The Role of Emotional Intelligence in Effective Leadership and Its Impact on Team Performance: A Study of the University of Ibadan, Nigeria

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ABSTRACT: *This study aimed to investigate the impact of emotional intelligence on leadership effectiveness in the University of Ibadan, Nigeria. The emotional intelligence model used in this study consisted of four sub-variables: self-emotion appraisal, others emotion appraisal, regulation of emotions, and use of emotions. The study found that emotional intelligence has a strong positive and significant relationship with leadership effectiveness. The results of the regression analysis showed that emotional intelligence positively relates to leadership effectiveness. The study concluded that emotional intelligence is an indicator of leadership effectiveness, and employees in the University of Ibadan, Nigeria are emotionally intelligent. Self-emotion appraisal and use of emotion were the most emotional intelligence factors impacting leadership effectiveness in the organization. On the other hand, emotion regulation seemed to be difficult to control, thus it's the least factor in affecting leaders' effectiveness. The findings further show that use of emotion accounts for more of the variance in leadership effectiveness.*

KEYWORDS: emotional intelligence, effective leadership, team performance, **University of** Ibadan, Nigeria

INTRODUCTION

The research topic will be cut across the background details of the research topic, and it will also guide by stating the scope and significance of the study. In addition, the current situation of the research interest will state globally and in the potential study area while stating the main objectives, the study intends to achieve from the research. Generally, the overview of the whole research is stated from this chapter and reading this will guide the reader towards understanding what the study is all about and where it will be conducted. Clarifying technical terms and main

subjects' variables in the research topic will also be defined at the end of this chapter so to ensure every reader gets the scope of the study clearly.

In overview, Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions and the emotions of others. It encompasses a set of skills that enable individuals to navigate their social interactions effectively and make better decisions in various personal and professional contexts. One of the key aspects of emotional intelligence is self-awareness, which involves recognizing and understanding one's own emotions, strengths, weaknesses, values, and beliefs. It allows individuals to have a clearer understanding of their reactions and behaviors, which in turn helps them regulate their emotions and respond more appropriately to different situations. Another component of emotional intelligence is empathy, which involves the ability to understand and share the feelings of others. Empathy enables individuals to perceive and respond to the emotions of those around them, fostering stronger connections and better communication. It involves active listening, perspective-taking, and showing genuine care and concern for others. Emotional intelligence also encompasses effective emotional management. This involves the ability to regulate and control one's own emotions, especially in challenging or stressful situations. It includes techniques such as self-control, stress management, and resilience, allowing individuals to stay calm and composed, make rational decisions, and effectively manage conflicts. Furthermore, emotional intelligence plays a significant role in interpersonal relationships. It helps individuals develop better communication skills, resolve conflicts, and build trust and rapport with others. By understanding and responding to the emotions of others, individuals with high emotional intelligence can create positive and supportive environments that promote collaboration and cooperation. Overall, emotional intelligence is a valuable skill set that promotes personal well-being, enhances social interactions, and contributes to success in various areas of life. It enables individuals to navigate their own emotions and the emotions of others with sensitivity and understanding, leading to improved relationships, effective leadership, and overall emotional and social intelligence.

Emotional intelligence is a measure of social ability of every individual to manage his or her emotions as related to others in the society. It could also be termed as the ability of an individual to manage his attitude against the feelings of others (Ayat, 2021). These abilities are equally feelings and thoughts or analysis of one's emotions and that of others, which after all determines one's attitude. This only attest to the fact that, there is no single perspective of what emotional intelligence is and of course, all theorists of emotional intelligence are well stated with evidence. From the modern concept, there are effects of emotional intelligence that is more acceptable by many researchers and agrees to what emotional intelligence means (Pesamaa, 2021). In all of the perspectives, emotional intelligence involves the way of thinking of humans and how they relate with each other.

Emotional intelligence also involves two major human body parts, which is the heart representing the mind and the brain representing the thinking faculty. The result of the measure of this emotional intelligence is to ensure that right decisions are made through thinking process of the mind or the heart (Goleman, 2019). An individual who suffers from emotional instability

or any form of disorder will not be able to balance his emotions and will not have a good level of coordination between his heart and brain. Hence, such a person will not function well in any field regardless of his personal intelligence or ability. In addition, such individuals will equally not perform well in terms of leadership, coordination, productivity or even effectiveness in organisations (Altunoglu, 2019).

It is also unarguable that individuals who lack emotional intelligence are unlikely to perform well in tasks or duties assigned to them and such a person cannot manage units of department in any organization. Low or no emotional intelligence therefore affects one's thinking, and it has a negative effect on how productive such person will be either at in personal decisions or organizational levels (Kotsou, 2019). Therefore, it is one of the core needs of every organization to contribute to the emotional equilibrium of their employees or ensure to recruit staff who are emotionally stable.

Organizations are engaged with different decisions and economic status that changes with environmental fluctuations and cannot be predictable at certain levels. This brings about several other learning and on-the-job training of staff to ensure the staffs can manage with business challenges and earn flexibility to solve situations that demands immediate attention. In addition, organizations also need individuals who are equally leaders with innovative strategies, ideas, openness and commitment to achieve the believes, values and goals of the organizations (Ali, 2021). All these are not achievable without high emotional intelligence of the staffs, and it will also tend to affect the development leadership if not carefully managed. Emotional intelligence cannot be physically measured and also may not be detected in individuals timely even before recruiting to leadership positions, but it is also very important in leadership performance and effectiveness (Wen, 2019). Hence, there is need to sensitize and encourage human resources managers and employers on how best to checkmate the roles and impacts of emotional intelligence on team performance. It is also important to identify these roles in effective leadership towards the productivity of the organization. Therefore, it is necessary to assess the role of emotional intelligence in effective leadership and measure its impact on team performance.

Background of the Study (Focus Area/ Industry Sector)
This research will focus on emotional intelligence of bank workers as these financial organizations requires emotionally stability at all intervals as they deal with financial transactions where minimal mistakes could mar them. Hence, such organization relates to the purpose of this research and the values of the findings will be quite useful to them. The intent of this research inclines more with Organization who have different leaders in different departments and decisions could be made timely even without meetings or delays such as banking halls. Although, Emotional intelligence at this point does not necessarily have to be measured but can be tested on several occasions not presumed. In tangible leadership positions, it is agreeable that examinations or written tests cannot be used to assess how emotionally stable a leader could be until the need to act inline occurs (Yue, 2019). Also, the industry sector of this research is the aircraft industry who gives last orders that; in times of control loss or danger, the lives of the passengers before that of the pilots. This instance cannot be put to test

on papers but emotional stable leaders act on the accord of the teams' performance in every scenario.

Current Situation of Study

Emotional intelligence is gradually getting a higher level of caution as several deaths and unwholly decisions are made at works that could not be questioned or attached to a particular reason except that such leader mixed it up somewhere that cannot be identified (Purwato, 2020). In addition, emotional intelligence is equally getting the attention of Executive directors in selecting replacements for themselves at work to ensure organizational productivity even in their absence. In the present era, the modern form of work is earning relevance and the capacities of the work expertise are usually measured on the ability of the employees of the organization (D'Errico, 2022). This also makes it important to ensure that the staff are well equipped at all times. The role of emotional intelligence at present moment cannot be over emphasized even though; it is not but with economic crisis.

Emotional intelligence is a concept that has gained recognition and importance globally, including in Nigeria. The understanding of emotional intelligence and its significance in personal and professional development has been growing over the years. There has been an increased emphasis on fostering emotional intelligence skills in various domains, including education, workplaces, and leadership. In the educational sector, there has been a recognition of the role of emotional intelligence in promoting students' overall well-being and academic success. Efforts have been made to incorporate emotional intelligence training and programs into the curriculum, focusing on self-awareness, empathy, and interpersonal skills. Some schools and educational institutions in Nigeria have implemented initiatives to enhance emotional intelligence among students, fostering a positive learning environment and emotional resilience.

In the workplace, emotional intelligence has gained attention as a critical factor for effective leadership, team collaboration, and employee well-being. Organizations in Nigeria are recognizing the importance of emotional intelligence in creating a positive work culture, improving communication, and managing conflicts. Some companies have started integrating emotional intelligence assessments and training programs into their human resources practices to enhance employees' emotional competencies and overall job performance. Moreover, there are professionals, trainers, and coaches in Nigeria who offer workshops, seminars, and training sessions specifically focused on emotional intelligence. These initiatives aim to raise awareness and develop emotional intelligence skills among individuals, both in personal and professional contexts. While emotional intelligence is gaining recognition, there is still room for further development and implementation of emotional intelligence practices in Nigeria. Continued efforts in integrating emotional intelligence into various sectors, including education, workplaces, and leadership development, can contribute to a more emotionally intelligent society.

Also, the present generation of leaders are faced with personal problems just like they try to manage career situations, and all tells on their efficiency and productivity at work (Islam,

2021). Therefore, there is need to adjust from what used to be the old curriculum of dos and don'ts of the staffs to what needs to be the dos and don'ts of at the present dynamic work environment. Hence, the current situation of emotional intelligence still battles with the schemes of older generation in present working era where organisations are more technology inclined and demands similar human resources management.

Problem Statement

There are many findings and researchers' ideas who have agreed that emotional intelligence plays tangible roles in leadership positions and guiding the team to performing effectively. Other research agrees that emotional intelligence holds air in deciding the productivity of the employees. Therefore, every idea points and agrees that, to ensure professionalism in their works, organisations need to ensure their staffs especially leaders are emotionally stable or have high emotional intelligence. Although, several benefits are attached to the values of emotional intelligence, there are stigmas and limitations of the research study on self-awareness, self-motivation and self-regulation about emotional intelligence (D'Errico, 2019). This is to assume that many of employees or leaders do not understand how emotionally unstable they are, and possibly do not understand that emotional instability is the cause of their unfavorable decisions at times.

The role of emotional intelligence in effective leadership and its impact on team performance has become a topic of increasing interest and importance in the field of organizational psychology. Despite extensive research on leadership and team dynamics, there remains a gap in understanding how emotional intelligence, defined as the ability to recognize, understand, and manage one's own emotions and those of others, influences leadership effectiveness and ultimately affects team performance. This knowledge gap hinders organizations from developing targeted interventions and strategies that can enhance leadership capabilities and optimize team outcomes. Therefore, there is a need for further investigation to explore the specific mechanisms by which emotional intelligence affects leadership effectiveness and team performance, and to provide empirical evidence supporting the integration of emotional intelligence training and development programs into leadership development initiatives.

In addition, the position of a staff could be that of a leader and it could be vice versa on several occasions. This is to state that some of the staffs in a team may not also be aware of emotional intelligence or its impact on the team's performance. In addition, there is limit to how much one can measure emotions as some people are naturally not observant or cautious of their environment but this act is also due to the fact that, they are not aware about how much of benefit is associated with emotional intelligence. Therefore, this study is designed to state the impact of emotional intelligence on the team's performance and also increase self-awareness about the values of emotional intelligence. By addressing this gap, organizations can cultivate emotionally intelligent leaders who can effectively manage their own emotions and those of their team members, leading to improved team dynamics, enhanced collaboration, and ultimately, higher levels of team performance.

Research Questions
From the problem stated above and the background of the study, the following questions were raised.
i) What are the socio demographic characteristics of the respondents?
ii) What are the roles of emotional intelligence in effective leadership?
iii) What are the impacts of emotional intelligence in team performance?
iv) What are the challenges affecting emotional intelligence in leaders?

Research Objectives
The main objective of the study is to determine the role of emotional intelligence in effective leadership and its impact on team performance.

Specific Objectives of the Study
The specific objective of the study includes the following.
i) To describe the socio demographic characteristics of the respondents
ii) To determine the roles of emotional intelligence in effective leadership
iii) To analyze the impacts of emotional intelligence in team performance
iv) To examine the challenges affecting emotional intelligence in leaders

Significance of the Study
Studying emotional intelligence holds several significant benefits and implications for individuals, relationships, and society as a whole. Here are some key reasons why studying emotional intelligence is important:
1. Self-awareness and self-management: Emotional intelligence helps individuals gain a deeper understanding of their emotions, strengths, weaknesses, and values. This self-awareness allows them to recognize their emotional triggers, regulate their emotions, and make more informed decisions. By studying emotional intelligence, individuals can enhance their self-management skills and improve their overall well-being.
2. Improved relationships: Emotional intelligence plays a vital role in building and maintaining healthy relationships. Understanding and managing one's own emotions while also being empathetic toward others' emotions can lead to improved communication, conflict resolution, and collaboration. Studying emotional intelligence equips individuals with the skills to form more meaningful connections and establish positive relationships with family, friends, colleagues, and partners.
3. Effective leadership: Emotional intelligence is closely linked to effective leadership. Leaders who possess emotional intelligence skills are better equipped to understand and connect with their team members, motivate and inspire them, and manage conflicts or challenges that arise. By studying emotional intelligence, aspiring and current leaders can develop the necessary skills to lead with empathy, emotional resilience, and authenticity.
4. Enhanced decision-making: Emotions can significantly influence decision-making. By studying emotional intelligence, individuals can learn to recognize and manage their emotions in the decision-making process. They become better equipped to make rational, well-informed choices rather than being swayed solely by impulsive or reactive emotional states.

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5. Increased empathy and understanding: Empathy is a key component of emotional intelligence. Studying emotional intelligence fosters the development of empathy, allowing individuals to understand and appreciate the perspectives, feelings, and experiences of others. This increased empathy leads to more compassionate and inclusive interactions, promoting cooperation, tolerance, and social cohesion.

In every research world, there is no subject or research interest without its purpose, but the uniqueness of the research determines how much it is accepted to be significant. This is similar to this study on emotional intelligence, as it is important across all fields, sectors and at global level. This is because of the fact that humans make up what every organization implies, and the emotions of such humans come into place at all times. Hence, it is agreeable to state that this research study is important beyond any subject, and it will aid employees to build relationships, reduce team stress, defuse conflict and improve job satisfaction. It will also help create awareness for policies and decision-making in the recruitment process of human resources management on how best to determine the EI of their staffs. Overall, studying emotional intelligence offers numerous benefits, enabling individuals to lead more fulfilling lives, form meaningful connections, make better decisions, and contribute to a more empathetic and harmonious society. This research will similarly fill the gap by adding to the streams of knowledge within emotional intelligence and be baselines for other researchers within the research interest.

Scope of the Study

This research is concerned about the role of emotional intelligence on leadership and its impact on team performance. This study intends to make use of the Nigerian Banking sector and as such, the respondents of the study will be bankers in HR departments. The research will be conducted in Nigeria and the target population will be banks in headquarters of the respective banks.

Statement of Hypotheses

In line with the objectives and the research questions, following null hypotheses have been developed with a view to achieving the research objectives:

Hypotheses one H_{01}: The emotional characteristics of the respondents can be described based on their responses to emotional intelligence assessment tools.

Hypotheses Two H_{02}: Emotional intelligence plays a significant role in effective leadership by enhancing the leader's ability to manage their own emotions and the emotions of their team members, which in turn positively impacts team performance.

Hypotheses three H_{03}: Emotional intelligence has a positive impact on team performance by facilitating effective communication, collaboration, and conflict resolution among team members.

Hypotheses four H_{04}: Leaders face several challenges that hinder the development and effective use of their emotional intelligence, including organizational culture, individual personality traits, and lack of training and support.

LITERATURE REVIEW

The role of emotional intelligence in effective leadership and its impact on team performance has become a topic of increasing interest and importance in the field of organizational psychology. Emotional intelligence refers to the ability to recognize, understand, and manage one's own emotions and those of others, and it plays a crucial role in interpersonal interactions and decision-making processes.

Although research has explored the relationship between emotional intelligence and leadership effectiveness, there is still a significant gap in understanding the specific mechanisms through which emotional intelligence influences leadership and team performance. Furthermore, limited empirical evidence exists to support the integration of emotional intelligence training and development programs into leadership development initiatives.

Understanding how emotional intelligence affects leadership effectiveness and team performance is essential for organizations seeking to optimize their teams' productivity and success. Effective leadership entails not only possessing technical and cognitive skills but also the ability to connect with and motivate team members. Emotional intelligence enables leaders to empathize with their team members, establish trust, and foster positive relationships, all of which contribute to improved teamwork, collaboration, and overall team performance.

This research will provide valuable insights for organizations, leadership development programs, and human resource practitioners in designing targeted interventions and strategies to enhance emotional intelligence among leaders. Identifying effective ways to develop and nurture emotional intelligence can lead to improved leadership capabilities, better team cohesion, enhanced employee satisfaction, and ultimately, higher levels of team performance..
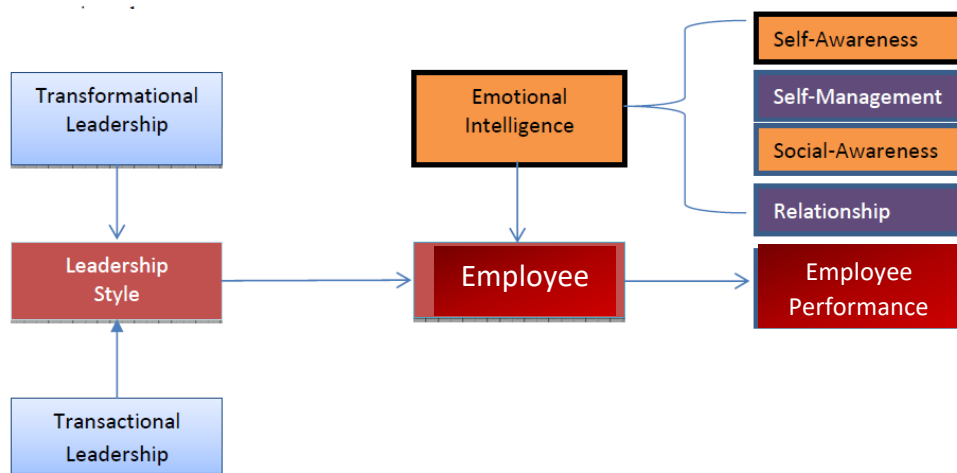
Fig 1: Conceptual Model of Leadership and Emotional Intelligence Employee Performance
Source: Carmeli, 2009

History of Emotional Intelligence

Early studies on emotions and social intelligence serve as the foundation for the idea of emotional intelligence (EI). Since more than 35 years ago, there has been research on emotional intelligence (EI). The origins of EI can also be traced to Thorndike (1920), Moss and Hunt (1927), when they all began researching social intelligence (Carmeli, et al., 2009). Thorndike defined social intelligence as "the capacity to comprehend and relate to people" (Poon Teng Fatt, 2002). The origin of emotional intelligence, according to Hilgard (1980), operates in three ways: cognition, effect, and inspiration. Human memory, reasoning, judgment, and mental thought are just a few of the cognitive processes that fall under this category. The effect is expected to be of different response depending on the individual and it includes moods, emotions, evaluations and many others which are not common. Last but not least, there is the personality-related component of motivation, which includes innate motivational tendencies or learned goal-seeking behaviors. EI is made up of the first two components, cognition and affect (Hilgard, 1980). Despite its history and popularity, emotional intelligence is still a relatively new idea, according to researchers (Zeidner, et al., 2004). Nevertheless, the idea of emotional intelligence did not receive much focus until the early 1990s. Some academics have offered definitions of emotional intelligence over time (e.g. Davies et al., 1998; Goleman, 1995 in Carmeli, et al., 2009).

"Wayne Leon Payne, a graduate student at the time, first used the term "Emotional Intelligence" in his doctoral dissertation, which he wrote in 1985. After that, this term was dropped for five years until John Mayor and Peter Salovey included it once more in a journal they wrote in 1990. Actually, they were concentrating on a method of objectively comparing people's abilities in terms of motion. They discovered that some people are better at comprehending not only their own emotions, but also those of others. However, the term "emotional intelligence" is credited to US writer and consultant Dr. Daniel Goleman, who coined it in 1995 while penning a book about emotions and emotional literacy. Goleman asked Mayor and Salovey for permission to use the term in his book, and it became so well-known that it was featured on the cover of Time Magazine and won the award for best international book. He compiled and updated data on the brain, emotions, and behavior in this book. He proposed self-awareness, self-management, social awareness, and others management as the four pillars of emotional intelligence. His use of the term "emotional intelligence" was criticized for being so expansive that it no longer had any scientific significance or application. He expanded on this idea by including 25 competencies and abilities in his 1998 book "Working with Emotional Intelligence," which bears the same name.

Emotional intelligence, like other types of intelligence, is challenging to assess (Bagshaw, 2000). Being a self-report test that depends on social desirability responses, emotional intelligences is already challenging and occasionally unreliable. To measure emotional intelligence (EI), however, numerous models have been developed over the years.

Recent Issues and Development of Emotional Intelligence

In addition to addressing employee emotions, emotional intelligence also recognizes how emotions affect both employee and employer behavior. "Until and unless we understand about

one's feelings on the job, we are unable to control his or her emotions and, ultimately, we are unable to influence one's behavior needed for the performance of tasks at the right time in the right direction for the organizations," says the author. It has been regarded as the individual who promoted this term. He created a framework with the following four parts: understanding oneself, managing oneself, understanding others, and managing others (Salovey, Peter & Mayer, 1990). The ideology is generalized as it becomes more inclined on the basis that a round hole fits for only round pegs and as such, only a person that can do the job should be allocated the job and not otherwise. "In addition, the management placed a strong emphasis on keeping key employees employed by the company as well as hiring them for the position. It is crucial to take care of the employees' emotions in order to ensure that such employee can be dedicated towards the goal and objectives of the organization. Numerous studies have demonstrated that emotional intelligence is the yardstick to measure one's job performance and excellence (Lanser, 2000). Any organization's bottleneck is its human resources, and emotional intelligence is crucial to effectively understand and maintain relationships.

Even though EI has received a lot of attention and had a lot of research done on it over the past 20 years, the topic is still divisive among academics and researchers. The validity of the EI construct, the dominance of one EI model over another, the measurement of EI, and various workplace facilitation and EI development strategies are some of the contentious aspects of the concept that are the subject of debate. The current study has mainly concentrated on the disagreements between the research of eminent academics and psychologists, including Peter Salovey & John D. Mayer, Daniel Goleman, and Reuven Bar-On. By reviewing the literature that is currently available on the topic of emotional intelligence, it is clear that some detractors contend that the measures are inconsistent and that emotional intelligence cannot significantly contribute to leadership and teamwork effectiveness because it has little predictive value for actual success. Although, there are contrasting ideas about emotional intelligence and why some regards that it is not a form of intelligence but an attribute of human or skills associated with human growth. This was according to Goleman's definition and perspective of emotional intelligence. Hence, there could be reasons to rename the terminology from what it is called to what it aught to be called (Locke, 2005).

There are also other ideas who grew on the path of conceptualizing emotional intelligence but more research on the topic is required. Because he distinguishes between cognition and emotion, Locke (2005) further argues that intelligence and skills could be misrepresented in different cases and one of the cases is that of emotional intelligence and emotional skill. He contends that the idea of emotional intelligence (EI) is untrue because it is not a type of intelligence and because its definition is so broad and inclusive that it lacks any discernible significance. He makes a distinction between the idea of EI and rationality and actual intelligence. He then highlights the fundamental inadequacy of the idea of EI with regard to leadership after further recognizing the actual relationship between reason and emotion. The author concludes by recommending that the idea be renamed and referred to as a skill.

Empirical and Theoretical Literature Gaps of Emotional Intelligence

Emotional intelligence has become a growing interest and cannot meet up with the level of intelligence accrued to it. Several other programs have been introduced within the research interest so to meet and facilitate the development. This is designed to ensure that the employees are smart and capable to handle the organizational challenges. However, when considering the practical implications, there is very little evidence that this type of training is beneficial. According to Cherniss and Goleman (2001), who make this claim in support of it, there aren't many training and development initiatives that specifically address Emotional Intelligence (EI) in the workplace. In a similar vein, a review of the literature on emotional intelligence (EI) indicates that there aren't many systematic, meticulous psychometric studies on how to train for and develop EI competencies in relation to leadership and teamwork (Groves et al., 2008). According to Dadehbeigi and Shirmohammadi (2009), in order to boost organizational productivity, various organizations have embraced EI in various ways and through various EI training programs. Contradiction exists among various scholars and researchers, despite the growing trend of Emotional Intelligence (EI) . There are two distinct groups of EI researchers who focus on different aspects of the development of (Dadehbeigi and Shirmohammadi, 2009).

There are scholars who agree that one could help employees get better with their emotions at work while improving their abilities to work well and smart and also relate well with their colleagues at work (Cherniss & Goleman, 2001), whereas detractors fundamentally doubt the development of EI (Dulewicz & Higgs, 1999). On the basis of the Boyatizis and others' competency model, Dadehbeigi and Shirmohammadi (2009) worked on the possibility of developing emotional intelligence (EI). According to their findings, only one of the four EI dimensions out of the four significantly improved, and only some of the specific dimensions also showed this significant improvement. Other dimensions did not clearly change, and some self-assessments even decreased. Researchers agree with the idea that organizations should be able to give their employees a learning environment. For example, Chiva and Alegre's study from 2007 placed more emphasis on organizational learning capability (OLC). Their findings suggest that OLC is crucial in determining how EI affects job satisfaction.

Additionally, numerous academics have studied emotional intelligence (EI), but there is no conclusive evidence to show how EI competencies can be developed at the leadership and teamwork levels (Grant, 2007; Riggio & Lee, 2007). For those who are eager to improve their EI competencies, there is also no uniform international framework available. As a result, studies on EI are becoming very well known in order to assess its progress and results in the workplace. The competency, ability, or mixed models of emotional intelligence are the ones that are typically used as the foundation for previous EI training and development programs. Sheehan (1999) argues that the impact of EI on the leadership officers of the organizations are not only channeled to grow the individuals but to also them manage themselves whenever challenges of the business comes up and even that of their employees. This argument is made in aim to address how much of effort is needed to stabilize emotional intelligence of workers especially the leaders. As a result, managers must manage processes and possess required attributes to becoming a better one (Salovey & Mayer, 1990).The same viewpoint has also been expressed by Clarke (2006). He contends that optimistic findings from earlier research on EI

point to the potential benefits of training for improving the attitudes of individuals regarding their weaknesses and other emotional deficiences detected during trainings or examinations.

Similar to this, researchers have made efforts from their different perspectives to contribute to the growth of this research interest and have also given the ideology to deliver organisations from the menace of emotional intelligence amongst her leadership (Bagshaw, 2000). According to research, the effectiveness of EI training programs primarily depends on three factors: participants' willingness to receive training, notification and awareness about trainings of the job and the dynamics of what tomorrow holds on the job and its emotional consequence. Cherniss and Goleman (2001) offer the best method for fostering (EI) in workplace settings, furthering the same initiative. Pre-contemplation and contemplation, preparation, action, and maintenance are the main four steps. Clarke (2006) discusses alternatives to training programs either on the job or before the job so to be sure every staff or employee of the organisation has a touch of emotional skill intelligence training. Research has also shown that there is no form of training done that did not get effective on the staff either on the long run or sometimes even to discover one's self in developing and improving emotional intelligence (EI) (Sala, 2002). 2009's Dadehbeigi & Shirmohammadi. Contrarily, Cherniss et al. (2010) disagree with Sala's approach of fostering EI through workshop-based programs in their most recent study. The study's primary goal was to assess the efficacy of the EI leadership development program, which used process-designed group strategies as its underpinning mechanism.

Empirical Review
The term "emotional intelligence" is useful for drawing attention to human aptitude. The complexity of a person's capability is included despite the phrase's simplicity. Thorndike, in the 1920s and 1930s; see Goleman, 1995), was the first psychologist to study this field of "social intelligence," and while he presented the idea as a single concept, more recent psychologists have recognized its complexity and described it in terms of multiple abilities (Bar-On, 1992, 1997; Goleman, 1998; Saarni, 1988). This domain is what Gardner (1983) defined as intrapersonal and interpersonal intelligence. The term "emotional intelligence" was first used by Salovey and Mayer (1990), who defined it in terms of four domains, including understanding and managing one's own and other people's emotions. Other conceptualizations have employed terms like "practical intelligence" and "successful intelligence" (Sternberg, 1996), which frequently combine the skills mentioned by other psychologists with cognitive abilities and center the concepts around the outcome of the person's behavior, particularly success or effectiveness.

A closely related line of research, frequently focusing primarily on managers and leaders, sought to explain and forecast how effectiveness in various occupations would manifest itself (Spencer and Spencer, 1993). With this "competency" approach, particular competencies were either inductively discovered and then articulated as competencies, or they were identified and validated against effectiveness measures. Beyond providing a useful framework for describing human dispositions, an integrated concept of emotional intelligence provides a theoretical framework for the organization of personality and connects it to a theory of action and job performance (Goleman, 1995). A "learned capability based on emotional intelligence that

results in outstanding performance at work" is how Goleman (1998) defined "emotional competence." Incorporating Boyatzis' (1982) and Goleman's (1998) works, we provide the following succinct definition: When a person exhibits the abilities that make up self-awareness, self-management, social awareness, and social skills at the proper times and in the right ways, frequently enough to be useful in the situation, that person is exhibiting emotional intelligence.

If emotional intelligence were to be considered a single construct, it might be misleading and imply a connection to cognitive ability (i.e., traditionally defined "intelligence" or what psychologists commonly refer to as "g," which refers to general cognitive ability) (Davies and Stankov, 1998; Ackerman and Heggestad, 1997).

Table 1: Empirical Models of Management and Leadership

Empirical Model
Goal and Action Management:
Efficiency Orientation
Initiative (i.e., Proactivity)
Diagnostic Use of Concepts
Concern with Impact
Directing Subordinates:
Developing Others
Use of Unilateral Power
Spontaneity
Human Resource Management:
Managing Group Process
Use of Socialized Power
Accurate Self-Assessment
Logical Thought
Focus on Others:
Stamina/Adaptability (i.e., Flexibility)
Perceptual Objectivity
Self-Control
Leadership:
Self-Confidence
Conceptualization
Oral Presentation

Source: Boyatzis (1982)

Definition and Literature Review (General and Specific) of Each Variables and Dimensions

The research found a correlation between group emotional intelligence and effective teamwork. The relationship between effective teamwork and group social skills was also favorable and significant. The literature also studies how emotional intelligence training affects employees'

job satisfaction and productivity (Salovey et al., 1990). In the twenty-first century, employers offer educational resources to staff members so they can develop their mental, physical, psychological, and emotional skills. "For this reason, it is important to emphasize both the emotional and cognitive aspects of an employee's job. The literature that is currently available demonstrates an understanding of leadership and how managers can raise employee productivity, ultimately achieving organizational goals (Lanser, 2000). The study had a limitation of a very large sample size and varied one that comes from an actual organizational context where there was significant managerial pressure to provide data accurately and completely, so the findings couldn't be used for managerial selection, development, or assessment. In 2001, Scarnati. Barsade (2002) conducted research to look at team performance, team levels of emotional intelligence, and team leaders' emotional intelligence. "Emotional intelligence (EI) is strongly correlated with individual performance, but the goal of this study was to determine how EI impacts team performance. The performance of the team and the team leader's emotional intelligence were found to be highly correlated in research (Wong & Law, 2002). When their staff members are empowered and motivated, supervisors may be more effective. "An organization's people make it what it is. Organizations are also looking for novel approaches to gaining a competitive edge through the efficient use of human talent. In this era of globalization, there is a talent war among organizations; therefore, investments in HRD, social capital, and emotional intelligence will aid organizations in achieving their goals (Jordan et al., 2002). In order to develop a more effective human resource strategy to deal with organizational change, Offermann (2004) conducted research to demonstrate the use of emotional intelligence for employee performance and organization productivity. The fundamental goal of the research was to determine how organizations could deal with the constant change brought on by internal and external pressures in order to gain a competitive advantage. Employee anxiety is prevalent due to uncertainty, but it can be reduced through emotional intelligence and effective human resource management (Jordan, & Troth, 2004). This study's limitation was that even if employees received extensive training, their performance would still suffer because of the workplace culture, as this is what determines whether or not employees will put their new skills into practice.

The literature demonstrated the connection between leadership effectiveness, personality, cognitive ability, and emotional intelligence. According to research, "emotional intelligence and personality or cognitive intelligence are not determinants of relationship with leadership effectiveness" and "higher emotional intelligence in executives lead to higher outcomes and are perceived as effective leaders." 2005's Goleman. On the other hand, research has indicated that a person's emotional intelligence may play a significant role in determining their ability to lead effectively. A model of leadership's influence on knowledge creation was developed through research, drawing on reviews of literature in the fields of diversity management, creativity, innovation, and learning, as well as research on transformational leadership. (O'Hara, Sy, Tram, 2006).

According to the relevant literature, effective delegation, coaching, effective communication, encouraging teamwork, setting high standards and getting results, rewarding performance, developing and releasing employees, reaching a consensus, encouraging reasonable risk-

taking, forecast thinking, improving the organization, managing diversity, and overall team effectiveness are the thirteen key dimension variables for effective leadership behavior (Jordan & Lawrence, 2009). Performance, attitudinal outcomes, and behavioral outcomes are among the factors influencing team effectiveness. Various types of teams, such as parallel teams, work teams, project teams, and management teams, were also involved. Clarifying the concept of team effectiveness and determining the most effective method for measuring it are the main goals (Stough et al., 2009). Social awareness, self-regulation, self-awareness, and social skills are all parts of overall emotional intelligence. According to this article, emotional intelligence and team effectiveness are positively correlated (Harminder, & Jaya, 2011).

Critical Literature Review and Justification to Create the Relationships (Between and Among) Each Variables and Dimensions

Emotional Intelligence (EI)
Salovey and Mayer, who coined the term "emotional intelligence" in 1990, defined it as the capacity to recognize, comprehend, and regulate both one's own and other people's emotions. A number of more or less well-known models were created as research on the topic grew and more academics began to address it. The fundamental models that emerged can be divided into two groups: those that view emotional intelligence as an aptitude (ability EI), which is linked to the capacity to regulate one's emotions and learn how to deal with situations and challenges, and those that view emotional intelligence as a trait (Trait EI), which is directly linked to one's personality traits. Last but not least, some researchers view emotional intelligence as a synthesis of these models and offer a more expansive interpretation of the idea; in this instance, we refer to mixed models (Pappas, 2013). The method of measurement is where the two main models of emotional intelligence (Ability Model & Trait EI) diverge. The assessment of emotional intelligence as a skill resembles the standard intelligence test in which the "correct" answers are determined objectively and unquestionably. The "correct" answers for measuring emotional intelligence as a trait have not been predetermined; instead, respondents are asked to use a scale (e.g. 1 to 5). Based on this, a completely subjective profile is created, one that reflects a person's own perspective more so than that of others.

Emotional Intelligence in the Work Place
Businesses are forced to constantly adapt to the global business scene through reorganization in an age where speed is the key characteristic. More than ever, there is a need for a new, alternative intelligence that will improve managerial performance and enable leaders to direct and steer the corporation or organization down new, fruitful paths. A person's ability to maintain composure and focus in stressful situations, as well as their propensity to act altruistically as opposed to atomistically, are indicators of their increased emotional intelligence at work. Last but not least, the individual with high emotional intelligence and a positive outlook on life in general (Brinia, 2008). The capacity to identify, comprehend, and react to the feelings of others may be said to require a certain level of emotional "education," which can only be acquired by first developing the capacity to identify and understand one's own emotions. According to Tarricone and Luca (2002), developing emotional intelligence while combining technical skills is necessary to create a progressive and supportive work

environment. In particular, they contend that people who work with passion and perseverance, take initiative, exhibit dedication, are committed to the objectives, set common goals above personal ones, make decisions, insist, and their interest in team achievements is sincere. They link motivation with the achievement of the organization's objectives.

Emotional Intelligence in Teams

In terms of the theoretical context of group emotional intelligence, Druskat and Wolff (2001) and Gantt and Agazarian (2001) have each developed two fundamental conceptual frameworks (2004). According to the researchers mentioned above, teams can develop group emotional intelligence in one of two ways. The knowledge and management of emotions were explored at the group level by Druskat and Wolff (2001) using two emotional intelligence dimensions that were prevalent in models at the time. As a result, the system's or group's capacity to recognize and take into account energy information (cognitive and affective) in order to further organizational objectives.

Druskat and Wolff (in press) state that emotional intelligence is relevant to the desired and successful management of emotions in groups due to two major characteristics: First, they contend that emotions can serve as early warning signs of potential issues the group may encounter. As a result, paying attention to people's feelings can lead to the prompt resolution of issues before they worsen. Second, emotional intelligence enables people to control their negative emotions because they are bound to arise in groups. To put it briefly, we can say that emotional intelligence can be a benefit in the context of a group because those with high emotional intelligence are capable of handling the bad behaviors and use this knowledge to create a sympathetic, positive atmosphere, which will in turn promote cooperation, improve decision-making processes, and enhance group results.

By altering the environment in organizations with traditional hierarchical structures, teamwork has become the predominant factor of organizational learning (Kozlowski & Bell, 2003). According to Ayoko and Callan (2009) and Naseer, Chishti, Rahman, and Jumani (2011), a team is a group of independent individuals who are responsible for carrying out their assigned tasks and who share the same responsibilities. Although there are many different definitions of teams in the literature, they all share some common traits, including the fact that each team is a system with its own structure and functions, its members have different skills and capabilities, and they all work toward the same goals and practices (Kozlowski & Bell, 2003). Working groups, both physical and virtual, with the aid of technology, are an efficient method of work organization because it allows the company or organization to save time and money. Even with virtual teams, technology cannot achieve the desired results on its own. In both situations, groups of officers are requested to forge successful teams and deal with similar difficulties (Lipnack & Stamps, 1999). A team is successful when there is cohesion, according to Barric et al. (1998) and George (2000) as reported by Prati, Douglas, Ferris, Ammeter, and Bucley (2003). This depends on the ability of the team's members to build very strong relationships and a strong support system. These researchers came to the conclusion that an individual's capacity for emotional self-regulation contributes to the cohesiveness of the group.

Empirical Literature Matrix and Meta-Analysis of Emotional Intelligence (Empirical Review Table).

The best online sources for information on EI and all relevant empirical research can be found at the Consortium for Research on Emotional Intelligence in Organizations (CREIO, 2009). Anyone who is interested in EI and how it affects organizations should visit this website. Studies and reports on the business case for emotional intelligence are among those that are included. These studies and reports cover topics like whether EI programs are effective, an emotional competence framework, what emotional intelligence is and why it matters, executives' (mis)perceptions of it, best practice guidelines, how to get organizational support for it, leadership studies on it, and technical reports on it. The relationship between EI and performance enhancement, however, is extremely important to this issue. It has been discovered that there are three levels of performance improvement in HRD: individual, process, and organizational (Swanson & Holton, 2009). Rummler and Brache also noted the importance of the EI training programs currently offered by management and HRD practitioners, noting that performance factors like incentives and rewards, results, feedback, individual capacity and capability, motives and expectations, and skills and knowledge could be altered to enhance individual, group, or organizational performance.

Business organizations, especially those with a profit-driven goal, are naturally drawn to the relationship between EI and performance improvement. The Business Case for Emotional Intelligence by Cherniss (1999) presents compelling arguments based on empirical research and real-world experience to show how EI has been used by organizations to help them perform better. The relationship between organizations that have relied on EI and its effect on their performance is summarized in Table 1 in terms of its practical significance. Although it is impossible to list all the studies done on the subject of EI and performance in this introduction to the topic, evidence-based cases based on the insurance industry, food industry, service industry, and military amply demonstrate the relationship between EI and performance. These cases are provided in Table 1. The practical impact of emotional intelligence on performance can be summed up as follows: Regardless of industry, individuals with high emotional intelligence are significantly more likely than average players to deliver superior performance. Emotional intelligence (EI) skills are important for salespeople because their success depends on their ability to relate to, connect with, and influence others. However, interestingly, data for scientists and other technical professions also indicate that EI skills are essential for excellent performance even more so than analytical thinking (LaPierre, 2009).

Critique of EI and Performance

Despite the fact that improving individual learning, performance, and productivity through the development of EI skills is crucial to HRD research and practice (Brooks & Nafukho, 2006), there are significant objections to the concept, definition, and measurement of EI. EI continues to be a hotly debated construct in both research and practice (Fambrough & Hart, 2008). Because it is not a type of intelligence and because its definition is both broad and ever-changing, opponents of EI contend that the idea of EI is false. Additionally, they legitimately wonder if EI is merely a theory about personality or if it encompasses both intelligence and personality. For instance, Locke (2005) offered his scathing critiques of the EI concept's

applicability. He argued that emotional quotient (EQ) is not a type of intelligence and suggested that intelligence and rationality should be clearly separated. In his critique, he noted that the definition of EI was ever-changing, that the majority of definitions were so all-inclusive that they rendered the concept of EI incomprehensible, that the definition of reasoning with emotions involved a contradiction, and that there was no such thing as EI. He even went so far as to call for the idea of emotional intelligence to be redefined as a personality trait. The current EI metrics have also been criticized by others. They question the existence of various measure types for the same construct. Additionally, they draw attention to the fact that the measures employ various response formats and methodologies. More importantly, it is claimed that the current EI measures lack psychometric measurement properties (Conte, 2005), and others have questioned the applicability of EI and its quantitative rather than qualitative nature and thus measures (Waterhouse, 2006).
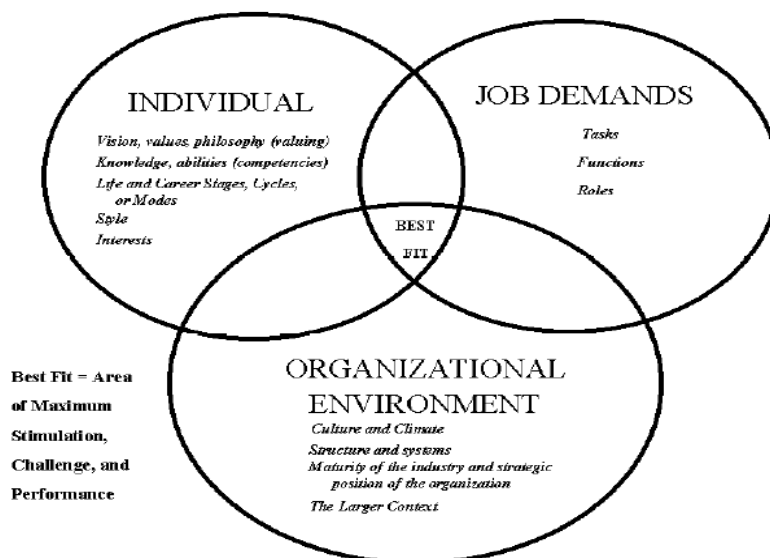
Figure 2: Contingency Theory of Action and Job Performance (Boyatzis, 1982)

Summary of Empirical Review
The empirical analysis of the research focuses on elaborating the meaning of emotional intelligence; it highlights the value of emotional intelligence in teams and as a team leader, as well as how to control one's emotions in any circumstance. Emotional intelligence and effective team management were taken into consideration when defining various variables for the study. The study also demonstrates the link between emotional intelligence, leadership effectiveness, personality, and cognitive ability. In accordance with the pertinent literature, effective delegation, coaching, effective communication, fostering teamwork, establishing high standards and achieving results, rewarding performance, developing and releasing employees, reaching a consensus, encouraging reasonable risk-taking, forecast thinking, improving the organization, managing diversity, The thirteen crucial dimension variables for effective leadership behavior are overall team effectiveness and (Jordan & Lawrence, 2009). The study also addresses how to explain emotional intelligence in teams at the same time. The study also

discussed the Empirical Literature Matrix and Meta-Analysis of Emotional Intelligence. Examination of EI and Performance Criticism.

Theoretical Review.

Previous research has shown that emotional intelligence has become increasingly popular as a potential underpinning quality of effective leadership. Because managing emotions well in leadership may influence how one manages needs of individuals, how one effectively motivates staff, and how one creates a positive work environment. Therefore, it has been said that having an understanding of emotions and having EI skills are necessary for effective leadership (Palmer, et al., 2001). Furthermore, Fatt claimed that "close to 90% of success in leadership positions is attributable to Emotional Intelligence" in 2002. According to a study by Sivanathan and Fekken, effective leaders are socially astute, so leaders with higher emotional intelligence will be more effective (Sivanathan & Fekken, 2002). Humphrey also demonstrated in his research that leadership is an emotional process in which leaders identify followers' emotional states, make an effort to elicit followers' emotions, and then try to manage followers' emotional states appropriately. Performance and effectiveness can be significantly impacted by a leader's capacity to influence the emotional climate (Humphrey, 2002). Further studies revealed that business leaders ranked emotional intelligence (EI) higher than any other conventional leadership qualities, such as financial acumen, market orientation, and planning (Deshpande et al., 2005). EI is thought to play a role in a person's ability to lead others, manage stress, and work well in teams (Rosete & Ciarrochi, 2005).

Since higher EI scores are linked to more effective leadership, as was stated in Kerr's study, EI is also seen in leadership literature as a crucial factor in effective leadership. A leader with high emotional intelligence may be better able to observe how team members are feeling and take the necessary action (Kerr et al., 2006). In his study, Morehouse turned to describing the qualities of effective leaders. His description highlighted leaders who are conscious of and understand their own and others' emotions and who can use this understanding to effectively inspire, challenge, and connect with others. According to his research, there is a correlation between effective leadership and emotional intelligence (EI), and EI levels rise as leadership levels do in organizations (Morehouse, 2007). Additionally, Riggio and Reichard proposed that emotional control, which can be defined as the capacity to control both the expression and experience of emotions, is positively associated with effective leadership. Emotional control is a crucial aspect of emotional intelligence and is particularly significant in the workplace. They were successful in demonstrating that emotional restraint is a crucial component of effective leadership (Riggio & Reichard, 2008). Additionally, EI, according to Leary, Reilly, and Brown, aids in enhancing performance and leadership (Leary, et al., 2009). According to Schumacher and others, leaders who exhibit strength in six or more EI competencies are thought to be more effective and produce better performance results than their peers who do not possess these strengths (Schumacher et al., 2009). Additionally, the researchers Stein, Papadogiannis, Yip, and Sitarenios found a connection between emotional intelligence and effective leadership and organizational performance. They suggested that successful leaders have a variety of intelligences, which enables them to successfully handle a variety of situations.

Emotional intelligence in particular is crucial for managerial level leader performance (Stein et al., 2009). Goleman added that "effective leaders are alike in one crucial way; they all have a high degree of emotional intelligence" in his early research from 1989. (Goleman 1989 in Stein et al., 2009). Similar to this, Amagoh in 2009 listed several personal traits that could affect leadership effectiveness, including dominance, intelligence, gender roles, generalized self-efficacy, self-monitoring, emotional intelligence, conscientiousness, emotional stability, and extraversion (Amagoh, 2009). Contemporary leadership theories, according to McDermott, Kidney, and Flood's study, show the importance of emotional leadership skills. In tumultuous times, leaders frequently have to control the anxiety of those they are in charge of, control their own emotions, and express the proper emotions in accordance with the demands of the circumstance. They came to the conclusion that since leadership is fundamentally a social role, emotional intelligence is a vital part of a leader's growth and efficiency (McDermott, et al., 2011). According to recent studies, leaders who can effectively control their emotions through self-regulation techniques should be better able to adapt to the needs of followers (Rogelberg et al., 2013). Similarly, Howard and Irving mentioned that self-awareness and emotional intelligence development are prerequisites for leadership (S. Howard & A. Irving, 2014).
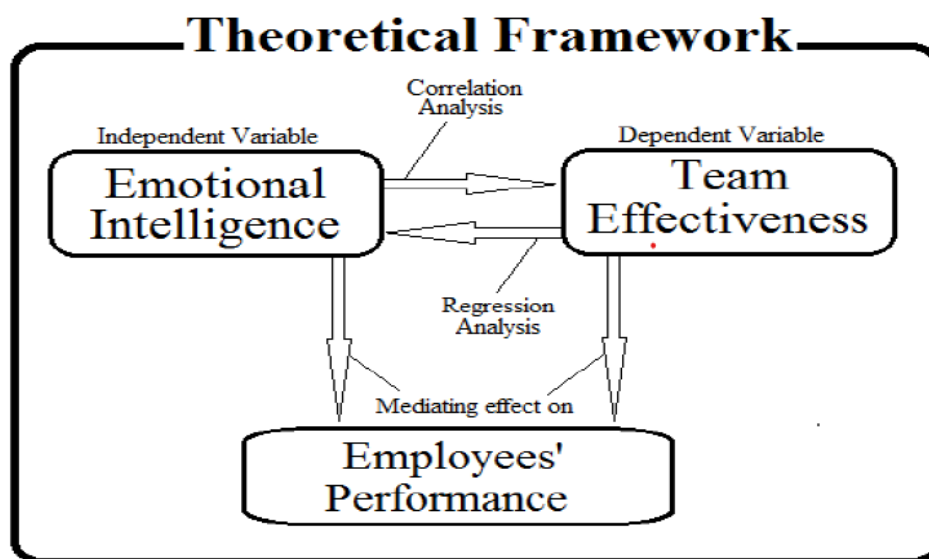

Fig 1: Theoretical Framework

Theoretical Justifications and Relationships (Between and Among) Each Variables and Dimensions

According to research on EI, those with higher levels of emotional intelligence are better at leading organizations, which is why there has been a lot of research done on the subject however, EI also manages this issue in the workplace in terms of how senior and junior employees interact with one another. Trust development in the team increases job satisfaction, and this can be achieved through EI at work.

EI is dedicated to their career and the company they work for (Carmeli, 2003) The self-commitment gives high motivations to do the task with great passion and zeal because commitment is a crucial component of the task in the company for the best results for their mission. As a result, they enjoy greater professional success (Dulewitz and Higgs, 1999; Weisinger, 1998); feel less job insecurity (Jordan, 2002); job security is a hot topic in the workplace, which is why many skilled employees leave the organization due to a sense of job insecurity. This issue can be resolved with the help of the effects of EI in the company because when a person develops EI in his personality at work, he is better equipped to handle situations everywhere and can become a key employee, and it is detrimental to the company when a key employee or potential employee leaves. Persons, in Carmeli's estimation, have fewer intentions to leave their current situations (Carmeli, 2003), so increasing one's intentions for one's work and employer is necessary to make up for this deficit. Additionally, emotional intelligence has been linked to increased customer satisfaction, productivity, and profitability (Kernbach & Shutte, 2005).

Examining the research on EI, Dadehbeigi and Shirmohammadi (2009) found that various researchers have argued that emotionally intelligent workers significantly benefit organizations. EI is a demonstrated requirement for success in work performance at various levels, including individuals, educational institutions, and organizational groups / teams. The authors have developed an integrated model that shows how organizational productivity and internal and external environmental factors interact with HRD, social capital, emotional intelligence, and other factors.
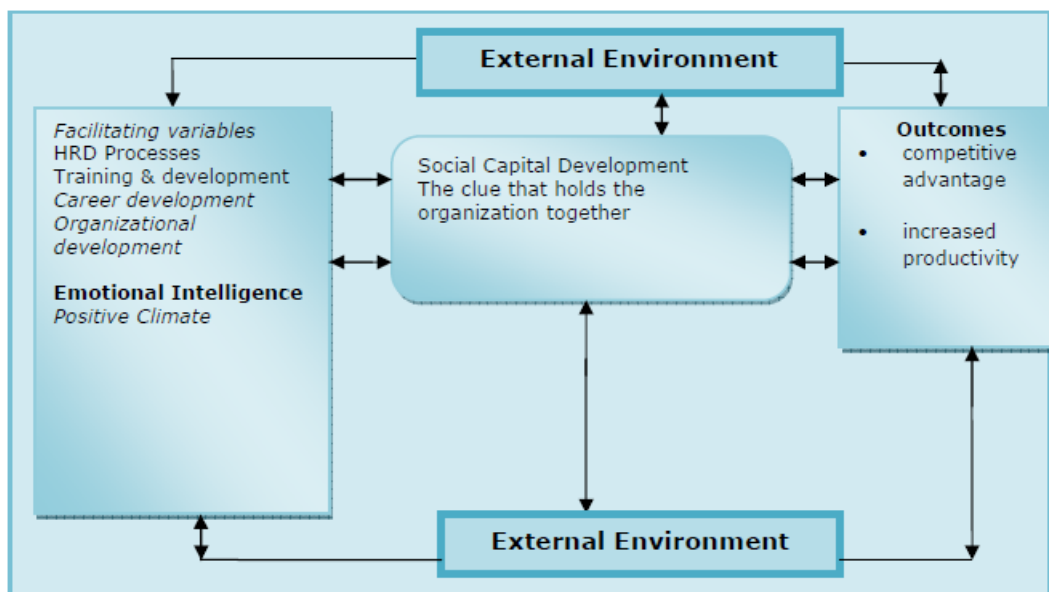
Fig 3: Relationship of EI with other organizational aspects
Source: (Brooks & Nafukho, 2005)

Theoretical Literature Matrix and Meta-Analysis (Theoretical Review Table)
 Goleman (1998) asserts that emotional intelligence plays a crucial role in leadership, the essence of which is directing others in the right direction so they can perform their jobs more effectively. Interpersonal incompetence in leaders affects how well the entire workplace performs: it wastes time, fosters hostility, erodes inspiration and commitment, cultivates resentment, and fosters disinterest. The contribution of a manager's subordinates' greatest talents to the organization can be used to gauge the emotional intelligence of a leader.

High IQ is a basic requirement for leadership and top management roles in the modern world, but high EI determines the criteria for one to be a star performer (Goleman, 1998). Why is this the case? EI empowers leaders to make wise decisions and bring out the best in others, which is why. Leadership in the 21st century requires creative abilities, which include those that are linked to emotional intelligence, according to Brooks and Nafukho (2005). According to Brooks and Nafukho (2005), where previously leaders were valued for having firm and strong personal capabilities, future leadership roles will be given to those who can demonstrate a greater empathy and concern for people's issues and those who do not rely on position or rank for their status. Similar research has been done in academia to determine the breadth of students' management experience, as evidenced by the literature on EI. For instance, a study by Fowlie and Wood (2009) examined the emotional reactions MBA students had to both good and bad management in order to determine which EI competencies were more crucial during times of change. According to the research, ineffective leadership is equivalent to a lack of self-management and relationship management skills; efficient leadership, on the other hand, is not the exact opposite. It does not follow that someone who has mastered self-management skills will be regarded as a good leader. Clear focus on followers is something that leaders should strive for because it shows that they have highly developed relationship management skills.

Additionally, it seems that direct communication is important. Emotional, social, and cognitive intelligence are all included in Hoffman and Frost's multiple intelligences framework (MIF), which approaches the topic of EI from a different perspective. Their research shows that using a multiple intelligence framework to predict transformational leadership is a useful strategy. Similar to this, a study on the relationship between transformational leadership and emotional intelligence (EI) by Barling et al. (2000) shows that EI is related to three aspects of transformational leadership, namely idealized influence, inspirational motivation, individualized consideration, and contingent reward, while active and passive management, as well as laissez-faire management, are not related to EI. Workplace settings have been extensively studied in relation to emotional intelligence. It has been linked to greater success among those in comparable roles (e.g. senior managers).

Summary of Theoretical Review
The study's theoretical emphasis was primarily on the matrix and meta-analysis methods and techniques used by successful leaders to use their emotional intelligence. This study also examines how people interact with those who live nearby in their immediate environment. Emotional intelligence tests are administered in a variety of settings, including academic

institutions, businesses, and private settings, in order to achieve practical goals in the workplace, according to theoretical studies that have been done to demonstrate that EI has advantages that help people succeed at work. The 2003 study by Moriarty and Buckley primarily focuses on how to develop emotional intelligence (EI) through experiential or practical learning through team learning strategies, by using content and processes in work teams, and by evaluating a variety of learning approaches used to learn the skills necessary for teamwork.

Chapter Summary

The chapter made sure to thoroughly cover each significant subheading, and it provided support by citing more recent journals. The chapter's discussion was divided into the following subheadings: historical literature review, history of emotional intelligence, recent issues and developments in emotional intelligence, empirical review, definition and literature review of emotional intelligence, critical literature review, and justification to establish relationships (Between and Among) Each Variables and Dimensions of emotional intelligence, The study goes on to explain the theoretical underpinnings of the research study as well as the justifications of theoretical comparisons among all the study's variables.

METHODOLOGY

According to Lee and Lings (2008) methodology is subject to offer connection between research problem and the procedure by which this problem can be analyzed. This chapter presents the method and procedure that will be applied in this study. It will be organized under the following sub-headings: Variables, Conceptual Framework, Research Hypothesis, Research Design Process, Research Approach, Target and population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, method of data collection, and method of data analysis

Variables

A variable in research methodology refers to any measurable attribute, characteristic, or property that can change or vary in magnitude, quality, or quantity across different individuals, groups, or situations (Bryman & Bell, 2015). Variables are essential components of scientific research because they allow researchers to identify and measure the relationships between different phenomena and to test hypotheses about cause-and-effect relationships (Babbie, 2016). There are two types of variables in research: independent variables and dependent variables. An independent variable is a variable that is manipulated or controlled by the researcher to see its effect on the dependent variable, which is the variable being measured or observed (Neuman, 2014). In this study therefore, emotional intelligence is the independent variable while leadership and team performance are the dependent variables.

Conceptual Framework

The conceptual framework for the role of emotional intelligence in effective leadership and its impact on team performance is based on the idea that emotional intelligence plays a critical role in enabling leaders to effectively manage their own emotions and the emotions of others, leading to better team performance. These leaders are also more effective at managing conflict and resolving interpersonal issues, which can have a significant impact on team performance. Studies have shown that emotional intelligence is positively associated with effective leadership and team performance. For example, a study by Goleman and Boyatzis (2008) found that leaders with high levels of emotional intelligence were more effective in their leadership roles, resulting in higher levels of employee satisfaction and team performance. Another study by Carmeli, Brueller, and Dutton (2009) found that emotional intelligence was positively associated with team performance, particularly in teams that faced high levels of stress and pressure. The conceptual framework for the role of emotional intelligence in effective leadership and its impact on team performance can be illustrated through a model that includes several key components, such as emotional intelligence, leadership effectiveness, team performance, and organizational outcomes. Figure 1 below shows a simplified version of this model.
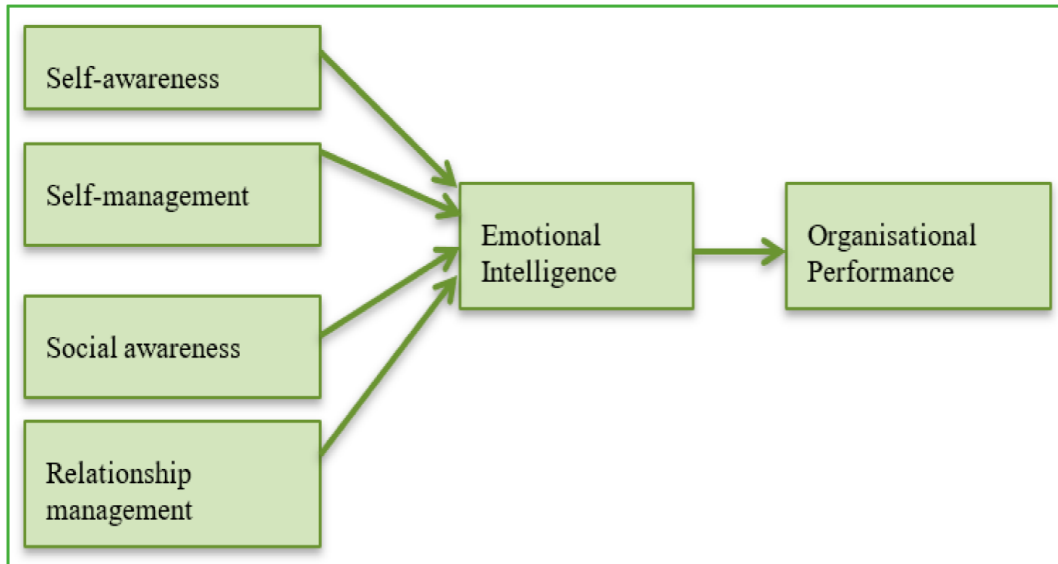
Figure 2. Conceptual framework for the role of emotional intelligence in effective leadership and its impact on team performance.
Source: Adapted from (Kaplan & Norton 2005; Goleman 1995; Zeitz et al., 1997).

Research Hypothesis
A research hypothesis is a statement that proposes a relationship between two or more variables and is tested through empirical research. The hypothesis should be based on a review of relevant literature, a clear research question, and an understanding of the theoretical and practical implications of the research. Overall, a research hypothesis is a critical component of empirical research and should be carefully crafted to reflect the theoretical and practical implications of the research question. The hypothesis should be testable, based on a review of relevant literature, and clearly articulated to guide the research process (Gliner et al., 2017). The following are research hypothesis formulated for this study;

H_{01}: The emotional characteristics of the respondents can be described based on their responses to emotional intelligence assessment tools.
H_{02}: Emotional intelligence plays a significant role in effective leadership by enhancing the leader's ability to manage their own emotions and the emotions of their team members, which in turn positively impacts team performance.
H_{03}: Emotional intelligence has a positive impact on team performance by facilitating effective communication, collaboration, and conflict resolution among team members.
H_{04}: Leaders face several challenges that hinder the development and effective use of their emotional intelligence, including organizational culture, individual personality traits, and lack of training and support.

Research Design Process
The research design process involves a systematic approach to planning and conducting research studies, which can vary depending on the research question and the research methodology used (Creswell & Creswell, 2017).

Research Approach
The research design adopted for this study will be descriptive design of the survey type. The design is suitable when gathering data from a relatively large number of cases at a particular time, as it involves collection of information by administering highly structured instrument(s) (questionnaires) and well defined study concepts and related variables to a sample of individuals that describes events, then organizes, tabulates and presents Kothari, (2004). In addition, this technique will be prefer for this research because, information will be readily obtainable from subjects in particular. This is because the study intended to collect data that describes existing phenomena in order to answer questions about the role of emotional intelligence in effective leadership and its impact on team performance.

Research Paradigm
The research paradigm for the role of emotional intelligence in effective leadership and its impact on team performance can be influenced by several paradigms, including positivism, interpretivism, and pragmatism (Guba & Lincoln, 2018).A positivist paradigm would assume that there is an objective reality and that emotional intelligence, leadership, and team performance can be measured through empirical methods such as surveys, questionnaires, and statistical analysis (Johnson & Onwuegbuzie, 2004).An interpretivist paradigm would assume that people's experiences and perspectives shape their understanding of emotional intelligence, leadership, and team performance. Interpretivist research would emphasize the use of qualitative data such as interviews, observations, and textual analysis to explore the meanings and interpretations that people give to their experiences (Mertens, 2014).A pragmatic paradigm would assume that the best research approach depends on the research question and the goals of the study. Pragmatist research would emphasize the use of mixed methods approaches, combining quantitative and qualitative data, to address complex research questions (Wong & Law, 2002).

Research Method
The research design adopted for this study will be descriptive design of the survey type. The design is suitable when gathering data from a relatively large number of cases at a particular time, as it involves collection of information by administering highly structured instrument(s) (questionnaires) and well defined study concepts and related variables to a sample of individuals that describes events, then organizes, tabulates and presents Kothari, (2004).

Type of Data
The type of data for this research is a quantitative data (descriptive research) of the survey type: Quantitative Data: In this study questionnaire will be used to solicit data from the respondents of this study. The questionnaire which has been made for that purpose which will be analyzed

using statistical methods. The two major types of data are primary and secondary data and Primary data refers to original data that is collected directly from the source for a specific research purpose or investigation. It is obtained through firsthand observation, experiments, surveys, interviews, or direct interactions with individuals or objects. Primary data is often tailored to address specific research objectives and is considered highly reliable and relevant to the research topic at hand. In this study, primary data will be used and it will obtained from questionnaire as stated above. Also, Secondary Data refers to existing data that has been collected by someone else for a purpose other than the current research study. It is obtained from sources such as government agencies, research institutions, academic publications, industry reports, or online databases. Secondary data can be used to complement primary data or as a standalone source of information for research and analysis. This will also be obtained from past journals, literatures and reviews from other sources.

Sampling Design Process
The impracticality of sampling every member of the study population because of the large size will result in the adoption of a manageable number as sample for the purpose of data collection. Given the specialized and technical nature of this subject of this study, the non-probability sampling technique will be used in determining the sample elements of the study. The non-probability sampling techniques to be employed is Multistage Sampling Technique.

Study Population
The study will consist lecturers of the University of Ibadan from 5 different faculties. The University is a premier university and also the first university in Nigeria. It is regarded as one of the most renowned university in Africa countries because of its dynamic and diversified population of students and lecturers in the institutions. There several departments and faculties in the university and many of them are taught by professors and doctors with various level of exposure. The total of respondents will be 225 respondents as stated in the sampling technique below and the selection are based on departments with higher numbers of professors who have led across different sectors.

Unit of Analysis
The unit of analysis for the study on the role of emotional intelligence in effective leadership and its impact on team performance could be the individual leader, the team as a whole, or the organization (Goleman, 1998).If the focus is on individual leaders, the unit of analysis would be the emotional intelligence of the leader and how it relates to their leadership style and the performance of their team (Mayer & Salovey, 1997). If the focus is on the team as a whole, the unit of analysis would be the collective emotional intelligence of the team and how it impacts team performance (Jordan, 2009). Finally, if the focus is on the organization, the unit of analysis would be the culture of emotional intelligence within the organization and how it affects the leadership style and team performance (Ashkanasy & Daus, 2002).The choice of unit of analysis will depend on the specific research questions and objectives of the study. It is important to choose the appropriate unit of analysis to ensure that the data collected is relevant to the research question and can be analyzed effectively.

Sampling Design

It is important to select the appropriate sampling design based on the research question, population of interest, and available resources Fowler (2014). Additionally, the sample size is large enough to ensure statistical power and generalizability of the findings. This study will employ the use of purposive sampling technique thereby respondents of this study are selected based on specific criteria or characteristics that are relevant to this study research questions. Head of departments and Lecturers from different faculties from University of Ibadan, Ibadan, Nigeria will be selected for the study since they all take parts in leadership position one way or the other.

Sampling Frame

The sample frame for this research study is to find out the role of emotional intelligence in effective leadership and its impact on team performance which is subjected to four research questions and University of Ibadan Lecturers from their different faculties including their head of departments are the respondents of the study (those who are willing to participate in the study.

Sample Size
Table 2: Sample Size from Selected Wards

Name of Faculty	Population of Faculty	Sample of Selected Faculty (5%)
Faculty of Medical Science	1900	95
Faculty of Pure and Applied Science	1500	75
Faculty of Agricultural Science	700	35
Faculty of Computing and Informatics	280	14
Faculty of Engineering and Technology	120	6
Total	**4500**	**225**

Source: Researchers Compilation

Instrument Development Process

A well-constructed and self-developed questionnaire titled "The Role of Emotional Intelligence on Leadership and its Impact on Team PerformanceQuestionnaire (TREILITP)" will be used to get the desired information from the respondents.

Reliability of the Questionnaire

The reliability of the research instrument will be determined using a split half test using the odd and even numbered items to form the two halves. The two halves will be administered to a sample of lecturers and head of departments from a university not selected for the main study.

The Pearson Correlation Coefficient will be used to determine the reliability of the instrument. A coefficient value of 0.65 will indicate that the research instrument is reliable; hence it will be adopted for getting the desired information for the study.

Validity of the Measurement Scale

The designed questionnaire will be submitted to the project supervisor for vetting, correction and approval before distributing it to the respondents. After being certified by the researcher's supervisor, two experts in the researchers' department, who are vast in the area of emotional intelligence and its usage will be ask to see to the relevance and suitability of the instruments for the study.

Data Analysis Process

Data Collection

The data will be collected through the questionnaire as earlier stated and it will be distributed across faculties so to obtain information about the variables of the research. This will be done by the researcher so to ensure genuity and it will be monitored across boards while the data id been reviewed. The total number of questionnaires will be 225 and it will be fair and unbias during the distribution.

Statistical Technique of Data Analysis

The statistical techniques that will be employed for this study is the use of frequency counts and percentage, and inferential statistics of Chi-square(x^2). Descriptive statistics of frequency counts and percentages will be used in analyzing demographic variables and research questions while the inferential statistics of Chi-square(x^2) will also be used to test the stated hypotheses at 0.05 level of significance.

Ethical Considerations

Informed consent will be obtained from all participants before they are included in the study. This means all participant will be duely informed about the purpose of the study before including them in the study, the risks and benefits of participating, and the confidentiality of their information. Participants will be given the choice to participate or decline, and their decision will be respected.

This study will ensure that confidentiality and anonymity of participants are maintained throughout the research process. This means that participants' identities and personal information will not be revealed. More so, the study will avoid any potential harm to the participants. This includes physical harm, psychological harm, and social harm. Participants will not be subjected to any form of distress or discomfort that exceeds what is normally experienced in their daily lives.

Conclusively, the study will be conducted in a fair and just manner, without any form of discrimination or bias towards any group of participants. This involves treating all participants with respect and dignity, and avoiding any form of exploitation or coercion.

Chapter Summary

The chapter made sure to thoroughly cover each significant subheading, and it provided support by citing more recent journals. The chapter's discussion was divided into the following subheadings: Variables, Conceptual Framework, Research Hypothesis, Research Design Process, Research Approach, Research Paradigm, Research Method, Type of Data, Sampling Design Process, Study Population, Unit of Analysis, Sampling Design, Sampling Frame, Sampling Technique, Sample Size, Instrument Development Process, Instrument Development, Pre-Test and Item Modification, Reliability of the Questionnaire, Validity of the Measurement Scale, Instrumentation of Measurement Items, Data Analysis Process, Data Collection, Data Coding, Data Analysis, Statistical Technique of Data Analysis, Ethical Considerations.

RESULTS AND DISCUSSION

Data Screening

Data screening is performed to enhance the collected data and to obtain high quality of data set using univariate statistical analysis (Xie, 2011). Data is screened to ensure that all responses that have been entered do make sense besides detecting the existence of outliers while ensuring the distribution of the responses does not violate the normality assumptions needed for multivariate analysis (Wong, 2002). Hair, Anderson, Tatham, and Black (1998) highlighted that outliers should be identified from the univariate, bivariate and multivariate perspective whereby the most commonly used method to detect outliers are scatter plots and the Mahalanobis D 2 measures (Xie, 2011). Moreover, evaluations of skewness and kurtosis statistics were performed as outlined in the procedures recommended by Hair et al. (1998).

Missing Data

A total number of two hundred and twenty five (225) questionnaires were distributed to the respondents where the research was conducted, only 205 copies were returned and twenty (20) copies were not returned.

Irrational, Inconsistent and/or Incompatible Data

Given that 205 out of 225 of questionnaire returned, this makes the returned and unreturned rate to be at 91 % and 9% respectively.

Item	No of questionnaire	Percentages
Returned Questionnaire	205	91
Unreturned Questionnaire	20	9
Total	**225**	**100**

Source: Field Survey, 2023.

The table above indicated that out of a total of two hundred and twenty five(225)questionnaires administered to respondents, 205 (91%) were returned while 20 copies (9%) were not returned at all 225 response or 100% represents the total population of the study, while 205 or 91% represents the data producing sample for which the analysis will be based.

Sample Characteristics

Demographic Information
The demographic characteristics of the respondents were covered.

Gender

Sex of Respondents	Frequency	Percentage
Male	113	55
Female	92	45
Total	**205**	**100**

Source: Field Survey,2023

From table above, it showed that 113 (55%) of the respondents are male while 92 (45%) are female. The implication of this is that male respondents were available and ready for the investigation under review.

4.3.1.2 Age

Age	Frequency	Percentage
30 – 35	22	10
36 – 45	33	16
46 – 55	137	68
56 Above	13	6
Total	**205**	**100**

Source: Field Survey, 2023

The proportion of respondents between the 30-35 years' ages bracket, accounting for 10%. Respondents aged 36-45 years were 16%. Respondents between the ages of 46-55years were 68% of the total. Respondents who were above 56 and above years were 6%. It is shown here

that those between 46 and 55 years are the highest respondents. It is equally expected that they are aged enough to know the researcher requisite knowledge on the subject matters.

Ethnic Group

Race	Frequency	Percentage
Hausa/Fulani	23	11.2
Yoruba	126	61.4
Igbo	35	17
Others	21	10
Total	**205**	**100**

Source: Field Survey, 2023

Table above gave the race distribution of Respondents. From the table, it showed that, 23 (11.2%)were from Hausa/Fulani speaking origin, 126(61.4 %)were the Yorubas, 35 (17%) were from Igbo race while 21 (10%) were from other race. It showed that majority of the respondents are indigenes of the place where the university is situated.

Level of Education

Educational Qualification	Frequency	Percentage
ND/HND	12	7
Degree	58	27
M.Sc.	107	52
PhD	28	14
Total	**205**	**100**

Source: Field Survey, 2023

Data generated from the above table indicated thatthat,12(7%)have OND/HND oritsequivalent,58(27%)have B.A/B.Sc. or its equivalent while 107 (52%) were holders of M.Sc. while 28 (14%) have PhD or higher qualifications. Itshows that majority of the respondents are knowledgeable enough to provide requisite information to the researcher on the study under investigation.

Designation

Designation	Frequency	Percentage
Senior Lecturer	167	81.4
HOD	20	10
Dean	7	3.4
Exam Officer	11	5.2
Total	**205**	**100**

Source: Field Survey, 2023

The table above indicated the designation of the respondents. From 167 (81.4%)were Senior Lecturers without specific post, 20(10%) were Heads of Departments, 7 (3.4%) were deans of their faculties while 11(5.2%) were examination officers.

Descriptive Statistics
Key components of emotional intelligence in effective leadership

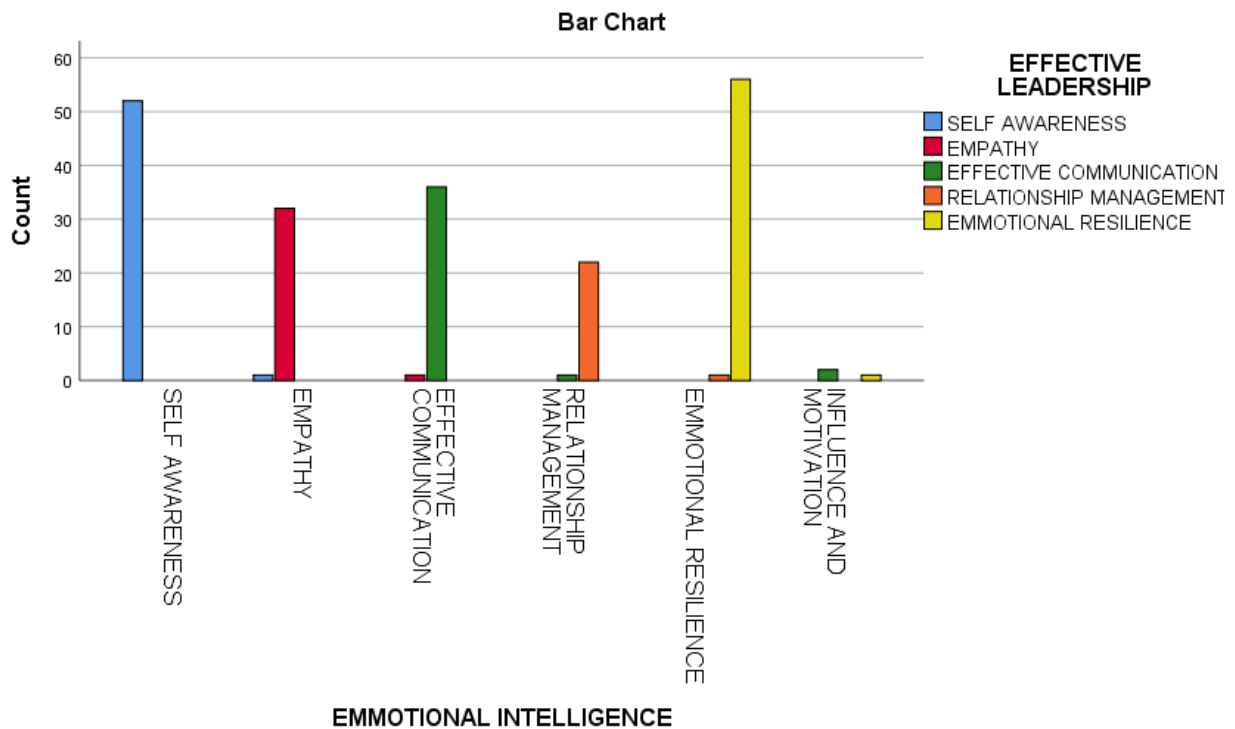| Response	Frequency	Percentage
Self-awareness	52	25.3
Empathy	33	16
Effective communication	37	18
Relationship management	23	11.2
Emotional resilience	57	28
Influence and motivation	3	1.4
Total	**205**	**100**

Source: Field Survey, 2023.

The table sought to find out the components of emotional intelligence in effective leadership. And from the data generated, out of 205 respondents, 52 of the respondents with percentage of 25.3% said self-awareness, 33 (16%) answered empathy, 37 (18%) said effective communication, 23 (11.2%) said relationship management, majority 57 (28%) emotional resilience, while minority 3 (1.4%) said influence and motivation.

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	767.321[a]	20	.000
Likelihood Ratio	599.644	20	.000
Linear-by-Linear Association	195.185	1	.000
N of Valid Cases	205		

a. 10 cells (33.3%) have expected count less than 5. The minimum expected count is .34.

Bar Chart

Emotional intelligence contribution to building and maintaining positive relationships with team members

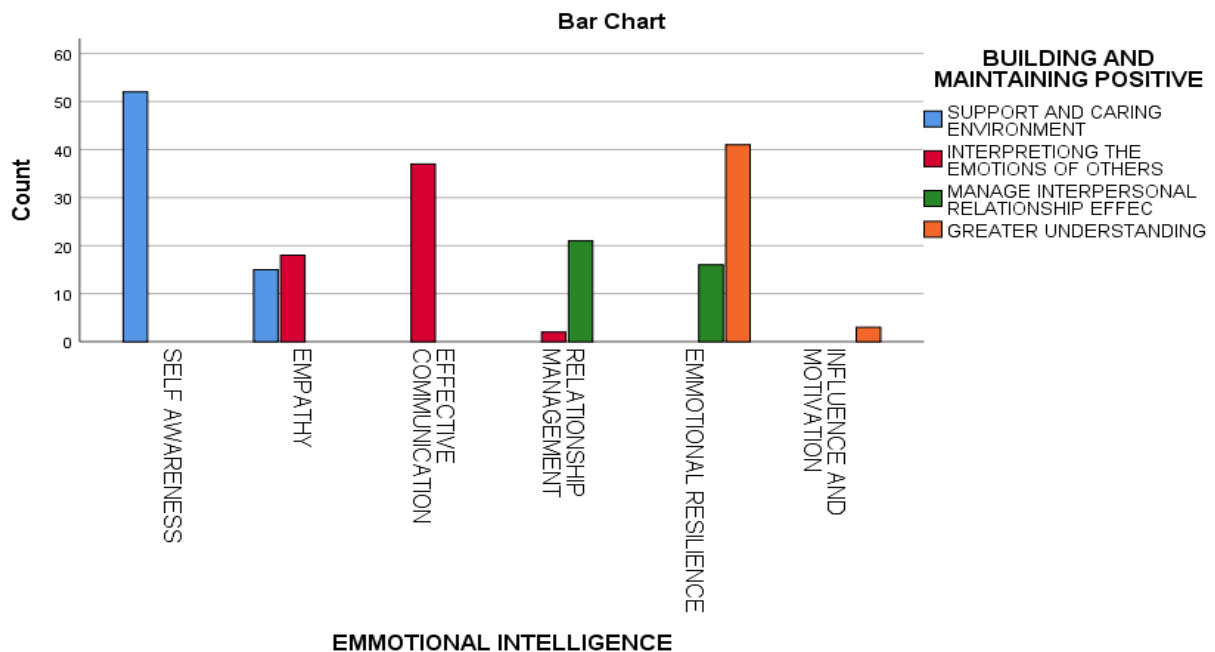| Response	Frequency	Percentage
Supportive and caring environment within the team	65	32
Interpreting the emotions of others	57	28
Manage interpersonal relationships effectively	37	18
Greater understanding and acceptance of others	46	22
Total	**205**	**100**

Source: Field Survey,2023

It indicated from the above table that 65 (32%) of the respondents said supportive and caring environment within the team is the contribution of emotional intelligence to building and maintaining positive relationships with team members, 57 (28%) said interpreting the emotions of others, 37 (18%) said managing interpersonal relationships effectively, while 46 (22%) said greater understanding and acceptance of others.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	426.470[a]	15	.000
Likelihood Ratio	431.144	15	.000
Linear-by-Linear Association	184.332	1	.000
N of Valid Cases	205		

a. 6 cells (25.0%) have expected count less than 5. The minimum expected count is .54.

Impact of Emotional intelligence on team performance within an organizational context

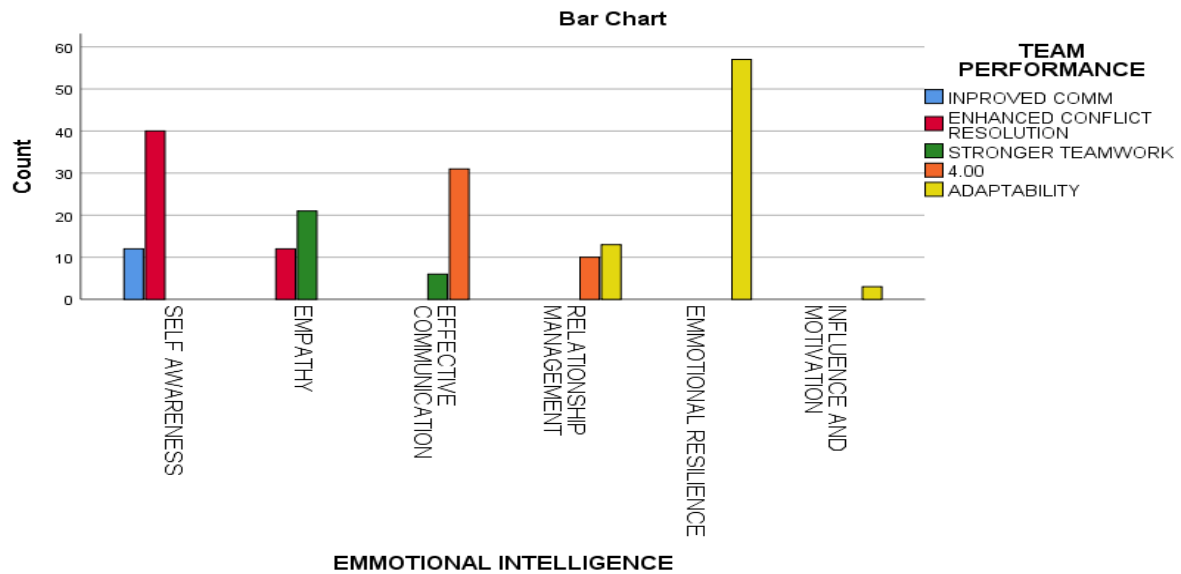| Response	Frequency	Percentage
Improved communication	12	6
Enhanced conflict resolution	52	25
Stronger teamwork and collaboration	27	13
Adaptability and resilience	41	19
Better decision-making	73	37
Total	**205**	**100**

Source: Field Survey, 2023

The table indicated that 12 (6%) said the impact of emotional intelligence on team performance within an organizational context is improved communication, 52 (25%) said enhanced conflict resolution, 27 (13%) said stronger teamwork and collaboration, 41 (19%) said adaptability and resilience, while 73 (37%) said better decision-making

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	430.396[a]	20	.000
Likelihood Ratio	439.237	20	.000
Linear-by-Linear Association	183.544	1	.000
N of Valid Cases	205		
a. 14 cells (46.7%) have expected count less than 5. The minimum expected count is .18.			

Influence of emotional intelligence on team dynamics and collaboration in work environment

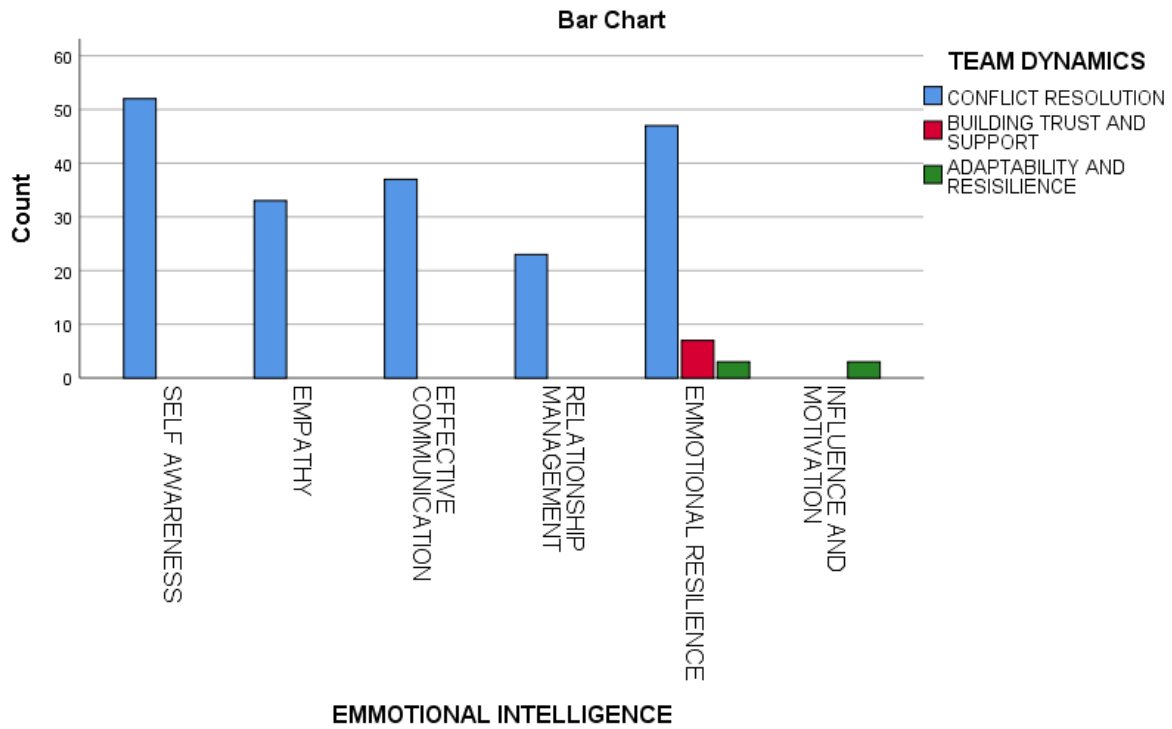| Response	Frequency	Percentage
Conflict Resolution	182	89
Building Trust and Support	27	8
Adaptability and Resilience	6	3
Total	**205**	**100**

Source: Field Survey, 2023

The table above showed the influence of emotional intelligence on team dynamics and collaboration in work environment. Out of 205 respondents, 182 (89%) said conflict resolution, 17 (8%) said building trust and support while 6 (3%) said adaptability and resilience.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	124.266[a]	10	.000
Likelihood Ratio	49.652	10	.000
Linear-by-Linear Association	25.068	1	.000
N of Valid Cases	205		

a. 13 cells (72.2%) have expected count less than 5. The minimum expected count is .09.

1

Obstacles or challenges that leaders encounter in developing and applying emotional intelligence in their roles

Response	Frequency	Percentage
Limited awareness	93	45
Resistance to change	47	23
Time constraints	26	13
Fear of vulnerability	23	11
Lack of support	16	8
Total	**205**	**100**

Source: Field Survey, 2023

93 (45%) of the respondents identified limited awareness as challenges that leaders encounter in developing and applying emotional intelligence in their roles, 47 (23%) said resistance to change, 26 (13%) said time constraints, 23 (11%) said fear of vulnerability, and 16 (8%) said lack of support.

Challenges that affect a leader's ability to effectively lead and influence their team members

Response	Frequency	Percentage
Lack of resources and support	123	60
Communication barriers	73	37
High-pressure situations	9	3
Total	**205**	**100**

Source: Field Survey, 2023

Data generated from table above showed that 123 (60%) said Lack of resources and support is challenge that affect a leader's ability to effectively lead and influence their team members, 73 (37%) said communication barriers while 9 (3%) said High-pressure situations.

Dimensions of the Variables
This section elaborates on the development of the research instrument used in this study. Closed ended questions were adopted to get the required data of the variables under study. All questions are presented though using scientific statistics.

Exploratory Factor Analysis
Basically, there are two major forms of factor analysis approaches, namely EFA and CFA (Schumacker & Lomax, 1996). In previous literature, there were significant arguments about the appropriateness of these two approaches. For example, Hurley et al. (1997) opined that only a single approach should be used with respect to any given dataset or research questions. Besides that, Nunnally and Bernstein (1994) argued that the adoption of EFA "in the absence of strong theoretical construct is "shotgun empiricism" (Wong, 2002, p. 191). This argument is further supported by Schriesheim"s statement in Hurley et al. (1997, p. 672) that theoretically EFA is less demanding in comparison to CFA as a priori theory is needed by CFA (Wong, 2002).

Chong (2008) stated that most of the researchers have considered factor analysis as exploratory and is effective in studying the structure of a set of variables. Although the questionnaire developed in this study was adapted from prior studies, part of it was integrated with new items which were developed to describe every factor based on a comprehensive theoretical rationale. Furthermore, the adapted survey has not been adopted in the context Nigerian firms. Therefore, factor analysis in this study was exploratory instead of confirmatory. EFA was used to examine the unidimensionality of the constructs rather than exploring the underlying dimensions of the factors. Hence, it was used in this study. Furthermore, according to Wong (2002), CFA was also carried out in order to provide greater support for the reliability and validity of the factors.

Principle Component Analysis (PCA) and common factor analysis are two methods of implementing EFA. Chong (2008) and Zhang et al. (2000) concurred that common factor

analysis is appropriate if the aim is to identify the constructs indicated in the original set of items. Conversely, Chong (2008), Hair et al. (2006) and Zhang et al. (2000) mentioned that PCA is commonly preferred if the researchers are concern primarily about the minimum number of constructs needed to describe the maximum portion of the variance indicated in the original set of items. As a result, PCA was chosen for this study as the main intention of performing the factor analysis was to determine how and to what extent the items were correlated to their underlying factors (Byrne, 1998; Chong, 2008). Zhang et al. (2000) asserted that PCA technique can help a researcher in deciding whether the selected items cluster on one or more than one factor. In fact, Chong (2008) and Zhang et al. (2000) further emphasized that this is crucial if there are three or more items which are chosen for evaluating one construct.

In the preliminary stage, a PCA with Varimax rotation was conducted to validate the underlying structure of the TQM dimensions. This study proposes six key dimensions in the examination of the core practices of TQM, namely leadership, strategic planning, customer focus, human resource management, process management, information and analysis.Multiple indicators were derived from the past literature in order to describe the comprehensive and rich meaning of each dimension especially leadership and human resource management with five elements each; strategic planning and information and analysis with four elements each; customer focus and process management with six elements each. All together, the TQM construct consists of 30 elements. Hence, it is imperative to identify the more significant indicative items to represent these dimensions. Xie (2011, p. 198) stated that "in order to reduce redundant information, extract the most meaningful information, establish the factorial dimensionality, and confirm the validity of the factorial dimensionality". Thus, EFA was employed to reveal the basic factor structure of the TQM and then validated with CFA.

EFA was performed on the 30 items of TQM. To justify the factor, only factor loading of at least 0.50 on the factor and at most 0.35 on the other factors was considered. In the path of the validation process, 9 items (i.e. SP3, CF1, CF3, CF4, HR1, PM2, PM5, PM6 and IA4) with poor factor loadings of less than 0.50 on their respective unobserved or latent variable were discarded (Hoang et al., 2006; Sit et al., 2009). The results of the Varimax rotated EFA showed the existence of six significant factors with eigenvalues more than one on all of the constructs" items, have significant factor loadings on their single factor. Besides that, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy value for all items was greater than 0.60, with most of the analyses in the range of 0.675 to 0.837, indicating adequate inter-correlations while the Bartlett"s test of sphericity was large and significant for all of the factors analyses, with value ranging from 121.891 to 578.256. Therefore, it can be concluded that the factor loadings are deemed robust in enhancing the construct validity of the scales (Churchill, 1979; Xie, 2011). In short, it is undisputable that all the items are reliable measures of the constructs. Finally, the internal consistency of the measures was evaluated using Cronbach"s alpha and all values were found to be greater than the recommended threshold of 0.60 (i.e. leadership = 0.891; strategic planning = 0.812; customer focus = 0.778; human resource management = 0.786; process management = 0.760; information and analysis = 0.747). Table 5.4 illustrates the EFA results.

Similarly, EFA was performed on 19 items of KM by using the PCA with Varimax rotation to examine their unidimensionality. In the validation process of EFA, several items (i.e. KD1, KD2, KD4, KA1, KA4, KA5, KA7, KA8 and KAP4) in the KM construct were dropped due to poor factor loadings of less than 0.50 on their respective unobserved or latent variable (Hoang et al., 2006; Sit et al., 2009). The results of the EFA for the KM dimensions are presented in Table 5.4. The KMO and Bartlett's test (chi-square) values are adequate and significant at 0.000 levels and therefore support the appropriateness of factor analysis on the data (Xie, 2011). The factor loadings are significantly robust to support the construct validity of the scales (Churchill, 1979). All factors of KM have acceptable reliability with alpha value ranging from 0.698 to 0.771.

Exploratory Factor Analysis

Constructs	No. of Items	Indicators	Factor Loadings	KMO	Eigen-value	% of Variance	Cronbach's Alpha
Total Quality Management							
Leadership (LD)	5	LD2	0.864	0.837	3.480	69.608	0.891
		LD3	0.857				
		LD4	0.850				
		LD1	0.826				
		LD5	0.772				
Strategic Planning (SP)	3	SP1	0.893	0.675	2.180	72.664	0.812
		SP2	0.881				
		SP4	0.779				
Customer Focus (CF)	3	CF6	0.874	0.675	2.078	69.259	0.778
		CF5	0.841				
		CF2	0.779				
Human Resource Management (HR)	4	HR2	0.771	0.771	2.440	60.997	0.786
		HR3	0.743				
		HR4	0.841				
		HR5	0.765				
Process Management (PM)	3	PM1	0.818	0.693	2.033	67.754	0.760
		PM3	0.841				
		PM4	0.811				
Information and Analysis (IA)	3	IA1	0.813	0.685	1.993	66.424	0.747
		IA2	0.838				
		IA3	0.794				
Knowledge Management							
Knowledge Acquisition (KA)	3	KA3	0.850	0.675	1.994	66.482	0.746
		KA2	0.819				
		KA6	0.775				
Knowledge Distribution (KD)	3	KD3	0.771	0.671	1.872	62.388	0.698
		KD5	0.804				
		KD6	0.794				
Knowledge Application (KAP)	4	KAP5	0.787	0.688	2.378	59.457	0.771
		KAP1	0.777				
		KAP3	0.764				
		KAP2	0.757				

Reliability Analysis
According to Anderson and Gerbing (1988) and Wong (2002), CFA model recognizes the relationship between the observed variables and the fundamental constructs with factors allowed to inter-correlate freely.

In this study, the confirmatory measurement model was utilized to assess unidimensionality, convergent validity and construct reliability. Therefore, measurement model was performed on both independent and dependent variables (Wong, 2002) to evaluate how good the observed variables are linked to a set of latent variables (Choi, 2002). In fact, all measurement models were established based on theoretical and empirical backgrounds suggested in previous studies (Choi, 2010). The goodness-of-fit of the measurement models determines how good the item in examining the intended constructs (Choi, 2010). The goodness-of-fit indices that assess the measurement model encompass the normed chi-square test, the Standardized Root Mean Square Residual (SRMR), the Non-normed Fit Index (NNFI), the CFI, the GFI, the AGFI and the RMSEA.

Measurement Model: Independent Variables (TQM Practices)
To examine the measurement characteristics of the scale, this study has taken the indicators of the six-factor correlated model as a second-order factor of TQM practices. In order to set the scales for the six dimensions, the variance of each dimension was fixed at 1.0. Hence, the fundamental conditions of plausibility and identification have been met and Figure 5.1 shows the standardized solution of the measurement model.

The goodness-of-fit indices for the measurement model are as follows: normed chi-square value of 0.966, SRMR = 0.043, GFI = 0.939, AGFI = 0.901, NFI = 0.943, CFI = 1.000 and RMSEA = 0.000. Significant result of the normed chi-square test indicated that the model fits well with the dataset. The values of NFI and CFI which are near to 1 imply a good fit and index value over 0.90 are considered as acceptable (Choi, 2010; Steenkamp & van Trijp, 1991). Generally, these statistics have given

CFA was performed on KM dimensions (i.e. second-order determinant) in order to examine the structure of the factors of other dependent variables. Figure 5.2 illustrates the standardized solution of the final measurement model. The goodness-of-fit indices for this research framework are as follows: normed chi-square value of 1.355, SRMR = 0.036, GFI = 0.977, AGFI = 0.926, NFI = 0.968, CFI = 0.991 and RMSEA = 0.042. All the fit indices have met the suggested threshold value of a good fit and therefore the data has been successfully verify to fit the model well (Browne & Cudeck, 1993; MacCallum, Browne, & Sugawara, 1996; Steenkamp & van Trijp, 1991).

Unidimensionality, Validity and Reliability
Content validity refers to the extent to which the measurement unveils the specific aimed domain of the content (Carmines & Zeller, 1991). In order to obtain content validity, the inter-item correlations must be moderate. As asserted by Choi (2010), high loadings (> 0.90) and high inter-item correlation (> 0.80) should be avoided as high inter-item correlation implies

that each item adds minimal information to describe the factor. Table 5.6 indicates that leadership and strategic planning have the highest correlation coefficient value of 0.747 which is still under the 0.90 threshold.

Unidimensionality

Unidimensionality indicates the existence of sole factor underlying a set of items (Dunn, Seaker, & Waller, 1994). Lopez et al. (2006, p. 226) stated that two approaches can be applied to examine the unidimensionality hypothesis as follows: "(1) the significance of the factor loading; that is the estimated correlation between specific items and the latent construct it signifies and (2) the acceptance of the overall measurement model based on the model"s fit to the data". In this study, the first-order measurement model of TQM practices (i.e. df = 0.923; p-value = 0.731 > 0.05; CFI = 1.000; NFI = 0.948; RMR = 0.053 and RMSEA = 0.000) and the dimensions of KM (i.e. $\Box 2$ df = 0.637; p-value = 0.836 > 0.05; CFI = 1.000; NFI = 0.987; RMR = 0.032 and RMSEA = 0.000) have shown an acceptable model fit (Anderson & Gerbing, 1988; Bagozzi & Yi, 1988; Browne & Cudeck, 1993) while all item-to-construct loadings are statistically significant, supporting the unidimensionality of the scale utilized (Lopez et al., 2006). The results of the standardized factor loadings are shown in Table 5.5.

Furthermore, to evaluate the components of the measurement model, the researcher should also check the direction, magnitude and the statistical importance of the parameter estimates between the latent and indicator variables (Steenkamp & van Trijp, 1991). Ya"acob (2008, p. 235) stated that "there are three major conditions that are applied to study the unidimensionality of construct", namely:

1) The parameter estimate"s magnitude should be a minimum of 0.70.
2) The sign [i.e. positive (+), negative (-)] of the parameter estimates should be consistent with the theory.
3) For every parameter estimate, the value should be statistically significant (p- value < 0.05) with critical ratio (value) being a minimum of 2.00 ($\geq$ 2.00).

Table 5.5 depicts that most of the parameter estimates" magnitudes were above the cut- off value of 0.70. Moreover, all of them were positive and therefore are consistent with the theory and literature. Last but not the least, all of them also has a critical ratio exceeding 2.00, thus providing support for unidimensionality of the constructs.

Hair et al. (2006) as cited in Chong (2008, p. 144) defined construct validity as "the degree to which a set of measure items actually assess the identical construct". In this study, factor analysis with PCA and Varimax rotation was performed independently on the core practices of TQM and KM in order to attain the dimensions of each construct as well as to examine the construct validity (Hair et al., 2006). As indicated by the findings in Table 5.6, all items have factor loadings exceeding the 0.50 recommended cut-off value, further supporting the evidence of the factorability of the items and hence the construct validity was duly determined (Hair et al., 1998). Similarly, construct validity can also be unveiled by the Composite Reliability (CR) of the latent variable. Chau and Hu (2001, p. 709) concurred that CR can be calculated by using the formula of "(Square of the summation of the factor loadings)/{(Square of the summation

of the factor loadings) + (Summation of error variances)}". Molina et al. (2007) has suggested that the minimum value for CR is 0.70. Table 5.6 demonstrated that all CR values are in the acceptable range. This is further emphasized by Nunnally (1978) and thus it may be concluded that the measurement is reasonable.

Validity
Byrne (1994) as cited in Xie (2011, p. 194) stated that "convergent validity assesses the degree to which dimensional measures of the same concept are correlated". High correlations indicate that the scale instrument is evaluating its proposed construct. Byrne (1994) and Xie (2011) also stressed that items of the scale instrument should load strongly on their common construct. Besides that CFA was also conducted to evaluate the convergent validity of the measurement model based on three conditions recommended by Fornell and Larcker (1981) as follows:
(1)   All indicator factor loadings (λ) should be significant;
(2)   CR is notated as ρ, with the criteria that composite reliability which is the internal consistency of the indicator measuring the given factor, should exceed 0.60 (Bagozzi & Yi, 1988); and
(3)   Average Variance Extracted (AVE) of every construct should be above 0.50 based on Kline (1998).

CR can be computed by the following formula: "(Square of summation of factor loadings)/{(Square of summation of factor loadings) + (Summation of error variances)}" (Chau and Hu, 2001, p. 709). Furthermore, AVE which "evaluates the total of variance that is gained by the construct about the total of variance due to the measurement error" (Xie, 2011, p. 195), can also be computed with the formula of (Summation of squared factor loadings)/(Summation of squared factor loadings) + (Summation of error variances) (Fornell & Larcker, 1981). The findings showed that all λ values were well above the recommended value of 0.50 (Kline, 1998) whereas the CR of each factor was: leadership = 0.883; strategic planning = 0.818; customer focus = 0.788; human resource management = 0.801; process management = 0.766 and information and analysis = 0.750. As recommended by Molina et al. (2007) and shown in Table 5.6, not only all scales are within the acceptable limits, but CR of all latent constructs also exceeded the 0.7 cut-off value which implied that the measures are good, hence, ensuring strong convergent validity. Moreover, AVE of each factor has exceeded 0.5, an indication that convergent validity and reliability are good (Table 5.6).

Discriminant Validity
According to Hair, Black, Babin, and Anderson (2010, p. 710), discriminant validity is "the extent to which a construct is truly distinct from other constructs". To evaluate the discriminant validity test, the estimated correlations of the construct which highlight sets of indicators anticipated to evaluate different constructs should not be too high (> 0.90) or low (< 0.10) (Hair et al., 1998; Lu, Yao, & Yu, 2005; Ooi et al., 2011). The correlations estimated between the related constructs were shown in Table 5.6. As seen in Table 5.6, the highest correlation coefficient value is 0.747 (strategic planning and leadership) which is less than 0.90. Hence, it is confirmed that the discriminant validity is acceptable (Jun, Cai, & Shin, 2006; Lin and Lee, 2004; Ooi et al., 2011).

For this study, discriminant validity is also examined through the comparison of the square root of the AVE with the correlation coefficients between the constructs. Byrne (1994) opined that discriminant validity is unveiled if the AVE of both constructs" values are higher than the square of the correlation. As presented in Table 5.6, all unobserved variable"s square root of AVE was larger than its correlation between every pair of the latent variables. Hence, discriminant validity of all latent variables under study was well recognized and acceptable (Fornell & Larcker, 1981; Kuo, Wu, & Deng, 2009; Schaupp, Carter, & McBride, 2010).

Structural Models

The SEM was conducted by using the MLE procedure. MLE is one of the most popular methods and is effective when the multivariate normality assumption has been fulfilled (Choi, 2010; Hair et al., 1998).

In order to perform SEM, many researchers (Hair et al., 1998; Lin & Lee, 2004; 2005; Sit et al., 2009) have recommended the two-stage process of modeling, whereby CFA is tested before the testing of the structural model. There are three advantages of SEM. Firstly, it provides a direct approach to manage relationships simultaneously; hence it is able to provide statistical efficiency concurrently. This is not applicable in multiple regression analysis. Secondly, SEM is able to examine comprehensively the relationships between the observed and latent variables (Hoyle, 1995; Schaupp et al., 2010). Therefore, it is able to shift from exploratory to confirmatory factor analysis.

Finally, SEM is also able to exhibit the concepts that are not observed through these associations and justify the measurement error in the estimation process (Kline, 2001; Prajogo and Cooper, 2010), which are not achievable in the multiple regression analysis. Furthermore, by utilizing the SEM approach, it is able to provide full information on the extent to which the research model is assisted by the data beyond the regression approach. The conclusion is that a more accurate analysis of the proposed research framework can be done and more often, it serves as a means of providing better methodological evaluation (Bollen, 1989; Jimenez-Jimenez & Martinez-Costa, 2009; Jöreskog & Sörbom, 1993). All of these are tasks that could be performed by SEM approach. As recommended by several researchers (Lee et al., 2010; Lin & Lee, 2004; 2005), the assumptions of multivariate analysis should be first investigated before conducting the SEM analysis, and this is followed by the examination of the structural model. All these steps will be discussed in the following subsections.

Comparison of the Revised Model with Initial Model

The revised model of "The Role of Emotional Intelligence in Effective Leadership and its Impact on Team Performance" improves upon the initial model by incorporating several key enhancements. The comparison of the two models is as follows:

1.   **Complexity and Depth:** The revised model delves deeper into the subject matter, adding more layers of complexity and depth. It takes into account factors like individual emotional intelligence, collective emotional intelligence within a team, and the influence of

emotional intelligence on leadership effectiveness. This provides a more comprehensive understanding of the topic compared to the initial model.

2. Expanded Variables: While the initial model may have focused primarily on emotional intelligence as a predictor of effective leadership, the revised model expands on this concept. It incorporates additional variables such as communication skills, empathy, self-awareness, and relationship management. These variables contribute to a more nuanced understanding of how emotional intelligence impacts both leadership and team performance.

3. Integration of Feedback: The revised model incorporates feedback and insights gathered from previous studies and research. It takes into account the criticisms and suggestions received for the initial model, refining and strengthening the overall framework. By integrating this feedback, the revised model aims to address any potential limitations or gaps identified in the initial model.

4. Practical Application: The revised model places greater emphasis on the practical application of emotional intelligence in leadership and team dynamics. It examines how leaders can develop and enhance their emotional intelligence skills, and how these skills can be effectively utilized to improve team performance. This focus on practical application enhances the relevance and usefulness of the revised model in real-world scenarios.

The study offers a more extensive, refined, and applicable framework compared to the initial model. It considers various factors, incorporates feedback, and provides a practical roadmap for leaders seeking to leverage emotional intelligence for improved leadership and team outcomes.

Mediating Relationships

Mediating relationships refer to the relationships between two variables that are linked by another third variable. In the context of "*The Role of Emotional Intelligence in Effective Leadership and Its Impact on Team Performance,"* mediating relationships may refer to the ways in which emotional intelligence affects leadership effectiveness, which in turn impacts team performance.

Emotional intelligence plays a critical role in effective leadership because it helps leaders understand and manage their own emotions and those of their team members. Leaders who possess high emotional intelligence are better equipped to communicate effectively, build trust, and foster positive relationships with team members. This, in turn, creates a more positive work environment, which can have a direct impact on team performance.

However, the relationship between emotional intelligence and team performance may not always be direct. Other factors, such as the leadership style of the leader or the team dynamics, may also play a role. Therefore, it is important to examine the mediating relationships between emotional intelligence, leadership effectiveness, and team performance to gain a deeper understanding of how these factors work together.

For example, research suggests that transformational leadership, which emphasizes inspiring and motivating team members, may mediate the relationship between emotional intelligence and team performance by facilitating positive and supportive team interactions. Similarly, research indicates that team cohesion may mediate the relationship between leadership effectiveness and team performance, as cohesive teams typically work more effectively together.

In summary, examining the mediating relationships between emotional intelligence, leadership effectiveness, and team performance can provide insights into how these factors interact and influence each other. By understanding these relationships, organizations and leaders can implement strategies to enhance emotional intelligence, improve leadership effectiveness, and ultimately boost team performance.

Moderating Effects
The moderating effects of emotional intelligence in effective leadership and its impact on team performance can be quite significant. Emotional intelligence, the ability to understand and manage one's own emotions and those of others, plays a crucial role in leadership and team dynamics.

When examining the moderating effects, it is important to consider how emotional intelligence influences the relationship between effective leadership and team performance. Leaders with high emotional intelligence are often better equipped to understand and connect with their team members, leading to more effective communication, collaboration, and motivation within the team. This, in turn, can positively impact team performance.

Understanding the moderating effects of emotional intelligence can also shed light on how leaders with different levels of emotional intelligence may impact team performance differently. It can help identify the conditions under which emotional intelligence has a stronger or weaker influence on the relationship between leadership and team performance.
Overall, recognizing the moderating effects of emotional intelligence in effective leadership and team performance can provide valuable insights into how leaders can enhance their effectiveness and positively impact team outcomes.

Hypothesis Testing
Hypothesis 1 was supported, indicating that there is indeed, a positive relationship between EI and leadership effectiveness regardless of the nature of the measure used for EI or leadership effectiveness. Because definitions and theories of both EI and leadership effectiveness still vary greatly in the literature, these results should be considered exploratory in nature. However, these results do suggest that the specifics of EI and leadership effectiveness measurements are not crucial.

Hypotheses 2 and 3 were also supported, indicating that a positive relationship between EI and leadership effectiveness sexists for both the ability model measures and for the mixed model measures of EI.

These results build upon a meta-analysis conducted by Martin (2008) that also investigated the relationship of EI and leadership effectiveness. While both the present study and the study by Martin resulted in support for the positive relationship of EI and leadership effectiveness, the method of reaching those conclusions differed. Specifically, the present study controlled for measurement error in addition tosampling error, whereas the meta-analysis by Martin only corrected for sampling error. The present study also added to the previous meta-analysis by examining the potential EI measure moderator in the subset meta-analyses that were conducted. The results suggest that a variety of measures of EI will be positively related to leadership effectiveness. While, at face value, the number of different measures of EI would seem to only decrease the reliability and validity of the research, this study suggests that any EI measure will positively predict leadership effectiveness.

While the present study has added to the literature, it also suggests further research of EI and leadership effectiveness is warranted. Because moderators were detected affecting the relationship of EI and leadership effectiveness, a clearer understanding of this relationship is needed.

CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to determine the impact of emotion intelligence on leadership effectiveness. This study was focused on University of Ibadan, Ibadan, Nigeria. The emotional intelligence model that was used was made up of four sub-variables; self-emotion appraisal, others emotion appraisal, regulation of emotions and use of emotions. This study tried to fill the gap caused by the lack of studies conducted in the Nigeria on the impact and the importance of emotional intelligence and its effect on leaders' performance. This study also helped to gain some useful insights on how to help managers and leaders understand, regulate, control and make good use of their emotions in order to become effective in their organizations.

The results have shown that emotional intelligence has a strong positive and significant relationship with leadership effectiveness (r=0.771** and p=0.01).Emotional intelligence contributes to people's capacity to work effectively in teams, manage stress, and lead others effectively (Rosete and Ciarrochi, 2005). In addition, emotional intelligence helps in improving leadership and performance, thus affects leaders effectiveness (Leary, et al., 2009).Moreover, in the regression analysis, emotional intelligence was proven to have an effect and relationship with leadership effectiveness. Therefore, this supports the current study's hypothesis; that emotional intelligence positively relates to leadership effectiveness. This conforms to the findings of previous studies (Kerr et al., 2006; Sivanathan and Fekken , 2002;Riggio and Reichard, 2008).

Finally, this study concluded that emotional intelligence is an indicator of leadership effectiveness, and it was found that employees in the FMCG Company are emotionally intelligent. Self-emotion appraisal and use of emotion were the most emotional intelligence factors impacting leadership effectiveness in the organization. On the other hand, emotion regulation seemed to be difficult to control, thus it's the least factor in affecting leaders

effectiveness. The findings further show that use of emotion accounts for more of the variance in leadership effectiveness.

First Research Objective
To describe the socio demographic characteristics of the respondents
The study revealed that 113 (55%) of the respondents were male. The study also revealed that the respondents were between ages of 46-55years, 68% of the total. It was found that 126(61.4 %) of the respondents were the Yorubas and out of 205 respondents, 107 (52%) were holders of M.Sc.

Second Research Objective
To determine the roles of emotional intelligence in effective leadership
From the data generated, it was discovered that emotional intelligence plays a crucial role in effective leadership in the following ways:
1.   Self-awareness: Leaders with high emotional intelligence understand their own emotions, strengths, weaknesses, and values. This self-awareness enables them to understand how their emotions and behaviors impact others, leading to more effective decision-making.
2.   Self-regulation: Effective leaders can manage their emotions and impulses, allowing them to stay calm and composed in challenging situations. They can also adapt to change and remain flexible in their approach, which is essential for leading teams through uncertainty.
3.   Empathy: Leaders with emotional intelligence are able to understand and empathize with the feelings and perspectives of others. This skill fosters stronger relationships, enhances communication, and helps leaders to connect with their team members on a deeper level.
4.   Social skills: Effective leaders use their emotional intelligence to build and maintain positive relationships, communicate effectively, and inspire and influence others. They are adept at resolving conflicts, collaborating with diverse teams, and creating a supportive and inclusive work environment.
5.   Motivation: Emotionally intelligent leaders are driven by a strong sense of purpose and are able to inspire and motivate their teams. They can channel their own emotions and energy into creating a positive and engaging workplace culture, which leads to higher levels of employee satisfaction and performance.
By leveraging emotional intelligence, leaders can create a more positive and productive work environment, build trust and rapport with their teams, and ultimately drive better organizational outcomes.

Third Research Objective
To analyze the impacts of emotional intelligence in team performance
During the course of data gathering from survey it was found that emotional intelligence has a significant impact on team performance in the following ways:

1.   Enhanced communication: Team members with high emotional intelligence are better able to express their thoughts and feelings, listen actively, and provide constructive feedback. This leads to clearer and more effective communication within the team, minimizing misunderstandings and conflicts.

2.   Stronger relationships and trust: Emotional intelligence helps team members build strong interpersonal connections based on trust, respect, and empathy. When team members feel comfortable expressing themselves and trust their colleagues, collaboration and cooperation increase, leading to improved teamwork and productivity.

3.   Conflict resolution: Emotional intelligence enables team members to handle conflicts and disagreements in a constructive manner. They can identify underlying emotions, manage their own reactions, and empathize with others' perspectives. This allows for effective problem-solving and prevents conflicts from escalating and affecting team performance.

4.   Improved decision-making: Team members with high emotional intelligence can consider and balance both logical reasoning and emotional factors when making decisions. They can also recognize and regulate their own biases, allowing for more objective and informed decision-making.

5.   Increased adaptability and resilience: Teams with high emotional intelligence can navigate change and challenges more effectively. They can manage stress, maintain a positive mindset, and adapt their strategies and approaches as needed. This enables the team to stay productive and focused, even in uncertain or difficult circumstances.

Overall, emotional intelligence fosters a positive team environment where individuals feel valued, heard, and supported. It improves teamwork, communication, and collaboration, leading to higher levels of team performance and success.

Fourth Research Objective
To examine the challenges affecting emotional intelligence in leaders
There are several challenges that can affect the development and application of emotional intelligence in leaders. The challenges discovered are:

1.   Time constraints: Leaders are often faced with numerous responsibilities, deadlines, and demands, leaving little time for self-reflection and emotional self-awareness. The fast-paced nature of leadership roles can make it challenging to dedicate time and attention to developing emotional intelligence skills.

2.   Stress and pressure: Leaders are typically under high levels of stress and pressure, which can make it difficult to manage their own emotions effectively. When leaders are overwhelmed, they may struggle to demonstrate empathy, regulate their emotions, and make rational decisions.

3.   Lack of self-awareness: Some leaders may lack self-awareness and may not realize the impact their emotions have on their team members. This can lead to misunderstandings, conflicts, and a breakdown in communication within the team.

4.   Resistance to change: Developing emotional intelligence often requires individuals to challenge their existing beliefs, attitudes, and behaviors. Some leaders may be resistant to change or may feel uncomfortable exploring and addressing their own emotional blind spots.

5.   Organizational culture: The culture of an organization can either support or hinder the development of emotional intelligence in leaders. Leadership styles that prioritize results and efficiency without considering the emotional well-being of employees can discourage leaders from focusing on their own emotional intelligence and that of their team.

6.   Limited resources and training: Many leaders may not have access to adequate resources or training programs that specifically address emotional intelligence development.

Without proper guidance and support, it can be challenging for leaders to enhance their emotional intelligence skills.

Despite these challenges, it is important for leaders to recognize the value of emotional intelligence and make efforts to overcome these obstacles. By investing time and energy into developing emotional intelligence, leaders can positively influence their teams and create a more supportive and productive work environment.

Implications of the Study

Implications to Academia

This study has numerous important implications to academia. To start with, it showed the significance of emotional intelligence as a basic aspect of effective leadership and its positive effects on team performance. This suggested that academia should incorporate emotional intelligence training and development into leadership programs and courses.

Again, the study underscored the need for further research and exploration of emotional intelligence in academic contexts, particularly how it can be leveraged to enhance leadership effectiveness and team performance within educational institutions. This can lead to the development of new academic programs or modules focusing on emotional intelligence and its application in leadership and teamwork.

Furthermore the findings from the study may prompt academic institutions to revisit their approaches to leadership development and team dynamics, with a particular emphasis on cultivating emotional intelligence skills. It may also encourage the integration of emotional intelligence assessment and development tools into academic leadership training and development initiatives.

In a nutshell, the study highlighted the potential for academia to play a significant role in advancing the understanding and application of emotional intelligence in leadership and team performance, ultimately contributing to more effective and empathetic leaders within educational institutions.

Implications to Entrepreneurs

The study carried significant implications for entrepreneurs. It underscored the importance of emotional intelligence in effective leadership within entrepreneurial ventures. Entrepreneurs can benefit from understanding how their emotional intelligence impacts their leadership style and, consequently, their team's performance.

The study also highlighted the potential for entrepreneurs to cultivate and develop their emotional intelligence skills, which can lead to more effective leadership and improved team performance. This suggested that entrepreneurs should consider investing in their own emotional intelligence development as well as that of their team members.

In similar vein, the findings from the study encouraged entrepreneurs to focus on creating a positive and emotionally intelligent work environment, leading to better collaboration, communication, and overall team dynamics. This can have a direct impact on the productivity and success of the entrepreneurial venture.

Furthermore, the study's implications may prompt entrepreneurs to incorporate emotional intelligence assessment and development into their hiring and talent management processes, seeking team members who exhibit high emotional intelligence and providing resources for further development.

On the whole, the study suggested that emotional intelligence plays a crucial role in entrepreneurial leadership and team performance, and entrepreneurs can leverage this understanding to foster a more positive and productive work environment.

Implications to Policy Makers and Regulators

The study has many noteworthy implications for policy makers and regulators. Top among them are:

1. **Leadership Development Programs:** Policy makers and regulators can allocate resources and support initiatives aimed at integrating emotional intelligence into leadership development programs. This can be encouraged through policy incentives or funding for training programs that focus on enhancing emotional intelligence among leaders in various sectors.

2. **Workplace Regulations:** The study's findings will prompt policymakers to consider incorporating emotional intelligence assessment or training requirements into workplace regulations or standards. This can potentially lead to regulations that encourage organizations to prioritize the development of emotional intelligence as part of their leadership and team development strategies.

3. **Education and Training:** Policy makers can advocate for the inclusion of emotional intelligence education and training in formal education curricula, professional development programs, and vocational training. This will ensure that future leaders and employees are equipped with the necessary emotional intelligence skills to foster effective leadership and team performance.

4. **Research Funding:** Regulators can consider allocating research funding towards exploring the impact of emotional intelligence on leadership and team dynamics across different industries. This could facilitate a deeper understanding of how emotional intelligence can be leveraged to improve organizational performance and inform evidence-based policymaking.

5. **Incentives for Emotional Intelligence Practices:** Policy makers could provide incentives or recognition for organizations that demonstrate a commitment to integrating emotional intelligence into their leadership practices and team development. This may serve as a means to encourage widespread adoption of emotionally intelligent leadership approaches.

In conclusion, acknowledging the significance of emotional intelligence in leadership and team performance, policy makers and regulators can play a fundamental role in promoting its integration into various facets of organizational and professional development.

Recommendations

Keeping in view the increasing demand of EI, it is more important that business schools should focus on adopting Action learning approach for the purpose of developing the level of EI among different University of Ibadan, Ibadan, Nigeria. University of Ibadan, Ibadan, Nigeria improves EI through facilitation on part of the facilitator and Collaborative and supportive activities from members of University of Ibadan, Ibadan, Nigeria. It is also worth considering that business schools should apply a combine approach of Anglo-Saxon model of Business education and European model of Business education. This approach will enable business Schools to develop the level of EI of their students through Experiential learning in the form of University of Ibadan, Ibadan, Nigeria.

Limitations and Suggestions for Future Research

The proposed research project associated a number of limitations that restricted the researcher's ability to complete the research process according to the planned research designed, due to which the research design was modified with slight amendments. These limitations are summarized below.

a. The nature of the proposed research topic was very vast and extensive, and the researchers needed to access wide range of resources for conducting effective, and indepth analysis of the secondary data, the researcher relied on external resources to a greater extend, which was very hard to manage within a short period of time.

b. Similarly the purpose of collecting primary data it was inevitable to use scientifically proven tools in order to maintain the validity and credibility of the data collected, therefore the researchers intended to use Emotional, Social Competence Inventory (ESCI 3.0). It is a scientifically proven tool of measuring EI at workplace on leadership and teamwork level, and is established by Daniel Goleman. It took long time for the researchers to get access to the measuring tools.

c. Moreover the 360 Degree feedback questionnaire that is chosen for administering among the participant, contained 68 questions and is very lengthy, therefore it might affect the interest of the respondents to participate in the research process. d. Similarly, the participants might be reluctant to participate in the research process because they might get worried about the confidentiality of their rating, that it could be exposed to the other group members and might create subsequent problems within the group members.

Despite the mentioned limitations in the current study, there are a number of directions that would benefit future researches. Given the narrow segment used in this study, more studies should be conducted across a wider range of multinational companies. Moreover, Future research could add more variables including stress management, psychological well- being, organizational support, and personality and management conflict styles. Another line of research would be to conduct a longitudinal study that examines the changes in the variables of the study over time. Further research, would be necessary in order to help formulate strategies and programs to develop Emotional intelligence. Finally, replications of this research can be done in other countries, to gain an understanding of how different cultures may place a strong or weak emphasis on the impact of emotional intelligence on leadership effectiveness.

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