sought, which resulted in the categorization step, eventually producing the initial potential themes per IQ (see Appendix D). Three main themes were identified (see Table 2). Some of the final main themes had subthemes; for instance, EI is a main theme with subthemes of self-awareness, self-regulation, motivation, empathy, and social skills.

Table 2*Subthemes and Number and Percentage of Contributing Participants*

Theme no.	Subtheme description	Participants associated with each theme	
		No.	%
1	Self-awareness	10	100
2	Self-regulation	10	100
3	Motivation	10	100
4	Empathy	10	100
5	Social skills	10	100
6	Emotional intelligence training for leaders	10	100
7	Recognition and motivation	5	50
8	Effective communication and regular feedback	8	80
9	Clear goals and objectives	4	40
10	Open door policy	7	70
11	Team bonding and collective efforts	9	90
12	Employee growth and development	5	50
13	Workplace diversity and inclusivity	5	50
14	Valuing employees' opinions and contributions	4	40
15	Employee job satisfaction	6	60
16	Employee engagement and turnover	4	40
17	Team and organizational performances	8	80

Organizing Theme 1: Perception of Emotional Intelligence

The first theme that emerged from the research participants' interviews concerned their perceptions of EI and emotionally intelligent leaders and their understanding of self-awareness, self-regulation, self-motivation, empathy, and social skills. Participants believed that EI is critical for leaders to understand and control their own and their employees' emotions to foster cordial relationships in a positive atmosphere. According to the participants, this contributes significantly to employee job satisfaction and

accomplishing organizational goals. The EI of leaders within any organization has a substantial impact on their effectiveness and organizational performance. Winton (2022) expanded on the significance of EI by arguing that both follower and leader EI contribute to followers' job satisfaction, emphasizing the potential value of EI congruence between a leader and follower. Highly emotionally intelligent leaders can leverage interpersonal conversations and interactions to boost job satisfaction (Winton, 2022).

Generally, nine participants described EI as the ability to comprehend and manage one's emotions and that of others. Goleman (1998) defines EI as an individual's ability to recognize one's own and other people's feelings, to motivate oneself, and to successfully control one's emotions to achieve the best outcomes for oneself and one's relationships.

P3 mentioned,

I think for me, you can't talk about emotional intelligence, you know, without talking about understanding yourself and then understanding, you know, others, the people that you work with, your environment and the situation that you find yourself. So, it's about understanding yourself, it is about understanding, you know, people, others, and the situation that you find yourself.

All the participants explained EI from their various perspectives based on their leadership experience and the significance of EI for those leadership positions. For instance, during the interview, P5 was very clear about this, stating, "For a leader, I believe that, you know, ... emotional intelligence is a critical skill that you have to learn when it comes to leading people within an organization."

Some participants expressed the relevance of EI for leaders in attaining their goals through understanding and managing emotions and people. P6 stated,

So that's how I put emotional intelligence. It's very important, very important in managing people, managing people for success, and also managing the team in such way that is that cordial relationship. And we all work towards a mission goals.

P7 brings the aspect of maintaining a very good atmosphere to meet defined goals and boost employee job satisfaction by stating that

As a leader, as a team leader, you're having a deep knowledge of your emotions, how you manage.....your emotions, in relations with people that work with you, your direct lines, is very key in ensuring a very good environment for you to achieve what you set out to achieve and also to carry your team members along to ensure that.....their emotional states are well considered in the way you carry out instructions. We work as a team, the state of mind of your direct reports, your team members is very crucial. In fact, when you are not on ground, once you have been having this good rapport with them taking care of their interest, and knowing how they feel about things, carry them along in critical decision points, it goes a long way to ensuring that you achieve job satisfaction within your team members all the time.

The participants expand their understanding of what an emotionally intelligent leader is. Participants 1, 2, 4, 7, 9, and 10 identified an emotionally intelligent leader as

someone who is empathic in decision-making. P1 explained an emotionally intelligent leader in the following way:

a leader that does not just take decision without having to consider the emotion of the people he's leading. A leader must be able to put himself in the shoe of the followers and take decision such that the, the followers can be able to relate with the decision and they will not find it so difficult to, to implement the decision that has been taken by ensuring that they collaborate, they work together as a team in coming up with various milestones to achieve. So, he's not only concerning about his own emotion, it looks at the emotions of the, of others in taking decision, especially critical decision.

P1 emphasized that emotionally intelligent leaders consider your subordinates when making decisions that would not demoralize them but should inspire employees to continue working with you. P2 emphasized how being an empathetic leader aids in making informed decisions and responding properly to situations in a demanding work environment. P2 stated,

Ok, emotionally intelligent leader is one who is empathetic, who is one who can put him or herself in the situation of others. So as to react appropriately in situations you find yourself so, one that someone that is an emotional intelligent leader is somebody that needs to share the feelings of others. So that when those around you make certain reactions, you understand from yourself, why they are making that so you don't react irrationally, you pause before you maybe take certain decisions because you put yourself in their shoes.

P4, who presently serves as a marketing and innovation director for a diverse, inclusive, and highly motivated team of game-changing marketers, emphasized the significance of empathy and genuine connection in effectively leading teams in today's society. She stated the following:

However, for genuinely connect with others, it's a key trait that I have found as a leader is genuinely important in today's world, in leading teams. And what that really means for me is a leader who's authentic, a leader who's unafraid of being vulnerable, but embraces vulnerability as a strength, a leader who listens. 'cause you need to be able to be an empathetic leader enough to be able to listen to others, understand where their emotions are coming from, be in their shoes, and then find that point of connection to every individual within the team or within the organization as a group. Because that is one thing that, according to, I think it's Theodore Roosevelt, there's this popular quote that I just, I embrace as my leadership magazine. 'It says people don't care how much you know until they know how much you care'. Yeah. And I think for me, that is, that is the best way to kind of capture that in terms of how important it is to be able to connect with people and honestly show them that you care because you listen. You understand where they're coming from, and you're able to manage them on the, on that basis.

P9 examines emotionally intelligent leaders from the perspective of a leader who can communicate and provide feedback. This participant described how he utilizes feedback in his leadership roles within the organization to foster employee engagement:

He is one that should be able to communicate, gets feedback. I was discussing with my team earlier today. And I said, going forward, monthly, we're going to be having a one on feedback session. And it's both ways I give you feedback and give me feedback. So, let's agree on when we'll be having each person pick a day in the month, that will be having this engagement. So, communication is also key. So an emotional, emotional intelligence leader should be able to communicate and take feedback.

Existing literature emphasizes the need for that leaders to must be emotionally intelligent. According to Suleman et al. (2020), emotionally unintelligent leaders may contribute to several unpleasant and unpalatable dilemmas for the company and its employees, negatively impacting organizational overall performance. As a result, emotionally intelligent leaders are needed in teams and organizations to manage anxiety, communicate effectively, empathize with others, overcome challenges, resolve issues, diffuse tensions (Drigas & Papoutsis, 2018), and improve employee job satisfaction (Miao et al., 2016). The EI construct is crucial for effective understanding, control, regulation, and expression of our emotions and mental processes, which is required for harmonious relationships, overall well-being, and enhanced productivity and effectiveness (Ugoani, 2023). This means that a Nigerian brewing industry leader with excellent EI abilities can understand and manage emotions, establish connections with employees, make sound decisions, foster a positive work environment, increase employee job satisfaction, and improve organizational effectiveness. Similarly, all participants responded to the IQ

about their perspective and comprehension of self-awareness, self-regulation, motivation, empathy, and social skills.

Self-Awareness

Self-awareness is critical to both the leader's success and the overall success of the organization (Sosik & Megerian, 1999), as well as subordinate success and satisfaction (Muenjohn, 2011). According to Caldwell (2010), self-aware leaders can effectively leverage their understanding of emotions to foster trust and strong bonds with their subordinates. It serves as the basis for all other EI competencies. Participants described self-awareness as the ability to understand one's feelings and how they affect others. P1 mentioned, "when you talk of self-awareness, you're looking at your own personal experience which you factor into decision-making." P7 emphasized this when she mentioned that

You must have a deep knowledge of yourself, how you react to situations, your strengths and weaknesses, your limitations. So having a deep knowledge of your strength in terms of how you handle situations, ... and you have good knowledge of it, it will help in ensuring that you relate in appropriate manners at all time.

P7 also buttressed on his understanding of self-awareness and its importance for leaders in the organization stating that

Self-awareness is what I've been talking about knowing having a deep knowledge of your emotions and how it affects others. So once you once you have that, it becomes easier for you as a leader to know how to relate in an appropriate manner with others.

As such, leaders in all capacities must be conscious/aware of how their actions/ behaviors affect the people they lead. This is because leaders' ability to interact appropriately with subordinates has a significant impact on job satisfaction. According to research, leaders' ability to understand emotions and control their own and others' emotions during workplace interactions has a good impact on subordinates (Al-Bahrani, 2017).

Participants in general perceived self-awareness to entails understanding of one's attributes, behaviors, strength and weakness, and triggers. P3 expressed, "So that is self-awareness, recognizing who you are, your strength, your weaknesses, what drives you, your motivation and all of that put together, you know, is self-awareness." Likewise, P4 shared similar statement saying:

So, I think self-awareness for me is, um, your ability to not only understand your strengths and weaknesses, but also to recognize your emotions and the effect on yourself as well as your team, and their performance as a whole. This can be looked at from the point of understanding what are your passions? what are your values? what are your strengths, weaknesses, what is your purpose in life? what mission are you going after? What are, what are your goals? You know, whether as an individual or also just fully understanding how that purpose, you know, goes beyond just the workspace also to your very personal space. It's, for me is, what self-awareness is really all about.

Self-awareness is the cornerstone for all other EI components and receives greater attention than other components of EI because if someone does not understand

themselves, how can they understand others? (Martinez, 2020). This was the position of P5, who stated,

I would say for you to be termed an emotionally intelligent leader, you have to know that the first person that you can, or maybe the first and only person you can control is yourself. You cannot self-regulate any other person but yourself. It's only when you're able to self-regulate yourself, be self-aware, then you can now be able to identify, and understand the emotions of the people that are around you. So, for you to be an emotionally intelligent leader, you need to be first self-aware, and then you need to be very perceptive. So, you need to be able to use perspectives and perceptions to identify the emotions and the underlying reasons why people, you know, act the way they act and the reasons for their actions.

The findings of Butler et al. (2014) showed that self-awareness can predict leadership effectiveness and other important individual and organizational outcomes. As a result, in today's increasingly complicated, constantly evolving, and intensely competitive environment, leaders must be able to control and handle their emotions appropriately (Apore & Asamoah, 2019).

Self-Regulation

All participants agreed that self-regulation is the ability to control and regulate one's emotions. The ability to regulate emotions is what distinguishes outstanding leaders from average ones. P4 noted that

Self-regulation is ... the idea of being able to regulate itself. How you're able to stay in control of your emotions. Especially, I like to describe it as being able to

picture yourself as your own boss, at every point in time, asking yourself, would you want to have you as a boss, in terms of how you're about to behave, or how you're behaving, or how you are leading your team, or even leading yourself.

P5 talks about not wanting to be a product of her emotions through her ability to regulate her emotions. She explained that

Self-regulation, as I talked about, is knowing that, okay, this is my actual reaction to a certain situation. How can I take a step back and regulate not to give this certain response? Yeah. So, if for instance, I know that certain conversations, maybe political, maybe religion will trigger me. Do I need to have these conversations? Absolutely not. Do I need to walk away? Do I need to respond in a certain manner? How do I regulate my emotions to not be a product of my emotions? That's really what self-regulation means to me.

P7 noted that having the understanding our emotions and others and how it impacts others is not enough. A leader should be able to take the next courageous step in using such knowledge and insight to build a positive workplace environment. P7 stated,

For instance, there are so many instances that will come up during the work period that you need to manage the emotions. Critically, there are so many instances that instead of reacting to situations, you take a pause, you can take a breather at times and think through and be objective before reacting. So that's what it's all about managing the situation properly. To ensure cordial atmospheric at all times with the team members.

Participants stated that having self-regulation allows leaders to act ethically within the organization's fundamentals while also being aware of the reactions of their subordinates in order to avoid making decisions that will have a negative impact. When a leader can control their emotions and establish a positive work environment, job satisfaction, and desired goals are achieved. P1 advised that

When it comes to regulation, whatever you are taking, make sure that it doesn't go beyond the policy, the rules and regulation. You don't take decision that will be completely out of what the company stands for. So there must be some form of regulation in your decision making.

Individuals with self-regulation skills have the following competence; self-control, trustworthiness, conscientiousness, adaptability, and innovativeness (Serrat, 2017).

Motivation

According to the participants, motivation is an important EI competency for organizational leaders. Motivation is the process of giving employees support and recognition so that they can achieve organizational goals and be inspired to do so themselves. P5 especially emphasized the importance of motivation:

Oh, motivation is, is critical. Motivation for me is a thin line between inspiration and motivation. So, what makes me happy? What gets me going? What is that thing that burns and stares up fire in me? How do I translate that fire into another person? As a leader, you should be able to be an icon of influence, and you can only influence when you, you or yourself are motivated. Yeah. So how do you motivate yourself to influence or that others be motivated.

P5 and P6 emphasized the importance of self-motivation, pointing out that a leader must be self-motivated to motivate others. However, P7 illustrated how leaders could motivate their subordinates to attain mutually agreed-upon goals and objectives. P7 stated,

It doesn't have to deal with the external rewards, money recognition and all that, it's mainly the internal need that you need to fulfill, you understand, ... you need to create such an environment with your team member in a way that they will be happy to achieve with you as their leader. Okay, you need to celebrate whatever they achieve, no matter the little achievement they do on daily basis, encourage them, call them up, you know, there is always review, regular review, once they achieve their small task that you set for them, you acknowledge it, appreciate them by thanking them for doing the job that they are paid to do. Okay, it doesn't have to be the big one, you set up this small, small task cumulate to achieve the end result at the end of the bigger picture.

The participants affirmed that leaders must continually engage in activities that motivate their subordinates. Motivation is essential to the effectiveness of organizations and their employees (Vandercammen et al., 2014). Employee motivation boosts job satisfaction, engagement, and dedication to tasks (Grant, 2008; Vandercammen et al., 2014). The influence of leaders on the intrinsic motivation of organizational employees cannot be overstated (Wuisang et al., 2020). Leaders should, therefore, encourage subordinates' intrinsic motivation by attending to their everyday organizational and managerial demands, which include independence and self-sufficiency, expertise, and interpersonal connection (Wuisang et al., 2020). The public document confirmed the

assertion of the leaders on employee motivation. The organization declared that “We ensure that our employees are adequately motivated to encourage excellent performance.”

Empathy

The participants provided a similar understanding of empathy and the need for leaders to be empathetic. A number of respondents described empathy as putting yourself in the shoes of those around them. P2 explained further that

Empathy on the other hand, ... for a leader, you know, means that you recognize the circumstances, the environment under which individuals operate. And then use that insight to mentor, provide leadership so that you are able to take care of their of their situation in such a way that they see you not just as an intelligent leader, but as a leader who is empathetic towards, you know, ... towards the circumstances under which people operate, you know.

P5 added the following:

A lot of leaders think empathy is weakness. But for me, I believe that empathy is one of the most critical, one of the most critical skills that you need to have as a leader, because empathy allows you to vision how another person is feeling and put yourself in their shoes to say, okay, if I were in this person's shoes at this point in time, how would I feel? Once you're able to internalize the person's emotions, you can relate to it. And then that's really what empathy, it doesn't show weakness, but a lot of people think, a lot of people think it shows weakness, but it's really one of the skills that a leader needs as, as a good leader.

Empathy has also been found to promote communication and is a quality professionally necessary for all professionals who deal with and interact with people (Sergey et al., 2019). Participants reported that an empathetic leader has a stronger capacity to relate to people. P10 stated,

Empathy. Yeah. Compassion feeling, being able to have compassion, have feelings for people. Being able to empathize with people in certain situations. You know, being able to be considerate towards them. You know, someone might be going through a lot. So if I have empathy, I'm able to see what they're going through and know how to talk to them and know how to engage them as humans.

Empathy-driven leaders encourage, inspire, and empower their employees to advance the organization rather than hinder it. Empathy can have a substantial effect on job dedication and satisfaction with work and has been found to play a crucial role in preventing physical and emotional workload exhaustion (Yue et al., 2022).

Social Skills

Social skills are a fundamental aspect of EI. According to Goleman (2004) and Isah (2018), leaders who possess and demonstrate other aspects of EI like self-awareness, self-regulation, motivation, and empathy are inevitably socially skilled. The respondents described their understanding of this key ability and how it impacts employee job satisfaction and organizational performance. P1 described social skills as displaying "listening attributes, like having an open door policy, getting feedback. Generally, social skills are the characteristics that you deploy in reacting to other situations." P4 expressed that social skills were one of the most undervalued qualities of leaders, stating "For me,

social skills are about the act of making an emotional connection with communication. Yeah, being able to, you know, communicate effectively.” P5, P6, P7, P9, and P10 similarly identified social skills as those skills that apply in your interpersonal relationships with another person. P5 stated the following: “So those skills are really your interpersonal skills, coupled with, you know, the learnings around communication, learnings around listening that help to enhance your social skills in the workplace.” Similarly, P10 expressed, “You know, basically for me, social skills are those skills you need to have as a human in society when you're interacting with people.”

Participants reported that leaders with social skills are more likely to be able to listen and communicate effectively, respond appropriately to situations, and connect positively with others. Socially skilled leaders can display successful behavior in social settings. Various studies have found that higher social skills among managers, leaders, and entrepreneurs lead to commercial success (Anjum, 2014). This is because socially skilled managers understand how to persuade large groups of people to agree with them via negotiation, communication, and persuasive strategies (Anjum, 2014). Leaders and individuals with social skills are adept at establishing positive and mutually beneficial connections, managing relationships, establishing networks, communicating effectively, and reaching mutual agreements (Issah, 2018).

Leadership Emotional Intelligence Training

The theme of leadership EI training emerged from participants' responses to IQ5. To determine whether EI training had any impact on leadership capabilities, participants were asked if they had received formal EI training and to give their thoughts on the

importance of such training and whether they should be mandatory for leaders. Their responses underlined the necessity of leaders being highly emotionally intelligent, as well as the benefits of EI training, and hence why it should be mandated for all leaders. This theme highlighted the positive effects of EI training for leaders in Nigeria's brewing industry. According to Bar-On (2004), people can gradually improve their EI through training, instructions, and therapy. Seven of the 10 participants have had formal training in EI. P6 who has not had formal training asserts that he has earned practical and lifelong training, as well as learning EI via the learning hub provided by his organization. P6 emphasized the importance of EI in building cordial relationships between leaders and their subordinates, stating that “it builds relationship, because you have to, you have to understand your associate very well ... Because there has to be kind of a trust between a line manager and associates.”

All participants who had undergone formal EI training attested to the multiple benefits of attending such training. P1, for instance, stated, “I’ve done training on emotional intelligence and I gained a lot from there. That's how I got to know most of the things that I knew about emotional intelligence.” P4 further explained the significance of receiving EI training as follows: “It really helped me to shape my leadership style and has helped me to navigate across different roles, over different regions, geographies over time as a result of having that knowledge.”

All participants urged formal EI training for leaders. P1 stated that an emotionally unintelligent leader will result in dissatisfied followers. P1 noted,

Yes. It's, it's important and necessary. In fact, it should be mandated for all leaders. The reason being that a leader that is not having emotional intelligence ... will end up taking a stroll without getting people following him. He'll just be leading why the followers will be disgruntled. They'll not be happy with him. So, if a leader is not emotionally intelligent, you'll not know when to push hard and you'll not know when to what, withdraw from pushing too hard. You'll not know when to balance being using carrot and stick approach as towards embracing them and showing love to the followers. So, a leader must have emotional intelligence, will be able to read the facial expression, the gestures of the people working with him. We should be able to watch the behavior of the workers over time. All of these things help you to take decision that would help the organization.

P2 emphasized the relevance of EI training because emotionally intelligent leader may use it to effectively manage workplace diversity. P3 stated unequivocally that a leader's success is contingent on their ability to possess and utilize EI. P3 emphatically stated that "You can't be a successful leader without having emotional intelligence. It's not impossible to, because ultimately, whether you succeed or not as a leader, it, it largely dependent on your ability to apply to the team" P10 similarly explained why EI training should be mandated for all leaders,

Because I mean, if you don't have that, how can you be an effective leader? To be an effective leader, you must have it. So, it should be mandated, emotional intelligence training. You know, it has ruined many careers, and it has also made many careers. An emotionally intelligent leader knows how to engage people.

You know, if you're not emotionally intelligent as a leader, you might do well in the short term. But over time ... you might not. So probably from my own experience, sometimes leaders who are not emotionally intelligent tend to run into issues with people. So yes, definitely a 100% they should be mandated for leaders.

Participants underlined the benefits of receiving EI training and how difficult it would be for leaders to succeed without EI. Each participant discussed their narrative and experience as to why EI training should be required for all leaders across a variety of industries. All participants confirmed that EI training should be mandatory because whether or not you succeed as a leader is mostly determined by your ability to apply EI effectively in team and organizational contexts. The participants reported that EI training improved their leadership skills, and that a lack of EI skills in leaders leads to dissatisfied and discontented followers, as well as ineffective actions and decisions because such leaders lack self-regulation abilities.

Organizing Theme 2: Job Satisfaction and Positive Workplace Environment

The basic themes that constitute Organizing Theme 2 include recognition and motivation, effective communication and regular feedback, clear goals and objectives, open door policy, team bonding and collective efforts, and employee career growth and development. These basic themes emerged from three IQs, which were

- "What knowledge, skills, behaviors, and strategies associated with emotional intelligence do you as an organizational leader employ in handling relationships with your subordinates to improve their job satisfaction?" (IQ6);

- "How do you incorporate emotional intelligence into your leadership role in your organization to manage its human resources and implement a positive workplace environment? (IQ7); and
- "How do you think Nigerian brewing industry leaders can engage self-awareness, self-regulation, motivation, empathy, and social skills to enhance employee job satisfaction?" (IQ9).

Appendix B contains the IQs in their entirety.

Recognition and Motivation

Fifty percent of study participants identified recognition and rewarding employees for their achievements as an effective approach for increasing employee job satisfaction and fostering a positive workplace environment. Everyone, regardless of who they are, likes to be recognized and appreciated for what they've accomplished. This helps greatly in the formation of a happy organization since employees are happy and driven to go above and beyond to achieve their goals. For example, P2 and P6 emphasized that rewarding good performances and assisting in improving the delivery of their results are tactics they use to ensure that their team delivers results. P6 explained that celebrating his team's victory spurred performance, which should happen all the time.

So, when the team are doing the good things, you need to celebrate them. Yeah.

Even when the, when the performance is very tough, you still need to celebrate them.... we create a culture of celebrating success, you know, so every member of the team knows that, okay, when we deliver this result, we're going to celebrate.

Similarly, P7 noted, “we apply a lot [of motivation] to get the best from my teams all the time. And this we do week on week, most times we meet virtually now, but we still encourage ourselves.”

Participants emphasized that leaders should always motivate their subordinates and teams. When employees are recognized for their achievements and efforts and motivated, they are happy and inspired to go above and beyond for their leader and organization. As a result, motivating employees to attain improved organizational effectiveness is an important duty of all organizational leaders in Nigeria's brewing industry. Employee performance is significantly influenced by the organization's motivation and incentive structure because motivations can satisfy an employee's deep wants and achieve established organizational goals (Ongalo & Tari, 2015). Afolabi et al. (2022) investigated the impact of recognition and career advancement on employee work performance at Nigeria Brewery Plc and discovered that recognition and career advancement were significantly positively connected with employee job performance. Motivation improves employee performance, which in turn improves organizational performance (Pang & Lu, 2018). As a result, it is critical for leaders in Nigeria's brewing industry to effectively use motivation to boost employee job satisfaction, ultimately enhancing individual and organizational performance.

Effective Communication and Regular Feedback/Clear Goals and Objectives

Participants highlighted how good listening skills, clear communication, and continuous feedback improve employee job satisfaction and organizational performance. Eighty percent of participants perceived more satisfied subordinates after listening and

communicating with them in a pleasant manner. Organizational leaders are tasked with leading and effectively communicating with their subordinates in the workplace, and as such, their conduct and demeanor in carrying out this important duty are critical (Udod et al., 2020). Leaders who actively listen are better able to identify and solve challenges before they escalate, which promotes morale and overall job satisfaction. P5 explained that

I think there's several stances with listening. There're several ways to listen. So, you listen not to respond. Yeah. Or you listen to understand. And when you listen and the outcome of your listening is what makes you an effective leader, it does not necessarily mean that you're listening and you're weak because you listen. But you would only get the full picture. The more you get, the better your decision making. And that's what, you know, I have learned over time. When you hear half stories, you're not patient enough to listen through the entire, you know, situation. You don't get the full flesh. So, if I have to evaluate a situation, I don't just listen to the person who's talking, I ask three, four people what exactly happened here. I listen, and then I'm hearing, okay, this is the unifying story. But there's also this element here. There's also this element here. There are also some other elements that make up this big story. Then I'm able to make the right decision. ... the more data you have, the more impactful your decision making will be.

Respondents highlighted how successfully listening provided them with detailed knowledge that served as the foundation for comprehension, thorough examination of situations, and good decision-making. Leaders who listen to and understand the specifics

of issues can recognize and address possible problems. Similarly, acknowledging and dealing with concerns of employees fosters trust and a positive workplace atmosphere, ultimately leading to higher employee job satisfaction. Kluger and Itzchakov (2022) reported strong correlations between perceived leaders' listening skills and employee job satisfaction. This is because listening fosters deep connections, which result in desired organizational outcomes such as job performance, trust, expertise, work mindsets, and well-being (Kluger & Itzchakov, 2022).

According to the participants, clear communication and goals lead to more motivated employees and thus better outcomes. Participants stated that clearer instructions would motivate their subordinates to work. Employees are more motivated if they understand clearly what they expected to achieve. Ambiguous information tends to frustrate employees, reducing their morale. For instance, P2 stated that,

Okay, for me personally, as a, as a leader, some of the skills I employ in ensuring high performance for my team in my organization, I tried to listen very, very well. I ensure effective communication because I realize once you deliver communication and the person, you're delivering it to doesn't understand then they tend to react in a certain way so for me, as a person, what has been working for me, aside, listening carefully, I tried to communicate effectively to the team. Also, I try to, I mean, I'm open to receiving feedback from the team.

P4 emphasized the significance of regular feedback sessions with her team and subordinates in the following statement:

I find that that's always really helped you to be able to, you know, unpack how much you're impacting them, as well as what are you, what, what, what opportunities exist to get better, you know, to ensure that you, you continue to become a, a good leader.

The participants' perspectives are congruent with the information presented in the literature. Ogunlola and Akporaro (2015) investigated the connection between organizational communication and job performance among employees in selected Nigerian brewing sectors. The authors discovered a significant connection between organizational communication and job performance and thereby recommended the use of clear and effective communication in the brewing industry in Nigeria.

Open Door Policy/Team Bonding and Collective Efforts

An open door policy and excellent relationships with team members are critical for improving job satisfaction. Promoting a positive workplace culture and accomplishing organizational goals and objectives necessitates collaborative efforts from every party involved (leaders, subordinates etc.). Teamwork and collaboration encourage communication, the exchange of varied ideas, and the effective completion of tasks. Collaborative teams can succeed by making more efficient use of the resources at their disposal, making better decisions, and inventing new concepts. Collaboration can increase employee job satisfaction (Martin, 2021). When employees feel connected to their leaders, leaders can create personal and professional relationships with their subordinates, which promotes job satisfaction and greater intensity to perform tasks with purpose. Deep connections foster trust and openness. P3 explained that

Okay. I think, uh, for me, one of the things I tried to do as a leader relating to emotional intelligence is to, I operate, you know, an open door policy. So I want people to be able to tell everything, either relating to the job or outside the job, so that I try, you know, to build relationship with them. So that relationship, you know, um, because the, the is business, business is, you know, strive or thrive based on relationship, and reality is, the most important relationships are personal, the most important relationship are personal, that is why I try to create an open door policy, so that we can build personal relationship and therefore the knowledge that I have about their personalities, then help me to know the type or the skills from an emotional intelligent point of view that I need to deploy at every point in time ... the point I'm making is I like to build relationship. I operate open up policy, and I create an environment where, you know, people can thrive as much as possible. So that's why that's how I apply intelligence.

P5 emphasized the significance by stating the following:

Making sure that, you know, you're communicating your emotions to them.

Allowing them also to open up and feel the need to communicate their emotions to you. Every human being wants some form of safety. Safety, that I can speak to you and you would understand not having emotional conversations, but having objective conversations, but with some level of transparency and some level of openness that, you know, this situation is us being as clear and as concise as possible, or making the most impact out of it. And to be honest, I truly believe

that with self-awareness, with communication, with vulnerability, with ... empathy, you would honestly get the best out of your team members.

P5 further explained that,

Emotional intelligence ... is the probably the highest prerequisite or a determinant to job satisfaction. Because the more emotional intelligent you are as a leader, the more emotional connections you have with your people. The more your people feel emotionally connected to you, the more they are engaged. Which means there's the likelihood that, you know, they will have one or two down times, but they feel like, oh, for this person, I will go over and above. There's a less likelihood for them to feel stressed because they know that if, if they feel that at any point in time stress, you will pick it and you will talk to them. And they know that, okay, when you talk to them, they will feel better. So, there's always that level of positivity and happiness within the team. And to be honest, people who are engaged always, always perform better.

P8 stated, "My team and I like, we're bonded, we're bonded. So that way, it's easier for me to understand what you're thinking, especially when we have a task to deliver, very important."

Employee Growth and Development

This theme focuses on subordinates' personal and professional development. A progressive and transformational leader consistently promoted employee growth and development. Such a leader may increase employee satisfaction and productivity.

Respondents believe that highly emotionally intelligent persons assist their subordinates

develop by explicitly outlining their growth targets and describing the assets and training required to achieve them. Employee feelings of empowerment in the workplace, according to Udod et al. (2020), are highly dependent on their perceptions of leaders' behavior and attitudes, which are a product of their EI. P4 stated that

There's also the element of active listening which I, which I do a lot, setting into one-on-ones with my team, just to kind of listen to them and kind of hear them out and build, you know career advancement plans, development plans as well ... ensuring that people continue to advance and also push them, challenge them to, you know, invest in themselves and upscale from career advancement.

Similarly, P7 expressed,

And I also do because one of my major assignments is to do training, coaching or retraining, reviews and all that and in all these we bring forth, we are we are applying some of these skills of emotional intelligence to ensure such as the social skills, empathy, I will always mention it, then motivation too, you name, we apply a lot to get the best from my teams all the time. And this we do week on week, most times we meet virtually now, but we still encourage ourselves.

P8 noted,

Training is important. And training, like I always say, I always believe that training is not just classroom. So, if you consistently, continuously engage your team is more like a refresher course. They're learning new things. Yes, you're learning new things on this subject, every single time we discuss, even if it's the

same thing that we're discussing, but there's no way it can be an episode, the same will be something new. Every time we do that, so training is key.

P9 said,

So if we can make it regular, I believe it will help lead us especially those that are not emotionally intelligent to shift into being emotionally intelligent. So it is not just a set of people that are emotionally intelligent in an organization while the others are lagging behind. So that's from our training brings more or less an interaction between those that are there and those that are not there. So we'll learn from each other and was we constantly engaged after the classroom training or after the formal training in helps build our team and once we build our team?

Definitely there'll be job satisfaction.

Workplace Diversity and Inclusivity/Valuing Employees' Opinions and Contributions

Diversity in the workplace involves having a workforce that includes varied backgrounds, ethnic background, national origins, sexual orientation, faith, values, beliefs, and ideas. P10 explained how he tried to understand everyone's mindset and incorporate them:

I just first of all, try to understand people. First of all, we have to understand that the world that we're living in now is a very sensitive role. And we have more Gen Zs coming into the workplace now. Whole lot of them. So, for us, we, the millennials, uh, I think we understood more. So, my experience current is that there are a lot of Gen Z people coming into the workforce now. And would I say their mindset is a bit different from, you know, some millennials mindsets and, uh,

the way they approach work is quite different, you know, from what I know. So, the, some of them don't really understand the concept of putting in the 100% work, you know? Many of them just want to come do maybe 9 to 5, just do the barest minimum, you know, close down for the day ... But I try to incorporate them. I try to understand their person. First of all, I have a lot of gen Z colleagues. I try to understand what makes them go, you know?. And then I try to use that, you know, to, to get them to perform at their best. ... So, for me, I try not to dismiss because I understand that we're coming from very close generations, but walls are pass in terms of a thinking. Yeah. Things that might make me motivated might not make Gen Z person motivated, you know, and with them coming into the workforce. So, I try to understand them. I try to lead, understand, you know, where they are coming from and try to come to is sort of common ground. And that's how I applied. Try to understand the next person, you know, their own perspective, where they're coming from, their own challenges, and try to see how we can come to common ground and achieve our shared objective.

Participants noted that employees feel valued and encouraged to voice their thoughts and opinions when they are carried along and participate in organizational processes, as well as when their opinions and contributions are taken into account and incorporated. P2 stated,

I ensure I carry everybody along. So, I organized team meetings. I now allow team members to lead meetings so it doesn't feel as if I'm the one that do it once they do it themselves a few valued you. I appointed leaders at every team meeting,

I organized retrogressive meetings where team members are the ones that lead this meeting. So, once you're leading a meeting you feel valued. You feel recognized that yes, he is not the only one doing it. He has shown us how he does it now. It is our responsibility and by that, they learn how they also do it.

P3 observed that by letting his subordinates contribute, what appeared impossible and unattainable was achieved. The participant stated,

I allowed them to make input, the same thing that wasn't possible..... we're able to deliver it. So, it is about co-creation. So, like I said, it is about making sure that we're increasing the emotional content. Co-creation increases emotional commitment. You know, we put it together, we'll do it together.

Similarly, P4 promoted inclusivity by

creating a connection and encouraging creativity and innovation within my team. And by this, I mean, you know, appreciating everyone's point of view, having a clear value system that allows everyone to feel valued within the team. All ideas are welcome. There are no stupid ideas on the team. People are free to ask questions, you know, and they believe that they are existing within a safe environment to thrive.”

The report from the public document provided information on the management and leadership roles in embracing and improving diversity and inclusion for productive and progressive organizations. According to the report, “at [redacted] we celebrate cultural and individual diversity, and rely on this to help create an energizing team

culture. We all play an important role in creating a culture that is diverse and inclusive of all individuals.” The report also stated

Our resourcing and promotion policy ensures equity and is free from discriminatory bias of gender, ethnic origin, age, marital status, sexual orientation, disability, religion and other diversity issues. This is role modeled throughout our end to end employee life cycle process; all of which is controlled and checked.

Organizing Theme 3: Leadership Success and Organizational Performance

The theme of coded leadership success and organizational performance emerged from two IQs: "What impact has your ability to facilitate thought, perceive, understand, and manage emotions had on your success as a leader at your organization?" (IQ8) and "Is there any other information you would like to share with me?" (IQ10). All 10 research participants attested to the positive effects of applying EI on their leadership success and increased organizational performance. Basic themes associated with this main organizing theme are Employee job satisfaction, employee engagement and employee turnover, and team and organizational performances.

Employee Job Satisfaction/Employee Engagement and Turnover

Employee satisfaction in the workplace is determined by impressions of leaders' behavior and attitudes, which are the result of how emotionally intelligent they are. Leaders with high EI can cultivate a positive work environment and propagate happy moods through the transmission of emotions, thus boosting subordinates' positive mindset and satisfaction (Miao et al., 2016). The participants noted that their application of EI

resulted in increased employee engagement, motivation, and job satisfaction and consequently reduced employee turnover rate.

For instance, P1 said,

I've been here a lot of feedbacks for positive feedback ... people are encouraged that when they make mention of their request, they see the speed at which we execute. We carry out those things. So that has really given a lot of boosts to my work. And sincerely, I must say that it's not by boasting, but a lot of people give positive feedbacks to me, and that has made the team to work when I'm not even there. They work without, you know, any form of eye service because they know that they have a boss that listens to them. They have a leader that listens to them. So sometimes, most times my work is on auto because the people who are working with me, they are happy with the work they're doing. So, either I call them, either I engage them, ... they know what to do, they're self-motivated, and they carry out the assignment with little or no supervision.

P2 mentioned

carrying team members along, making them feel as part of the team. Making them to have a sense of belonging has always made them not only to be productive, but to be excited in working for me as a person. So, when I recognize them, I assist you in developing yourself, you tend to want to work more for me personally.

P6 added

because, there is that kind of trust between you as a leader and your subordinate, you know? Yeah. ... subordinate will always want to work for you when they see

you as a friend ... Yeah. To ensure that we deliver as a team. So then, also, you know, when you have, when you have that cordial relationship, you are able to manage your team very well. You know, it decreases your operational stress, even you, yourself as a leader, at least you'll be stress free. you know, then also it increases the leadership ability ... also reduce staff turnover.

The participants' responses concur with the literature. Veshne and Munshi (2020) examined the effect of leaders' EI on employee engagement to improve organizational performance. The findings of the study showed a significant association between EI and employee engagement dimensions.

Team and Organizational Performances

Participants attested to receiving positive feedback due to their ability to facilitate thought, perceive, understand, and manage emotions. Participants reported positive outcomes and attributed their success as brewing industry leaders to their use of EI in the workplace and in daily life. Seventy percent of participants reported that their use of EI considerably enhanced team and organizational performance. An emotionally intelligent leader possesses the needed qualities to establish a motivated, service-focused team and employees with an inspired mindset and initiative.

P2 indicated that his use of EI abilities and techniques led to successful results, stating,

Okay, for me, the impact has been positive, I will say, I've been delivering results ... like I said, it has been a success story for me, my team feel very free with me. We sit together, I have an open door policy, my team member my

subordinate can pick a phone and call me and explain the situation they're having, not being scared or afraid that I will react negatively. So personally, it has made me it has made my results successful and we've delivered results over time.

P3 concurred:

So I don't think I would be, I don't think I would be here today without, you know, application of emotional intelligence. So, the numbers are there, you understand, like I said to you, so I'm responsible for a lot of performance.

Similarly, P4 mentioned that,

Yeah. It's helped me to step up performance, especially, as a result of, you know, building a safe and inclusive environment where everyone thrives and genuinely feels valued ... it has helped also to build a positive work culture in the organization. We've seen significant increase in productivity and efficiencies. There's a lot of growth and innovation coming through as well. Creativity also across the team because they feel heard.

P6 explained, "Okay. So, if you, if you as, as a, as a good leader, right? So, if you manage your own emotion very well, and that will be associates, you know, it increases the team performance." Last, P10 stated that he had record a high success rate and improved performances:

Improved performance, right on the example I shared earlier, being able to connect with them in terms of delivery helped. ... when we launched innovation brands and then my [redacted] universe. So, they were tasked with these new outlets, you know, because of how I was able to engage them. Because I was, I

was able to understand their challenges and help them improve their performance. We were able to achieve 100% of those outlets. You know, in terms of activations as well, in my current role, you know, we have a number of activations. You know, I'm able to give a be very good success rate. So, success rate for us is from maybe from like 80% of upwards. Yeah. Because of this, the number of activations it has really helped performance compared to when we started off.”

Tognazzo et al. (2017) found a link between EI-behavioral abilities and organisational success. According to the study, leaders need more than just traditional managerial skills; they also need well-honed and focused EI that is task- and relationship-oriented. The implication of th study by Tognazzo et al. (2017) is that top leaders should be taught the application of specific EI-behavioral competencies, particularly those related to task and relationship management. Also, The findings and conclusions of Grobler and du Plessis (2016) highlight the link between leader behavior and long-term organizational effectiveness, as well as the necessary leader behavioral competencies

Summary

The purpose of this qualitative single-case study was to explore the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. In Chapter 4, I provided information on the research setting, demographics, data collection, evidence of trustworthiness, data analysis, and study results. The study's data were gathered through semistructured interviews with the 10 individuals who volunteered for the study, as well as publicly available study-related documents. Ten open-ended IQs were used to elicit

responses from the research participants. The responses from the participants were transcribed and analyzed to provide an interpretation of the data. Manual approach was utilized in the data analysis plan assisted by automatic analysis using qualitative data analysis software (NVivo 12). Thematic coding techniques was utilized to generate themes in response to the research question. The generated basic themes (17 themes) were generated under three main coding categories of EI, job satisfaction and positive workplace environment, and leadership success and organizational performance.

The study's findings were presented using the themes that evolved from the research. Direct quotes from participants were used to establish the study's confirmability. The study results provided a detailed perception of the participants to effectively apply EI skills to improve employee job satisfaction and organizational performance. Research findings showed that EI is critical for leaders to understand and control their own and their employees' emotions to foster cordial relationships in a positive atmosphere. This contributes significantly to employee job satisfaction and accomplishing organizational goals. All participants who had undergone formal EI training attested to the multiple benefits of attending such training. As a result, motivating employees to attain improved organizational effectiveness is an important duty of all organizational leaders in Nigeria's brewing industry.

Furthermore, the findings showed that highly emotionally intelligent persons assist their subordinates in development by explicitly outlining their growth targets and describing the assets and training required to achieve them. This will in turn establish a highly emotionally intelligent workplace at all levels. Finally, the effective use of EI

considerably enhanced team and organizational performance. Chapter 5 offers more discussion of the interpretation of the findings, limitation of the study, recommendations for further research that are grounded in the strengths and limitations of the current study as well as the literature reviewed, implications for positive social change, and conclusion of the study.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative single-case study was to explore the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. Qualitative case study approach was employed to address the study research question and provide an in-depth exploration and analysis of leaders' perceptions of using EI to influence employee job satisfaction and organizational effectiveness in the Nigerian brewery industry. Semi-structured qualitative interviews utilizing open-ended IQs was used to collect data from 10 research participants about the phenomena in the study. Triangulation of the participants' responses was done with the content from the reflective field notes, and pertinent public documents from the organizations.

Thematic analysis of data based on the overarching research question and the study conceptual framework resulted in three coding categories (organizing themes) and 18 themes. The organizing themes were (a) perception of EI, (b) job satisfaction and positive workplace environment, and (c) leadership success and organizational performance. The study's findings were interpreted according to the generated basic themes in relation to current literature on leaders' EI and conceptual framework. Likewise, the study's limits, recommendations, and implications were highlighted.

Interpretation of Findings

The study's findings are interpreted to address the overarching research question of the study. The thematic analysis yielded three organizing themes that served as the basis for interpreting the data and were relevant to answering the overarching research

question. The organizing themes identified in this qualitative single-case study were (a) EI, (b) job satisfaction and positive workplace environment, and (c) leadership success and organizational performance.

Overarching Research Question

The overarching research question of the study was, What are the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance? The Nigerian brewing industry leaders highlighted the EI skills they employed in boosting employees' job satisfaction and organizational performance. Respondents explicitly stated that by effectively employing EI skills, they could significantly impact their subordinates' job satisfaction, enhancing organizational performance. EI is critical to leadership effectiveness and organizational performance. This is a skill and trait that leaders and average Nigerians still need to prioritize to improve individual, team, and overall organizational effectiveness (Anichebe and Igwe, 2020; Ishola-Esan, 2019; Oyeleye et al., 2019). Because of the dominant mindset of might over ethical behavior in African society, most leaders lack the EI skills required to effectively accomplish their roles. According to Adegunle (2017), this causes a gap between leaders and followers, with followers or employees expressing both fear and admiration for their leaders. This leadership style is progressively making way for more ethical and transformational leadership as organizations provide leaders with EI skills. Organizational leaders and managers with higher EI qualities exhibit more ethical behavior, which promotes productive workplaces (Supramaniam & Singaravello, 2021). 70% of participants reported improved leadership

effectiveness as a result of EI training. According to the study participants, the application of EI assists them in understanding emotions, their team, and their capabilities, developing cordial relationships with their employees, successfully managing organizational diversity, delivering constructive, supportive, and helpful critique, and feedback, and inspiring trust and motivation among their teams. This resulted in better decision-making, employee job satisfaction, and increased organizational productivity and performance in the industry.

Specifically, study findings revealed participants' perceptions that EI-related behaviors, skills, and strategies enhance employee job satisfaction and organizational performance. These behaviors, skills, and strategies include self-awareness, self-regulation, motivation, empathy, employee recognition, effective communication, providing regular feedback, maintaining an open door policy, setting clear goals and objectives, encouraging team bonding and collaboration, providing opportunities for employee growth and development, valuing employees' opinions and contributions, and embracing and promoting workplace diversity and inclusivity. Essentially, rewarding and recognizing good performance boosts morale and employee job satisfaction, and increases productivity. For instance, when leaders reward and recognize employees for their contributions, they become motivated and willing to go above and beyond in meeting targets. This is consistent with previous study findings, which have demonstrated that rewards correlate with job satisfaction (Bustamam et al., 2014; Khalid et al., 2011; Rehman et al., 2010). According to Alkandi et al. (2023), increasing incentives and rewards increases job satisfaction, which leads to better employee performance.

Another EI-related strategy employed by leaders to improve employee job satisfaction and organizational performance is effective communication and regular feedback. Furthermore, it was discovered that setting clear goals and objectives is inextricably linked with effective communication, and thus effective communication, regular feedback, and the establishment of clear goals and objectives all have a greater impact on employee satisfaction and motivation to accomplish their tasks. In every organization, the level of communication from leaders can influence employee satisfaction. The participants held the view that employees are more satisfied when they know exactly what they are expected to do. The findings confirmed that communicating clearly and concisely with subordinates results in a positive and satisfied reaction. Consistent with the study findings, Amadu and Anyarayor (2022) reported that effective communication can significantly improve employee job satisfaction and performance. Amadu and Anyarayor (2022) contended that if organizational leaders want to achieve their goals more readily, they have to first adopt and implement a strong and effective communication framework that promotes collaboration and feedback. This strategy will motivate employees, resulting in improved performance. According to Curado et al. (2022) and Heuss and Datta (2023), the leader's communication style impacts employees' dispositions and emotions toward the leader.

Participants also stated that by operating an open door policy and encouraging teamwork and collaboration, employees can actively take part in decision-making processes, which raises their self-esteem and motivation because they feel more appreciated and noticed, and hence they are more satisfied with their work. This has been

documented in the literature. For instance, Bragadóttir et al. (2023) discovered that team collaboration can increase employee job satisfaction. Teams, according to Dash et al. (2014), can provide more and better solutions to challenges than individuals working separately. In essence, an organization with a culture of collaboration and open communication produces higher employee job satisfaction, which leads to improvements in organizational performance (Kim, 2020; Lee et al., 2023).

The other EI-related skill and strategy that leaders applied in improving employee job satisfaction and organizational performance was fostering employee growth and advancement. Increased possibilities for employees to gain new skills and develop as individuals and professionals would help to improve job satisfaction and organizational performance. Furthermore, fostering employee growth and advancement demonstrates leaders' commitment to their employees' development and well-being, making employees feel valued and contributing to a more positive workplace environment. The significance of employee growth and development on job satisfaction has been extensively examined in the literature. Brown et al. (2008) discovered that when employees see greater prospects for advancement, their job satisfaction and perception of safety increase.

Another EI strategy was making employees feel involved in organizational structures and processes, as well as recognizing, appreciating, accepting, and tolerating unique characteristics. In previous literature, Lee and Lee (2012) and Ohunakin et al. (2019) discovered that effective diversity management and inclusion can improve job satisfaction and performance. Also, according to Acquavita et al. (2009), inclusion increases job satisfaction among social workers. Accordingly, findings in this study

confirmed existing literature. Overall, the leaders claimed that their ability to effectively apply EI abilities boosted their effectiveness and productivity by reducing staff turnover, increasing employee engagement and job satisfaction, and improving team and organizational performance, which conforms to the study of Apore and Asamoah (2019). As such, leaders in organizations need high EI skills. Apore and

Limitations of the Study

Limitations are flaws or weaknesses which are often inherent in the methodology choices selected while designing a study and may have an impact on the study's results and conclusion (Ross & Bibler Zaidi, 2019). This qualitative single-case study's specific constraints include sample size, sampling approach, study scope, and the potential for bias. The first limitation of the study deals with the fact that data were collected from leaders in the Nigerian brewing industry only. The study's nature as a qualitative single-case study of Nigerian brewing industry leaders limits the findings' generalization and applicability to other industries and sectors. Although, the study is a csse study of Nigerian brewing industry, the methods and design utilized for this study can be adapted for exploring similar phenomena in other contexts. Investigating other industries' leaders' EI may give additional insight on their perceptions of effectively utilizing EI to increase employee job satisfaction and organizational performance.

The second limitation is the sample size of 10 participants selected from organizations in the Nigerian brewing industry. Another constraint is that all of the interviews with 10 brewing industry leaders were conducted in the country's Southwestern region which may not be a true representation of organizational leaders'

population in the Nigerian brewing industry. The purposeful sampling technique further restricts the study's findings from generalization.

The third limitation concerned the genuineness of the participants' responses to the IQs. Furthermore, respondents' answers may not have been entirely accurate due to exaggeration, personal biases, or understatement. A semistructured interview methodology was used, which detailed the respondents' perceptions and so cannot be objectively confirmed. Transcript review and member checking was, however, adopted. The research participants were given adequate opportunity to review the transcribed data and make any necessary adjustments and additions. Triangulation was performed by combining document analysis with interviews. Only publicly available relevant organizational documents were used. Reflexivity was established through the evaluation of analytical memos and transcripts. Despite these limitations, the study was carried out properly, and the findings were trustworthy.

Recommendations

The purpose of this qualitative single-case study is to explore the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. The study contributed to the body of knowledge on leaders' EI and its importance in fostering a positive work environment, increasing employee job satisfaction, and improving overall organizational performance and effectiveness in Nigeria's brewing industry. The findings from this study indicated that brewing industry leaders who effectively applied EI-related skills,

strategies, and behaviors could potentially boost employee morale, improve the job satisfaction of their subordinates, and increases organizational performance.

The literature review indicated that EI is gaining traction among Nigerian academics and professionals as calls for its incorporation into a wide range of sectors of the Nigerian economy grow. Nigeria's ever-changing and demanding society, workplace, and organizations, including the government, have made effective EI skills necessary for the average Nigerian (Ugoani, 2015). Also, because the study was limited to participants in the Nigerian brewing industry in the southwestern part of Nigeria, extending the scope to other sectors, and industries throughout the country to include more diverse populations that reflect the country's demographics and distinct culture. Participant 9 emphasized the necessity to extend the research to other sectors and implements the outcomes of the study, stating,

So for me, this research is good for the PhD, but it shouldn't just stop the research. You made mention of something earlier, you're focusing on the Nigerian brewing industry, somebody else probably getting the same topic. And it could be the banking, Nigerian banking industry, or any other sector. But it shouldn't just stop when you get eventually gets the degree, if there is a way that we can ensure is it actualization I will call it or implementation? Ensure implementation of some of these suggestions. I know definitely this research will give you a particular outcome, you understand? So how can we implement such outcomes? So, it doesn't just end at the conclusion of the program and kept aside. How can we

implement such actions is something that will definitely help us [leaders], not just in the Nigerian brewing industry, but in other industry at large, in Nigeria at large?

In this study, I investigated perceptions of leaders of the Nigerian brewing industry. Extending the study to encompass the perceptions of subordinates on effectively applying EI in the Nigerian brewing industry and its influence on job satisfaction and productivity would provide a more balanced and sophisticated comprehension of diverse EI utilization strategies. It is thus necessary to conduct additional qualitative research on subordinates' perceptions of effectively implementing EI in the workplace.

The study's findings revealed the significance of EI for leaders and the necessity for EI training for leaders in Nigeria's brewing industry. This highlighted the positive effects of EI training for leaders in Nigeria's brewing industry. The study also emphasized the necessity of regular and ongoing EI training for leaders, which may compel its inclusion in Nigerian brewing's leadership development program. As such, it would be worthwhile to research how EI could be employed in the prospect of improving leadership selection, development, and training in the Nigerian brewing industry.

Implications

Implications for Social Change

The research findings can lead to positive social change in individuals, organizations, and societies. The findings provide an extensive discussion and information on the critical components of EI such as self-awareness, self-regulation, self-motivation, social awareness (empathy), and social skills, required by individuals and leaders to be effective and successful in their endeavors and organizations. As a result,

positive work outcomes would arise when leaders utilize the information on EI to increase their EI skills and capacities, supporting them in detecting, evaluating, assessing, and managing their own emotions and the emotions of others. The study's findings will inform leaders about the EI-related skills and strategies required by organizational leaders in managing relationships with their subordinates, as well as how such skills can be incorporated into their organization's human resource management and implementation of a positive workplace environment for boosted employee job satisfaction and organizational performance. The study's findings may help to promote positive social change by providing leaders with a better understanding of job satisfaction and dissatisfaction factors, allowing them to build a positive working atmosphere and enhance subordinate job satisfaction. This study can bring about positive social change in the Nigerian brewing industry managerial framework by providing numerous perspectives on leadership EI utilization strategies. The outcome of this study will eventually inspire leaders to place significant emphasis and importance on EI skills to establish more emotionally intelligent cultures and increase overall organizational effectiveness.

Implications for Theory

The findings of this study revealed in-depth perceptions of Nigerian brewing industry leaders about the effective use of EI skills. The current study contributes considerably to the EI literature by giving extensive information on a wide range of EI-related abilities and behaviors. The study shed light on how leaders effective application of EI and EI-related behaviors, skills, and strategies such as motivating employees,

communicating effectively and providing regular feedback, setting clear goals and objectives, maintaining an open door policy, encouraging teamwork and collaborative efforts, valuing employees' opinions and contributions, prioritizing employees' growth and development, and embracing diversity and inclusion do activate leaders' effectiveness to amplify its impact on subordinates' job satisfaction and organizational performance in the Nigerian brewing industry. As a result, the study's findings may provide a foundation for developing a framework for assessing how effectively using EI skills influence leadership success and performance, employee job satisfaction, a positive working environment, and organizational performance in the Nigerian brewing industry. The participants' information on how their ability to facilitate thought, perceive, understand, and manage emotions influenced their success as leaders at their organizations shows that leader EI is one of the most significant attributes of effective leaders when it comes to subordinate job satisfaction and organizational performance.

Implications for Practice

This study has significant practical consequences for leaders. The study found that leader EI has an important effect on employee job satisfaction and organizational performance. The number of emotionally intelligent leaders in Nigeria's brewing industry and other sectors could potentially be increased by training leaders as well as employees in EI and recruiting emotionally intelligent people. Thus, recruiting and training leaders in EI and emotional competencies could improve the EI skills and capabilities of leaders assisting them in developing more emotionally intelligent cultures and socially responsible organizations and improving leader and organizational performances. Finally,

the Nigerian brewing industry could explore employing EI assessments for recruiting leaders.

Conclusions

Organizational leaders and managers with higher EI qualities exhibit more ethical behavior, which promotes productive workplaces (Supramaniam & Singaravelloo, 2021). This is because highly emotionally intelligent leaders understand and control their own emotions as well as the emotions of others to positively influence their organizational social climate and subordinates' job satisfaction, resulting in excellent organizational performance (Dong et al., 2022; Miao et al., 2017, 2018). The purpose of this qualitative single-case study was to explore the Nigerian brewing industry leaders' perceptions of effectively applying EI skills to improve employee job satisfaction and organizational performance. Semistructured qualitative interviews featuring open-ended questions were used to collect data from 10 research participants about the study phenomena.

A study of Nigerian brewing industry leaders' perceptions of using EI skills found that EI skills are essential components of effective leadership that promote job satisfaction and excellent organizational performance by demonstrating exceptional emotional behavior, facilitating excellent interpersonal relationships with employees, fostering a healthy and inspiring work environment, and making effective decisions. As such, understanding the concept of EI is crucial for effective leadership. The study findings showed the knowledge, skills, behaviors, and strategies associated with EI that Nigerian brewing industry leaders can employ in managing their human resources and implementing a positive workplace environment to improve subordinates' job satisfaction

and organizational performance. The study's findings may contribute to knowledge on applying EI skills by Nigerian brewing industry leaders to enhance employee job satisfaction and organizational performance. Analysis of the results revealed a need for mandatory EI training for leaders because leadership effectiveness is mostly determined by the ability to apply EI effectively in team and organizational contexts. Therefore, leadership and organizational performance can be ensured through leadership EI training and development.

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Appendix A: Participant Invitation Letter

Dear Potential Participant,

I hope this message finds you well.

My name is Funso Ayeni, and I am currently a Ph.D. student in the Faculty of Management at Walden University, specializing in Leadership and Organizational Strategy. As part of the requirements for the Degree of Doctor of Philosophy in Management, I'm currently working on my doctoral dissertation research. I am conducting this doctoral research study to explore the Nigerian brewing industry leaders' perceptions of effectively applying emotional intelligence skills to improve employee job satisfaction and organizational performance. I'm seeking leaders and managers in the Nigerian brewing industry that could participate in the study.

The short one-on-one interview would be centered on leaders' emotional intelligence and employees' job satisfaction and organizational performance. Your participation will provide a detailed understanding of leaders' emotional intelligence and its impact on creating a positive work environment for employees, as well as improving overall organizational performance and effectiveness in the Nigerian brewing industry. I would sincerely appreciate your willingness to participate in the study. Your professional knowledge and experience working in the Nigerian brewing industry will be extremely valuable in this study. I value your time and request that you read this email and the attached consent form while deciding whether or not to participate in the study.

Your involvement in the study involves participating in a 20- to 40-min interview. After the interview, I will provide you with a summary of your interview transcript so you may double-check its accuracy. The research is strictly academic, and all information discussed or supplied to me will be kept strictly confidential and secure.

If you would be willing to participate, please review and sign the Informed Consent form and return it to me or reply to this email with the words, “**I consent.**” You can contact me by phone [redacted], or e-mail [redacted] if you have any questions. Thank you in anticipation.

Respectfully,

Funso Ayeni

PhD Management Candidate

Walden University

Appendix B: Interview Questions

1. What is your title and how would you describe your role in your organization?
2. What was your experience working at your organization like?
3. From your perspective, what is emotional intelligence? And can you tell me who an emotionally intelligent leader is?
4. What do you understand by self-awareness, self-regulation, motivation, empathy, and social skills?
5. Have you ever received formal training in emotional intelligence? If yes, do you think it should be mandated for all leaders?
6. What knowledge, skills, behaviors, and strategies associated with emotional intelligence do you as an organizational leader employ in handling relationships with your subordinates to improve their job satisfaction?
7. How do you incorporate emotional intelligence into your leadership role in your organization to manage its human resources and implement a positive workplace environment?
8. What impact has your ability to facilitate thought, perceive, understand, and manage emotions had on your success as a leader at your organization?
9. How do you think Nigerian brewing industry leaders can engage self-awareness, self-regulation, motivation, empathy, and social skills to enhance employee job satisfaction?
10. Is there any other information you would like to share with me?

Appendix C: Interview Protocol and Guide

Participant Code: _____

Location of Interview: _____

Date of Interview: _____

Interview Commencement Time: _____ **Interview End Time:** _____

Total Time: _____

Introductory Statement

Hello, my name is Funso Ayeni, and I am currently a Ph.D. student in the Faculty of Management at Walden University, specializing in Leadership and Organizational Strategy. Thank you for taking the time to participate in my research interview to explore the Nigerian brewing industry leaders' perceptions of effectively applying emotional intelligence skills to improve employee job satisfaction and organizational performance. This should take between 30 to 60 minutes, and you can end or opt-out at any time if you are uncomfortable. To ensure accuracy, I will be making notes as you respond to each query and recording the interview on audio. Within the next two weeks, I will email you a summary of the interview transcript so you can check its accuracy. All responses and opinions will be kept private and confidential and utilized strictly for this dissertation research study. I will make certain that no information in the dissertation identifies you as the respondent. Before we start, would you like to clarify anything or ask any questions?

Interview Questions

1. What is your title and role in your organization?
2. What was your experience working at your organization like?

3. From your perspective, what is emotional intelligence? And can you tell me who an emotionally intelligent leader is?
4. Have you ever received formal training in emotional intelligence? If yes, do you think it should be mandated for all leaders?
5. What knowledge, skills, behaviors, and strategies associated with emotional intelligence do you as an organizational leader employ in handling relationships with your subordinates to improve their job satisfaction?
6. How do you incorporate emotional intelligence into your leadership role in your organization to manage its human resources and implement a positive workplace environment?
7. What impact has your ability to facilitate thought, perceive, understand, and manage emotions had on your success as a leader at your organization?
8. Is there any other information you would like to share with me?

Concluding/Closing Statement

Thank you for taking the time to participate in this interview. You have made a significant contribution to my research. I sincerely appreciate your cooperation as well as the time and thought you put into each question. I will email you a copy of the interview transcript within the next two weeks so you can review the content of your comments. If you have any alterations, please e-mail them to me. Please let me know if there are no other changes. Thanks.

Appendix D: Potential Themes for Each Interview Question

Question	Potential theme
3a	EI skills and abilities Enhancement of self-management and people management Creating and maintaining a positive workplace culture Training for EI skills and other managerial skills Fostering collaborative teamwork Promotion of diversity and inclusion Good interpersonal relationship ensures job satisfaction Creation of values and increased commitment
3b	EI fosters teamwork and collaboration Effective management of workplace diversity Effective employee and team management Creation of value and increased productivity Promotion of diversity and inclusion Emotional intelligence competence Effective decision-making Promotion of personal core values in organizational leaders Maintaining deep connections with employees/Improving interpersonal relations Employee welfare and support Prioritize employee wellness Active listening Training and development Effective communication and regular feedback
4	Appropriate and beneficial decisions Creating and maintaining a positive workplace culture Fostering collaborative teamwork Valuing employees' opinions and contributions enhances job engagement Clear and effective communication Effective communication, employee engagement, and openness Motivating employees for better organizational performance Self-awareness and a better understanding of workplace diversity Employees motivation, development, and welfare Provision of support and help for colleagues in difficult situations Interpersonal relations and trust with subordinates
5	Understanding the team and knowing their capabilities People management capabilities of leaders EI is critical to effective team leadership Employee job satisfaction Mandatory EI training for leaders Periodic training on EI enables optimal performance

Question	Potential theme
6	<p>Effective decision-making and improved organizational performances</p> <p>Effective management of organizational diversity</p> <p>Supportive and helpful critique and feedback inspire employee motivation and engagement</p> <p>Building relationships and inspiring trust and motivation</p> <p>Effective communication</p> <p>Recognition and motivation for better employee job satisfaction</p> <p>Effective communication and regular feedback for improved employee job satisfaction</p> <p>Employee career growth and development</p> <p>Fostering a positive workplace environment</p> <p>Team bonding and collective efforts for better employee motivation and job satisfaction</p> <p>Team understanding</p> <p>Clear goals for more motivated employees and better organizational outcomes</p>
7	<p>Showing affection and commitment to employee welfare</p> <p>Employee motivation and recognition of achievements</p> <p>Valuing employees' opinions and contribution</p> <p>Fostering a positive workplace environment</p> <p>Fostering employee's personal growth and development</p> <p>Building connections and relationships with subordinates</p> <p>Effective communication and regular feedback</p> <p>Teamwork and collaboration</p> <p>Open door policy</p> <p>Setting clear organizational goals</p>
8	<p>Increased team, and organizational performances and satisfied customers</p> <p>Increased employee job satisfaction</p> <p>Increased employee engagement and reduced employee turnover</p> <p>Motivated team with inspired mindset</p> <p>Service-oriented and responsible employees</p> <p>Foster employees' personal growth and career development</p> <p>Creation of a safe and inclusive workplace environment</p> <p>Team innovation and creativity</p> <p>Interpersonal relationship and trust</p>
9	<p>Showing affection and commitment to employee welfare</p> <p>Encourage employee creativity and innovation</p> <p>Valuing employees' opinions and contribution</p> <p>Employee motivation and recognition of achievements</p> <p>Open door policy</p>

Question	Potential theme
10	Employee engagement Building relationships and trust with associates Employee training on EI Fostering positive workplace culture Setting clear organizational goals Motivated and satisfied employees Effective decision-making Team bonding Co-creation of a strategy Teamwork and collaboration Building relationships and trust with associates Fostering a positive workplace environment

Note. EI = emotional intelligence.