

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
ORGANIZATIONAL LEADERSHIP AMONG NGOS IN
NAIROBI COUNTY, KENYA

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DECLARATION

This dissertation is my original work and has not been submitted for examination in any other University or institution of higher learning

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DEDICATION

This dissertation is dedicated to my family. I am very grateful to my parents for the moral support they gave me while I was undertaking this Doctoral program. I am forever indebted to my wife for standing with me and encouraging me the entire time.

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First and foremost, I sincerely thank God for faithfully seeing me through the entire process of writing this dissertation. I also appreciate the unwavering support of my supervisors, Dr. Wangui Waithima and Dr. Gitau Muigai, who wholeheartedly put in their expertise, time, and efforts by regularly and diligently going through and modifying my work. They fundamentally remained engaged in the course of this dissertation all the way to completion. Their patience and concern will forever be treasured. Further, my heartfelt gratitude goes to the entire fraternity of PAC University for their tremendous support throughout my time at the University. In particular, I am very grateful to the Department of Leadership Studies and the Graduate School for their dedication and commitment.

ABSTRACT

There seems to be an unclear relationship between leadership and emotional intelligence (EI). There is need to understand, clarify, and explain the concept of EI and its influence in the development of effective leadership and management in NGOs in Kenya based on the leadership challenges that they are facing. The primary objective of this study was to establish the relationship between EI and organizational leadership among NGOs in Nairobi County, Kenya. The specific objectives were: to examine the relationship between self-awareness as a component of EI and organizational leadership in NGOs in Nairobi County; to determine the relationship between self-regulation as a component of EI and organizational leadership in NGOs in Nairobi County; to establish the relationship between self-management as a component of EI and organization leadership in NGOs in Nairobi County; and to assess the relationship between relationship management as a component of EI and organization leadership in NGOs in Nairobi County. The study is anchored on three theories: Emotional Intelligence theory; Experiential Learning theory, and Transformational Leadership theory. The study employed a correlational study design to establish the relationship between EI and organization leadership among NGOs in Nairobi County. The study's target population was the top management and employees of NGOs located in Nairobi County. According to 2018 data from the NGO Coordination Board, there were 708 NGOs in Nairobi County. Simple random sampling was used to select them. Purposive sampling technique was used to select the Heads of Departments. From every organization, the study sampled one Head of Department, bringing the total to 213 of them. Questionnaires were based on Goleman's Emotional Competence Inventory (ECI). Scoring for the questionnaire was based on Leadership Assessment and Emotional Intelligence scale. Reliability was done using the split-half technique and Reliability Constance was established through Cronbach Alpha. The collected data was coded and analysed using SPSS version 25. The collection of primary data was done using a structured questionnaire that was administered to the respondents. The study tested the regression and correlation models to ascertain the extent to which each independent variable of EI affected NGO's organizational leadership. The statistical significance level was set at $p < 0.05$. The findings of the study indicate that: There is a relationship between self-awareness and organizational leadership in NGOs in Nairobi County; Self-regulation has a statistical significance relationship with organizational leadership in NGOs in Nairobi County; Relationship management has a statistical significance relationship with organizational leadership in NGOs in Nairobi County; and self-management has a statistical significance relationship with organizational leadership in NGOs in Nairobi County. The study recommends that there is a need for the application of more EI aspects within the leadership of NGOs. There is a need for leadership training with an emphasis on programs that promote the development of EI.

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ACRONYMS AND ABBREVIATIONS

ECGN	Emotionally Competent Group Norms
ECI	Emotional Competency Inventory
EI	Emotional Intelligence
EQ	Emotional Quotient
EQ-I	Emotional Quotient Inventory
MSCEIT	Mayer Salovey Caruso Emotional Intelligence Test
NGO	Non-Governmental Organizations
OEA	Others Emotional Appraisal
ROE	Regulation of Emotions
SEA	Self-Emotional Appraisal
SREIT	Self-Report Emotional Intelligence Test
UOE	Use of Emotions

OPERATIONAL DEFINITION OF KEY TERMS

Content analysis: A method applied in the analysis of textual, oral, and written materials (Insch, Moore & Murphy, 2007). Content analysis was used to analyse interview data that was collected.

Effective leadership: Refers to the ability of a leader to execute the vision of the NGOs.

Emotional intelligence (EI): This refers to the ability of NGOs leaders to lead, manage, and understand oneself and the relationships that they have with others (Müller & Turner, 2010).

Emotional Leadership: This is a method of leadership that is based on the application of emotions (Insch, Moore & Murphy, 2007). In the study, it means leadership that resorts to the use of emotions.

Emotional Quotient (EQ): This is a measure of the ability that an individual has in sensing, understanding, and effectively applying the acumen and power of the emotions that one has in enhancing productivity and collaboration (Sample, 2013). EQ was used in the study to understand how leaders apply emotions in executing their duties.

Leadership: It is a process of social influence whereby a person is capable of using the support of others in order to achieve certain goals (Koontz & Weihrich, 2014). In this study, leadership was used to mean influence the NGO leaders had on their followers in the attainment of strategic vision, change, target achievement and team motivation.

Managerial skills: This refers to the skills that managers have to manage NGOs.

Non- governmental organization: In this study, it refers to any organization that is not owned by the government, and also the private NGOs.

Organizational citizenship: It is the behaviour that people have within an organization.

Organizational leadership: The term is used in the study to refer to role that leaders play within an organization.

Organizational Performance: In this study, this refers to the financial and non-financial performance.

Relation management: This is the ability of a leader to maintain good relationships with others within a social context.

Self-management: It is the ability of a leader to take responsibility for his/her actions while being influenced by emotions.

Self-regulation: The ability of a leader to control his/her emotions and actions.

Self-awareness: Refers to the ability of a leader to be aware of his/her emotions.

Status quo: Refers to the current status of affairs within the NGOs.

Top level management: In this study, it was used to mean Heads of Departments only.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

Introduction

This chapter introduces the study on the relationship between Emotional Intelligence (EI) and organizational leadership. It begins with the background of the study, statement of the problem, objectives of the study, and the research hypotheses. It also presents the justification and significance of the study. Lastly, the chapter addresses the scope of the study.

Background to the Study

Globally, there has been the need to have a connection between EI and organizational leadership. The primary focus of this connection is how leaders can apply EI while discharging their duties. EI is a primary component for leadership training as it provides skills and knowledge on how to handle workers in order to accomplish organizational objectives. It assumes a critical role in helping leaders to effectively deal with the changes in the business environment. Additionally, EI has been recognized by some scholars as an essential component for successful organizational leadership (Goleman & Boyatzis, 2017).

Leadership has the potential to become the most valuable asset to an organization. To realize a positive outcome, organizations need leaders who can visualize the future, motivate and inspire people, and adapt to the changing needs (Goldsmith & Morgan, 2004). Research studies about leadership indicate that with the right support, individuals with leadership potential can be developed into outstanding leaders. For instance, Demir and Budur (2019) noted that having frequent training on leadership traits is key in nurturing the

leadership abilities that an individual should possess in order to be efficient in discharging their duties. Organizational support to leaders is key in ensuring that they steer the organization in the right direction based on the established goals and objectives.

Emotions are positive contributors in everyday life: at work, and in different relationships. They enable individuals to reach their goals, create a work-flow, persuade others, and come out as empathetic and understanding (Cherniss & Goleman, 2011). Emotional Intelligence is a terminology used to describe the ability of a person to become aware of their emotions and those of other people. It also involves their ability to keep such emotions in check (Mattingly & Kraiger, 2019). Kotsou et. al. (2019) have defined EI as one's ability to identify, express, understand, manage, and apply emotions. They also note that there are various components linked to EI. They include self-awareness, self-regulation, relation management, and self-management (Ashkanasy & Daus, 2013; Moghadam, Jorfi & Jorfi, 2010).

EI also includes other components such as self-awareness and social management. These are quite challenging for leaders to have, but they often have the greatest effect on the effectiveness of leadership. As an emotionally intelligent leader develops, their profile becomes desirable to the whole organization, thus impacting organizational performance positively (Goleman, 2013). A few investigations have been done to find out the connection between EI and organizational leadership. For instance, in the US, Miao, Humphrey and Qian (2018) noted that EI has a positive impact on the leadership of an organization in terms of ensuring that the leader has the ability to handle their emotions, and also understand the emotions of their employees. As a result, a conducive environment is created for the organization to perform better.

Yoon et. al. (2019) noted that within the United States of America, the concept of

self-regulation as part of the EI is key to the growth of an organization. They noted that firms ranked among the top 500 fastest-growing companies in 2018 experienced growth because of the presence of leaders with effective EI. It also noted that some of the firms had leaders who were good at managing their impulses whenever they were handling employees who were performing poorly.

Wenn et. al. (2018) did an investigation in New Zealand on emotional knowledge and organizational leadership. It revealed that expert staff could overcome worry as long as their enthusiastic insight levels remained high. In particular, enthusiastic authority, learning passionate information, understanding one's passionate style and creating enthusiastic insight sets up long haul trust seeing someone. Wenn et. al. (2018) further indicated that enthusiastic administration includes leaders connecting with their inward state and the interior condition of those they lead. Passionate leadership based on the application of EI comprises of learning and applying emotional stability that increases long-term trust in business, professional, and social connections. Leaders who exercise enthusiastic administration end up carrying on as genuinely wise pioneers.

McClean and Collins (2019) assessed the link between EI and organizational leadership in Morocco. The study noted a positive connection between relationship management and leadership with a p -value of .01. The findings of the study were backed by various discussions that indicated the factors responsible for the positive relationship between the two. The study also noted that a leader who is capable of maintaining good relationship with employees is good at handling people with various challenges while at work. This was due to the understanding that such a leader had the ability to show empathy towards the employees. More so, the study indicated that a leader who can take into consideration the emotions of other people is better placed in managing the people whom

they lead. This is a show of strong leadership on their part. The study concluded that it is important for leaders to ensure that they are in a position to understand the emotional needs of their employees and handle them intelligently.

Owani, Ogwang and Mwesigwa (2020) investigated the role of EI on leadership of private universities in Uganda. The study noted that the focal idea of leadership lies in the relationship between leaders and employees. For the authority to be successful, leaders must build an emotional link with employees identifying their emotional needs. Leadership adequacy can be driven by understanding others based on their emotional state. Different degrees of examination can decide the authority adequacy. For example, Owani, Ogwang and Mwesigwa (2020) note that singular level (worker yield, fulfilment), group level (execution), or the authoritative level (working atmosphere and accomplishing targets) are key to organizational performance. Having a powerful initiative outcome depends on the authority procedures. The way leaders impact, persuade, and empower employees to accomplish objectives has turned into a fundamental reference when deciding authority adequacy based on the use of EI.

Kabunga and Jesse (2016) conducted a study that assessed the role of EI on the leadership of private hospitals in Uganda. The study noted that EI is a key component in the performance of such institutions. It was also noted that in hospitals where leaders were keen on understanding the emotions of their employees, there was a positive performance from employees.

Osieko et. al. (2017) assessed emotional self-regulation, organizational commitment, and strategic decision-making in private school enterprises in Nairobi County. The study indicated that emotional regulation and organizational commitment shown by a leader are key to the moderation required during the process of strategic

decision-making. The study concluded that there is a need for EI application to organizational leadership, especially when important decisions are being made.

Emotional Intelligence in Organizational Leadership

Dos Santos Pedro and Nunes (2020) conducted a study that assessed EI and leadership within the Portuguese electrical industry. The study indicated that EI is key to the performance of the electrical industry. It found out that some of the companies that had employed leaders based on their EI levels were better placed to perform positively because of the effective nature of employee management strategies that they had. For instance, the study noted that companies that had leaders who showed empathy towards employees were characterized by strong organizational leadership.

A study in Ghana revealed that more output is often generated by leaders who have a high EI (Dearborn, 2019). They gain more output even if they are working with fewer people. They create an enabling environment by eliminating any barrier that might hinder employee motivation. Another study in Namibia by Elias, Arnold, and Hussey (2015) found out that an effective leader must have the combination of EI and intelligence quotient. This combination is often referred to as the traditional intelligence. Intelligence quotient is considered to be the raw material needed in the generation of knowledge. It is ones' ability to convert knowledge into action. Therefore, leaders with strong interpersonal skills are better placed to identify the best approaches in a particular situation based on the goals at hand and the nature of people who are involved in the process.

Eldor (2018) conducted a study on EI in the Rwandan set-up. The study revealed that emotional intelligence is helpful in the management of an organization by helping a leader understand the crucial role that emotions play in the connections that people have at work. The study further revealed that EI includes the ability of a leader to acknowledge

others, develop and growth them, and manage their organizations in a humane manner. It concluded that there is need for a leader to be in a position to effectively understand the work environment and how it tends to influence employees' emotions.

In their study on Kenyan banks leaders based in Nairobi, Chepng'eno and Ngui (2017) noted that the use of EI was key in the development of transformational leaders. They indicated that in some of the banks, leaders were trained on the use of EI, and they were transformed to become more effective when handling their emotional issues and those of employees. The study concluded that EI is key in enhancing organizational leadership, and that its absence results in poor organizational leadership.

Relationship between EI and NGOs organizational leadership

Ayoko, Callan, and Hartel (2016) did an examination on the various factors linked to conflicts and how they affected EI within NGOs in the Middle East. Through their examination, they concluded that groups that had leaders without EI experienced relationship struggles and a lot of clash force. They focused on how team leaders and individuals understood their workmates, and how they responded to their emotions. They observed that with EI, leaders were better placed to handle their duties effectively, including the employees. The study concluded that utilization of EI in an organization helps leaders and individuals to limit clash and overcome group struggles, hence experience effective management.

Demir and Budur (2019) conducted a study within European Countries that assessed the role of leaders within NGOs in terms of corporate social responsibility. It was noted that there is need for leaders to show leadership traits characterized by EI. The study revealed that emotional maturity among leaders within NGOs leads to better application of

EI, which is key in driving the NGOs agenda towards the society. For instance, the study indicated that through awareness on how to manage their emotions, leaders are better placed to lead their NGOs to better performance. This is achieved by creating an environment that enhances better organizational leadership.

Nisar et. al. (2017) noted that the application of EI is a key concept in the management of NGOs in Algeria. In their study, they noted that EI has a moderating effect in terms of the roles played by the leaders whenever there is a crisis facing an organization. They also noted that leaders who have high levels of EI have the ability to moderate their levels of emotional exhaustion when they are performing labour intensive duties, especially during organizational crisis. As a result, their leadership is effective, and they achieve the desired goals.

Azeez (2019) assessed EI training and the performance of employees within NGOs in Ogun State in Nigeria. The study noted that the concept of EI is key in the management of the NGOs. It affects their performance in a positive manner. The study further revealed that within the NGOs, there is a need for top management employees to be trained on EI so as to allow them be in a position to show effective leadership. Through this, they can influence the operations of the NGOs in a positive manner through efficient organizational leadership.

Mburu (2020) assessed the manifestation of EI and transformational leadership in virtual teams at Nairobi technology hub. The study showed that NGOs are faced with various challenges linked to issues such as operational barriers and other factors such as globalization and labour laws. Such challenges have forced NGOs leaders to come up with effective ways of management. The study found that it is important for leaders to possess various skills linked to EI such as having empathy, social-awareness, and social

intelligence. Such skills are essential to the leadership of an organization that is key in the creation of an environment where employees are able to perform better.

Kenyan NGOs and NGOs in Nairobi County

The subjective and quantitative development of NGOs in Kenya in the last quarter of the twentieth century has been colossal. NGOs in Kenya are enrolled by the NGO Coordination Board which is under the Office of the President. Operations of NGOs relies on the political, monetary, and social conditions in the country. NGOs in Kenya have different mandates based on the missions that led to their establishment. There are humanitarian, political, social, and economic based NGOs in the country. They operate based on the laws established by the government (Muiruri, 2016).

Kabetu and Iravo (2018) did an investigation on the aspect of leadership among humanitarian organizations in Nairobi County. The study found out that there are various challenges faced by the leadership of the NGOs such as poor employee management. According to the study, some employees noted that their leaders were not keen on their personal affairs. There was a serious lack of empathy, mainly on the emotional aspects of the employees' lives. On the aspect of leadership, the study indicated that most leaders were not aware of the role of EI because they had not been trained on it in relation to organizational leadership.

In their study, Ntenga and Awuor (2018) found out that the poor management of the non-profit organizations such as the NGOs in Nairobi was due to poor implementation of transformational leadership. The poor implementation of transformational leadership has been linked to the high turnover due to low job satisfaction and unsupportive leadership. They found out that there was no clear application of EI during the handling of leadership duties. For instance, the study noted that there was lack of emotional understanding on the

part of the leadership. This greatly affected the employees as they were not getting the emotional support they needed. It also noted that there was a lack of self-awareness and self-control among the leaders as they could be found shouting at the employees whenever they were angry.

Statement of the Problem

EI is still relatively new in the concept of leadership and its literature (Wittmer & Hopkins, 2018). Mwai, Namada, and Katuse (2018) found out in their study that in Kenya, there was poor leadership in some NGOs due to poor understanding of themselves and their employees. Additionally, Odiboh et. al. (2017) also note that lack of ethical practices has led to poor leadership of NGOs in Nigeria. Scholars such as Nisar et. al. (2017) and Ritvo, Linna and Radiuk (2018) have been involved in unmasking the potential relationship that EI has on establishing effective leadership, particularly within NGOs. Tanui, Were, and Clive (2018) revealed that there is limited research in Kenya on the influence of EI on organizational leadership. Muriithi, Louw, and Radloff (2018) identified a literature gap in studies that have been done in Kenya regarding the relationship between EI and organizational leadership.

There are challenges linked to poor organizational leadership within the NGOs in Nairobi County. For instance, Kabetu and Iravo (2018) noted that among the humanitarian organizations operating in Nairobi, some have poor organizational leadership. They noted that effective training on EI would eliminate such cases of poor performance since most of the leaders have no EI skills, a factor that has led to poor emotional management and understanding. Additionally, Ntenga, and Awuor (2018) aver that the substandard management of non-profit organizations such as the NGOs in Nairobi is due to poor

implementation of transformational leadership.

Many studies have been done on EI and leadership (Tan et. al., 2019; Makkar & Basu, 2019; Levitats, Vigoda-Gadot & Vashdi, 2019). However, on a few of them have touched on the NGOs sector in Kenya in ascertaining the relationship between EI and organizational leadership. Further, studies conducted in developed countries have different dynamics compared to those of NGOs operating in Kenya, specifically in Nairobi County (Lucero & Ocampo Jr, 2019; Mattingly & Kraiger, 2019).

This study seeks to address the gaps in the local NGOs in developing countries. It will focus on Kenya, specifically Nairobi County. The findings could be extrapolated to other related cities in Africa, but most importantly, it could open up further areas of study and research in the African continent.

Purpose of the Study

To establish the relationship between emotional intelligence and organizational leadership among NGOs in Nairobi County, Kenya.

Objectives of the Study

- i. To examine the relationship between self-awareness as a component of EI and organizational leadership in NGOs in Nairobi County
- ii. To determine the relationship between self-regulation as a component of EI and organizational leadership in NGOs in Nairobi County
- iii. To establish the relationship between self-management as a component of EI and organizational leadership in NGOs in Nairobi County

- iv. To assess the relationship between relationship management as a component of EI and organizational leadership in NGOs in Nairobi County

Research Hypotheses

The study sought to address the following hypotheses:

H0₁: Self-awareness as a component of EI has no significant relationship with organizational leadership in NGOs in Nairobi County, Kenya.

H0₂: Self-regulation as a component of EI has no significant relationship with organizational leadership in NGOs in Nairobi County, Kenya.

H0₃: Self-management as a component of EI has no significant relationship with organizational leadership in NGOs in Nairobi County Kenya.

H0₄: Relation management as a component of EI has no significant relationship with organizational leadership in NGOs in Nairobi County, Kenya.

Justification of the Study

Since more competent leaders are highly demanded by high performing organizations to lead top performing teams, there is a need to assess their EI and leadership competencies. The relationship between organizational leadership and EI cannot be underestimated. A study conducted by Mattingly and Kraiger (2019) found out that NGOs face challenges with their leaders due to their poor emotional understanding and control. For instance, they noted that in some cases, leaders were not aware of how to handle the emotions of their employees, and this impacted negatively on the organization. Therefore, a study on the use of EI to enhance organizational leadership was key, thus prompting this study.

Leaders who effectively use EI ensure that employees achieve their personal and

organizational goals (Goleman et. al., 2013). EI helps leaders improve their emotional expression, social awareness, social relations, and improve trust and integrity. EI is essential in the evaluation of leaders based on their ability to increase their productivity and trust within organizations through their engagement with employees. The absence of EI leads to poor organizational leadership as noted by Elias, Arnold and Hussey (2015). This study sought to ascertain the relationship between EI and organizational leadership among NGOs in Nairobi County, Kenya.

Significance of the Study

This study will add value to the existing research because of its uniqueness in the specific focus on the relationship between EI and NGOs leadership. The study can be used as a reference by other scholars investigating objectives that are linked to this study. Additionally, the study's findings are key to academicians linking EI and organizational performance as it will guide them on the literature used.

Majority of NGOs in Kenya are privately led and managed. This research provides an insight into the relationship between EI and organizational leadership. This is helpful to the donors as they may insist on proper leadership of the NGOs considering the large financing in the sector to meet their mandate through the employment of competent leaders based on their EI levels.

The study is also helpful to the national and county governments. It highlights the importance of EI competencies among leaders. This may be a key determinant in hiring leaders and managers at the national and county levels. It is also significant to the public sector as it highlights the importance of EI training since it closely collaborates with these NGOs.

The NGOs' management teams are also a beneficiary of this study. The study informs areas that need adjustment and the right EI components required in the successful management of NGOs. It greatly contributes to the realization of the organizational vision and mission based on the recommendations made.

Scope of the Study

The study was conducted on NGOs located within Nairobi County. Primary data was collected through self-administered survey questionnaires. The data was collected from the key leaders within the top management (Heads of Departments) of the NGOs to assess the four quadrants of EI as outlined in the research survey questionnaire. The study aimed at examining the relationship between EI and organizational leadership in NGOs in Nairobi County. It encompassed the key components of EI as outlined in the objectives about their relationship with NGOs leadership in Kenya. This is largely because many NGOs that operate in Kenya have their headquarters based within the county. Providing for further accessibility and convenience was key during data collection. The NGOs used in the study were in government records in 2018.

Assumptions of the Study

This study assumed that the respondents were willing to participate. It also assumed that the responses provided by the respondents were honest. Further, the study assumed that the organizational leadership in NGOs has a criterion of evaluation.

Limitations of the Study

There are challenges that were faced during the study that were beyond the researcher's control. The main limitation of the study was time constraint. The respondents within the targeted NGOs were busy during the time of the study, and this affected the

smooth collection of the data. This was mitigated through issuance of the self-administered questionnaires which allowed the respondents to fill them at their own free time, within a maximum period of two days.

Chapter Summary

This chapter has generally introduced the study. The background of leadership and emotional intelligence has been captured, including definitions of the key aspects of the study. Additionally, previous studies were highlighted to introduce the concepts of EI and organizational leadership. Statement of the problem has highlighted the existence of the problem and gaps that prompted this study. The section also captures the general and specific objectives that guided the study. Research hypotheses have also been discussed. The justification and significance of the study reveal why it is important. Lastly, the chapter has addressed the scope of the study which defined the boundaries that were applicable to the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents the scholarly review of literature on the relationship between Emotional Intelligence and leadership among NGOs. It begins by highlighting the empirical literature review on the global and regional perspectives on EI. The chapter also presents theoretical and conceptual frameworks of the study variables.

Empirical Review

Global Perspective on the Emotional Intelligence

Livesey (2017) indicates that in the US, researchers have been able to link the EI concept to effective leadership leading to better performance. In the research on EI and job performance, Livesey (2017) established a link between job performance and EI. According to him, the EI concept has been studied extensively in the developed countries. There is evidence that it has endured and thrived from early years of research on social intelligence. A research done in the US highlights that leadership is seen as a flagship topic for emotional intelligence Livesey (2017). It cautions users that it is not clear whether leadership is one of the most useful applications for EI. Organizations just grabbed onto this area and developed it further for own use (Gunkel, Schlaegel & Taras, 2016).

Mazzella Ebstein et. al. (2019) conducted a study in New Zealand on occupational stress and EI among professional staff. The study revealed that professional staff could manage stress as long as their EI levels were high. Furthermore, it was noted that EI is positively linked to workplace output. This is outcome-based leadership efficiency in a public service organization informed by the leaders' ability to understand their employees.

In another study by Rayner and Espinoza (2016) in Australia, it was noted that EI display while at work indicated that the culture of a country tends to have an effect on the overall use of emotions in the management of organizations. It further noted that the country's private sector employs managers based on their ability to use the EI.

A comparative study by Gupta, Salter, and Lewis (2019) to assess the main differences in the MSCEIT across two cultures of French and Pakistan on EI established that French participants had higher scores than their Pakistan counterparts on branch, area, and total MSCEIT scores. These findings about people and societies that are individualistic have been found to be very helpful in understanding, perceiving, and regulating emotions. The study indicated that in individualistic societies, leaders tend to have higher EI application as they are trained on its importance.

Van Wyk and Badenhorst-Weiss (2017) conducted a study in a United Kingdom insurance company. The study used 360 degrees feedback measure of EI and transformational leadership using Multifactor Leadership Questionnaire on 314 associates, managers, peers, and subordinates. The study revealed a positive association between EI and transformational leadership style. The outcomes tend to be in support of previous studies (Gunkel, Schlaegel & Taras, 2016) that have been done in similar situations and assessed the same variables.

In their study in the United Kingdom, Edelman and van Knippenberg (2017) found out that emotions are vital since they convey information about everyone, including oneself. Their study noted that when stress overcomes us, we lose it and become overwhelmed to a point of getting out of our comfort zones. Fortunately, if an individual can handle stressful situations such as receiving disturbing news and happens to be strong emotionally, they will not let such cases get to their thoughts or emotions. This is all about

having control over situations and not allowing situations to control you. The study further noted that with such capability, a leader can make decisions that allow him/her to regulate spontaneous feelings and behaviours, be able to handle their emotions in healthy ways, take initiatives, make a follow up on obligations, and adjust to fluctuating situations. Therefore, in order for an individual to involve their Emotional Quotient, they must first be able to use their emotions to make productive decisions about their behaviour.

Based on their assessment of American organizational leaders, Bozionelos and Singh (2017) note that great leaders are seen through their ability to enhance the positive culture of the work environment through proper application of EI. Their research further indicated that those who lead with emotional intelligence are able to create a climate of trust, information sharing and healthy risk taking. Additionally, they noted that organizational climate depends on the influence of the leaders and their emotional competencies. Leaders are more likely to have control over their impulses and use their emotional state to rationalize every situation.

According Goleman and Boyatzis (2017), there are other characteristics that are key in creating a positive organizational culture. They include straightforwardness, assertiveness, and the ability of a leader to solve conflicts. Additionally, there is self-management which has six competencies: self-confidence, trustworthiness, conscientiousness, adaptability, drive for achievement, and initiative. Leaders who have sufficient levels of self-confidence manifest their ability, mostly through an absence of stress and negative feelings in a variety of situations, thus fostering a positive culture within the organization.

Another important ingredient of effective leadership is adaptability based on the application of emotional stability. The ability to adapt to any situation is very important for

any leader. They do not accept the "status quo". They are comfortable in letting go of assumptions about how things should be done. Leaders are able to enter another significant area, take initiative, and have self-drive for achievement. Leaders with initiative are able to take anticipatory actions to avoid potential issues. They also take advantage of the available chances (Goleman & Boyatzis, 2017).

Based on an assessment done in Mexico, Rodrigues and Rebelo (2020) note that there is a positive link between the application of EI and the performance of the employees. They further indicate that there is a connection between the performance of the organization and the leader's level of EI. The study also indicates that an effective leader with a high EI is capable of being compliant with the set rules and use them to the benefit of the organization by creating a positive environment through good relations with employees and clients.

Guntersdorfer and Golubeva (2018) did a study that assessed the link between conflict management style and the concept of EI in Brazil. The study examined variables linked to the application of the EI. The findings indicated that there was need to create awareness on leaders on how to use their EI in order to have positive conflict resolution styles. Godse and Thingujam (2010) further indicated that EI is strongly correlated with leaders who have the ability to ensure that there is effective management of conflicts taking place within their environment. The avoiding style is not linked to any aspect of EI. Their study was based on the Egyptian business environment. The study indicated that IT individuals with a higher EI had a better chance of adapting to the styles used in the resolution of conflicts based on any situation that might arise within the work environment. Social skills based on the EI are key to the creation of positive interpersonal relationships that enhance job satisfaction through reduction in the occupational stress (Abraham, 2015).

The findings of the study were similar to those captured by Quintero, Vera, Morales, Zuluaga, and Fernández (2020). They found out that application of EI in leadership is crucial in the effective resolution of conflicts that might end up hurting the performance of the employees and the organization in the long run. Leaders are required to have a higher EI in order to have a good relationship with those who they lead. Feyerabend, Herd, and Choi (2018) did a study aimed at assessing the link between cognitive intelligence, emotional intelligence, and performance of employees in Ghana. The results indicated that cognitive intelligence had a relationship between EI and employees' performance. Based on the study, EI was positively linked to the performance concept and the application of the concept of organizational citizenship. As a result, it was noted that it is important to use EI in the prediction of the level of performance of the employees based on the strength of association that exists between the two. This is an indication that indeed, the use of the EI is critical in the analysis of the overall performance of an organization. It shows that EI and positive organizational leadership are crucial.

Bacon and Corr (2017) noted that there is a significant association that exists between the application of EI and the success of a project. This was based on the fact that managers of the project who showed a strong EI had better chances of having employees motivated, thus ensuring the success of the project. They further indicated that the success of a project is based on the leadership ability to employ the use of the EI components. From the assertions made by the two studies, it is evident that there is need to apply the use of EI to ensure quality leadership that can deliver the desired results.

Bacon and Corr (2017) also noted that there is need to ensure that leaders have the ability to improve their EI through the application of the three EQ sub dimensions (consciousness, sensitivity, and the ability to communicate). They indicated that it is critical

to ensure there is a positive performance of the project. They concluded that leadership is supposed to incorporate aspects of EI for there to be a chance of success in the activities that a business engages in.

Miao, Humphrey, and Qian (2018) found out that in China, there was the application of eight EI competencies among the construction managers in order to achieve effective leadership. The eight EI competencies were: change catalysts, teamwork, inspirational leadership, empathy, influence, conflict management, and service orientation. They noted that based on their good handling of the employees, the eight EI components had been key in the successful execution of their projects.

A study in Ireland by Rezvani et. al. (2016) reported that the EI of the project managers was a strong determinant of the success of the projects they were handling. This was based on EI and how they communicated. Additionally, Pryke, Lunic, and Badi (2015) indicate that EI is key in how a leader communicates with their followers. This is crucial for the performance of the employees. Sunindijo (2015) also revealed that EI has a strong influence on the performance, costs, and quality of a project based on the nature of leadership that exists, and how a leader communicates the goals of the organization.

In a study done in Australia, Petrides et. al. (2016) note that projects must only be handled by senior managers with the management skills required. There have been some promising findings in previous EI studies that indicate that preparations can be helpful to the growth of interpersonal and intrapersonal aspects of an individual with respect to identifiable relational abilities or attributes associated with integrated EI and ability models. This assertion has been supported by Boyatzis (2018) who presents driving principles for successful EI systems. The principles are based on three important facets that are critical to the success of EI training programs: individual preparedness for EI preparation, awareness

of EI criteria in relation to a specific job, and the ongoing reinforcement of transition. The most suitable method for the advancement of EI by organizations to improve managerial skills involves four stages: pre confusion and reflection, planning, intervention, and maintenance. According to the research, workshop-based systems often help to build and enhance EI.

In their assessment within India, Petrides et. al. (2018) have indicated that the EI of leaders is positively linked to the performance they give while at work, and also with their job satisfaction. Additionally, the EI of managers is positively associated with the performance of employees. EI is seen through a wide range of competencies that distinguish top leaders from average ones. Key issues that contribute to the achievement of leadership effectiveness can be seen through the emotional intelligence framework. A self-aware leader can easily discern how others are feeling and show empathy through a quick response. This is crucial for the creation of an interpersonal relationship that is positive in nature. Self-awareness, as part of EI has been linked to leadership.

A survey in USA by Rubens et. al. (2018) about self-awareness and leadership in terms of having individuals with strategic goals yielded intriguing results. It was noted that leaders with self-awareness regarding their personal emotions and how to control them tended to be effective in discharging their duties within an organization. Furthermore, the study indicated that EI was enhanced when a leader was self-aware, thus allowing them to be effective in handling stressful situations that they faced at work.

Carleton, Barling and Trivisonno (2018) conducted a study in the United Kingdom on the trait of leadership in regard to self-awareness and transformational leadership. The study concluded that self-awareness is critical especially to the leaders within multinational companies. This is because it allows such leaders to effectively handle the pressure that

comes with managing a global firm. Similarly, Marques et. al. (2019) also conducted a study in the United Kingdom on the effects of traits, self-awareness, and managerial skills on nursing entrepreneurship. The study established that the absence of self-awareness tends to demoralize a leader, thus affecting their overall productivity. Additionally, Aria, Jafari, and Behifar (2019) conducted a study which interviewed leaders within universities in Australia. The findings concluded that EI and self-awareness are linked. To be an effective leader, one needs to have self-awareness in order to experience better performance and motivate their followers.

Ma and Jiang (2018) conducted a study examining transactional leadership, transformational leadership, and creativity of employees in entrepreneurial firms in China. It was established that being self-motivated is critical for one to be a transformative leader. They found out that in China, leaders who displayed self-motivation tended to be in a better position to transform their organizations by enhancing employees' performance. Various scholars such as Anand, Vidyarthi and Rolnicki (2018) have examined the connection between relationship management and organizational leadership. Transactional leaders have the ability to praise and appraise their employees based on their performance. They tend to have superb and exemplary mastery of how work is done and how accomplishments are achieved.

In their study on EI in Finish firms, Bergethon and Davis (2018) noted that to be most effective, a leader has to permit and encourage emotionally smart norms, have constructive requirements, and make recommendations with the aim of having highly productive employees with a positive attitude. These habits may shape the behaviours of the employees to become goal oriented. They may also transform the team positively to become keen on achieving their objectives. This is based on the character of the leader

being self-motivated, which in turn motivates other employees.

Based on an assessment that was done in Canada, Elfenbein and MacCann (2017) indicated that the EI concept is key on relationship management. On the other hand, MacCann (2017) noted that leaders with relationship management skills have various leadership abilities and traits that allow them to be efficient. Lifestyle partially impacts peoples' judgment on emotional reactions and the level of achievements that they have. Some people lack the skills to interact with others since they might be holding higher positions that limit their socialization with them within the organization. As a result, they lack empathy. Leaders need to have a social life that will enable them to interact and learn about others in the society. The small circle of people within their social class makes it hard for them to understand others and be emotionally intelligent. Parents need to consider grooming their children in all aspects. Those who grew up in needy backgrounds are most likely bound to ignore the emotions of well-off workers. As a leader, one must appreciate that everyone is important (Mwongeli & Juma, 2016).

EI helps a leader to have relationship skills. Relating well and showing empathy are important elements when differentiating between leadership and management. Managers have their focus on putting systems and structures that give them control to ensure things are done right (Hayati, Atefi & Ahearne, 2018). As argued by Akbari et. al. (2017), leaders have their focus on the development of a common vision. They motivate and engage people to ensure that they contribute to the vision. The engagement given by the leader also encourages people align their self-interests with those of the organization. Leadership is about persuading people and motivating them to work towards the attainment of the organizational goals. Leaders ensure that employees have the right environment to pursue their goals. Motivating, engaging, and other emotional components have been found to

form the foundation of transformational leadership (Goleman & Boyatzis, 2017).

Similarly, there is a positive correlation between inspirational leadership and relationship management. EI is associated with self-management and motivation. These two are associated with optimism which is an important component of inspirational leadership. Inspirational leaders are effective in handling failures and their demotivating aspects (Goleman & Boyatzis, 2017). Effective leaders are not biased. They put the interests of the organization above their own. They also appreciate that they have personal flaws, and so they have room for improvement in their leadership practice.

Bligh, Kohles, and Yan (2018) conducted a study in China on the need to have an effective relationship management in leadership and organizational change. One of the objectives of the study was to look at how relationship management is linked to effective leadership. The study found out that leaders who were capable of handling their emotions well and those of others at the workplace tended to be effective in management.

Miao, Humphrey, and Qian (2018) assessed EI and authentic leadership based on the application of meta-analysis in China. Their study found out that EI is sufficiently linked to the leader's ability to manage their reactions to the emotions of other people. They noted that an effective leader with good management of their EI tends to handle all conflicts linked to emotions that can ruin the performance of an organization.

Snowden et. al. (2018) explains that a framework of EI (relation management) represents the basis for mastering capabilities that result in outstanding performance. The other key issue of leadership connected with EI comes in the form of being social with other people. Relationship management tends to determine a leader's sensitivity to others. This is based on how they interact with the social environment at work. This ability is crucial for outstanding performance when there is focus on interaction with people. Leaders

with relationship management skills are able to pick up and understand concealed messages hidden behind in particular behaviours during interactions. Self-awareness is related with developing competencies such as customer service orientation and organizational awareness.

Empathy is another key factor in the application of EI within organizational leadership. In Rwanda, Eldor (2018) took a broader perspective. He found out that empathy has a great impact on EI's contribution to occupational success. He views EI as an increasingly essential component of achievement in life and also within the workplace. On the other hand, Kremer, Villamor, and Aguinis (2019) recommend that leadership is a crucial aspect in a group's effectiveness based on the application of empathy. EI presents the foundation of a selection of components for group success based on empathy (Keller, Chew & Turner, 2018).

Kremer, Villamor, and Aguinis (2019) conducted a survey done in the United States of America and made an emphasis on the importance of empathy and constructive feelings in a crew's effectiveness. They indicated that the power of team building creates a cohesive emotional connection that allows teams to have increased performance even in the midst of challenges. Kremer et. al. (2019) observed that three successive aspects should exist for empathy to be there: trust, respect, and understanding by all the employees. The clients' needs from the organization should also be met. For effective relationship management to be realized, there ought to be enhanced participation, collaboration, and cooperation at the workplace to create an effective team by the leader. This will then lead to better decisions, creative solutions, and better productivity among the employees. This can be achieved through application of EI in the organization leadership.

The role of gender in the application of EI is also key. Gender is a key factor in the

perspective of EI. Males and females relate to socialization in different ways (Dunaway, 2019). Wijekoon et. al. (2017) did a study in India and Sri Lanka among medicine students that showed that women have higher EI than men. This was visible in how females related to occurring issues of life. They emote fast. Their emotions are about 80% true than those of males who, at times, pretend to flow with the occurrence.

Culture also shapes the gender perspective in different continents. Culture and gender are associated with the way they influence EI in the African continent. A man is a symbol of superiority. He is trained to avoid showing emotional signs of weakness. He should hold them back at all times. Women, on the other hand, are looked down upon and perceived as weak leaders based on their EI. Such claims make women become a little stronger on emotions. They can easily escape stress just like most men. Frequent emoting by women in Africa suggests that they are emotionally weak, and that is why a greater number of African leaders are men. They are stereotyped as weak leaders (Brescoll, 2016).

Mayer, Oosthuizen, and Surtee (2017) conducted a study on EI and how it influences the success of female and male executives. The study revealed that there are no significant differences in the manner in which male and female executives showed their EI and social intelligence competencies. It also noted that the success of the men and women in leadership positions were the same. The study also noted that gender is key in determining how leaders handle their competencies. Male leaders showed more success despite the fact that female leaders too showed their ability to employ the use of EI. In essence, despite the similarity in the manner in which the leaders were able to show EI, success was more common among the male executives as compared to the female executives.

Based on the study done by Shapira-Lishchinsky and Levy-Gazenfrantz (2016) in Ireland, EI is critical in the leadership styles that both genders employ. Male leaders were deemed to achieve more success despite the fact that both genders had the same levels of competencies. There were four different skills that were based on how the leaders from both genders handled their roles against the conventional ways of handling issues.

Girma (2016) identified a number of research areas in the field of project management that would benefit from further research. He argues that through shared emotional experiences between leaders and their colleagues, there is an increase in solidarity and morale in groups. This is found in groups led by men. EI is a key aspect on a leader's ability to be socially effective. It is considered in leadership literature as a key determinant of powerful management and organizational leadership.

Male leaders are efficient at executing roles at all the stages of any business. Nevertheless, the EI of a leader performs a vibrant role in the value and usefulness of social interactions with different persons. Male employees with excessive degrees of EI can also have effective interactions with others in teams that are male dominated. There is the need for the leader to ensure that they encourage the use of EI at all times (Girma, 2016). The findings by Troth et. al. (2018) indicated that male leaders who were exceedingly visible in having the potential to compare, understand, and see through different emotions were in a good position to easily regulate the change and fall of their social surroundings and assemble reassuring systems based on the EI application. An excessive degree of EI tends to allow a pacesetter to be better placed to screen how group participants feel, and take the right action in dealing with some of the challenges that they are facing.

Sharing emotions is also key in the development of an effective EI-based leadership. According to an examination done by Laschinger and Read (2016), 90% of the

participants revealed that they did not know how and when to air their personal problems to their leader. 91% of the respondents said that when they faced challenges and limitations, they reflected back on the times they faced similar limitations and overcame them. They believed that they would do very well in situations they had been in before. A non-conclusive majority (53%) did not concur with the argument that a number of the essential events in their lives led them to re-evaluate what was important and what was not. An accurate proportion (73%) concurred that once their temper changed, they saw new possibilities. Those feelings were among the factors that made their lives worth living. They were aware about them, and they enjoyed them. This, therefore, ensured that they were in position to be effective in the management of the tasks that had been allocated to them. This was based on having leaders with EI who guided them on how to handle the personal challenges that they faced.

According to Laschinger and Read (2016), people have expectations of good things happening. This makes them share their emotions with others. When a positive feeling is experienced, leaders with EI know how to make such emotions last. Data shows that about 79% of the respondents only attended to events enjoyed by others, thus making them happy while giving a good impression on others. This is because they tended to appreciate the nonverbal messages that they sent to others (Laschinger & Read, 2016).

As argued by Laschinger and Read (2016), they had control over their emotions. This means that they were able to recognize their personal emotions when they experienced them (Laschinger & Read, 2016). Most of the leaders studied (85%) agreed that what motivates them was the imagination of a good outcome of a task that they were undertaking. They were also in agreement that they complemented others when they had done something good. Leaders with EI appreciated the importance of non-verbal messages sent to their

subordinates. For instance, when someone shared their life experience with the leader, they felt as though they were the ones that experienced the event. However, 93% of those interviewed were opposed to the notion that they were able to discern the feelings of others by simply looking at them. Consequently, they could not tell whether they touched the feelings of other people when they were emotionally down (Laschinger & Read, 2016).

It also means that having EI allows the leader to understand that an outcome can have two specific outcomes. The first outcome is the nurturing of relationships due to the elimination of barriers, creation of trust, and development of loyalty in an organization. The second outcome is the removal of all the trust that had been established before (Laschinger & Read, 2016). The whole essence of leadership is the interaction of the leader with the subordinates. According to Hayati, Atefi, & Ahearne (2018), emotional awareness and regulation tend to become important factors when on the quality of social interactions. This means that social intelligence is an important trait of a leader when leadership is analysed in a social context (Hayati, Atefi, & Ahearne, 2018).

Research by Goleman (2017) shows that there is a strong relationship between transformational leadership and emotional intelligence, and a lesser correlation with social intelligence and cognitive intelligence. A transformational leader has to possess different types of intelligence, with social and emotional intelligence being the most important as they help them to inspire employees and build stronger relationships. Effective leaders have EI as a common factor. This means that EI helps a leader to effectively manage their roles. It also implies that one can have the best education and other qualifications, but without EI, then he or she may not become a good leader. Research supports the argument that EI is important at the top level management of an organization where technical skills are less important. It is also evident that transformational leadership, which is considered the best

leadership style, depends heavily on EI (Hayati, Atefi & Ahearne, 2018).

It is important for the executives to appreciate that some of them have some mistakes or flaws that affect their decision making. They should recognize that they need assistance from others in the organization in order to run it on transformational leadership style. Failure to acknowledge mistakes in decision making will effectively ruin the organization (Goleman & Boyatzis, 2017). Self-awareness helps a leader to deal with their weaknesses. They do so by empowering others and also by learning new skills.

Self-motivation comes from setting high standards and appreciating that there will be barriers to the process of working towards the set goals. A leader has to challenge himself or herself to find ways around such barriers. They need to practice self-regulation to be able to manage emotions. Since leadership is not always easy, the leader has to always remain calm, deal with pressure, and stay optimistic at all times. It is also important for them to accept inadequacy and use every opportunity to improve their leadership skills and build relationships in the organization. According to a study by Goleman and Boyatzis (2017), the positive correlation between EI and effective leadership is proven by the observation that effective leaders tend to direct and motivate people. That's transformational leadership. As a leader, having self-control and management means that one is able to have a positive impact on their subordinates. Research shows that leaders with the ability to understanding their own emotions and those of their subordinates are able to develop trust, motivation, and commitment in the organization. Effective leaders are able to develop strong relationships with their subordinates, hence they have an individual consideration towards them and the organization in general.

Recognition of a leader's own emotions and those of their followers helps in inspiring and building strong relationships. As posited by Goleman and Boyatzis (2017),

people with EI lead better than those without. It is also evident that people with EI will be appropriately skilled at what they do on a daily basis. Consequently, having EI means that one is able to align a situation with specific needs. Research implies that having EI leads to better relations and collaborations.

More so, having EI causes one to develop organizational citizenship behaviours, have a better understanding of the job behaviours, and develop perseverance of bad behaviours by others. EI helps one to have an idea of what happens in their surroundings as compared to others who do not have it. Research also shows that employees with EI have better job satisfaction, and hence better job performance. Job satisfaction is essential as it implies having a workforce that is committed to the goals of the organization, and a reduced turnover (Shafieihassanabadi & Pourrashidi, 2019).

According to Goleman and Boyatzis (2017), organizations always strive to retain the most competent employees. Such employees are also in a better position to improve customer satisfaction, productivity, and profitability. In a research conducted by Miao, Humphrey, and Qian (2016), organizations that have emotionally intelligent employees tends to have more gains compared to others. The best way for an organization to attain great results is by having EI administered at all levels. The connection between EI and the success of an organization calls for the HR practitioners to take it seriously as it affects the social capital and the emotional and production elements of the entire organization. EI helps in the attainment of organizational goals as it means that the organization has the right talents.

Emotional intelligence has become important in helping leaders to manage challenges that they face in leadership. Leaders who follow EI tend to make better decisions and policies toward the attainment of organizational goals. With most organizations

looking for exemplary talent as a competitive advantage, EI is an added advantage for those aspiring to be leaders within organizations. Emotional competence is important in leading others on a path where they can do their jobs more efficiently (Osman-Gani, Anwar & Hamid, 2017). Leaders who lacked interpersonal competence recorded reduced performance in their units, found themselves wasting time, recorded lack of inspiration and commitment, and experienced resentment from their followers. This means that a leader's emotional competence can be measured through the number of talented employees that the organization retains, or the turnover rate (Osman-Gani, Anwar & Hamid, 2017).

Although having a high IQ is important in today's leadership roles, EI ultimately determines whether the leader will be effective or not. Research by Baczyńska & Thornton (2017) shows that EI allows a leader to become a better decision maker, and to bring out the best in those that they lead. The authors also argue that the 21st century leaders have to be innovative in their skills to align them with EI. Future leaders will be evaluated in terms of how well they can show empathy, and not on the basis of having firm and strong abilities as has been in the past.

Studies such as that by Dulewicz (2016) show that EI is a multiple intelligence framework that comprises of emotional, social, and cognitive intelligence. The implication is that having face to face communication is important in relationship management within the organization. The study by Dulewicz (2016) posits that transformational leadership can be predicted through the use of the multiple intelligence framework. There is an association between EI and the three tenets of transformational leadership: motivation, individualized consideration and reward, and idealized influence. The other leadership styles such as active, passive, and laissez-faire are not usually associated with EI. For a leader to be effective, they have to understand that employees are the most important stakeholders in

the organization, and that they are needed for the organization to be able to achieve its goals. A leader cannot be called so when they do not have anyone to lead. In order to succeed, the leader must understand what motivates their followers, and putting the interests of the employees first.

The above argument raises the question of what defines a successful leader. It is evident that for a leader to succeed, they have to always remain flexible, adaptable, and understand others within the organization. For example, the leader can spend time with different employees in the organization, not just those who report directly to them. Micromanaging everything is not ideal for a leader. It is important for them to listen and engage the subordinates in the decision-making aspects of the organization. A study by Higgs and Dulewicz (2016) shows that a leader's empathy is mostly important during a season of change. This is because at this time, ugly conversations happen among the subordinates.

Employees are inspired and motivated when they have an effective leader to follow. A leader has to have a vision that is shared with the subordinates for them to comprehend. It is the role of a leader to communicate with them to help them understand the role they play in the attainment of the vision. The leader should also hold himself or herself and the organization accountable. This implies that the leader should put the vision above personal success. For the leader to achieve the vision or the goal, it is important that they promote working relationships with all the stakeholders in the organization (Higgs & Dulewicz, 2016).

An effective leader is able to understand that a hierarchical structure does not yield power and influence. Their path to success is through influencing and networking-meaning that inspiration, accountability, and building relationships are key elements in

mastering leadership. One can develop their leadership skills by focusing on interpersonal and intrapersonal relationship skills. Higgs and Dulewicz (2016) argue that the three common elements of effective leadership are strategic thinking, technical skills, and knowledge.

The above argument shows that for one to be a great leader, they need to have EI. It helps in adding competence. Leaders who are able to manage their emotions tend to develop trust, motivate others, show sympathy, and convince their followers to follow a certain path. They have to understand their personal emotions and those of their followers. Addressing one's emotions provides a foundation for understanding those being led. Hiding your emotions makes you an incompetent leader as it can actually affect your followers (Higgs & Dulewicz, 2016).

A study in Rwanda on EI and servant leadership by Brubaker (2015) showed that there is growing criticism among African researchers that most EI and leadership models are primarily based on Western cultures, and therefore biased against African cultural context. As a way of addressing this challenge, African researchers have attempted to construct their own equivalent concepts based on cultural backgrounds. This has led to the emergence of organizational behavioural studies in South, East, and Central Africa where a philosophy of 'Ubuntu' that is common among the Bantu people has taken root. 'Ubuntu' Philosophy emphasizes the interconnectivity of self with society, and the extension of humanness to the community. This generally relates to EI dimensions such as self and relationship management. Billsberry et. al. (2018) conducted a study on leadership and awareness. The findings indicated that a leader capable of feeling and expressing empathy is effective as they can handle the affairs of other people efficiently. Sosik et. al. (2018) did a study that showed that empathy is critical for EI in leadership.

Locally, Kenya has not been left behind in the quest to have responsible leaders with good qualities and attributes. The Kenyan Constitution placed the leadership and integrity framework in chapter six to dictate the required attributes in a leader. The clause states that state officers are servants and not rulers. However, there is little research literature available in Kenya on the relationship between EI and effective leadership. Empirical studies have so far dealt with EI and leadership styles (Dei, D, Osei-Bonsu & Dowuona, 2016).

The research by Tanui, Were, and Clive (2018) suggested that utilization of EI is significant in transformational leadership in public universities. They established that there is a positive link between the application of EI and transformational leadership. The effectiveness of a leader was linked to the EI aspect. It recommended further studies because there were more implications for theory and practice. Despite the popularity and the extensive studies that have been conducted on EI, there are still controversies surrounding it among various scholars. This is based on the manner of the application of EI and its legitimacy based on various models that are available (Haber-Curran & Shankman, 2018).

Through the analysis of the available data on EI, it is clear that more information is needed in order to find out the role of EI in the development of leadership. This observation is based on the inconsistencies linked with the effects of EI on the development of an effective leader. The argument has indicated that there is need to ensure proper analysis of the EI concept and leadership (Alferaih, 2017).

There are various contradicting theories that are based on the application of EI at the infant stage. The contradictions indicate that there is need to ensure there are more studies on EI based on the various challenges that have been linked to its application

(Zhoc, Chung & King, 2018). They have also indicated that the criticism on EI is based on the fact that there is a tendency for it to be misinterpreted. This is also based on the application of the various aspects of EI. Further, this argument is based on the fact that EI is not considered to be part of peoples' intelligence. There is a more general argument by Goleman's approach that is based on the fact that there are various categories of intelligence that do not factor in the aspect of emotions (Eysenck, 2000). This indicates that the entire concept of EI is not validated just by its applications (Wang & Ward, 2019).

According to Alagaraja, Cumberland, and Herd (2017), there exists cultural and contextual understanding to avoid conflict in the literature between the quest for universals and the identification of cultural contingencies in leadership theory. There is scarcity of leadership literature in Africa which limits knowledge on the subject matter. It calls for additional research on all issues touching on effective leadership. The study made recommendations about incorporating EI into leadership development programs to equip leaders and managers with knowledge on leadership for organizational success.

Self-regulation

There are six other components of self-regulation besides competency. These include adaptability (being flexible), transparency (upholding honesty), controlling emotions, keeping impulses in check, taking responsibilities, and working on them accordingly to attain goals. Even though challenges come along as goals are pursued, positivity should be highly maintained (Shamir-Inbal & Blau, 2020).

According to a study by Gaur and Gupta (2017) on self-regulation as part of EI in India, it was noted that EI ensures there is mental clarity that influences the development of a leader who is capable of handling their emotions in an effective manner. More so, EI ensures that there is management of disruptive emotions that may affect a leader. Leaders

should be in a position to handle their own emotions before handling those of other people. The effects of emotional leakage are risky to the public. They can damage the reputation of a leader and their organization (Gaur & Gupta, 2017).

Gaur and Gupta (2017) further indicated that self-regulation ensures that there is transparency in organizations in terms of how they are led. This has been found to be crucial in the management of peoples' impulses, hence ensuring that a leader behaves in a manner they will not regret. People with high EI are in a position to ensure that there is proper management of the actions they take based on their emotions (Petrides et. al., 2018). Therefore, self-regulation is a key quality among effective leaders. Being emotionally intelligent and having skills and good personality helps a leader to possess good insights, and to make good decisions, thereby achieving success. An emotionally intelligent leader is more likely to do positive things and influence the workers positively.

Gaur and Gupta (2017) also indicated that the concept of self-regulation and management by a leader, especially if they are working under pressure, is crucial in cultivating leadership traits that can be used in realizing the desired results at work. Such point out to growth in organizational leadership. On the other hand, in their study on EI and organizational leadership in Pakistan, Hans and Gupta (2018) noted that the concept of self-regulation is of great significance, especially when formulating the job description for leaders within various NGOs. Tsaur and Ku (2019) also noted that self-regulation was essential to organizations found within the Asian region where there was poor emotional management by leaders and managers of the various organizations.

Kunagornpitak, Sanrattana, and Oaks (2019) further indicated that leaders with self-regulation tend to avoid getting angry at employees performing poorly, and instead show them how they are supposed to work to yield good results. This indicates strong and

inspiring organizational leadership. Shaaban (2018) assessed the role of self-regulation as part of EI amongst leaders in Africa with particular emphasis on Egypt. The study assessed the ability of leaders to handle their emotions and feelings whenever they were handling their tasks such as handling other employees. On the other hand, Otieno (2018) noted that with proper emotional regulation and management among leaders, there is the likelihood of better performance in public institutions in Kenya. This is based on the finding that such leaders tend to be effective in establishing effective organizational leadership.

Mutangili (2020) argues that it is considered that problems related to assertive leadership can be better observed from the position of the leader since the assertive leadership construct is mostly based on self-awareness rather than the evaluation of other individuals. Furthermore, the study indicated that self-regulation and self-awareness were positively and significantly related to organizational development. Based on the study findings, the study concluded that regulation and organizational development is positively and significantly related as was the case for self-awareness, which was also positively and significantly related to organizational development.

Abid et al. (2021) did a study on the positive personality traits and self-leadership in sustainable organizations and mediating influence of thriving and moderating role of proactive personality. Data was collected in two-time waves to minimize common method bias from 245 employees working in different public and private sector firms by utilizing survey methodology. The study tested the hypothesized model with the help of Hayes' PROCESS macro. The study found that hopeful and optimistic employees are more likely to thrive at work through the better experience of learning and vitality. This, in turn, boost a person's self confidence that driving to set stretch goals which allow them to develop self-leadership abilities. It is also found that the positive linkage between the hope and self-

leadership is stronger for employees higher on proactive personality than for employees with lower proactive personality.

Xie, Hensley, Law and Sun (2019) did a study on self- regulation as a function of perceived leadership and cohesion in small group online collaborative learning. Data included surveys and online discussion logs from 171 students in an undergraduate online course. Through correlation analysis and structural equation modelling, the results revealed unique contributions of task and relationship leadership in small group collaborative learning. Each form of leadership may translate into greater use of self-regulation strategies that align with students' focus on either the instrumental or interpersonal resources related to academics but may bring about a corresponding lower utilization of other types of self-regulation strategies. Further, results indicate that students' perceptions of group cohesion provided the most robust and multifaceted positive associations with learning engagement.

Tahir and Khan (2019) did a study on self-regulation impairment source of abusive supervision leading to employees' turnover intentions with moderation of resilience in Pakistani service industry. The findings of this study confirmed the role of self-regulation impairment as a source of abusive supervision which further leads to deviant behaviors of employees in form of their intentions to leave the organization. This study encourages the companies to invest in programs which help employees develop resilience which will help them fight adversities at workplace and prevent depletion of their psychological resources which becomes a trigger to the whole cycle of abuse.

Mohamadi Javid, Shahriari Ahmadi and Sepahmansour (2019) did a study on comparison on effectiveness of training cognitive self-regulation and information technology on the employees' organizational intelligence in Ministry of Culture and Islamic Guidance. The statistical population consisted of all employees of Ministry of

Culture and Islamic Guidance, which were 1050 staff in Tehran according to the statistics office of this ministry in 2017-2018. Given the semi-experimental nature of the research, 60 employees were chosen randomly and after matching based on the criteria of age, gender, and working background, they were assigned into three 20-individual groups. The research findings suggested that the difference between the experimental groups and the control group is significant at 0.001 level. This means that both educational methods for training information technology and cognitive self-regulation have caused enhanced organizational intelligence, while no significant difference was observed between the experimental groups ($p > 0.05$). This, suggests that both trainings have had the same effectiveness on organization intelligence.

Zhang (2019) did a study on the bright side of stressed frontline employees in service recovery: the combination causes of organizational empowerment and self-regulation processes. The study adopted fuzzy-set qualitative comparative analysis (fsQCA). Following the procedure of applying fsQCA, including data calibration, truth table construction and fsQCA analysis, the 287 dyadic data from the express mail industry was collected and analysed. The findings show that organisational empowerment is a sufficient antecedent for high SRP, especially in cases involving frontline employees with strong service recovery awareness and positive work engagement. Moreover, in the context of organisational empowerment, a reasonable level of emotional exhaustion represents a positive impact on performance in service recovery.

Marques-Quinteiro, Vargas, Eifler and Curral (2019) examined employee adaptive performance and job satisfaction during organizational crisis: the role of self-leadership. Findings suggest that change in the level of self-leadership is positively related with change in the level of adaptive performance and job satisfaction over time. This study presents new

evidence that individual adaptive performance and job satisfaction can be enhanced through self-leadership training. Self-leadership training can be used as a valuable tool to help organizations improve employees' adaptive performance and job satisfaction, especially during organizational crisis.

Relationship Management

Relationship management is defined as one's ability to take into consideration their own emotions and those of others, and merge them in a manner that ensures there is effective relationship with others. It also refers to the continuous process of ensuring that there is effective management, evaluation, and reinforcement of one's actions when dealing with other people (Goleman, Boyatzis & McKee, 2012).

Since relationship management is about understanding others, it is therefore the means of relating with them in order to improve their performance (Miao, Humphrey & Qian, 2018). In the same manner, relationship management is based on one's interpersonal relationship skills when communicating with others. It is built on the ability to communicate with others to ensure that they are inspired (Goleman, Boyatzis & McKee, 2012).

A major component of relationship management is empathy. Empathy is critical in enhancing positive behaviour by a leader (Muller, Pfarrer & Little, 2014). Mishra (2018) indicated that in an organization, leaders who often show empathy tend to influence their employees positively. Martini, Suardana, and Astawa (2018) have argued that empathy is a necessary leadership skill based on its role in the management of employees, and the overall running of an organization. They have indicated that a leader's ability to show compassion to others, and more so the employees, is crucial in the overall performance of

an employee. This ability is essential in today's management of an organization.

Jain and Duggal (2016) examined the influence of transformational leadership and emotional intelligence on organizational commitment. The data was collected from 120 respondents from different organizations of IT sector of India. The study found that transformational leadership and emotional intelligence were related to organizational commitment. Both transformational leadership and emotional intelligence were found to have the significant influence to organizational commitment. This shows that transformational leadership and emotional intelligence have significantly enhanced the organizational commitment in Indian IT companies. This study also revealed that charisma aspect of transformational leadership and relationship management in emotional intelligence emerged as the most important factors that influence performance of organization.

Gavgani, Aghazadeh and Kheirabadi (2015) did a survey on relation between customer relationship management and organizational effectiveness: the case study of Emam Reza hospital in Tabriz. The study noted that relationship management and leadership are related to organizational effectiveness. In addition, leader's knowledge is positively correlated with organizational effectiveness and leadership perceptions.

Shahghasemi and Shad (2015) examined is the relationship between relationship management dimension of emotional intelligence and organizational citizenship behaviour? The results of inferential statistics have shown that there is a significant relationship between relationship management dimension of emotional intelligence and organizational citizenship behaviour among employees and faculty members of Islamic Azad University of Shirvan with 99 percent precision. Conclusion: The results of independent t-test indicate that there is not a significant relationship between the size of

organizational citizenship behavior and employees and faculty members.

Moshtari (2016) notes that resource complementarity and relationship management capability are significant factors influencing collaborative performance through their effects on partners' mutual trust and reciprocal commitment, and that partners' compatibility (i.e., missions, values, and operational methods) does not significantly drive success or failure of collaboration between international NGOs. These results suggest that given the present diversity of humanitarian organizations' characteristics, the success of collaboration is associated with the partners' level of understanding of each other's objectives, operations, and values, and to the extent to which organizations efficiently communicate and coordinate their joint activities.

Mathew and Gupta (2015) have argued that transformational leadership style is relationship centred and transformational leaders influence the team to do more than expected. People will follow a leader who inspires them. It is generally accepted that leaders with strong relationship management skills perform better than leaders without these skills. But sometimes very intelligent leaders fail. Often these failures are due to problems that arise while relating to team members or bosses or clients. In today's business environment intellect alone won't make great leaders. Leaders are being judged by their ability to handle themselves and the team. A leader with vision and passion can achieve great things by injecting enthusiasm and energy. Today leaders are expected to guide, motivate, inspire, listen, persuade, and create significance. Hence dealing with emotions is a crucial part of a leaders' success.

Jonck and Swanepoel (2015) have noted that relationship management facilitates the interaction and includes the adeptness at inducing desirable responses in others, aiding others to develop themselves as well as the establishment of high-quality relationships

within an organization. They have further indicated that relationship management is this being the ability to generate appropriate behaviour among leaders. Relationship management consists of team cohesion, motivation and persuasion through the accurate comprehension of other's emotions and intentions.

In their study in the United Kingdom, Kock et. al. (2019) have indicated that leaders who show empathy towards their employees have a 40% chance of performing better since they are in a position to effectively coach their employees and engage them. Therefore, such leaders are in a position to effectively transform organizational leadership. Leaders with empathy are keen listeners. They pay attention to emotional cues. They are sensitive and understanding. As a result, they quickly understand other peoples' needs and attend to them. In example, the teacher-student relationship justifies the benefits of an understanding and empathetic leader (Kock et. al., 2019; Gill et. al., 2018; Kock et. al., 2019).

In their study in the United States of America, McClean and Collins (2019) revealed that there was no relationship between relationship management and one's leadership skills. The study obtained a significant value of .23 based on the regression analysis that was conducted. It indicated that various external factors had been found to affect such a relationship. One of the major factors that influenced the relationship between the two variables was how difficult it was to understand some people. This is therefore an indication that in the current study, leaders might find it hard to understand the emotions of their employees. Moreover, they did not know how to employ EI in such situations, hence the negative relationship between the two concepts.

In study on EI and leadership among companies in Ireland, Torain (2018) noted that leaders with a low EQ have a tendency of making various assumptions based on the emotional crisis that other people experience. They believe that there is a negative attitude

hidden behind other people's behaviours. Therefore, when emotions are triggered, they are quick to assume the worst in other people. On the other hand, leaders with a higher EQ often resort to empathy as a measure of their emotional reactions to other people. They tend to understand people, thus ensuring that situations are handled well, thanks to the effective use of EI principles. The traditional ways of handling things should still prevail to the extent that those at the higher offices are the bosses, while those at the lower cadre take orders. The 'bosses' know everything that happens in the organization. The rest only happen to hear rumours of what is happening, or have no clue at all.

In their study on the relationship management as part of EI in China, Zhang, Cao, and Wang (2018) noted that relationship management has two major key elements: communication and conflict resolution. In diverse organizations, conflict occurs in different forms. Unavoidable clashes happen between departments. This can be between those in higher versus lower ranks, among lower ranks themselves, and also among higher ranks too. As this conflict occurs, certain people get affected either as groups or individuals. All in all, jurisdictional differences occur among individuals, departments, unions, and management. The source of these conflicts could be due to enmity that exists among individuals, jealousies, personality clashes, differently defined responsibilities, struggles for power, favours, and social statuses. Potter et. al., (2018) have noted that conflict resolution is a method used in the elimination of the sources of conflicts within the workplace. Relationship management can be about how people convey their emotions.

Relationship management could also incorporate the aspect of team work and collaboration with other people (Goleman, Boyatzis & McKee, 2012). In his study on the application of relation management in Canada, Barsade (2012) noted that all managers and teams are considered as a collection of people. Both can consider the emotions of other

people when they are together. It is crucial to ensure that peoples' emotions are positive in order to enhance the performance of the group without causing any emotional conflicts. On the other hand, in their study in the United Arabs Emirates, Maamari and Majdalani (2017) indicated that relationship management can be used to enhance a leader's relationship with people of diverse backgrounds with the aim of realizing the organizational targets.

Maamari and Majdalani (2017) have further indicated that good organizational leadership is achieved through effective collaborations and application of the EI aspects such as relationship management. Hassan, Bashir, and Abbas (2017) conducted a study in which one of the objectives was to look at the link between relationship management and transformational leadership as part of NGOs' leadership development in Pakistan. The study indicated that EI is crucial in the transformation of a leader. For instance, it noted that when a leader is able to manage their relationship with other people within the organization, then they can lead such people effectively. A leader who intends to transform an organization must understand the emotions of other people at the workplace and how to handle them without causing major problems. Relationship management can be improved in several ways (Park et. al., 2018).

In his study on relationship management among NGOs in London, Suwandana (2019) noted that a leader has to enrich their natural communication style through effective relationship management. Despite the confusion, disappointments, and other challenges that come along while communicating, do not hesitate to speak out since it shapes your relationships. The study also noted that there is need for a leader to be notebook friendly. Jotting down notes improves a leader's communication skills as they are able to respond to their colleagues from a point of knowledge. From time to time, reflect on how your communication style is. Is it direct or indirect, entertaining or boring, chatty, curious,

serious, etc. Also, identify what people really appreciate when you write down your notes. In addition, note down the negativities that erupted during your interaction process.

In their assessment on relationship management and leadership among firms in Orlando, Park et. al. (2018) indicated that leaders might face challenges such as presence of trouble, strange reactions, and confusion, all which are prompted by various reasons such as misunderstandings. When this happens, leaders should weigh their responses and develop strategies on how to go about the situation. Never avoid what is unavoidable. As a leader, people can get to your last nerve by communicating rudely or expressing mean feelings towards you. It might be accidental or intentional. Despite all that, in one way or the other, you have to handle the situation. When a leader avoids the situation, they fail to create room for self-improvement. Therefore, face it. The essence of self-improvement is that self-awareness, self-management, and self-skills are continually built (Park et. al., 2018; Lin et. al., 2017).

In their assessment on relationship management and organizational leadership in New Zealand, Sadeh and Zilber (2019) noted that leaders are sometimes caught in the act, especially when they failed to deliver on their promises. They need to be open and clear about what they can and cannot do in order to improve their relationship management skills. For transparency to prevail, leaders need first to trust themselves. A leader's response to emotions will be the best option possible. Others around a leader will start believing in him and his actions. For all the relationships that are built at work, home or societies, leaders leave into work, trust, respect and acknowledgement must prevail or else the relationship is bound to last for only a short period. As effective managers, there is the need for the work environment to prevail with these three aspects so that a leader can rely on each other, help employees in need, have selfless relationships, be able to delegate work, feel motivated

through the acknowledgements, forgiveness and build functional teamwork.

Sadeh and Zilber (2019) have further indicated that trust is a very hard aspect to gain. It can be lost in a blink of an eye. It is always two-way traffic as much as leaders need to be trusted, so do the followers. Hence, the need to reflect on our behaviours so that we can adjust them to gain each other's trust by open communication, valuing people, working hard, being honest, respecting others and their opinions. Both need to arrive at a more trusting environment and a successful team spirit. To gain others' trust, we need first to ensure that we trust them and can rely on them not blindly, but through opportunities that present themselves in the followers and being able to delegate tasks to them.

The strong achievement ability involves determining and prioritizing activities without pride and using the most appropriate way that will drive them towards set objectives. Universally humans are driven because they can succeed at something. Once we achieve something, it changes the way we feel about ourselves, what we think about ourselves, self-worth, and value. The entire internal feeling is changed. This improves our self-esteem, progress, development and self-confidence. Externally we feel recognized, status rise, viewed as skilled and competent. This only makes us strive for more and more achievements which then improve our self-confidence. Hence, effective managers need to channel this need for the better of the organizational goals and objectives while encouraging the same people to use some of this need for personal development instead of total exploitation by designing work in such a way that employees can accomplish it to improve their esteem.

Ezzi, Azouzi and Jarboui (2016) in their assessment of the application of relationship management within firms in Morocco, noted that effective leaders recognize the importance of every one of their followers. They work closely with them by clarifying

objectives so that they all can work towards a unified direction. Goals and objectives regardless of the project ought to be very clear to each and everyone involved so that they are aware of what they were working towards and that deliverables are bound to change from time to time. Hogan mentioned that for leadership to be effective, especially in teams, leaders need to beware of groupthink, identify and recognize the differences people come with in workplaces. These are profession, conceptual skills, background, communication abilities, and so many more (Montano et. al., 2017).

Ukaidi (2016) assessed the impact that relationship management had on organizational leadership in Nigeria. The study noted that there is a need to turn these differences into organizational strengths and opportunities through relationship management. Since organizations are a group of people that require effective leadership, leaders need to be objective to their followers by understanding their situations and issues as it is and not as it ought to be so that they have the right information at hand for choosing the right leadership to implement. Different situations warrant different solutions. Montano et. al. (2017) noted that positive relationship management is key to the mental health of the employees in an assessment done among public institutions in Kenya. They further indicated that autocratic, laissez-faire, democratic and situational leadership styles are some styles at the disposal of effective leadership after identifying and understanding the situations faced. To decide on the best leadership style, leaders can engage followers in deciding together since they are involved. This can be treated as positive feedback from them and then the best style can be arrived at.

Self-awareness

Self-awareness is based on the ability for an individual to understand their motions (Joseph et. al., 2015). It is also based on how one relates to other people, understanding the

feelings that they have and also the needs and wants of them to have to gain full knowledge of them based on their emotions (Huda et. al., 2018). Leaders have to suspend doing what they like to do to practise self-awareness noted by Zimmerman et. al. (2019).

Sysvalgaard (2018) based on his study done in the United States, noted that leaders with self-awareness skills, irrespective of their positions, willingly lead as needed. Furthermore, as by example, they also work hand in hand with their colleagues while holding them accountable. By doing so, articulates and stimulates enthusiasm for a shared vision and mission. Excellent performance is witnessed. The aspect of self-awareness is crucial based on how it enhances the awareness that a leader has that allows them to understand themselves. If the leader can understand the strengths that he or she has will influence them positively when it comes to building positive leadership traits.

Huhtala and Kunnen (2019) conducted a study in the United Kingdom that found a significance level of .07 which was more significant than .05. The study indicated that there was no relationship when it comes to the application of Self-awareness and the concept of leadership. The study stated that various factors were found within the work environment that hurt how a leader can use EI. Thus, preventing the realization of the positive results that a leader might have. For instance, the study indicates that there are factors such as an unsupportive work environment that harm how a leader can use the emotional intelligence that they have as it creates internal conflicts. It was also noted that there are some cases whereby in some organizations, the policy restricts the jokers in a manner that ensures that they are not in a position to ensure that there is effective handling of the EI in the execution of their duties. This comes from being self-aware and using that aspect in the management of people.

Huhtala and Kunnen (2019) further noted that the negative relationship between

self-awareness and organizational leadership is based on the fact that there are organizations that have measures whereby the leader does not have a direct link to the subordinates and thus making it hard for them to have a direct influence on employees through the use of EI. Hence, harming how they are supposed to handle the emotional issues that touch on their employees.

Steffens et al. (2021) conducted a study on knowing me, knowing us: Personal and collective self-awareness enhances authentic leadership and leader endorsement. The study assessed examined how two aspects of leader self-awareness, namely, leader awareness of their (a) personal identity and (b) collective (group) identity, influence perceptions of authentic leadership and leader endorsement. Study 1 provides experimental evidence that (a) leader personal self-awareness has a somewhat stronger impact on perceptions of their authentic leadership than leader collective self-awareness, but that (b) leader collective self-awareness has a stronger impact on leader endorsement. These findings are replicated in a second field study with political leaders, and in a third experimental study with workplace supervisors. Results suggest that for leaders to be seen as authentic and garner support, they need to be seen as aware not only of who they are as individuals, but also of who they are as members of the collective they seek to lead. Implications for theories of the nature of self, authenticity, and leadership are discussed.

Crook, Alakavuklar and Bathurst (2020) did a study on leader, “know yourself”: bringing back self-awareness, trust and feedback with a theory O perspective. The study found out that leaders struggle with organizational constraints and boundaries, specifically the complexities that form and limit their leadership underpinned by unrealistic expectations due to the construction of romanticized heroic leadership. While these restrictions lead to feelings of detachment of leaders from their organizations, leadership

development exists in the acts of letting go of old behaviors, and welcoming emergence and experimentation by trusting more.

Steinbinder and Sisneros (2020) suggested that the cultivated self is a leader's greatest tool and to become a leader, you must understand yourself first. According to Corriveau (2020), recognizing and knowing your own life story and values, and having an ongoing commitment to self-exploration forms part of the self-cultivation process. Additionally, most leaders experience pressure to advance their self-mastery and to develop greater self-awareness; yet are given little guidance on what the concept of self is in relation to leadership. In regard to the part that the inner self of people plays in leadership, Aránega et al. (2020) asserted that "all of us possess some kind of internal theatre and are motivated by a specific inner script," and that people's "internal theatre" significantly influences their lives and castings as leaders. He directed leaders to understand the innate meaning behind their actions and the degree to which such meanings can influence both the leader and organizations.

Gallego (2020) in his study noted that developing an effective leadership that has the ability to navigate and prosper within these global movements presents itself as a challenging task. The study also noted that in order to be a good leader, a person needs to develop three basic knowledge bases: (1) their cultural intelligence level, (2) their potential implicit biases, and (3) the use of critical thinking to avoid certain psychological traps or hijackers. There is the need to use cultural self-assessments, developing the understanding of psychological factors affecting decision-making processes, and incorporating the use of critical thinking should reduce the negative role of unconscious biases during cross-cultural interactions.

Mahfouz, King and James (2021) did a study on lessons from the storm and

emotions, meaning-making and leadership during transition. The findings, which reveal the effective use of emotional responses to promote positive organizational change, provide guidance for educational leadership preparatory programs which must cultivate future leaders' emotional regulation skills. This study addresses a notable gap in the literature by examining a leader's effective employment of self-awareness, emotional management, and emotional impact for meaning-making in order to navigate organizational change.

McClellan, Levitt and DiClementi (2017) examined emotional intelligence and positive organizational leadership based on a conceptual model for positive emotional influence. The study noted that leaders influence others by telling stories that resonate with followers. Such stories are similar enough to the stories followers already espouse in order to promote mutual identification, but different enough to inspire change without dissonance. Stories include not only the linguistic, but also the nonlinguistic resources, such as emotion, that leaders use "to communicate, and to convince others, of a particular view, a clear vision of life" (p. 43).

Rubens et al. (2018) examined self-awareness and leadership in terms of developing an individual strategic professional development plan in an MBA leadership course. The study noted that leaders reflected upon past, present, and future decision making. Reflecting on the leadership assessments allowed the leaders to reflect on their strengths, weaknesses, and possible improvements as a leader. This reflection may have contributed to self-awareness of leadership characteristics and behaviors among the leaders. Additionally, the study noted that self-awareness contributes to the development of an individual because it allows a person to respond to their feelings and adjust their actions accordingly. True self-awareness involves honesty and non-defensive facing personal issues, and that doing so requires identifying and resolving barriers for effectiveness through deep personal work.

A study conducted by Deutsch (2020) in Canada found out that there was a positive link between the application of self-awareness and leadership. The study conducted a regression analysis that found a *p-value* of .02. It concluded that the positive relationship between the two was based on how the leaders executed the various aspects of duties by being aware of how their emotions were and how they were supposed to be applied. The study further revealed that leaders are supposed to ensure that they are aware of the emotional issues within their lives to ensure that there is proper management of their emotions to avoid affecting other people negatively.

Gochhayat, Giri and Suar (2017) suggest that investing in leaders to develop emotional intelligence will be an added advantage to an organization based on a study done in Brazil. The leaders will be keen listeners, avoid jumping to conclusions, be accountable for their own mistakes, be calm under any situation, take feedback positively and motivate their colleagues as they make them answerable as also noted by Sun et. al. (2017). Furthermore, it is critical to ensure that there is the proper management of the emotions that people show while at work to ensure that there is the elimination of any conflicts that might arise (Gassam, 2018).

Böckler et. al. (2017) in a study done in India indicated that leaders who can have better performance and have the employees engaged positively that in turns leads to the better performance of the organization. This is because if a leader can show employees they are self-aware, employees will know that they are being led by a leader who is not conflicted. Hence, such employees will be motivated and thus they will give the customer a better experience and thus enhance performance.

Holt et. al. (2017) in a study done in the United States indicated that one of the primary roles of a leader is to ensure that there is effective leadership that is not showing

an internal conflict. This is based on showing higher levels of confidence. Furthermore, Joo and Jo (2017) in a study done among leaders in Asian countries have noted that lack of self-awareness can make a leader be conflicted and thus affecting how they perform as also supported by Leary and Diebels (2017).

Accordingly, Alferaih (2017), has showed that when it comes to the change in leaders within an organization, EI is key in the manner in which the new leader is going to hold the recent changes that they are going to introduce within the organization. This is key in the management of the overall change. He has also indicated that when it comes to deciding; it is key to manage the relationships that people have. EI leaders are self-aware of the strength and weaknesses that they have that make them be able to handle most of the issues that come their way. Such leaders are surrounded by people who are keen on ensuring that there is the adoption of effective decisions that will enhance the growth of the organization.

Alferaih (2017) has further elaborates that self-awareness as part of EI is essential to a leader within an NGO setup. This is critical in ensuring that leaders within the NGOs can ensure that there is positive performance based on the application of leadership that is effective. It is further indicated that the best decisions that are made are to ensure that there is an understanding of the emotions of the people who are to be affected by the decisions. Hence, showing that the role that internal emotional management and understanding is significant in ensuring that leaders are efficient in the execution of their duties.

Mohamad and Jais (2016) in a study done in South Africa have indicated that self-awareness is important as it influences the EI leaders to adopt positive behaviour that is key in the management of the entire process that is used in creating achievable goals for the organization. Self-awareness ensures that a leader is charismatic enough to assert influence

within the organization in a manner that ensures that there is a positive performance from the employees. For instance, such a leader will understand how to build strong management skills because they are self-aware. Through their belief in the leader, the company can be able to achieve the goals that have been adopted based on the effective use of self-awareness. Self-awareness has been linked to the application of effective communication, as a leader does not show poor self-awareness. This is based on the role that the leader has to ensure that the goals of the business are effectively communicated in a manner that emphasizes the relations that they have with employees (Mohamad & Jais, 2016). Communication is crucial in ensuring that there is the creation of better management of the organization.

Otieno (2016) in their study about EI and leadership in Kenyan universities, noted that self-awareness can be achieved through effective communication. The study indicated that the communication aspect is key in creating an effective relationship with the employees through self-awareness. This is based on how it is used to pass information by the leaders. There is the need for a leader to ensure that they build more effective bonds with other people within the organization. The study further indicated that the concept of self-awareness is essential in creating bonds that can transform the business positively. Through having leaders who are effective in implementing EI, it is key to enable them to have an environment whereby they will have effective bonds that will go a long way in making sure that there is the creation of a team through a collaboration of those who are keen on improving the business. This can only happen through the application of relationship management.

Self-management

Self-management is considered as one's ability to motivate themselves (Salovey &

Mayer, 2007). Optimal self-management ensures that there is wellbeing, confidence, and self-efficacy when a person, and more so a leader, is connecting with their goals. According to Goleman (2010), leaders and managers need to learn about strategies that allow their brains to do this before responding to negative emotions that might affect how they motivate themselves. EI and self-management are about practising management and taking full responsibility for behaviours and emotions based on one's spiritual, mental, social, and physical state.

Goleman (2010) also points out that there is need for a leader to remain dependable by getting tasks done, being loyal and committed to colleagues and the organizations that we work for, and also maintaining integrity through honesty and being ethical in their actions. When leaders are self-managed in relationships that we have, that means we can select the most appropriate options in dealing with our behaviours in a manner that is acceptable and desirable to those around us and on a larger scope, the society we belong in.

In their study in the United Arab Emirates, Runhaar, Bouwmans, and Vermeulen (2019) indicated that there was a positive relationship between self-management and leadership. Based on a study done in Pakistan, Bracht, Junker, and van Dick (2018) indicated that it is important for leaders to self-manage their emotions. They noted that this was essential in ensuring that there was proper management of the emotions as it ensures that leaders remain motivated all the time, hence achieve the goals given to them by the organization.

Lee, Law, Chun and Chan (2017) did a study on cultivating self-management and leadership skills among Hong Kong students. The study adopted a mixed approach by using a survey and interviews to find out the views of a group of students and teachers about the effects of the school curriculum on developing students' self-management and leadership

skills. The findings show that learning self-management and leadership skills has been infused in the school curriculum, and is not exclusive to a particular curriculum area in Hong Kong schools.

Pieterse et al. (2019) conducted a study on hierarchical leadership versus self-management in teams: goal orientation diversity as moderator of their relative effectiveness. The study noted that goal orientation homogeneity serves as a substitute for leadership in these teams. By contrast, teams high in authority differentiation (hierarchical leadership teams) function more effectively with diverse goal orientations. In support of our arguments, we show experimentally that low authority differentiation is beneficial for teams homogeneous in goal orientations and detrimental for teams diverse in goal orientations.

Quinteiro, Passos and Curral (2016) conducted a study that targeted a total of 103 self-management teams (453 individuals), enrolled in a five-week management competition participated in the study. The results from multilevel confirmatory factor analysis suggest that thought self-leadership is functionally equivalent across levels of analysis (i.e., individuals and teams). In addition, the study found an indirect effect of team level thought self-leadership on team effectiveness criteria, through collective efficacy. These findings extend previous work on thought self-leadership and team effectiveness, and open new roads for research in self-managing work teams. Finally, this study also provides guidelines for organizations in case they wish to foster team performance and viability in their work force.

Gurram and Drysdale (2015) did a study on an Australian perspective on school leadership preparation and development: credentials or self-management. The study noted that whilst there is an extensive range of support provided by systems, universities and

service organizations, there is little evidence of their impact on schools. At the school level there needs to be far greater support in identifying and developing leaders. Developments in creating a national leadership standard might lead to some type of credentialing programme that could allow individuals to benchmark their development, and ensure that preparation and support programmes are of the highest quality. An alternative view is to reinforce greater individual responsibility for leadership development and career progress, encourage schools and systems to focus less on individual leadership and more on collective leadership, and consider more innovative ways of providing leadership development.

Lumpkin and Achen (2018) did a study on Explicating the synergies of self-determination theory, ethical leadership, servant leadership, and emotional intelligence. The study noted that emotionally intelligent leaders have self-management skills. The study also noted that synergies among ethical leadership, servant leadership, and emotional intelligence to leadership in a variety of settings emerged. Effective leaders use self-management contributing to needs satisfaction in followers' autonomy, competence, and relatedness. In conclusion, leadership effectiveness can increase when leaders demonstrate integrity, trust, and respect, serve others with empathy and fairness, and are personally and socially competent.

Benzo, Kirsch, Duloher and Abascal-Bolado (2016) did a study on emotional intelligence: a novel outcome associated with wellbeing and self-management in chronic obstructive pulmonary disease. The study noted that Emotional intelligence is the capacity to understand and manage personal thoughts and feelings, as well as to positively influence interpersonal communication and social well-being. Self-management is a trainable skill that is extensively used in corporate business to improve well-being and performance, and

it may also be significant in the self-management of emotions in patients with chronic disease. Importantly, research supports the proposition that emotional intelligence may be developed and learned at any time or any age, and training programs have been associated with increased well-being and better emotional regulation in patients with chronic disease.

Ikpesu (2017) notes that self-management revolves around managing emotions, drive to achieve goals; adaptability and frequent use of initiatives. They have also noted those having uncommon ability for emotional perception and respond appropriately are likely to have better working relationship with people they work with, lead, manage them and remain always empathic. Additionally, such leaders are unflappable in the face of frustration, disappointment and stress. Leaders who have self-management are capable handle challenging situations with absolute confidence and hardly get angry or depressed when face with job stresses nor quit. Self-management skills are what academic administrator may need to remain calm, manage confrontation and emotional outbursts effectively. Conscientious leaders have needed capacity to manage themselves and responsibility.

Shapira-Lishchinsky and Levy-Gazenfrantz (2016) conducted a research aimed at investigating the EI competencies that are more important in the aspect of change and the experience of poor management of MBA students in the USA. The researchers found that having ineffective leadership is synonymous with having deficiencies in self-management competencies. However, it does not mean that the vice versa is true, as having self-management skills does not imply that one is an effective leader. It is therefore clear that leaders need to focus on their followers, and this calls for having skills related to relationship management competencies.

Sekiwu and Kaggwa (2017) conducted a study in Uganda that assessed the effects

of self-management on organizational leadership. The study indicated that a leader with self-management is effective in achieving the goals of the organization. This is because they are motivated enough to handle the responsibilities given to them. Further, the study indicated that self-management is key when in the achievement of an organization's priorities. For instance, the study revealed that a leader who applies self-management is more aware of the organization, hence they are effective in the management of their personal priorities and those of the organization.

Waweru, Gachunga, and Kihoro (2020) did a study that captured the effects of self-management on the management of schools by principals. The study noted that self-management by the principals is key in the management of the schools. This was based on the effective leadership that they demonstrated. For example, it was noted that principals who were highly motivated to handle their duties were better placed at managing all the challenges that they faced, hence performing better as leaders. The study recommended that there is need to train secondary schools principals on self-management.

Measurement of Emotional Intelligence

The WLEIS measure is credited to Wong and Law (2012) after they faced challenges regarding the time required to collect the measures that were used in the EI analysis. It was brought about by the need to have an accurate measure that could assess the EI components within a short time (Wong & Law, 2012). Ghoudani, Pulido-Martos, and Lopez-Zafra (2018) indicated that this is critical in measuring the EI based on how leaders exhibit the traits. EI can be noted by giving out a questionnaire to the workers that will be able to assess their leaders' significance and competence level. These questionnaires are essential. The workers will display honesty without having the pressure of being known.

This act of measurement is among the best because no one will be tortured thereafter by the leader. This will help to scrutinize the effect of the leader on the organization, and also find out if there is understanding between them and the workers.

The Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT) has been recommended by many researchers as an actual measurement for EI. Emotional intelligent tasks and other related activities are performed by the study participants as stipulated in this method's requirements. In these tasks, the participants must focus by adhering to the system of developing EI in their intellectual capabilities and workflow activities (Varo et. al., 2019). The findings by Varo et. al. (2019) indicates that the MSCEIT was the first tool to be introduced to measure EI as an ability. It was first established in 2000, and has been revised severally. There is a hierarchal arrangement that has been done. It has four branches that use emotions to facilitate thinking, perceiving, managing, and understanding emotions.

The Bar-On model comprises of seven dimensions: perception, intuition, power, interpersonal flexibility, inspiration, resistance, and self-consciousness. It measures the EI standard. The model contains details that may be termed as signature manifestations. An example is conscientiousness, and thus the EI definition is distinguished, that is, inspiration used throughout its creation. It has taken 20 years of study and research worldwide to understand EI and leadership. This allows people to better understand psychologically and personally the vulnerabilities and abilities of individuals. The preparation and implementation of company plans are highly beneficial. They provide stronger solutions in organizations to address the issue (Afzal & Afzal, 2016).

Emotional Competence Inventory (ECI) is a useful measurement tool for researchers and key personnel of an organization to gauge the extent of EI and its utilization for additional work/output. ECI is an instrument advanced to assess the level of key

personnel while solely relying on Goleman's model. Various sources such as previous studies and research activities have been considered in the development of ECI. The ESCI-3 is the up-to-date tool for assessing Goleman's EI model (Goleman, 2012). ESCI-3 is composed of twelve competencies that are categorized into cognizance, social skills, Self-awareness and management. When previous adaptations of EC11 are compared to the EC12, deductions made prefer that version two of the ECI has considerably fewer elements than EC11 (72 in contrary to 110). Communications and conscientiousness are not included in EC12 (Goleman, 2012).

They settled on the use of ECI by Goleman because of its superiority compared to other models. Hoffmann et. al. (2017) have showed that ECI can be likened to Reuven's Bar-on model through in-depth analysis done in various ways. An example of this is putting in place a comfortable relationship and encouraging a united demeanor in a team. Self-assessment and 360-degree feedback through ALS are two helpful tools that are gaining popularity in the advancement of human emotions and leadership development. These tools offer a supportive analysis to improve leaders' self-awareness and support approaches to change behavioral habits and mindsets. Between the two tools, 360-degree feedback is more accurate and effective in leadership processes. It is a valuable tool for improving leadership.

More so, through 360-degree evaluation tools, self-awareness and behavioral reform are presented with a helpful starting point to improve leadership. Leadership learning systems rely on various methods and approaches. Throughout reality, input from 360 degrees relies on other approaches to improve leadership. Input from 360 degrees offers a complete measure of the actions of a leader based on a greater range of viewpoints rather than self-review only. It is perfect for self-analysis. Self-evaluation only offers one

perspective. The view may be pessimistic or optimistic. The individual explores first in the 360-degree feedback how others judge their actions. For example, it is common for an individual or leader to rank themselves higher than others. This shows the difference between how leaders look at each other and how others judge their actions (Hoffmann et. al., 2017).

The Link between Emotional Intelligence and Organizational Leadership

Abraham (2015) attempted to identify precise emotional capabilities that are appropriately associated with the output of a leader and those they are leading. He stated that a range of things comprising organizational climate and task dimensions are key in determining performance. This is because they have the capability of affecting the application of the EI by the leader. Hence, there is the need to ensure that there is the creation of a supportive and enabling environment. There is a need for additional research on the link between leadership and EI. He concludes that more studies should be done in terms of the EI effects \ on leadership and the management of projects. This is key in making sure that more data will help in understanding the overall effects of EI on a project leader.

According to Kwok et. al. (2018), the entire organizational leadership process involves setting a plan, a budget, organizing activities, staffing appropriately, controlling, and solving problems. Leadership predicts the people's future. It exposes them to visions and missions to be met, and also motivates them. By doing so, goals are easily met even though challenges prevail. In the workplace, colleagues might complain about certain leaders favouring some employees. The reason behind this is that they receive overtime pay, while others do not. Only a few people are motivated.

The leadership skills of a leader need to be more than their IQ. It is indicated that

there are three different types of intelligence that people in leadership should have: logic, rational, and quantitative intelligence. The three have been found to play an essential role in the management of an organization by leaders. It is key in improving management that a leader will bring within an organization during change adoption. It has been indicated that the leadership aspect is positively linked to the EI application. For instance, it is accepted that the EI application is key in making sure that there is the application of effective leadership that can bring significant changes to the organization (Breithaupt & Durante, 2017).

Through EI in the organizations, teams can develop trust which gives the team members more job satisfaction. Employees having EI are more committed to their careers and organizations. The only way for an organization to attain the set goals is by having employees who are committed. When employees have self-commitment, it means that they can work harder and achieve more success. Job security is solved when an employee has EI. Problems of job satisfaction and performance can be managed by implementing EI in the organization. Employees can have an enhanced impact on the organization if they get EI from part of their personality (Shafieihassanabadi & Pourrashidi, 2019).

Theoretical Framework

The study will be anchored on three theories that explain the effects of EI on leadership and management. These are Emotional Intelligence theory, Experiential Learning theory, and Leadership theory.

Emotional Intelligence Theory

The theoretical context of this analysis is the capacity model of the theory of Emotional Intelligence developed by Mayer and Salovey (2007). EI involves an

understanding of thoughts between a leader and others, emotional expression, self-regulation, and the application of EI in solving problems. The impact of EI on the effectiveness of leadership is a consideration (Mayer & Salovey, 2007). The goal of the study is to align this hypothesis with the actual fields of research to evaluate the relationship between emotional awareness and leadership styles to the successful success of project managers. Emotional intelligence has origins in Darwinian times, while it is a concept and a fairly recent field of study. In the early 20th century, Darwin proposed that life requires emotional expression (Wisker & Poulis, 2014).

Researchers have studied why ordinary knowledge is not adequate to forecast individual success (Vidyarthi, Anand & Linden, 2014). Vidyarthi, Anand and Linden (2014) found that there were also non-facets of thinking. Emotional intelligence is a kind of emotional wisdom that contributes to certain peoples' control and understanding. The Wechsler definition of non-cognitive intelligence was developed by Wechsler (1940). Before scholars could clearly define certain factors not linked to conventional cognitive assessment abilities, there was no rational concept of intelligence. The EI theory illustrates how critical feelings and those of others were to be interpreted and how feelings are an intrinsic part of our interactions and perceptions (Abe, 2011). In 2010, Mayer et. al. (2004), Mayer and Salovey first developed an EI theory.

They developed EI as a language of the body and as facial phrases. They used it to encourage cognition. To measure and assess the EI of a person, the authors developed a four-factor model for capacity based EI (2004). A separate IE model was suggested by Petrides (2010), arguing that EI is a feature and a remarkable pattern (Cherniss, 2010). Another consideration sees EI as a mixture of talents and characteristics and has built a mixed model to show this outlook (Bar On, 2010; Cherniss & Goleman, 2011).

EI supporters and the mixed model define EI as a competence and a capacity to develop skills linked to knowing emotions and emotional knowledge (for example, being kind to fellow workers without fear of being prejudiced by the other members). When EI is an ability, preparation and training should be learned and developed. It is genetic and not so easy to learn if it is a talent. Researchers find EI could be improved by EI teaching experiments (Grant, 2007; McEnrue et. al., 2009; Nelis et. al., 2009; Turner & Lloyd, 2008). There is no independent definition of EI (Cherniss, 2010). The set of attributes making up the EI should be specified by a common definition instead of maintaining the skill conflict. For this research, EI theory is fitting, as it should assess the affects of EI on organizational management, particularly in Nairobi County NGOs.

The relationship between EI and transformational leadership is explored among leaders in the USA by Mula (2013) using the EI hypothesis. Baker (2012) used EI philosophy and dispute management models report in the USA. Calloway (2010) employed EI theory in a study of EI and transformational leadership among military leaders and members of the National Guard. The EI theory shows that if a leader is emotionally intelligent, then they are capable of transforming the organization that they are leading.

The study also indicates that a leader is able to transform the overall management of an organization based on the facts that they can relate well with the employees and other stakeholders at the human level through ways such as understanding their emotional needs among others. Kumar (2014) indicated that a transformative leader could motivate and empower the employees by applying EI. Empowering the cultural norms of organizational citizenship behaviour (OCB) enhances the development of goal-oriented behaviours among the employees, which transforms an organization positively. Thus, this is significant as it links to the components of the EI theory. Further, it has been asserted by Widiani et. al.

(2019) that the application of EI theory by a leader allows them to execute inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration, thereby enhancing their transformation agenda. Therefore, the EI theory applies to this study.

Experiential Learning Theory (ELT)

Kolb in the 1970s created the ELT. It is used to explain how an individual can learn from their actions (Manolis et. al., 2013). ELT and EI agree because EI can be used in the determination of how an individual manages information that is linked to the emotional situations of a person. This is based on the reflective observations and the concrete evidence on how to be a transformative leader. It's also by being an assimilator whereby a leader uses abstract conceptualization (Abe, 2011).

The other method is by being a converger. This is through active experimentation. The last aspect is being an accommodator whereby a leader learns to be transformative through active experimentation (Turesky & Gallagher, 2011). ELT is the perfect theory for this study because NGO leaders face various challenges where their emotions and those of other people are at play, hence there is need to have an effective balance. Yardley et. al. (2012) used ELT to understand the experience of learners who were taking medical courses. Passarelli and Kolb (2012) used ELT to understand how learners in different countries changed their experience into knowledge. Li, Mobley and Kelly (2013) used ELT to explain how global leaders learnt cultural intelligence through international experience.

The theory is linked to the current study because it elaborates how a leader can use EI to effect changes in the actions that they have taken. The study is keen on assessing the relationship between EI and organizational leadership. Through using the theory, the study

has assessed how a leader becomes transformative based on the actions that they take while considering their emotions and that of others.

Transformational Leadership Theory

Leadership theory has developed from Leadership Attribute theory (leadership has characteristics that allow leaders to lead) into Transformative Leadership theory (leaders inspire staff to better themselves and their organization). The philosophy of transformational leadership is the leading ideology. The dynamic, innovative, and motivational leadership of transformational leadership is frequently referred (Bass & Avolio 1990). Burns (1978) presented for the first time the idea of transitional leadership in which transactional and change leaders differentiated themselves. Transformative leadership refers to a cycle in which the leader affects their members by increasing inspiration and cultivating their dedication to the organization.

Transformational control relies on the sharing between members and backers in which the leader rewards the follower for individual actions (Burns, 1978). Transformational leadership and change exist at the opposite ends of a field. A leader will demonstrate the behaviours of transaction and transformation. Transformational leaders inspire their members to raise their understanding of the value of the goals of the organization and engage supporters to achieve above their goals. The principle of transformative leadership implies that the leader and their supporters have an emotional bond with a transitional figure, and goes beyond the calling to serve their task (Bass, 1985). Transformational leaders empower their followers to help them associate with their ideas, convictions, and motivations for the organization's dream.

Transformational leadership refers to a process through which an individual becomes continually motivated and involved in the enterprise. Transactional influence is

dependent on the interchange of leaders and supporters under which the leader rewards the heir for individual acts (Burns, 1978). The opposite ends of a scale include transactional leadership and transition. A member held in high esteem must demonstrate the process and transition behaviour. Transformation advocates inspire their members to recognize the importance of the organization's values and to motivate followers to reach beyond their goals (Bass, 1985).

The theory is linked to organizational leadership in that leaders with higher EI ratings are most likely to reflect the dynamic leadership style following workplace fulfilment, work success, mentoring and advancement of subordinate skills (Rahim, 2010). A leader with EI skills can positively impact their subordinate through transformation. Such leaders can also improve the efficiency of an organization by enhancing the happiness of their workers. Furthermore, the theory is linked to the current study in that it has been used to form the questions to find out the role of EI in creating transformational leadership (Rahim, 2010).

Conceptual framework

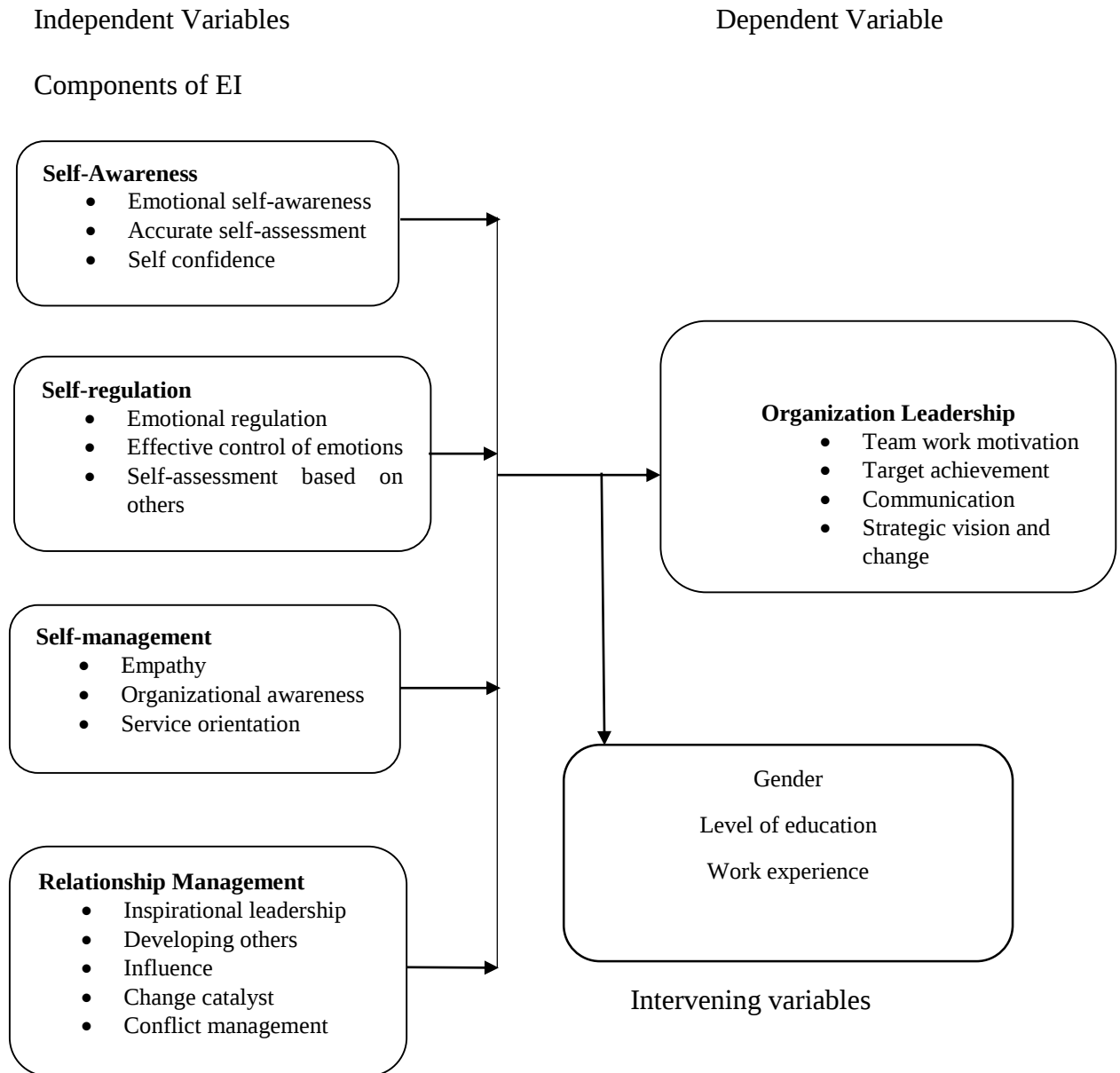


Figure 2.1: Conceptual Framework

Author 2020

The study was based on the application of the mixed model that was developed by Goleman (2003). The model is based on the assessment of the social and personal competencies that a person has. The personal aspect of the model is linked to the ability

that a person has in understanding “own self” and also how to ensure that one can manage themselves. It is based on the processes that have no distraction to the mind rationally and also the moods of a person. The self-awareness as captured in the model is based on the ability that individuals have in terms of the analysis, assessment of the emotions and the feelings that they have within the different environments that they are exposed to (Kunnanatt, 2008).

Effective consciousness, self-control, and ethical actions are key to this area of skills. The motivation that an individual has presents his or her emotional tendencies towards the achievement of goals that they have been given. Here, there can be the motivation of an individual through the values and the visions that an organization has. Such individuals have a passion to continue work not because of the monetary value that is associated but based on the need for achievement that they have. Social competencies are described as the abilities that an individual has to be dealing with themselves, others, and in particular to issues that other people gain through the application of empathy.

Self-awareness is key in helping an individual perceive, sense, and have an appropriate response to the emotions that are shown by others. It includes the concept of showing empathy and understanding the behaviours that other people show. It can include aspects like the service-oriented mindset of an individual. In most cases, the emotional connections that people show are linked to the availability of empathy. Empathy is key in making sure that there is the sharing of a bond among people based on the issues that they are dealing with (Kunnanatt, 2008). Relationship management is based on the ability that an individual has in dealing with the interpersonal skills to create a positive change based on the outcomes that others have. In some cases, it includes realignment, calming and the influence that it has on other people. It leads to the creation of a team based on the

application of collaboration (Kunnanatt, 2008).

The study also had intervening variables such as gender, age, and levels of education. Regarding gender, for instance, a study was done in India and Sri Lanka by Brescoll (2016) and noted that among medical students, females have higher EI than males. This was visible in how females related to occurring issues of life. Females emote fast. Their emotions are about 80% true than males who pretend to flow with the occurrence. Culture also shapes the gender perspective in different continents. Culture and gender are correlated with the way they influence emotional intelligence on the African continent. A man is a symbol of superiority. He is trained not to show signs of weakness. He is trained to control his emotions under all circumstances; hence women are looked down upon and underrated to be strong leaders in society.

Age influences leadership. The findings of a study that was conducted by Boyatzis (2018) indicated that the older the person, the more they can handle senior positions based on the experience that they have had for years. Mayer, Caruso and Salovey (2016) carried out a study on 405 American people between 22 and 70 years of age using the Six Seconds“ emotional +intelligence assessment” (SEI).

The level of education is key to leadership. For instance, in a study conducted by Park et. al. (2018) assessing leadership and EI, most of the leaders had a degree at the level of education. The findings indicated that the level of knowledge and more so the university degree is crucial for leaders as the university syllabus covers various courses that are linked to management and leadership as compared to certificate and diploma.

Summary of Literature

The study sought to establish the relationship between emotional intelligence and organizational leadership among NGOs in Nairobi County, Kenya. From the literature that has been reviewed, most authors reiterate or have similar findings as those of Goleman et. al. (2013) who suggested that EI is a prerequisite for higher levels of management and leadership, however, there is a gap since it is not related to organizational leadership but just leadership as a trait. There is a clear correlation between various leadership styles and the EI competence of leaders. For instance, Murphy (2009) hypothesized that EI is paramount for achievement. However, there is a gap whereby the link between EI and the theories is based on leadership traits and not on how the two based on their relationship affect organizational leadership. In summary, much of the empirical literature is dated in the seventies and eighties where EI was a vital tool needed for mastering capabilities that resulted in an outstanding performance as articulated and reiterated by Boyatzis (1982), who noted that EI was key to superior performance.

Research Gap

According to Goleman (2010), leaders and managers need to learn strategies that allow their brains to understand other peoples' emotions before responding to negative emotions. Bracht, Junker, and van Dick (2018) indicated that there is great importance in ensuring that leaders can self-regulate their emotions effectively. They showed that the concept of self-regulation and management by a leader, especially if they are working under pressure, is crucial in cultivating leadership traits that can be used in realizing the desired results at work and thus showing growth in organizational leadership. A study done in Rwanda on EI and servant leadership by Brubaker (2015) shows that there is growing

criticism among African researchers that most EI and leadership models are primarily based on Western cultures and therefore biased against the African cultural context.

As a way of addressing this challenge, African researchers have attempted to construct equivalent concepts based on cultural backgrounds. This has led to the emergence of organizational behaviour studies in South, East, and Central Africa, where a philosophy of 'Ubuntu', a cultural world view common among the Bantu tribes, has taken root. 'Ubuntu' philosophy emphasizes the interconnectivity of self within society and the extension of humanness with community. This relates to dimensions of EI such as social awareness, self, and relationship management. Dearborn (2019) executed a study in Ghana which revealed that more output is often generated by leaders who have a high EI. They gain more output even if they are working with fewer people, thus creating an enabling environment and eliminating any barrier that might hinder employee motivation. Most studies are global or offer a general perspective.

Some challenges are linked to poor organizational leadership within NGOs found in Nairobi County. For instance, Kabetu and Iravo (2018) in their study noted that the humanitarian organizations operating in Nairobi have had poor organizational leadership. They noted that effective training on EI would eliminate such cases of poor performance. Additionally, Ntenga and Awuor (2018) noted in their study that the poor management of non-profit organizations such as the NGOs in Nairobi is due to poor implementation of transformational leadership. They recommended that the use of EI would nurture the desired leadership needed for organizational management.

Many studies have been done on EI and leadership (Tan et. al., 2019; Makkar & Basu, 2019; Levitats, Vigoda- Gadot & Vashdi, 2019). Still, very few of them have touched on the NGOs sector in Kenya in ascertaining the relationship between emotional

intelligence and organizational leadership. Further, studies were done in developed countries (Lucero & Ocampo Jr, 2019; Mattingly & Kraiger, 2019) which have different dynamics as compared to those operating in Africa and mostly in studies in interest that is Kenya and specifically Nairobi County.

Chapter Summary

The chapter covers various issues related to the literature that touches on EI and organizational leadership. The studies have been done globally, regionally, and locally. The captured literature has elaborated more on the components of EI and how they affect organizational leadership. Some studies have indicated that there is a strong relationship between the application of EI and organizational leadership. They have shown that effective leaders apply EI components. On the other hand, a few studies have shown that there is no link between EI and organizational leadership. Additionally, the literature review has created some gaps that prompted this study, such as the shortage of studies capturing the relationship between EI and organizational leadership among NGOs in Kenya. Additionally, the chapter covered the theories linked to EI and organizational leadership, and how they relate to the study. The theories have elicited a positive link with the study, thus strengthening the arguments used in the study.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter focuses on the research methodology that was used in the study. Specifically, the chapter presents the research paradigm, research design, a description of the study area, the target population, sampling procedures, data generation instruments, piloting of instruments, validity and reliability of instruments, data generation, and the analysis processes.

Research Paradigm

In educational research, the term paradigm applies to the global view of the researcher (Mackenzie & Knipe, 2006). It is the point of view that is key in applying the role that the researcher plays in the analysis of the problem statement being investigated. Lather (1986) makes a clarification that originally the worldview is based on how a scientist can have a worldview about the entire issue and about how they have a view of the world that they live in based on the subject under study. It ensures that there is a creation of rules that are used in shaping up how the scientist views the world. The critique that it has on the scientist is based on the role that it has in the establishment of the dynamic views and rules that influence how a scientist can see the world. It is the critical point through which scientists can understand the world. It is also key in allowing researchers to have a better understanding of the methodologies that are going to be used in examining the issues under investigation.

Guba and Lincoln (1994) are historical pioneers in the area and have characterized the concept of worldview as being a crucial arrangement of the conviction of perspectives

that influence the research activity. The concept of a research paradigm was used as a guide to the researchers based on how to manage the topic by looking at the global view in the application of EI within leadership.

The study used interpretivism. This is a research philosophy that is based on the application of the subject interpretation that is applied mainly in a quantitative study. The method is key in making it possible to have an effective translation of the findings that have been gathered. Interpretivism is also based on the fact that there is the need to ensure that there is an interpretation of all the elements that are found in a study relating to the variables that are used. There is integration of the human aspect in the application of interpretivism within any study.

Research Design

The study used a correlational design to establish the relationship between EI and organizational leadership among NGOs in Nairobi County. A correlational research design involves the measure of two variables and the researcher has no control over them. It aims to look at the presence of a positive relationship between the variables that are used (Kothari, 2004). The design was appropriate for this study, as it involved collecting data on time. The researcher does not manipulate the variables or arrange the events that follow. The design was selected as it allowed the study was investigating relationships between variables.

Target Population

The target population was the top management of NGOs in Nairobi County. According to the NGO Coordination Board (2020), 708 NGOs were operating in Nairobi at the time of the study. The target population included NGOs in all the sectors of

operations. Nairobi was most ideal for the study because there is evidence that there is a problem based on previous studies that have been done. Previous studies conducted on NGOs in Nairobi have found that a crisis exists in organizational leadership, as stated in the background and problem statement sections. The heads of departments were selected through the use of purposive sampling based on the characteristics that they had at the time of the study.

Sample Size and Sampling Technique

Bryman (2016) stated that using 30% of the target population is effective for a sample size that is between 100-1000. The target population for the study was 708 NGOs. Therefore, 30% of the target population gave a sample size of 213 NGOs. The study sampled 213 NGOs that were selected through simple random sampling. From every organization, the study sampled 1 department through purposive sampling. One top-level manager (Head of a Department) was purposively sampled from the 213 departments. Purposive sampling was used to select the departments whose heads were readily available at the time of the study.

Data Collections Methods and Procedure

Data Collections Methods

The study used primary data that was collected through the use of self-administered questionnaires. The questionnaires contained both open-ended and closed questions. They were administered via a 'drop and pick later' technique. The instruments were administered by the researcher. Research assistants were used to collect the duly filled questionnaires.

A questionnaire is a research instrument comprising of a series of questions and other prompts that help to gather information from a respondent. The questionnaire method

is dominant in data collection because it allows the respondents to give answers without being influenced. They are also a cost-effective method of acquiring information, especially from a large or sparsely located group of respondents. More so, they allow for anonymity (Brace, 2018).

The researcher based the questionnaires on the Emotional Competence Inventory (ECI) as proposed by Goleman (2012). The ECI is used to measure a person's EI, and it is made up of ten questionnaires. It is a self-measurement tool that is completed by an individual (Hughes, Ginnett & Curphy, 2012) to assess the emotional competencies presented by Goleman (2011). It intends to measure forty emotional competencies that are organised into four clusters: self-awareness, self-management, relation management, and self-regulation (Byrne et. al., 2007). The ECI was used as it captured all the components of EI that were being investigated in terms of how they are measured based on different variables.

Regarding ECI, self-awareness shows the knowledge of one's internal state and intuitions. Self-management shows the ability to manage one's internal states and impulses. Relationship management indicates one can manage their emotions and those of others in order to handle relationships. Self-regulation showed the level of control that one has towards their emotions. The dependent variable (organizational leadership) was assessed on four criteria: strategic visioning and change, personal qualities, communication, and team motivation.

Organizational Leadership Assessment

The study used nineteen items in the organizational leadership self-assessment questionnaire. The researcher based these items on the use of five groups which were placed into five categories as captured in the questionnaires. They represented the measures of

leadership traits that were being used to assess the leadership aspect. The scores for the responses were: 1-Never, 2-Rarely, 3-Sometimes, 4-Often and 5-Very often. The maximum score across the LSA was 95. The minimum score was 19. Based on the total score, they were classified into three groups: <38 poor leadership competence [PLC], 39-75-moderate leadership competence [MLC], and 76-95 high organizational leadership competence [HLC].

Emotional Intelligence Scale

An emotional intelligence scale is a measurement tool that was created by Goleman (2011). The items used in the tool were adopted and applied in this study based on their suitability. The researcher adopted ten items in the study. They represented each of the four components of EI: self-awareness, self-management, and self-regulation, and relationship management. Goleman (2011) provides a template to score each of the responses from among the five options (1-Does not apply; 2-Applies a little; 3-Applies half the time; 4- Applies more than half the time; and 5-Always applies).

The scores in the study were measured from 1 to 5 as shown above. The participants were to select from the 5 choices based on the score that they felt captured their overall performance of the traits that were being measured. The overall score was achieved through addition of all the numerical scores that were assigned to each of the four components of EI. The computation was done through the use of SPSS v.25. Since the lowest score that could be achieved in the study was 1 and the highest was 5 and 10 items were assessing the EI, it showed that the lowest score was $10 \times 1 = 10$ and the highest score was $10 \times 5 = 50$. The total scores and interpretation of results were as follows:

35-50	This area is a strength for you.
18-34	Giving attention to where you feel you are weakest will pay dividends.
10-17	Make this area a development priority.

Data Collection Procedure

The first step was meeting the NGO leaders to seek permission for data collection from the employees. The second stage was the exclusion criteria. The stage involved settling on individuals who qualified for the study, and that is the top-level management (heads of departments) within various departments. The next step was consent issuance. Here, the respondents were provided with a summary of the study and the ethical conditions. Those who accepted to take part in the study were given the consent forms to sign and the questionnaires. The last stage was the issuance of the questionnaires, thanking the participants and setting a date for the collection of the instruments from the respondents. The instruments were dropped and picked after three days. They were placed at the reception where participants who took part picked them and returned them at the reception for collection. They were later collected by the research assistants.

Pilot Study

Before the research was carried out, the researcher pre-tested the data collection instruments. The pre-test enabled the researcher to revise the instruments to ensure their validity and reliability. The researcher also addressed any logistical challenges identified during the pilot study. Mulusa (1988) recommends the use of 10% respondents, which represents the target population in all the major aspects for a pre-test. The subjects included in the pilot study were not to be involved in the subsequent data collection. The study undertook a pre-test on seven NGO leaders who represented 10% of the sample size.

Validity of Instruments

Validity refers to the degree to which an instrument can measure what it is intended to (Kothari, 2004). The data collected during the pilot study was used to improve the instruments. The researcher is required to check for the accuracy of the instruments and findings to ensure validity in a quantitative study (Creswell, 2003). For this study, this was done through the piloting of instruments and a review by a team of leadership and EI experts from PAC University who made proposals for improvement. In quantitative research, validity can be ensured through trustworthiness, authenticity, and credibility (Creswell, 2003). The researcher addressed this by being honest in data collection and using credible participants.

Reliability of Instruments

Creswell (2003) asserts that there is need for quantitative researchers to ensure that there is an assessment of the instruments that are to be used in data collection. He says that reliability is mainly a measure of consistency. Cherry (2013) indicated that internal reliability is done to assess the consistency of the results that are to be obtained in the study. Cronbach's Alpha is used in the test and the analysis of the internal reliability. In this study, Cronbach's Alpha was used to test the reliability of the instrument used in the collection of the data. This was done to ensure that the instrument was effective in the collection of the desired data having no challenges, as indicated by McDonald, Newton, and Whetton (2001).

Cronbach's Alpha was preferred for the current study. The researcher based it on the existence of the Likert scale that was used in the questionnaires, as noted by Lund (2013). It was used because of the presence of the multiple Likert questions that formed a

scale that was being investigated by the study. The study indicated that there was Cronbach's Alpha of 0.720 based on the reliability tests that were conducted and thus indicated that the results fell within the required measurement, as also noted by Mugenda and Mugenda (2003).

Data Analysis and Presentation

Data analysis was done after all the data were collected. Data analysis is a process that is used to ensure that the researcher transformed the data collected into results that are making sense to the reader. In most cases, the nature of data analysis is based on the tool that is used in the collection of data (Walsh & Wiggins, 2003). The study collected quantitative data and thus there was a need for the application of quantitative data analysis methods. The collected data was coded into SPSS v.25.

The data analysis for the study entailed the cleaning of the data, transformation and modelling of the data to have it make sense when being analysed. It was also to ensure that it eliminated all errors. Data management was done to make sure that there was effective handling of the data that had been collected. Data management included validation, storing and protection of the data that had been collected to avoid any compromise that might affect its authenticity.

Statistical Model

The study aimed at establishing a relationship between EI and organizational leadership. The dependent variable was organizational leadership, while the EI components were the independent variables as presented in the following regression model.

$$Y_{olk} = \beta_0 + \beta_{sas}X_{sas} + \beta_{srm}X_{srm} + \beta_{rm}X_{rm} + \beta_{soa}X_{soa} + \epsilon_i$$

From the equation:

Y is the dependent variable, β_0 is a constant,

β_{sa} , β_{srm} , β_{rm} and β_{soa} , are the regression coefficients while X_{sa} , X_{srm} , X_{rm} and X_{soa} represent the independent variables

Y = organizational leadership

X_{sa} = self-awareness

X_{srm} = self-regulation/management

X_{rm} = relation management

X_{soa} = social awareness

ℓ_i is the error term

Correlations

The study used Pearson's Product Moment correlational statistics, which was used to test the relationship between EI and organizational leadership. Correlations form the foundation for some of the core statistical methods relied upon for detecting patterns in data. Most frequently, it is the Pearson Product-Moment correlation that is being referenced when the term is used. But there are other types of correlations that serve different purposes. Pearson Product-Moment correlation captures the strength of the linear relationship between two data fields, hence its preference (Walsh & Wiggins, 2003). The Pearson Product moment assumptions were met in terms of the level of measurement, linearity, absence of outliers and related pairs. For the level of measurement, each variable was continuous. For linearity, the straight line between the variables was formed. For the absence of outliers, no variable had any outliers, and the value was 3.29 in relation to the standard deviation. In terms of related pairs, each observation had pairs.

Ethical Considerations

There is a need for the researcher to ensure that their participants are protected, they create trust with them and promote integrity (Creswell, 2003). The research personnel attempted to acquire the necessary licensing and authorization from the necessary bodies such as NACOSTI since the study entailed working with human beings. Permission was also sought from PAC University, NGO Council and from the NGOs that took part in the study. Participation in the study was voluntary through informed consent after the respondents were explained the purpose of the study.

During data collection, the respondents were assured of their privacy and confidentiality of the information given. Privacy was guaranteed by not recording the names of the respondents anywhere. It was clarified that the information gathered was solely for academic purposes. Since the respondents might have been reluctant to disclose some information, the researcher reassured the respondents of the use and confidentiality of the information given. The study included only those participants who signed the consent form. The researcher notified the respondents that they had a right to withdraw from the study at any point with no consequence.

Chapter Summary

The chapter has covered the research methodology that was used in the study. Specifically, the chapter presents the research paradigm, research design, a description of the study area, the target population, sampling procedures, data generation instruments, piloting of instruments, validity and reliability of instruments, data generation and the analysis processes. It elaborated the research methods that were used to achieve the goals of the study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter describes the actual findings derived from the respondents' feedback. It links them to the study objectives.

Response Rate

The study had a response rate of 100%. The researcher received back 213 duly completed questionnaires that had been issued. According to Mugenda and Mugenda (2003), a 100% response rate indicates that there are enough materials that can be analysed. This, therefore, reflects a strong accuracy of the data collected in this study.

Reliability Results

Table 4.1: *Reliability Results*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.749	.720	54

Many researchers suggest that 0.70 is the most acceptable and suitable cut-off point for Cronbach's Alpha value (Mugenda & Mugenda, 2003). Table 4.1 above captures the reliability results of the pilot study. The reliability results show Cronbach's Alpha of .720, indicating that the instruments were within the acceptable levels as per the findings of Mugenda and Mugenda (2003).

Background Information

This section presents the descriptive statistics.

Gender of the Respondents

The study sought to find out the gender of the respondents. The findings are captured in Figure 4.1.

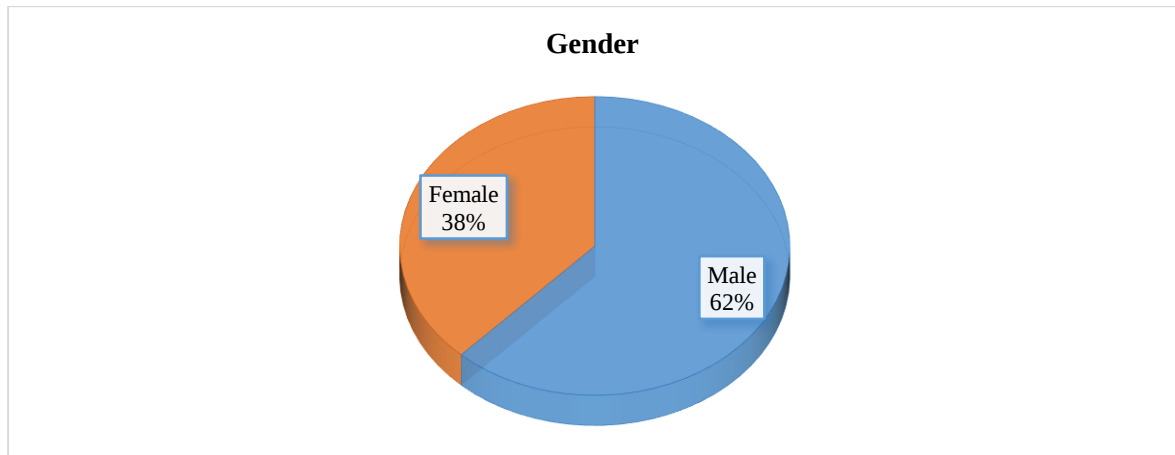


Figure 4.1: *Gender*

The findings indicated that 38% of the respondents were female, while 62% were male. The results can be interpreted to mean that a majority of the leaders in the NGOs that took part in the study were male. This is an indication that NGOs most likely favour men for such top positions.

Age of the Respondents

The study also sought to assess the age of the respondents. The findings are presented in Figure 4.2.

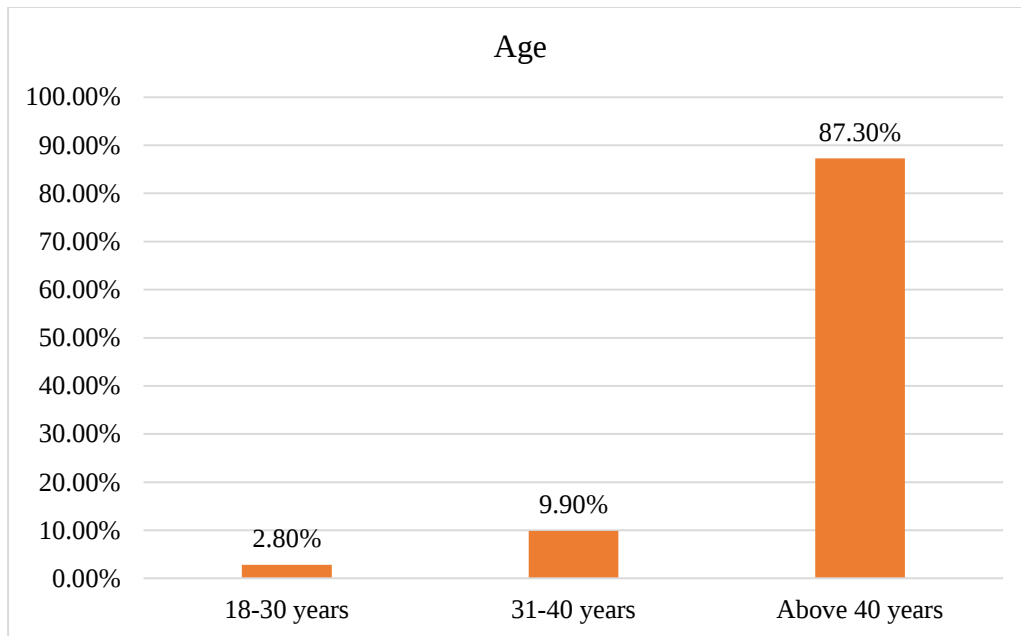


Figure 4.2 *Age of the Respondents*

The findings show that 1.8% of the respondents were aged between 18 and 30 years. 9.9% were between aged 31 and 40 years, while 87.3% were aged above 40 years. The study has included the aspect of age because existing literature shows that age is vital for people who take up senior positions in their careers. Majority of older people take up the senior positions. A study by Boyatzis (2018) revealed that the older an individual is, the more likely they are to be in senior positions due to their accrued experience over the years. Mayer, Caruso, and Salovey (2016) carried out a study on 405 American people aged between 22 and 70 years using the Six Seconds Emotional Intelligence Assessment (SEI).

Marital Status

The study sought to find out the marital status of the respondents. The findings are captured in Figure 4.3.

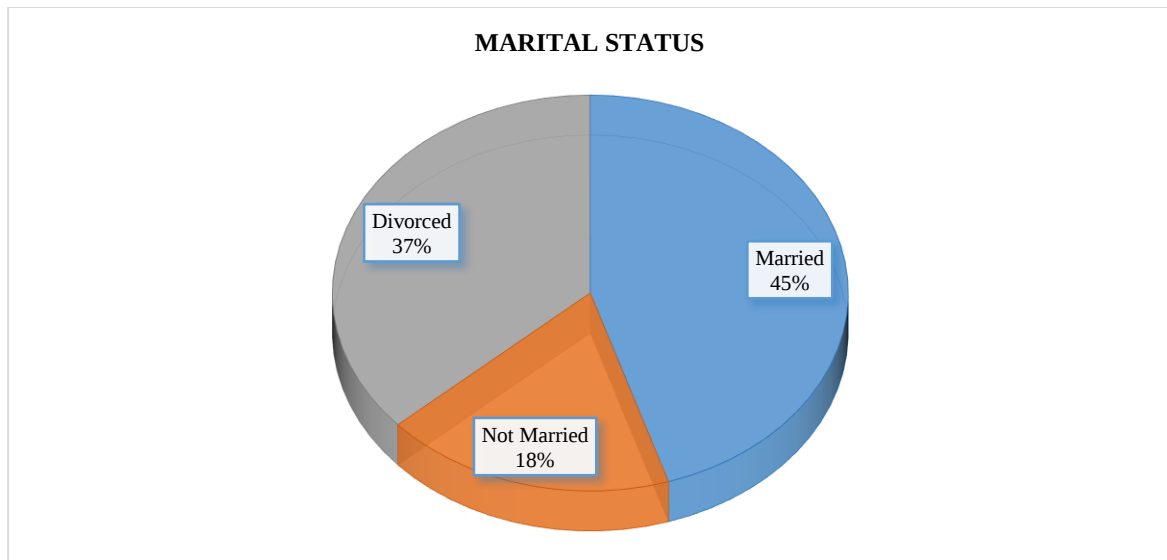


Figure 4.3: *Marital Status*

The findings reveal that 37% of the respondents have recently been divorced, 45% are married, while 18% were not married. The marital status was included in the study since there is a link between marital status and emotional stability. Mayer, Caruso, and Salovey (2016) note that people who are in a stable and healthier relationship are emotionally stable, and can therefore be able to handle the various aspects they face in their lives that require a great amount of emotional awareness and control.

Level of Education

The study sought to assess the level of education of the respondents. The findings are captured in Figure 4.4.

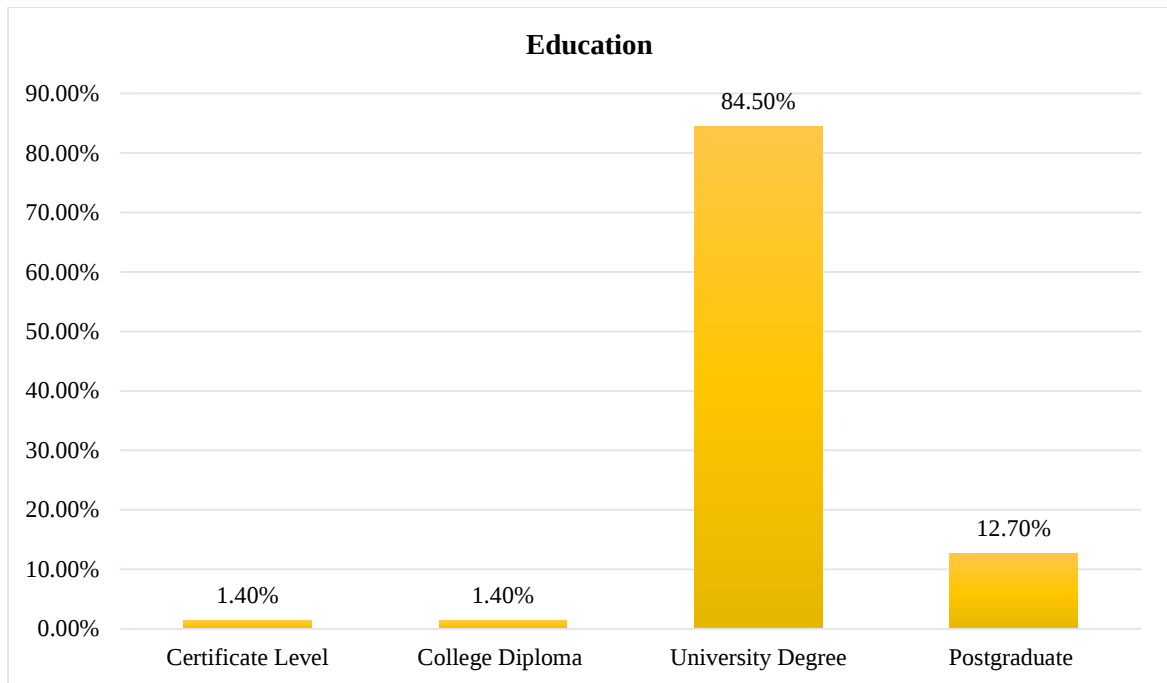


Figure 4.4: *Education Level*

The findings show that 1.4% of the respondents had a college diploma, 84.5% had a university degree, 1.4% had certificate level education, while 12.7% had post-graduate training. The results can be interpreted to mean that most of the respondents had a university degree. In a study conducted by Park et. al. (2018) assessing leadership and EI, most of the leaders had a graduate degree as the basic level of education, meaning that more educated people show higher EI. The findings indicated that the level of knowledge, and more so the university degree, is crucial for leaders as the university syllabus covers various courses that are linked to management and leadership as compared to certificate and diploma.

Work Experience

The study sought to find out the length of job experience that the respondents had in the same position. The results are captured in Figure 4.5 below.

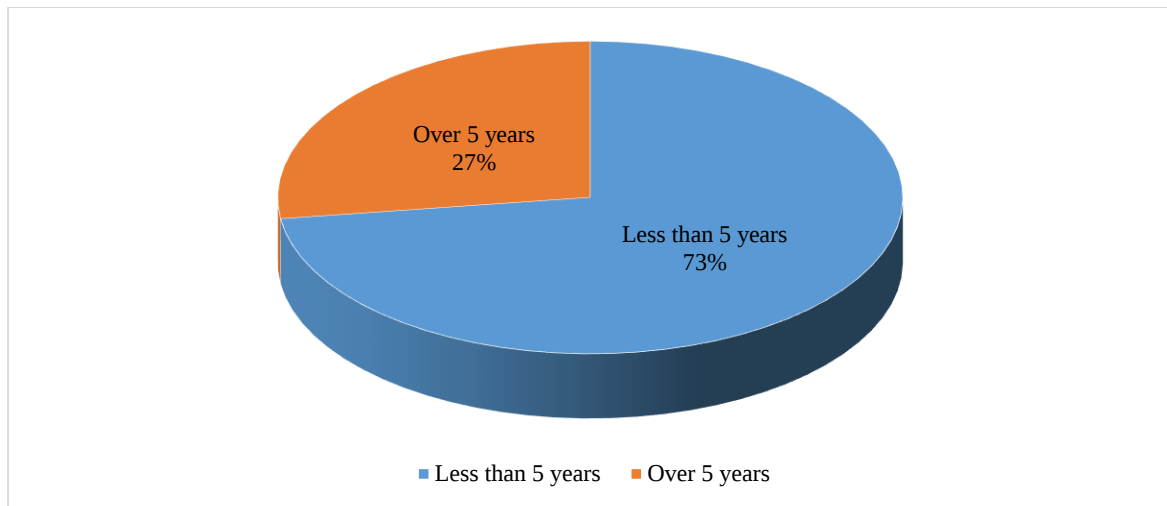


Figure 4.5: *Work experience*

Among those who took part in the study, 27% revealed that they have been in the same position for over five years, while 73% indicated that they have been in the same position for less than five years. Hence, the findings indicate that a majority of the respondents have been in the same position for not more than five years, thus revealing that they did not experience any positional promotion or growth in responsibility. The findings of the study contradict the results of Girma (2016) which indicated that EI is a key aspect of a leader's ability to be socially effective. This is gained after various years of being in the same position and managing people and also growing through different ranks. It is considered in leadership literature as a key determinant of powerful management and organizational leadership. Emotionally clever leaders are efficient at executing all the stages of any business. This is based on the years of experience that one has.

The EI of a leader performs a vibrant role inside the value and efficacy of social interactions with different persons. Employees who have had excessive degrees of EI can also have effective interactions with others in the team and thus there is a need for the leader to ensure that they encourage the use of EI at all times (Girma, 2016). The findings by

Troth et. al. (2018) indicates that people who are exceedingly visible in having the potential to compare, understand, and see-through different emotions can regulate the fluctuations of their social surroundings and assemble reassuring systems based on the application of EI. An excessive EI allows a pacesetter to be better placed to screen how groups of participants are feeling and take the right action in dealing with some challenges they are facing.

Type of NGO

The participants of the study were required to indicate the type of NGO they belonged to. Their responses are captured in Table 4.2.

Table 4.2: *Type of NGO*

Type of NGO	Percentage
Local	66.2
International NGO	33.8
Total	100.0

Majority of the respondents indicated that they belonged to local NGOs (66.2%). Those who belonged to international NGOs represented 33.8% of the participants. The findings of a study done by Park et. al. (2018) supports the results. Their study indicated that in most countries, NGOs are locally based because they are better placed at handling issues facing the local people, even though they might get funding from outside that country.

Analysis of the Research Objectives

Leadership Traits

The study sought to examine the relationship between self-awareness as a

component of EI and organizational leadership in NGOs in Nairobi County, Kenya. The findings are captured in Table 4.3 below. The scoring was based on the following key: < 38: poor leadership competence [PLC], 39-75-moderate leadership competence [MLC], and 76-95 High Leadership Competence [HLC].

Table 4.3: *Leadership Traits Scoring*

Score	Frequency	Percentage
89.00	3	1.4
90.00	6	2.8
91.00	9	4.2
92.00	45	21.1
93.00	45	21.1
94.00	78	36.6
95.00	27	12.7
Total	213	100.0
Leadership score mean		
Mean		93.1831
Std. Deviation		1.30648

The findings of the study show that the most common score among the respondents for leadership score was 94, which had a frequency of 78. This is an indication that most of the respondents had between 76-95 High Leadership Competencies [HLC]. The mean of the leadership score was 93.1831, which indicated that the common scoring was between 76 and 95. This points out to HLC. These findings agree with those of Carleton, Barling, and Trivisonno (2018) who examined the mediating roles of leaders' positive affect and leadership self-efficacy with relation to their trait mindfulness and transformational leadership. The study concluded that self-awareness of leadership traits is critical, especially for leaders within multinational companies. They further showed that effective leaders have a score of 76-95 which indicate HLC.

According to Kwok et. al. (2018), the entire organizational leadership process involves setting a plan, a budget, organizing activities, staffing appropriately, controlling,

and solving problems. Leadership predicts the peoples' future. It exposes them to visions and missions to be met. It also motivates them. By doing so, they easily met goals even though challenges prevail. In the workplace, colleagues might complain that a certain leader favours some employees. The reason behind it all will be that they receive overtime pay and others do not. Few are motivated.

The skills of a leader have to be more than their IQ. There are three different forms of intelligence that people in leadership should possess. These are logic, rational, and quantitative intelligence. The three aspects have been found to play an essential role in the management of an organization by leaders. It is key in improving management that a leader will bring within an organization during change adoption. It has been indicated that the leadership aspect is positively linked to the EI application. For instance, it is accepted that the EI application is key in making sure that there is an application of effective leadership capable of bringing significant changes to the organization (Breithaupt & Durante, 2017).

Self-awareness and Leadership

The study sought to examine the relationship between self-awareness as a component of EI and organizational leadership in NGOs in Nairobi County, Kenya. The findings present various aspects of self-awareness that fall under EI that is crucial for organizational leadership. The findings are captured in Table 4.4 below.

Key: 35-50: Your area of strength; 18-34: Giving attention to where you feel weakest will pay dividends; 10-17: An area that is considered a development priority.

Table 4.4: *Self-awareness scoring*

Self-awareness score	Frequency	Percentage
34.00	2	.9
35.00	1	.5
36.00	4	1.9
37.00	4	1.9
38.00	4	1.9
39.00	4	1.9
40.00	5	2.3
41.00	5	2.3
42.00	10	4.7
43.00	14	6.6
44.00	21	9.9
45.00	32	15.0
46.00	23	10.8
47.00	29	13.6
48.00	26	12.2
49.00	23	10.8
50.00	6	2.8
Total	213	100.0

Self-Awareness Score Mean

Mean	45.0235
Std. Deviation	3.45106

The findings of the study indicate that the most common scoring was 45, with a frequency of 32. The standard frequency fell under 35-50: This area is a strength for you.

The mean of the scoring stood at 45.0235, which was also under 35-50: This is the individual's area of strength. The scoring indicated that self-awareness was a strength for the leaders in the study. These findings resonate with a study by Lin et. al. (2017). Based on their findings, never avoid what is unavoidable. People can get to your last nerve accidentally or intentionally. Despite all that, you can handle the situation. Once you avoid the situation, you cannot create room for self-improvement. Self-improvement is the

essence that self-awareness skills are built (Park et. al., 2018; Lin et. al., 2017).

They lessen the burdens and help keep things in perspective. This finding has been captured in this study. The study indicates that majority of the respondents felt that “I always know when I’m unreasonable” and “I can tell if someone has been upset or annoyed by me”. This can be attributed to the application of nonverbal cues such as facial expressions shown by those who are annoyed, as indicated in the study by Lin et. al. (2017).

The research also found out that sometimes, organizations put in place policies that restrict jokers from a position where their EI can affect the execution of their duties. This comes from being self-aware and using that aspect in the management of people. This is based on the fact that there are organizations that have measures that restrict a direct link between a leader and the subordinates, thus making it hard for them to have a direct influence on employees through the use of EI. This affects their handling of the emotional issues that touch on their employees.

Huhtala and Kunnen (2019) conducted a study whose findings differed from those of the current study. It found a level of .07 which was more significant than .05. The study indicated that there was no relationship between the application of self-awareness and the concept of leadership. It stated that various factors that hurt how a leader can use EI within the work environment were found, thus preventing the realization of the positive results that they might have.

The findings agree with the results of a survey that was conducted by Deutsch (2020). The study found out that there was a definite link between the application of self-awareness and leadership. Having self-awareness helps a leader in dealing with their weaknesses. They deal with them by empowering others and using their skills. Self-motivation comes from setting high standards and appreciating that there will be barriers

to working towards the set goals. A leader has to challenge himself or herself and find ways around the barriers. The leader needs to practise self-regulation to manage emotions. Since leadership is difficult, the leader has to always remain calm, deal with pressure and also stay optimistic at all times. It is also important for a leader to accept inadequacy and always use every opportunity to improve leadership skills and build relationships in the organization.

According to a study conducted by Goleman and Boyatzis (2017), effective leaders who direct and motivate people show a positive correlation between EI and effective leadership. Having self-control and management as a leader means that one can have a positive impact on the subordinates. Research shows that leaders with the ability to understand their personal emotions and those of their subordinates can develop trust, motivation, commitment, and motivation in the organization. Effective leaders can develop strong relationships with their subordinates, hence have an individual consideration towards them and the organization. It is the recognition of their emotions and those of their followers that helps in inspiring and building strong relationships.

As put by Goleman and Boyatzis (2017), EI helps people to lead better. It is also clear that people with EI behave appropriately, and they are skilled at what they do daily. Consequently, having EI means that one can align a situation with specific needs. Research implies that having EI implies better relations and collaborations. The study concluded that being self-aware is positively linked to organizational leadership within NGOs. It can be concluded that most leaders can be self-aware. This is based on the traits that they have linked to EI. The findings reveal that the leaders are self-aware of the effects that their actions might have on others, such as they can judge if they have annoyed someone at work.

Osieko, Maru, Bonuke, and Otinga (2017) assessed emotional self-regulation,

organization commitment, and strategic decision making in private school enterprises within Nairobi County. Their findings indicated that emotional self-regulation and organizational commitment shown by a leader are key in the moderation that is needed during the process of strategic decision making. Hence, there is the need for EI application when it comes to organizational leadership, especially when important decisions are being made.

A survey done by Rubens et. al. (2018) on how self-awareness and leadership skills are common in individuals who have strategic goals that yield intriguing results, noted that leaders who were self-aware regarding their emotions and how to control them were effective in discharging the duties that they had been given within an organization. Furthermore, the study indicated that EI was enhanced when a leader was self-aware and thus allowing them to be effective in handling stressful situations that they faced at work.

Self-regulation

The study sought to determine the relationship between self-regulation as a component of EI and organizational leadership in NGOs in Nairobi County, Kenya. The question covered various components of self-regulation that fall under the emotional intelligence of a leader. The questions in the questionnaire aimed at getting an understanding of how the leaders have been able to manage their emotions and how it affects their leadership. The findings captured by the study are presented in Table 4.5.

Table 4.5: *Self-regulation Scoring*

Scoring	Frequency	Percentage
34.00	1	.5
35.00	3	1.4
36.00	2	.9
37.00	6	2.8
38.00	2	.9
39.00	1	.5
40.00	10	4.7
41.00	10	4.7
42.00	12	5.6
43.00	13	6.1
44.00	16	7.5
45.00	33	15.5
46.00	26	12.2
47.00	27	12.7
48.00	20	9.4
49.00	14	6.6
50.00	17	8.0
Total	213	100.0
Self-regulation Score mean		
Mean		44.9343
Std. Deviation		3.53492

The findings presented in Table 4.8 indicate that the common scoring was 45, with a frequency of 33. This is an indication that most of the respondents were in the category of 35-50: ‘This area is a strength for you’. The mean of the study was 44.9343, indicating a scoring of about 45. It reveals that the overall mean of the scoring for self-regulation was 35-50: ‘This area is a strength for you’. The findings of this study are similar to those of Hans and Gupta (2018), who noted that the concept of self-regulation is of considerable significance, especially when planning the job description for leaders within various NGOs. They said that this is essential for organizations that are found within the Asian region where there is poor emotional management by their managers and leaders.

Their study noted that firms within the USA that were ranked as being among the top 500 fastest growing in the country in 2018 could experience such growth because of

the presence of leaders who had effective emotional regulation. Some aspects of self-regulation when it comes to emotional intelligence included the proper handling of tense situations and being able to suppress emotions whenever a leader faced a hard task when handling other people. The results that have been captured by the study resonate with the findings of Yoon et. al. (2019). Their study noted that within the USA, the concept of self-regulation and management is key to the growth of an organization through the development of emotional intelligence by leaders.

In their study, Xie et. al. (2019) found out *the p-value* of .000. The review made various observations concerning the results it found. The first aspect of the findings thought to have caused a positive relationship was that leaders who regulate their emotions have a better relationship with those with whom they are interacting. The study assessed why leaders handle their feelings. The most common reasons were that it involved them in determining their emotions first, and regulated their actions to avoid hurting other people.

This is key in ensuring that a leader can handle all the issues they are facing at work without having an emotional meltdown. The study concluded that there is need to ensure that leaders are trained on how to manage their emotions in order to ensure that they are effective in discharging their duties. In their study, Marshall, Valentic, and Rasmussen (2019) found out that there was a *p-value* of .03. The result was obtained after a regression analysis was done on the relationship that existed between the two variables. The study made various discussions on why the positive relationship existed.

The first reason given by the survey was that leaders who can regulate their emotions are better placed at understanding their employees. Thus, they can handle all situations well. This shows that proper employee management is one aspect of an outstanding leader. A leader who shows such an ability will always have employees who

can perform better and showing positive leadership skills within the organization. There is a need for leaders to have a better understanding of emotions. This is based on how the emotions are blended and also how they are used to being employed when it comes to the management of a group of people.

Sosik et. al. (2019) conducted a study that yielded regression results with a significance value of .02. The study further elaborated on why there were positive effects in the application of self-regulation when in organizational leadership. The first aspect that might have led to a positive relationship was that leaders with self-regulation ensure that there is the proper management of various conflicts that might take place within the organization. For instance, if employees within a team are not working together, rather than the leader shouting at them due to anger, they can decide to sit them down. This will help to solve the issues causing the problem without being emotional, thus showing leadership.

The findings are also a reflection of a study conducted by Shaaban (2018) who assessed how leaders can handle their emotions and feelings whenever they are handling various tasks such as controlling their employees. In the study, the researcher noted that if there is proper emotional regulation and management amongst the leaders, then there is the likelihood that there will be better performance. This is because such leaders are effective in establishing effective organizational leadership.

The findings by Bracht, Junker, and Dick (2018) agree with those of the current study. Their results have indicated that it is very importance to ensure that leaders can self-regulate their emotions. They noted that the concept of self-regulation and management by a leader, especially if they are working under pressure, is crucial in cultivating leadership traits that can be used in realizing the desired results at work. This is an indication of growth in organizational leadership.

In the current study, majority of the respondents indicated that “I can ‘reframe’ unpleasant situations quickly”. This reveals their ability to work effectively under pressure through changing the difficult work situations in order to manage. Gaur and Gupta (2017) said that self-management refers to managing ones’ internal states, impulses, and resources. There are six other components besides competency. These include adaptability (one has to be flexible), transparency (upholding honesty), controlling emotions, keeping impulses in check, willingness to take responsibilities, and working on them accordingly to attain goals. Even though challenges come along as goals are pursued, positivity should be highly maintained.

Similarly, self-management is the developmental (or anomic, when poorly executed) process of relating the internal/individual (intention) to external/individual (behaviour). It refers to all that has evolved within us as a species about learning, advancing physically, emotionally, mentally, and spiritually, training, therapy, counselling and consulting, potential social activities, physical development, and coaching (Ritvo, Linna & Radiuk, 2018). The findings captured are in line with the results of the current study. The present study has elaborated on self-regulation that is exhibited by individuals who are in a position of leadership. The argument developed above shows that being a good leader usually requires EI which helps in adding competence. Leaders who can manage their emotions develop trust, motivate others, show sympathy, and convince their followers on taking a certain path. The leader has to understand their emotions and those of their followers. Addressing one’s emotions provides a foundation for the ability to understand those being led. Failure to address one’s emotions is not a sign of an outstanding leader. It can affect the followers.

A competent leader instils confidence in their followers through engagement and

motivation. This can only occur through EI (Higgs & Dulewicz, 2016). For instance, the research indicates that there are many internal regulations that the leaders are involved in to show that “I can ‘reframe’ unpleasant situations quickly,” “I do not wear my heart on my sleeve,” “Others can rarely tell what kind of mood I am in” and “I rarely ‘fly off the handle’ at other people.” Hence, the study indicates that leaders who took part in the survey can ensure that there is effective management of their internal emotions through proper regulations as captured in the findings of the current study (Higgs & Dulewicz, 2016).

Kunagornpitak, Sanrattana, and Oaks (2019) further indicated that leaders with self-regulation avoid getting angry at poor-performing employees. Instead, they show them how they are supposed to work to yield excellent results. This shows strong and inspiring organizational leadership. Otieno (2018) also noted that if there is proper emotional regulation and management amongst the leaders, then there is a likelihood for a better performance within the context of public institutions in Kenya. This is because such leaders are effective in establishing effective organizational leadership.

Snowden et. al. (2018) explains that a framework of EI (social awareness, self-management, self-awareness, and social management) represents the basis for mastering capabilities that result in outstanding performance. The other key issue of leadership connected with emotional intelligence comes in the form of empathy. Empathy belongs to a self-awareness cluster. As previously discussed, it determines a leader’s sensitivity to others. This ability is crucial for outstanding performance whenever there is a focus on interaction with people. Leaders with empathic skills can derive delicate messages that they pick up during the communication and understand the real meaning that is often hidden behind a particular behaviour. Self-awareness relates to developing competencies, such as customer service orientation and organizational awareness.

Self-management

The study sought to establish the relationship between self-management as a component of EI and organization leadership in NGOs in Nairobi County, Kenya. The components of the questions that were asked were mainly in terms of how the respondents had managed their emotions while conducting their leadership duties. The findings of the study are presented in Table 4.6.

Key: 35-50: This area is a strength for you. 18-34: Giving attention where you feel weakest will pay dividends. 10-17: Area that is considered a development priority.

Table 4.6: *Self-management Scoring*

Score	Frequency	Percentage
34.00	1	.5
35.00	3	1.4
36.00	2	.9
37.00	5	2.3
38.00	3	1.4
39.00	1	.5
40.00	10	4.7
41.00	11	5.2
42.00	11	5.2
43.00	13	6.1
44.00	18	8.5
45.00	36	16.9
46.00	26	12.2
47.00	23	10.8
48.00	21	9.9
49.00	17	8.0
50.00	12	5.6
Total	213	100.0
Self-management Score Mean		
Mean		44.8404
Std. Deviation		3.47129

The findings of the study indicate that the shared frequency in terms of scoring was 36, which had a scoring of 45. This was in the category 35-50: ‘This area is a strength for

you'. The mean of the scoring was 44.8404, which is almost 45. This was in the group 35-50: This area is a strength for you. The findings indicate that self-management is widely applied by the leaders who took part in the study.

Gaur and Gupta (2017) have indicated that self-management is part of the EI. It is further indicated that it resembles the conversation that people have with themselves that tends to free them from being prisoners of their feelings. It ensures that there is mental clarity that influences the development of a leader who is capable of handling their emotions effectively. It ensures that there is the management of the disruptive emotions from coming back and thus affecting the leader. Based on the effects of the emotional leakage, the public effects of such an event are risky and can damage the reputations of the leader and their organizations.

Given the reality of emotional leakage, a leader's emotions have public consequences. The findings of their study have been captured too in the current study based on the issues that were under assessment. For instance, the aspect of mental clarity that is needed for a leader to be effective is captured by a majority of the respondents who have indicated that "I can always motivate myself even when I feel low."

The findings can be interpreted to mean that those who took part in the study sometimes motivated themselves through self-management. Some motivated themselves more than half the time or in most of the cases. The results of the study are in line with the findings of Bracht, Junker and van Dick (2018), who have indicated that there is great importance in ensuring that leaders are in a position to effectively self-manage their emotions. The study indicated that the concept of self-management by a leader, especially if they were working under pressure, is crucial in cultivating leadership traits that can be used in realizing the desired results at work and thus showing growth in organizational

leadership.

Ma and Jiang (2018) conducted a study examining transactional leadership, transformational leadership and creativity of employees in entrepreneurial firms. It was established that being self-motivated is critical for one to be a transformative leader as part of self-management. They found out that in China, leaders who display self-motivation tended to be in a position to transform the organizations that they led through enhancing employee's performance. Various scholars have examined the relationship between relationship management and organization leadership. Furthermore, transactional leaders can praise and appraise their employees based on the performances that they show. They tend to have superb and exemplary mastery of how work is done and how accomplishments are achieved (Anand, Vidyarthi & Rolnicki, 2018).

Hans and Gupta (2018) also noted that the concept of self-management is of great significance, especially when formulating the job description for leaders within various NGOs. On the other hand, Petrides et. al. (2018) have further indicated that self-management ensures that there is transparency as part of the organization and part of the virtue of the leadership that is managing the organization. Self-management is crucial when it comes to the management of the impulses that people tend to have and thus making sure that a leader is in a position to behave in a manner that they are not likely to regret anytime. People who have a high EI are in a position to ensure that there is proper management of the actions that they take based on their emotions.

Sekiwu and Kaggwa (2017) conducted a study in Uganda that assessed the effects that self-management has when it comes to the leadership that is found in organizations. The study indicated that a leader who is in a position to have self-management is effective in achieving the goals of the organization. This is because they are motivated enough to

handle the responsibilities that they are given. Furthermore, the study indicated that self-management is key when it comes to the achievement of the priorities that an organization has. For instance, the study revealed that a leader who applies self-management is aware of the organization and thus they tend to be effective in the management of the priorities that they have and that of the organization.

Waweru, Gachunga and Kihoro (2020) did a study that captured the effects that self-management has on the management of schools by principals. The study noted that self-management on the part of the principals is key in the management of the schools and this is based on the effective leadership that they have been able to have. For example, the study noted that principals who are highly motivated to handle their duties are better placed at managing all the challenges that they face. Hence, performing better as leaders. The study recommended that there is the need to train secondary schools principals on self-management

Goleman (2010) also indicates that there is a need for a leader to remain dependable to others through getting tasks done, being loyal and committed to colleagues we socialize with and organizations that we work for while maintaining our integrity through honesty and being ethical in our actions. When leaders are self-managed in relationships that we have, that means we are in the position to select the most appropriate options in dealing with our behaviours in a manner that is acceptable and desirable to those around us and on a larger scope, the society we belong in.

Runhaar, Bouwmans and Vermeulen (2019) in their study done in the United Emirates indicated that there was a positive relationship when it comes to self-management and leadership. Bracht, Junker and van Dick (2018) have indicated that there is great importance in ensuring that leaders are in a position to effectively self-manage their

emotions based on a study done in Pakistan. They noted that it was essential in making sure that there was proper management of the emotions that a person in spiritual management that ensures that they remain motivated all the time to achieve the goals that they have been given by the organization.

Shapira-Lishchinsky and Levy-Gazenfrantz (2016) conducted research aimed at investigating the EI competencies that are more important when it comes to change and the experience of good and bad management of MBA students in the United States. The researchers found that having ineffective leadership is synonymous with having deficiencies in self-management competencies. However, it does not mean that the vice versa is true as having self-management skills does not mean that one is an effective leader. It is, therefore evident that leaders should focus on their followers. This calls for having skills related to relationship management competencies.

Relationship Management

The study assessed the relationship between relationship management as a component of EI and organization leadership in NGOs in Nairobi County, Kenya. The questions that were asked in this case were about the practices that the respondents used in the management of the relationships that they have with those whom they are leading. They captured the findings of the study in table 4.7 below.

Key: 35-50: This area is a strength for you. 18-34: Giving attention to where you feel you are weakest will pay dividends. 10-17: is an area that is considered a development priority.

Relationship management has two major key elements: communication and conflict resolution. In diverse organizations, conflict occurs in different forms. Unavoidable clashes happen between several departments. It can be between those in higher and lower ranks, among lower ranks themselves and also higher ranks too. As this conflict occurs, certain

people get affected either as groups or individuals. Jurisdictional differences occur among individuals, departments, unions and management. The source of these conflicts could be because of enmity that exists among individuals, jealousies, personality clashes, differently defined responsibilities, struggles for power, favour and social status. Conflict resolution is a method that is used in the elimination of the sources of conflicts within the workplace (Zhang, Cao & Wang, 2018). Relationship management can be about how they convey their emotions (Potter et. al., 2018).

Table 4.7: *Relationship Management Scoring*

Score	Frequency	Percentage
33.00	2	.9
34.00	2	.9
35.00	3	1.4
36.00	2	.9
37.00	4	1.9
38.00	2	.9
39.00	6	2.8
40.00	8	3.8
41.00	10	4.7
42.00	11	5.2
43.00	13	6.1
44.00	24	11.3
45.00	28	13.1
46.00	28	13.1
47.00	19	8.9
48.00	19	8.9
49.00	21	9.9
50.00	11	5.2
Total	213	100.0

Source: Author (2019)

Relationship Management Score Mean		
N	Valid	213
	Missing	0
Mean		44.6385
Std. Deviation		3.73356

Author (2019)

The findings of the study indicate that the conventional scoring was 45 and 46, with a frequency of 28. It shows that they clustered the respondents around 35-50: This area is a strength for you. The mean of the scoring was 44.6385, showing that the respondents were clustered around 35-50. It shows that relationship management, as part of the EI, is a strength to the leadership that the respondents had.

The findings of the study on the role of relationship management in organizational leadership agree with the results of a survey conducted by Alferaih (2017). He indicated that EI in terms of one's skill in self-awareness and the core values that are linked to it are empathy, organizational awareness and service orientation. This is critical in ensuring that leaders within the NGOs can ensure that there is positive performance based on the application of effective leadership. It further indicated that the best decisions made are to ensure that there is an understanding of the emotions of the people who are to be affected by the decisions. Therefore, this shows that empathy is significant in ensuring that leaders are efficient in the execution of their duties (Alferaih, 2017).

Kremer, Villamor and Aguinis (2019) have made an emphasis on the importance of empathy and constructive feelings in all aspects of their version of crew effectiveness. They indicate that the power of team building creates a more cohesive emotional connection that allows teams to have increased performance, even if there are challenges that are being faced. Others also maintain this belief (Hess & Kirouac, 2010; Ashkanasy & Daus, 2012; Yang & Mossholder, 2004). Abraham (2015) attempted to identify precise emotional capabilities which are appropriately associated with the output of a leader and those whom they are leading. He stated that a range of things comprising organizational climate and task dimensions are key in determining performance. This is because they have the capability of affecting the application of the EI by the leader. Hence, there is the need to

ensure that there is the creation of a supportive and enabling environment.

A study by Joo and Jo (2017) indicates that researchers have found out that the support that employees get on the basis of a leader's empathy is not a good thing based on the negative effects it can have. It shows that the leader handles most of the actions of the employees. If the employees cannot show empathy towards others, then the leader will be in trouble. It has been indicated that the concept of self-awareness and the application of empathy can ensure that a leader knows and understands based on the nonverbal cues that are shown by other people and, more so people who are behaving within a group. It enables a leader to show empathy based on the understanding of the nonverbal cues such as when one is sad and is communicating through facial expressions.

The research by Tanui, Were, and Clive (2018) suggested that utilization of EI is significant in transformational leadership in public universities. They established that there is a positive link in terms of the application of the EI and leadership that is transformational. Also, a leader's effectiveness is linked to the EI aspect. It recommends further study because there were implications for theory and practice.

Despite the popularity and the extensive studies that have been conducted about the EI aspect, there are still controversies that surround EI among various scholars. This is based on the manner of the application of the EI and its legitimacy based on various available models. The findings are in line with the findings of Joo and Jo (2017) who indicated that self-awareness enables a leader to recognize and interpret all the nonverbal communications that are taking place whenever a leader is communicating with other people. For instance, when a group of people are sending common nonverbal cues, a leader can be able to have a better understanding of what the group is communicating. It has been indicated that the aspect of a leader being mindful is a key aspect of EI and social

awareness. Hence, when a leader is keen on social awareness, they are in a position to ensure that they can mind what is happening within the environment.

Empathy is considered the main aspect of social awareness. It allows leaders to understand how information and values within an organization are transformed and transferred (Joseph et. al., 2015). Empathy is critical for enhancing positive behaviour from a leader (Muller, Pfarrer, and Little, 2014). Mishra (2018) indicated that in an organization, leaders who often show empathy influence their employees positively. Torain (2018) indicated that leaders with low EQ make various assumptions based on the emotional crisis that other people experience. They believe that there is a negative attitude that is hidden behind the behaviours of another person. Hence, when emotions are triggered, they are quick to assume the worst in others. Leaders who have a higher EI are more empathetic.

As such, they understand people based on the reasons behind their emotional reactions. They ensure that there is positive handling of the situation, thanks to the use of effective EI principles. The traditional ways of handling things should still prevail. Those at the higher cadre are bosses, while those at the lower cadre take orders. The ‘bosses’ are aware of all issues that arise within the organization. The rest hear rumours about what is happening, or have no hint at all.

These findings resonate with the results of the current study. The present research captured the aspect of decisions accepted by each member of a team under a leader based on the application of empathy, such as through a majority of the leaders indicating that they know the reasons for disagreements based on the grasp of the EI that they have. This means that the leaders who took part in the study can make the best leadership decisions by ending the disagreements that might hinder the achievement of the goals that have been set by the organization.

The findings of the study relate to the conclusions from Martini, Suardana and Astawa (2018), who argued that empathy is a necessary leadership skill based on the role that it has on the management of the employees and the overall running of an organization. They have indicated that the ability that a leader has when it comes to showing compassion to others and more so the employees is crucial in the overall performance of the employees.

A leader's knowledge in having and showing empathy is essential in today's management of an organization. In the current study, most of the leaders indicated that "I am excellent at empathizing with someone else's problem" and "I can sometimes see things from others' points of view." The two aspects show that the level of empathy shown by the leaders who took part in the study is precise. They value the feelings that other people have through understanding. The findings of the current research resonate well with the results and arguments of Martini, Suardana and Astawa (2018).

Kock et. al. (2019) indicated that leaders who show empathy towards their employees have a 40% chance of performing better based on the facts that they could coach their employees and also engage them effectively. Hence, they are in a situation that effectively transforms organizational leadership. This is an assertion that has been captured in the findings of the current study through a majority indicating that "Other individuals are not 'difficult', they are just 'different.'" It shows that the leaders are empathetic towards others through understanding that they are different may be based on what they are going through since everyone approaches challenges differently. Kock et. al. (2019) indicated that leaders with empathy are keen listeners. They pay so much attention to emotional prompts. They are sensitive and understanding, which links with the findings of the current study.

Godse and Thingujam (2010) asserted that EI is correlated with leaders who can ensure that there is effective management of conflicts that are taking place within their

environment. The avoiding style is not linked to any aspect of EI. The study indicated that IT leaders who have a higher EI have the chance of having better adaptation to the styles that are used in resolving conflicts based on any situation that might arise within the work environment. Abraham (2015) indicated that social skills based on the EI are key in the creation of positive interpersonal relationships and thus enhancing the job satisfaction that people have through a reduction in occupational stress.

Their study further indicated that such leaders easily understand other people's needs and help them out. For example, the teacher-student relationship justifies the benefits of an understanding and empathetic leader. Kock et. al. (2019) said that teachers who were aware of their students' feelings in the classroom were more likely to design a conducive learning environment that suited them, and effectively guided them. Teachers who have created positive climates for students will encourage them to perform better in classroom. The relationship between the strengths of EI in a leader and the performance of the unit led appears to be mediated by the climate that the leader creates. These findings are reflected in the results of the current study.

Kathungu (2010) noted that there was evidence to show that there is a relationship between EI and job performance among service providers in rehabilitation schools. Actually, some variance in their job performance may be accounted for by its linear relationship with EI. This means that there is a need to give EI due consideration during the recruitment of staff for rehabilitation schools, and in-servicing of such service providers. It would also be sensible to incorporate emotional intelligence development into pre-service training so that those who graduate from various training are high on emotional intelligence.

This research shows that a majority of the respondents claimed that “I can always see things from the other person’s viewpoint,” which indicates the level of understanding of the feeling of others. This is crucial in the sense that it ensures there is effective designing of an environment where there is a conducive working relationship with the employees, as in the case of the teacher creating a positive environment for their learners as showed by Kock et. al. (2019). Böckler et. al. (2017) indicated that leaders with strong EI often engage employees positively which influences how they perform. This is because if a leader shows empathy to employees, they will also show empathy to the customers, thus giving the customer a better experience and enhancing performance. Holt et. al. (2017) indicated that one of the primary roles of a leader was to ensure that there is the provision of support to the employees.

This is based on showing acceptance, consideration, and concern for the needs of the employees. It caters to the feelings of those whom the leader is leading while in the organization. The study concludes that the leaders who took part in the survey can show empathy and thus creating a working environment where there is an understanding of the needs and feelings of others to achieve the desired leadership goals that they have set. The study is also a reflection of the findings of Kunnanatt (2008) which indicated that sometimes, the emotional connections that people have are because of the presence of empathy. Empathy ensures that there is the sharing of bonds and beliefs based on having a point of view of the other person and the issues that they are dealing with.

The present study captured the element of understanding the reactions of others based on their point of view. It indicated that “I can understand why my actions sometimes offend others” received a reliable mean of 4.5, which is a sign that most of the leaders who took part in the study thought that they understand the reactions that employees have based

on some actions that they show when executing their leadership goals such as a managing people among others. Kunnanatt (2008) indicated that it might include aspects such as being calm, realignment and having a positive influence on other people whenever they are in a conflicting situation. The skill area in such cases is developing a team based on collaboration and effective communication through leading by example and having strong networks with other people.

This reflects the findings of the current study that indicated that most of the leaders had a positive response to the statement, “I can tell if a team of people is not getting along with each other.” Srinivasan and George (2013) did a study that assessed the link between conflict management style and the concept of EI. The study examined variables linked to the application of EI. The findings of the study indicated that there was a need to ensure that leaders are made more aware of how to use their EI to ensure that there is a positive conflict resolution style. This was because leaders who had a high EI were found to be better placed at managing the different conflicts that arose within the work environment. This is reflected in the findings of the study to have to understand if a leaders’ actions have offended others and thus eliminating any chance of conflicts ever arising from the workplace.

The findings of the study were similar to the findings captured by Quintero, Vera, Morales, Zuluaga, and Fernández (2020) who found out that leadership and the applications of EI are crucial in the effective resolution of conflicts that might end up hurting the performance of the employees and the organization in the long run. This is key, especially about a leader being able to notice if people are not getting along, as indicated in the findings of the current study. It allows leaders to solve some disagreements before they become full-blown conflicts at the workplace which can harm the performance of the

employees and the organizations. This is related to the findings of Kunnanatt (2008) who reveals that such leaders are capable of ensuring that there is the development of a good team that can work together to achieve the goals of the organization. Hence, showing that the leaders have a grasp of the role of empathy as part of EI in enhancing their leadership skills.

The findings that were obtained by the study are similar to the results that were obtained in a survey that was conducted by Runhaar, Bouwman, and Vermeulen (2019). The study indicated that there was a positive relationship between self-management and leadership. It also revealed that there are various positive aspects of self-management that make a person to be an outstanding leader. It also indicated that they need to be aware of how to motivate themselves to motivate those whom they lead. For instance, leaders who can motivate themselves to do onerous tasks will drive those whom they lead to embracing challenging functions while at work. Hence, they will show how effective they are at driving. Therefore, the findings of the current study are interpreted based on the discussion in those leaders who took part in the survey are good at motivating themselves. Thus, they motivate others, which transforms into positive organizational behaviour.

Laschinger and Read (2016) conducted a study that revealed that 86% of respondents agreed that a positive mood is synonymous with effectiveness in problem-solving. The argument is that when they look at the facial expressions of other people, they recognize their emotions and hence understand why they change. When people are in a positive mood, innovativeness is enhanced when there's need to come up with new ideas. As argued by Laschinger and Read (2016), they usually have control over their emotions, so they can recognize their emotions when they experience them. Most of the leaders studied (85%) agreed that what motivates them is the imagination of a good outcome to a

task that they are undertaking. They were also in agreement that they complimented others when they did something good.

Leaders with EI appreciated the importance of non-verbal messages sent to their subordinates. For instance, when someone shared a life experience with the leader, they put themselves in their shoes. However, 93% of those interviewed were opposed to the notion that they could discern the feelings of others by simply looking at them. Consequently, they were not sure whether they improved their feelings when they were down or not.

Laschinger and Read (2016) further indicated that 97% of the respondents said that good mood helped them to get going despite the obstacles that they faced. They also argued that it was possible to tell how others were feeling through the tone they had when speaking. However, they agreed that it is hard to understand why people have a particular feeling. It is therefore clear that there is a positive correlation between having emotional intelligence and being effective in leadership. Factors associated with emotional intelligence impact the leadership decisions made in an organization and the creation of a positive environment. Leaders with emotional intelligence used every interaction as an opportunity to engage, empower, and inspire those around them. Those who did not have emotional intelligence distanced, disempower, and disenfranchise others. This means that having emotional intelligence allows the leader to understand that an outcome can have two specific outcomes. The first outcome is the nurturing of relationships because of the elimination of barriers, the creation of trust, and the development of loyalty in an organization. The second outcome is the removal of all the trust that had been established before (Laschinger & Read, 2016).

Emotional intelligence helps a leader to have relationship skills. Relating well and showing empathy are important elements when differentiating between leadership and management. Managers have their focus on putting systems and structures that give them control to ensure things are done right (Hayati, Atefi & Ahearne, 2018). As argued by Akbari et. al. (2017), leaders have their focus on the development of a common vision. They motivate and engage people to ensure that they contribute to the vision. The engagement given by the leader also encourages people to ensure that they align their self-interests with those of the organization. Leadership is about persuading people and motivating them to work towards the attainment of organizational goals. Leaders ensure that employees have the right environment to pursue their goals. Emotional components such as the ability to motivate and engage have been found to form the foundation of transformational leadership.

The whole essence of leadership is the interaction of a leader with the subordinates. According to Hayati, Atefi, and Ahearne (2018), emotional awareness and regulation become important factors in the quality of social interactions. This means that social intelligence is an important trait of a leader when leadership is analysed in a social context. Effective leaders have EI as a common factor, so emotional intelligence helps a leader in effectively managing their roles through emotional regulation. It implies that one can have the best education and other qualifications, but without EI, then he or she may not become an outstanding leader. Research supports the argument that emotional intelligence is important at the top management of the company, where technical skills are of less importance. It is also clear that transformational leadership, which is considered the best leadership style, depends on emotional intelligence.

Similarly, there is a positive correlation between inspirational leadership and relationship management. I associate emotional intelligence with self-management and motivation, which are associated with optimism, an important component of inspirational leadership. Inspirational leaders are effective in handling failures and their demotivating aspects (Hayati, Atefi & Ahearne, 2018).

Research by Goleman (2017) shows that there is a strong relationship between transformational leadership and emotional intelligence and a lesser correlation with social and cognitive intelligence. A transformational leader has to possess different intelligence, with social and emotional intelligence being important as they help the leaders in inspiring employees and in the building of stronger relationships (Hayati, Atefi and Ahearne, 2018).

Zimmerman et. al. (2019) indicated that the awareness and consideration of any relationship is an essential component when it comes to the process that is involved in the making of various decisions. The use of EI by a leader is key in the decision-making process that factors in the feelings of other people. This is based on the application of empathy. Such processes are key in the effective management of a business through making scores that a leader can have a better understanding of the entire issues that they are facing.

Test of Hypotheses

Table 4.8: *Test of Multicollinearity on EI and organizational leadership*

Model	Unstandardized Coefficients		Coefficients ^a Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	4.476	.123		36.307	.000		
Self-awareness mean	.026	.022	.076	1.149	.252	.979	1.021
Self-regulation	.129	.031	.621	4.093	.000	.187	5.356
Relation management	.015	.014	.071	1.069	.286	.974	1.026
Self-management	-.074	.024	-.461	-3.049	.003	.188	5.310

a. Dependent Variable: Leadership

The findings of the Test of Multicollinearity indicate that the values obtained for the variables are between 1-10 and thus show that there are no multicollinearity symptoms detected.

Regression Analysis on EI and organizational leadership

Table 4.9: *Model Summary on EI and organizational leadership*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.239 ^a	.057	.039	.06741

a. Predictors: (Constant), Self-awareness, Relation management, Self-regulation, Self-management

The R-Square is the proportion of variance in the dependent variable (organizational leadership), which can be predicted from the independent variables (Self-awareness, Self-regulation, Self-management and Relationship Management). This value indicates that 5.7% of the variance in organizational leadership can be predicted from the

variables self-awareness, Self-regulation, Self-management and Relationship Management. This is an overall measure of the strength of association. It does not reflect the extent to which any independent variable is associated with the dependent variable. R-Square is also called the coefficient of determination (Mugenda & Mugenda, 2003).

The findings indicate Self-awareness, Self-regulation, Self-management and Relationship Management did not strongly predict that organizational leadership. Hence, revealing the weak relationship that exists between the two aspects.

Table 4.10: ANOVA on EI and organizational leadership

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.057	4	.014	3.149	.015 ^b
	Residual	.945	208	.005		
	Total	1.002	212			
a. Dependent Variable: Leadership Mean						
b. Predictors: (Constant), Self-awareness, Relation management, Self-regulation, Self-management						

The F-value is the Mean Square Regression (.015) divided by the Mean Square Residual (.007), yielding 2.263. The *p-value* associated with this F value is .000. These values are used to answer the question, “Do the independent variables reliably predict the dependent variable?” The *p-value* is compared to the alpha level (0.05). The *p-value* is .000, which is lower than 0.05, thus indicating that the independent variables can predict the independent variable. These findings indicate that there is a key significant relationship that exists between the dependent and the independent variable. It shows that the concept of organizational leadership cannot be predicted by Self-awareness, Self-regulation, Self-management and Relationship Management. Hence, revealing that emotional intelligence, to some extent, is not a key facet of the determination of effective organizational leadership.

Table 4.11: *Coefficients on EI and organizational leadership*

Model	Coefficients ^a						
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
1 (Constant)	4.476	.123		36.307	.000	4.233	4.719
Self-awareness	.045	.013	.227	3.387	.001	.019	.072
Self-regulation	.032	.013	.165	2.430	.016	.006	.058
Self-management	.034	.013	.172	2.534	.012	.008	.061
Relationship management	.025	.013	.138	2.030	.044	.001	.050

a. Dependent Variable: Organizational Leadership

The dependent variable was organizational leadership while the EI components were the independent variables as presented in the following regression model:

$$Y_{olk} = \beta_0 + \beta_{sas}X_{sas} + \beta_{srm}X_{srm} + \beta_{rm}X_{rm} + \beta_{soa}X_{soa} + \epsilon_i$$

$$\text{Organizational leadership} = 4.476 + .045 + .032 + .034 + .025$$

These estimates talk more about the relationship between the independent variables and the dependent variable. These estimates tell the amount of increase in organizational leadership that a 1 unit increase in the predictor would predict.

The sig column is used to test the null hypotheses that were used in the study. The study used alpha to be 0.05, coefficients having a p-value of 0.05 or less would be

statistically significant. The sig column is used to test the null hypotheses that were used in the study. The study used alpha to be 0.05, coefficients having a p-value of 0.05 or less would be statistically significant.

H0₁: Self-awareness as a component of EI has no significant relationship with organizational leadership in NGOs in Nairobi County, Kenya.

Self-awareness had a *p-value* of .001. The value is less than 0.05. The value indicates that there is a statistical significance of self-awareness and organizational leadership. It also indicates that there is a strong positive relationship between the variables. Hence, the null hypothesis was rejected. This is an indication that self-aware leaders can have a positive impact on the leadership of the departments that they are leading. The findings indicated that these NGOs that took part in the study had their leadership influenced by the EI application. The influence is in terms of the self-awareness of the leaders who took part in the survey. Therefore, it can be concluded from the findings of the study that self-aware leaders do influence the leadership of the NGOs that took part in the study. The findings of the study concerning the hypothesis that was captured disagreed with the results of a survey that was conducted by Huhtala and Kunnen (2019). The study found a significance level of .07, which was more significant than .05. The study indicated that there was no relationship when it comes to the application of self-awareness and the concept of leadership. The study stated that various factors were found within the work environment that harmed how a leader can use EI and thus preventing the realization of the positive results that a leader might have.

The study indicates that there are factors such as an unsupportive work environment that harm how a leader is capable of using the emotional intelligence that they have. It was noted that there are some cases whereby in some organizations, the policy restricts leaders

in a manner that ensures that they are not in a position to ensure that there is effective handling of the EI in the execution of their duties. This comes from being self-aware and using that aspect in the management of people. This is based on the fact that there are organizations that have measures whereby the leader does not have a direct link to the subordinates thus making it hard for them to have a direct influence on employees through the use of EI. Hence, harming how they are supposed to handle the emotional issues that touch on their employees.

The findings of the study agree with the findings of a study that was conducted by Deutsch (2020) which found out that there was a positive link between the application of Self-awareness and leadership. The study conducted a regression analysis that found a *p-value* of .02. It concluded that the positive relationship between the two was based on how the leaders executed the various aspects of duties through being aware of their emotions are and how they were supposed to be applied. The study further revealed that leaders were supposed to ensure that they were aware of the emotional issues within their lives to ensure that there was proper management of their emotions to avoid affecting other people negatively. Hence, the study concluded that being self-aware is positively linked to organizational leadership within NGOs.

The findings agree with those of Kunnanatt (2008) which indicated that being self-aware is based on the skills that an individual has in the analysis and assessment of the emotions that they have and the feelings that they experience in real-time based on the application of the situation that they are in the immediate environment. The study also revealed that active managers can ensure that they are aware when they lose control of their temper and they also know situations where they are being unreasonable. The study concluded that being able to have enough self-control, being ethical and conscious are key

skills that are required of a leader who is keen on having self-awareness.

Motivation represents individuals 'emotional tendencies that facilitate reaching goals and objectives. Vision or values may inspire and motivate individuals. They have a passion for working for reasons that are not related to monetary rewards or promotions. Social competencies are defined as the abilities a person has to know and deal with the "self of others," particularly to gain insight into others' emotional worlds by using empathy and interrelation skills to produce socially desirable outcomes for themselves and others.

Byrne et. al. (2007) in their study supported the influence that self-awareness has on leadership. Their study used the ECI, which revealed that self-awareness indicates the knowledge of one's internal states and intuitions. Self-management indicates the ability to manage one's internal states and impulses. Self-awareness indicates how people deal with one's internal self. The dependent variable (leadership) was assessed on four criteria i.e., strategic visioning and change, personal qualities, communication and team motivation.

Higgs and Dulewicz (2016) have also noted that to a great leader, one requires to be socially aware of the people who they are leading. One needs to be a competent leader. Attention is also drawn to how people manage their emotions when they are around others. EI plays a greater part in enabling people to trust, motivate others, feel sympathy, and convince people that how they carry themselves is the real deal. EI relies on the leader's side and on the people who want to be led. Peoples' emotions need to be understood. Some leaders avoid being criticized because of their moving speeches and how they portray themselves outside. Many people pretend to be good leaders by having to hide how they deal with their emotions. In the end, it affects the people who are being led. This is an actual case in many NGOs. This becomes unsure for the people or the board to decide if the leader is competent enough. Therefore, the findings of the current study are supported by several

studies and being opposed by another study. It reveals that there are mixed results in the findings obtained and thus, in any situation, self-awareness and organizational leadership might be positively or negatively linked.

H0₂: Self-regulation has no significant effect on organization leadership in NGOs in Nairobi County, Kenya

Self-regulation had a *p-value* of .044. The value is lower than 0.05, indicating that there is a statistical significance. Hence, the null hypothesis was rejected. The findings of this study can be interpreted to mean that self-regulated leaders have effective leadership skills.

Based on the traits that were being investigated by the study, some of the emotional regulation aspects that are needed for positive leadership includes the ability to ignore annoyance by troublesome people. Hence, it is concluded that within the NGOs that were assessed in the study, leaders who were self-regulated could perform better as leaders.

The findings of the study concur with those of Xie et. al. (2019) that found out *the p-value* of .000. The study made various observations concerning the results. The first aspect of the findings that is thought to have caused a positive relationship is the fact that leaders who regulate their emotions have a better relationship with those they interact with. The study assessed how leaders handle their emotions. The most common reasons were that they were involved in assessing their emotions first and regulating their actions to avoid hurting other people. This is key in ensuring that a leader is in a position to handle all the issues they are facing at work without having an emotional meltdown. Additionally, the study concluded that there is a need to ensure that leaders are trained on ways to manage their emotions to ensure that they are effective in discharging their duties.

The study findings agree with the findings of Marshall, Valentic and Rasmussen (2019) which found out that there was a *p-value* of .03. The result was obtained after a regression analysis was done on the relationship that existed between the two variables. The study made various discussions on why the positive relationship existed. The first reason that was given by the study was that leaders who can regulate their emotions are better placed at understanding their employees. Thus, they are capable of handling their situations well. The study indicates that this is one of the aspects in proper management of the employees. A leader who shows such an ability will always have employees who are capable of performing better, hence showing positive leadership skills within the organization.

The third comparison to this study is linked that conducted by Sosik et. al. (2019). The study yielded regression results with a significant value of .02. It further elaborated on the reason for the positive results that existed in the application of self-regulation when it comes to organizational leadership. The first aspect that might have led to a positive relationship is that leaders with self-regulation ensure that there is the proper management of various conflicts that might take place within the organization.

This helps in solving the issues that are causing the problem without being emotional, hence showing leadership. The fourth comparison is linked to a study that was conducted by Bracht et. al. (2018). They indicated that there is great importance in ensuring that leaders can self-regulate their emotions effectively. They also noted that mastering the concept of self-regulation and management is critical for a leader, especially if they are working under pressure. They should assess the emotions of others (always being mindful of the emotions of your partner, supporting other positive emotions, encouraging openness

of negative thoughts, and having strong awareness of emotions of those around you).

Regulating one's emotions is about controlling and managing tempers, having emotional management capacity, calming down quickly and having firm control of one's own emotions. There is emotional need to be successful which one can achieved by telling themselves that I am always committed to success, I am always capable, I am self-motivated, and always driven to the best of my ability (Pacheco, Rey & Sanchez-Alvarez, 2019). This is crucial in cultivating leadership traits that can be used in realizing the desired results at work, which in turn show growth in organizational leadership. The study reflects the findings of Hans and Gupta (2018) who noted that the concept of self-regulation is of great significance, especially when planning the job description for leaders within various NGOs.

H0₃: The relation management component of EI has no significant relationship with organizational leadership in NGOs in Nairobi County, Kenya.

Relationship management had a *p-value* of .044. The value is lower than 0.05, indicating that there is a statistical significance. Hence, the null hypothesis was rejected. The findings suggest that leaders who show relationship management while managing other people can offer effective leadership. This is based on the fact the hypothesis has proven that relationship management and organizational leadership are related. Relationship management on the findings of the current study agrees with the results of research that was conducted by McClean and Collins (2019) which conducted a regression analysis that indicated there was a positive relationship when it comes to relationship management and leadership with a *p-value* of .01. The findings of the study backed by various discussions that indicated the factors responsible for the positive relationship that exists between the two.

The study stated that a leader who is capable of maintaining a relationship with employees is better at handling people who have various challenges while at work. This is due to the understanding that such a leader has. The study indicated a leader who can take into the emotions of other people and view them in their view is better placed in the monument of people that they lead thus showing strong leadership on their part. The study concludes that leaders must ensure that they can understand the emotional needs of their employees and handle them based on that. Hence, it is an indication that with the current study; the leaders were in a position to understand the emotions of their employees or they did not know how to employ EI in such situations. Hence, the negative relationship between the two concepts.

The findings of the study are in disagreement with the results that were presented by McClean and Collins (2019) which revealed that there was no relationship when it comes to relationship management and the leadership skills that one shows. The study obtained a significant value of .23 based on the regression analysis that was conducted. The study indicated that various external factors had been found to affect such a relationship. I base one of the significant factors that influence the relationship between the two variables on how some of the people are hard to understand. It can be about how they convey their emotions. The study indicated that some of the leaders found it hard to read the emotions that were being shown by the staff. Thus, they made a wrong judgment, which worsened the situation, showing that they had poor leadership. This analysis might be a representation of some reasons behind the negative relationship that the current study found.

The study also compares with that of Goleman, Boyatzis and McKee (2012) who indicated that relationship management is the ability to take one's own emotions, the

emotions of others and the context to manage social interactions successfully. They also referred to relationship management as being the continuous process of managing, evaluating, reinforcing our actions, thoughts and emotions to have appropriate behaviours or performance concerning our surroundings and environment through continually reminding ourselves of our norms and values. Instead of the usual blame others for mistakes we make or continually defending ourselves, we should be able to take responsibility for our behaviours, misunderstandings, and general emotions and how they impact our actions and daily lives.

H04: The self-management component of EI has no significant relationship with organizational leadership in NGOs in Nairobi County Kenya.

Self-management has a *p-value* of .012. The *p-value* is lower than 0.05 indicating that there is statistical significance. The findings indicate that the null hypothesis has been rejected. The results suggest that self-management, which is through self-motivation, is critical in the development of positive organizational leadership. This is based on the fact that someone rejected, thus the hypothesis indicating that there is a definite link between leaders motivating themselves and showing effective organizational leadership. The findings that were obtained by the study are similar to the results that were obtained in a survey that was conducted by Runhaar, Bouwmans and Vermeulen (2019) which indicated that there was a positive relationship when it comes to self-management and leadership. This was based on leaders who accepted motivating themselves.

The study reveals that there are various positive aspects of self-management that make a person become an outstanding leader. The findings of the current study are interpreted based on the discussion in those leaders who took part in the survey are good at motivating themselves. Thus, they motivate others, which transforms into positive

organizational behaviour. In another study by Hassan, Bashir and Abbas (2017), one objective focused on exploring the link that exists between relationship management and transformational leadership as part of the NGOs' leadership development. The study showed that emotional intelligence is crucial in the transformation of a leader to be a transformational one. It is noted through being able to manage the relationship that a leader has with other people within an organization. A leader who intends to transform an organization must understand the emotions that other people might have at the workplace and how to handle such people without causing significant problems.

Correlation Analysis on EI and organizational leadership

The study conducted a correlation to find out the relationship that existed between the dependent and the independent variable.

Table 4.12: *Correlation analysis on EI and organizational leadership*

		Correlations				
		1	2	3	4	5
1. Leadership Score	Pearson	1	.227**	.165*	.172*	.138*
	Correlation					
	Sig. (2-tailed)		.001	.016	.012	.044
	N	213	213	213	213	213
2. Self-Awareness	Pearson	.227**	1	.865**	.883**	.801**
	Correlation					
	Sig. (2-tailed)	.001		.000	.000	.000
	N	213	213	213	213	213
3. Self-Regulation	Pearson	.165*	.865**	1	.976**	.917**
	Correlation					
	Sig. (2-tailed)	.016	.000		.000	.000
	N	213	213	213	213	213
4. Self-Management	Pearson	.172*	.883**	.976**	1	.933**
	Correlation					
	Sig. (2-tailed)	.012	.000	.000		.000
	N	213	213	213	213	213
5. Relation Management	Pearson	.138*	.801**	.917**	.933**	1
	Correlation					
	Sig. (2-tailed)	.044	.000	.000	.000	
	N	213	213	213	213	213
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

H0₁: Self-awareness as a component of EI has no significant relationship with organizational leadership in NGOs in Nairobi County, Kenya.

The correlation between Self-awareness and organizational leadership had a significance level of .001. The value is lower than .001 thus indicating that there was a significant correlation between the two variables. It also shows that there is a strong positive relationship between self-awareness and organizational leadership. Hence, the null hypotheses were rejected. The correlations that have been captured in the study disagree with findings captured by Rubens, Schoenfeld, Schaffer and Leah (2018). Their study found a significance level of .11 in the correlations. This was more significant than .05. The study indicated that EI is enhanced when a leader is self-aware, thus allowing them to be effective to handle stressful situations at the workplace.

Carleton, Barling and Trivisonno (2018) conducted a study that concluded that self-awareness is critical, especially when it comes to leaders within Multinational Companies. It allows such leaders to handle the pressures that come with managing a global firm. I based this on a correlation analysis that indicated that there is a significant level of .001 between self-regulation and organizational leadership. Hence, it reflects on the findings of the current study. A self-aware leader can easily tune into how others feel and act empathetically. This is an essential basis for interpersonal resonance. Self-awareness, as part of EI, has been linked to leadership.

Carleton, Barling and Trivisonno (2018) conducted a study on the trait of leadership in mindfulness and transformational leadership. The study concluded that self-awareness is critical, especially when it comes to leaders within Multinational Companies. This is because it allows such leaders to handle the pressure that comes with managing a global

firm. In a study that was conducted by Rubens et. al. (2018) titled “Self-awareness and leadership: Developing an individual strategic professional development plan in an MBA leadership course.” Leaders who are self-aware of their emotions and how to manage them be effective in discharging the duties that they have been given within an organization. The study indicated that EI is enhanced when a leader is self-aware, thus allowing them to be useful when it comes to handling stressful situations they face at work.

H0₂: Self-regulation as a component of EI has no significant relationship with organizational leadership in NGOs in Nairobi County, Kenya.

Self-regulation and organizational leadership had a significance level of .016. The value is lower than 0.05. The findings indicated that there was a correlation between self-regulation and organizational leadership. It also indicates that there is a strong positive relationship between self-regulation and organizational leadership. Hence, the null hypothesis was rejected. The results of the study agree with the outcome of a correlation study that was done by Runhaar, Bouwmans and Vermeulen (2019) which indicated that there was a positive relationship when it comes to self-management and leadership with correlation results of .001. The study revealed that there are various positive aspects of self-management that make a person a good leader.

The findings of this study are interpreted based on the discussion in those leaders who took part in the survey are good at motivating themselves. Thus, they motivate others, which transforms into positive organizational behaviour. The importance of self-regulation has been captured by Tyoon et. al. (2019) who indicated that such leaders could avoid getting angry at poor-performing employees and instead show them how they are supposed to work to yield excellent results. Showing strong and inspiring organizational leadership is also captured.

Shaaban (2018) also noted that if there is proper emotional regulation and management amongst the leaders, then there is the likelihood that there will be better performance. This is based on the fact that such leaders are useful in establishing effective organizational leadership. Hans and Gupta (2018) also noted that the concept of self-regulation is of considerable significance, especially when planning the job description for leaders within various NGOs.

H0₃: The relation management component of EI has no significant relationship with organizational leadership in NGOs in Nairobi County, Kenya.

The findings indicate that the correlation that is there between relationship management and organizational leadership is .012. The significance level is lower than 0.05, meaning that there is a statistical significance between the two. It also indicates that there is a strong positive relationship between relationship management and organizational leadership. Hence, the null hypothesis was rejected.

The findings agree with the results of Hassan, Bashir and Abbas (2017) who conducted a study in which another objective was to look at the link that exists between relationship management and transformational leadership as part of the NGOs' leadership development. The study indicated that emotional intelligence is crucial when it comes to the transformation of a leader to be a transformational one by obtaining a correlation of .02. One can be able to lead such people effectively. Maamari and Majdalani (2017) indicated that relationship management when it comes to organizational leadership, can be used to enhance how a leader works with people of diverse backgrounds to realize the targets that they have been given. Organizational leadership is achieved through productive collaborations where there is the application of the emotional intelligence aspects such as relationship management.

Goleman, Boyatzis and McKee (2012) established that relationship management could also incorporate the aspect of teamwork and collaboration with other people. All managers and teams are considered as being a collection of people. The moment that they are together, they can each take into consideration the emotions of other people. It is crucial in ensuring that the emotions that people show are positive to enhance the performance of the group without causing any emotional conflicts (Barsade, 2012). Zhang, Cao & Wang (2018) further indicated that as the conflict occurs, certain people get affected either as groups or individuals. Conclusively, jurisdictional differences occur among individuals, departments, unions, and management.

Sadeh and Zilber (2019) indicated that trust is a very hard aspect to gain and can be lost in a blink of an eye about relationship management. It is always two-way traffic. As much as leaders are required to be trustworthy, so do the followers. Hence, the need to reflect on our behaviours so that we can adjust them to gain each other's trust by open communication, valuing people, working hard, being honest, respecting others and their opinions. Both need to arrive at a more trusting environment and a successful team spirit. To gain others' trust, we need first to ensure that we trust them and we can rely on them not blindly, but through opportunities that present themselves in the followers and being able to delegate tasks to them. Concerning emotional intelligence and relationship management, this refers to remaining alert to practising relationship management and taking full responsibilities for our behaviours and emotions instead of taking it out on others regardless of whether they were indeed the cause but we need to have options for actions and stay pretty much in control.

Mohamad and Jais (2016) indicated that relationship management is important as it influences the EI leaders to adopt positive behaviour that is key in the management of the

entire process that is used in creating achievable goals for the organization. Relationship management ensures that a leader is charismatic enough to assert influence with the organization in a manner that ensures a positive performance from the employees. For instance, such a leader will understand how to build strong relationships with employees to make them believe in the goals that he/she has set for them. Through their trust in their leader, the company can be able to achieve the goals that have been adopted based on the effective use of relationship management.

Mohamad and Jais (2016) indicated that management has been linked to the application of effective communication. This is based on the role that the leader has to ensure that they effectively communicated the goals of the business in a manner that emphasizes the relations that they have with the employees. Communication is crucial in ensuring that there is the creation of better management of the organization. The communication aspect is key in creating an effective relationship with the employees. This is based on how it is used to pass information by the leaders. There is the need for a leader to ensure that they build more effective bonds with other people within the organization. It is indicated that the concept of relationship management is essential in creating bonds that can transform the business positively. Through having leaders who are effective in implementing EI, it is key to enable them to have an environment whereby they will be able to have effective bonds that will go a long way in making sure that there is the creation of a team through collaboration who are keen on improving the business. This can only happen through the application of relationship management (Mohamad and Jais, 2016).

Ezzi, Azouzi and Jarboui (2016) indicated that in relationship management there is a need for leaders to inspire loyalty. They need to remain dependable to others through getting tasks done, being loyal and committed to colleagues that they socialize with and the

organizations that they work for while maintaining integrity through honesty and being ethical in their actions. When leaders are self-managed in the relationships that they have, that means they can select the most appropriate options in dealing with their behaviours in a manner that is acceptable and desirable to those around and on a larger scope, the society we belong in.

Maamari and Majdalani (2017) indicated that relationship management when it comes to organizational leadership, can be used to enhance how a leader works with people of diverse backgrounds to realize the targets that they have been given. For instance, they indicated that organizational leadership is achieved through effective collaborations where there is an application of the emotional intelligence aspects such as relationship management.

Hassan, Bashir and Abbas (2017) conducted a study in which one of the objectives was to look at the link that exists between relationship management and transformational leadership as part of the NGOs' leadership development. The study indicated that emotional intelligence is crucial when it comes to the transformation of a leader. Relationship management can be improved in several ways (Park et. al., 2018). A leader has to enrich their natural communication style. These might include trouble, strange reactions and confusion, which prompted due to misunderstandings and other various reasons. After doing all that, weigh your answers and develop strategies on how to improve them.

MacCann (2017) noted that such leaders have various leadership abilities and traits that allow them to be efficient. Lifestyle partially affects peoples' judgment on emotional reaction and, more so, the level of achievements that they have. Some people lack the skills to interact with one another since they might hold higher positions that limit how they

socialize with other people at the organizational level. Hence, they will not know how they feel. Leaders need to have a social life that will enable them to learn and interact with everybody in society. The small circle of rich people makes it hard for them to understand and be emotionally intelligent. Parents need to consider grooming their children where they can grow in all aspects. Those who grew in needy areas are bound to ignore the emotions of workers. As a leader, everyone is important (Mwongeli & Juma, 2016).

Bligh, Kohles and Yan (2018) conducted a study on the need to learn to change when it comes to leadership and organizational change. One objective of the study was to look at how relationship management is linked to effective leadership. The study found out that among leaders capable of handling their emotions well and handle the emotions of others at the workplace effectively were outstanding leaders who could manage their employees efficiently.

Suwandana (2019) in his study of relationship management among NGOs in London, noted a leader has to enrich their natural communication style through effective relationship management. Despite the confusion, disappointments or all challenges that come along while communicating, speak since it shapes your relationships. The study noted that there is a need for the leader to be journal or notebook friendly. This is to mean that making them user friendly more so, jotting down a leader's natural communication style that is how one communicates with workmates or even other colleagues. The next question to ask is, 'how is it?' Direct or indirect, entertaining or boring, chatty, curious, serious, or any other descriptions. Also, identify what people appreciate how you mix with them and write them down. Besides that, put pen to paper the negativities that erupted during your interaction process.

Ukaidi (2016) assessed the impact that relationship management had on organizational leadership in Nigeria. The study noted that there is a need to turn these differences into organizational strengths and opportunities through relationship management. Since organizations are a group of people that require effective leadership, leaders need to be objective to their followers by understanding their situations and issues as it is and not as it ought to be so that they have the right information at hand for choosing the right leadership to implement. Different situations warrant different solutions. Montano et. al. (2017) noted that positive relationship management is key to the mental health of the employees in an assessment done among public institutions in Kenya. They further indicated that autocratic, laissez-faire, democratic and situational leadership styles are some styles at the disposal of effective leadership after identifying and understanding the situations faced. To decide on the best leadership style, leaders can engage followers in deciding together since they are involved. This can be treated as positive feedback from them and then the best style can be arrived at.

H0₄: The self-management component of EI has no significant relationship with organizational leadership in NGOs in Nairobi County, Kenya.

The findings indicate that the correlation between relationship management and organizational leadership is .044. The significance levels are lower than 0.05 meaning that there is a statistical significance between the two. It also indicates that there is a strong positive relationship between self-management and organizational leadership.

Hence, the null hypothesis was rejected. The findings of the study concur with the findings of Goleman and Boyatzis (2017) who conducted a survey that yielded correlation results of .003. The study explained the outcomes in terms of leaders who possess self-

control and self-management characteristics are very much consistent with the first dimension, idealized, which is how more the aspect impacts the followers.

Mainly, when leaders can understand their own and the followers' Emotional Intelligence or are aware when to be emotionally close and helpful/ kind to people, it improves trust and confidence, motivation, commitment, and performance as a model of these values. It is an individualized consideration dimension whereby leaders skilled in handling relationships with their followers positively will portray individual consideration towards their followers. Gaur and Gupta (2017) showed that self-management enables transparency. This is a leadership virtue and strength to any organization. The most meaningful act of responsibility that a leader can do is to control their state of mind.

High EQ people can slow down and visualize outcomes. Instead of letting reactions dictate behaviour, they can explore possible strategies to achieve the results they want. A broad view suggests that emotional intelligence is related to success. Being emotionally intelligent with skills and a good personality helps a leader possess wonderful insight and make the right decisions, achieving success. An emotionally intelligent leader has a good percentage of doing positive things and influences the workers positively. The goal of self-management is to recognize these feelings by taking control, bring the brain back to mental clarity and concentration to the task at hand. Leaders and managers need to learn strategies that allow their brains to do this before responding to negative emotions (Goleman, Boyatzis & McKee, 2012).

Sadeh and Zilber (2019) showed that sometimes leaders are caught in the act, especially when they cannot deliver on their promises. The ability to deliver what we promise and being open about what we can and cannot do improves our relationship management. For transparency to prevail, a leader must first trust themselves through self-

management. Thereafter, the response to emotions will be the best option possible. Others around a leader will start believing in their actions. Effective managers want the work environment to prevail with these three aspects so that they can rely on each other, help others in need, have selfless relationships, be able to delegate work, feel motivated through the acknowledgements, and build a functional team.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the findings, recommendations, policy implications, limitations of the study, and suggestions for future research.

Summary of Key findings

The hypotheses tested the relationship between EI and organizational leadership among NGOs in Nairobi County. The researcher based the hypotheses on the objectives of the study to assess and examine the variables derived from the topic of the study.

The first objective was to examine the relationship between self-awareness as a component of EI and organizational leadership in NGOs in Nairobi County. The correlation between EI and organizational leadership had a significance level of .001, lower than 0.05, showing that the correlation between the two variables was quite significant. As a result, the null hypotheses were rejected.

The second objective was to determine the relationship between self-regulation as a component of EI and organizational leadership in NGOs in Nairobi County. Self-regulation and organizational leadership had a significance level of .016, lower than 0.05. The findings indicated that there was a significant relationship between self-regulation and organizational leadership. Therefore, the null hypothesis was rejected.

The third objective was to assess the relationship between relationship management as a component of EI and organizational leadership in NGOs in Nairobi County. The findings indicated that the correlation between relation management and organizational leadership is .044. The significance level is lower than 0.05, meaning that there is a

statistical significance between the two. Hence, the null hypothesis was rejected.

The fourth objective was to establish the relationship between self-management as a component of EI and organizational leadership in NGOs in Nairobi County. The findings indicated that the correlation between relationship management and organizational leadership was .012. The significance level was lower than 0.05, meaning that there is a statistical significance between the two. Consequently, the null hypothesis was rejected.

Conclusions

In terms of leadership traits, the findings suggest that leaders who took part in the study employed various traits on their leadership abilities that aimed at ensuring proper management of their organizations. The study shows that leaders should develop high relationship management competencies to focus on their followers. Based on the positive leadership traits that were shown by the leaders, cognitive intelligence moderated the association between EI and job performance.

Regarding the relationship between self-awareness and organizational leadership, the findings of the study indicate that there are strong means that were obtained concerning the issues under investigated. This indicates that the scoring meant that self-awareness was a strength for the leaders in the study.

Self-regulation had a stronger relationship with organizational leadership. This reveals that leaders can apply sufficient EI in the management of various issues that they face at work daily. The study concludes that some of the aspects of self-regulation related to EI include the proper handling of tense situations, and ability to suppress emotions whenever a leader faces a hard task when handling other people. If there is proper emotional regulation and management amongst the leaders, then there is the likelihood that there will

be better performance. This is because such leaders are useful in establishing effective organizational leadership. Therefore, the study concludes that leaders who took part in the survey can ensure that there is effective management of their internal emotions through proper regulations as captured in the findings.

In regard to relationship management and organizational leadership, the findings indicate that they resulted to various means that are based on the responses given by the respondents. The study concludes that relationship management is a necessary leadership skill due to its critical role in the management of the employees and the overall running of an organization. The ability of a leader to show compassion to others, especially the employees, is crucial in their overall performance.

In regard to the relationship between self-management and organizational leadership, the findings represent various issues about motivating oneself as part of EI. The study concludes that some leaders motivate themselves through self-management. Some drive themselves more than half the time, or in most cases. Mental clarity influences the development of a leader who can handle their emotions effectively. It ensures that there is proper management of the disruptive emotions that can affect a leader. Leaders should be able to handle their own emotions before handling those of other people.

Recommendations and Policy Implications

The study has made various recommendations based on the findings obtained. The first one is that there should be application of self-awareness in organizational leadership as it yields positive results. The study recommends that leaders should be trained continuously on how to become self-aware. This is key in ensuring that a leader understands their emotions and their implications in leadership. For instance, Xie et. al. (2019) have shown that there is a positive relationship between self-awareness and organizational

leadership because leaders who regulate their emotions have a better relationship with those that they are interact with. The study assessed how leaders handle their emotions.

The second recommendation is that leaders should be trained on self-regulation. From the findings, leaders should be able to assess their emotions first and regulate their actions to avoid hurting other people. This is key in ensuring that a leader can handle all issues at work without having an emotional meltdown. There is need to ensure that leaders are trained on ways through which they can manage their emotions to ensure that they are effective in discharging their duties within organizations. Omondi (2016) emphasises that there is need for the human resources department to incorporate EI assessment such as self-regulation in the recruitment of employees and managers. This would go a long way in achieving the objectives of the organization.

The third recommendation is that there is need to have leaders who can show positive relationship management within organizations. The study has concluded that such leaders make a positive impact among employees, and the organization in general. Having leaders with good relationship management skills will lead to the building of good relationships with employees and also with other stakeholders such as clients, who are key to the success of the organization. This also makes it easier for the leaders to handle employees and their emotions by showing them empathy, which is key in employee management.

The fourth recommendation is that there is need to ensure that there is more knowledge passed regarding the importance of self-management and organizational leadership. The findings have shown that the application of self-management is key in organizational leadership, and as thus, it should educate scholars and those in positions of leadership. It should be used whenever there are seminars and conferences to highlight

some of the key contributions of self-management on leadership, and how efficient leaders with EI are. Therefore, this study is key to knowledge building.

Suggestions for Further Study

There is need to assess the external factors that influence the relationship between EI and organizational leadership. This is a crucial aspect based on the findings of the study that in some cases, EI has no significant relationship with leadership. There are factors such as an unsupportive work environment that harm a leader's ability to use their EI. Other studies could assess NGOs based on their type separately, that is, the local and international NGOs. This would give insights into how they separately view the role of EI in leadership. There is also need to replicate this study in another sector such as the public institutions in Kenya to find out if similar findings would be obtained. This is crucial in ensuring that there is an assessment of the role of EI in leadership. It will help in the elimination of the gap that has been left by this study which was limited to NGOs only.

The results of the study shows that cognitive intelligence has a moderating effect on the role of EI on the performance of employees. According to the study, EI is positively linked to the concept of performance, and the application of the concept of organizational citizenship. Therefore, it was noted that it is important to use EI to predict the level of employees' performance due to the strength of association that exists between the two.

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APPENDICES

APPENDIX I: CONSENT FORM

I wish to request for your voluntary and honest opinion in regard to this study topic.

- You are free to choose either to participate or decline to participate.
- There will be no payment for those who choose to participate.
- Information given was treated with utmost confidentiality and was used for the purpose of the study only.
- No names will be used to identify you and the information gathered will help enhance better understanding of the study topic.
- You may refuse to answer any question or withdraw from the study at any time.
- These ethical clearances will be sought to contribute to safeguarding the dignity, rights, safety and wellbeing of all potential research participants.
- Please sign below to show you agree to participate in this study.

Having read and understood the above information and that the study is voluntary, confidentiality and anonymity are guaranteed, I do hereby accept to participate in this research study.

Study participants sign..... Date.....

Principal researcher's sign..... Date.....

APPENDIX II: QUESTIONNAIRE

This questionnaire seeks to elicit responses from study participants to assess the effect of emotional intelligence in leadership among NGOs in Nairobi County. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential.

The questionnaire has been designed in a manner that ensures that you as the respondent gets to think of the emotional intelligence competencies that are applicable to you.

The questionnaire is based on the following concepts:

- Self-awareness: The ability to that a leader has in recognizing their own emotions and how their emotions affect other people.
- Managing emotions: The ability that a leader has in controlling their own emotions.
- Motivating oneself: The ability of a leader to use the emotions as a guide.
- Empathy: The ability of a leader to understand the emotions shown by other people and understand them.

Please (tick) where appropriate or fill in the required information on the spaces provided.

The questionnaire is divided in the following segments.

SECTION A: PERSONAL INFORMATION

1. Which is your gender?

Male ()

Female ()

2. What is your age?

3. What is your marital status? (Tick as applicable)

Single ☐

Married ☐

Divorced/Separated ☐

Others-specify..... ☐

4. What is your highest level of education?

Certificate Level ☐

College Diploma ☐

Higher Diploma ☐

University Degree ☐

Postgraduate Degree ☐

5. How many years have you worked in the current position?

6. What is your designation at the organization?

7. For how long have you been in the organization?

8. Which of the answers below best suit your organization?

An international NGO ☐

Local NGO ☐

9. For how many years has your organization been operating in Kenya?

0-10 years ☐

11-20years ()

21-30years ()

31-40 years ()

More than 40 years ()

SECTION B: LEADERSHIP SELF-ASSESSMENT QUESTIONNAIRE

Leadership Traits:	1 = Never	2= Rarely	3= Sometimes	4=Often	5=Very often
I constantly look at opportunities for strategically positioning my organization					
I talk to all stakeholders and trend setters when developing a vision statement					
I always potential risks and threats that might affect our work					
I always take every opportunity to communicate vision and mission of the organization					
I confidently lead strategic thinking and analysis processes within the organization					
I translate the work plan into smaller workable chunks of work with clear					

target					
I like honest feedback about my leadership style					
I often like to see good in others					
I am always motivated to do things in a unique and innovative way					
I really know what I want as a leader and I go out to get it					
I often like to learn new things in my line of work					
I always communicate vision and mission early					
I write my reports with clarity and factual accuracy					
After meetings, I give time to listen to what other parties have to say					
I observe nonverbal communication in all interpersonal communication					
I have a consistent approach to communicating project results and proposals					
I value communication for the purposes of communicating					

I value honest criticism from my team members					
I can create space for team members to contribute to decision making and problem solving					

Total Score: _____

SECTION C: EI ASSESSMENT TOOL

SELF-AWARENESS

How much does each statement apply to you	Mark your score				
Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. 1 = Does not apply 2=Applies little ~ 3 = Applies half the time 4=Applies More than half the time 5 = Always applies	the number that shows how strongly the statement applies				
I realize immediately when I lose my temper	1	2	3	4	5
I know when I am happy	1	2	3	4	5
I usually recognize when I am stressed	1	2	3	4	5
When I am being 'emotional' I am aware of this	1	2	3	4	5
When I feel anxious I usually can account for the reason(s)	1	2	3	4	5
I always know when I'm being unreasonable	1	2	3	4	5
Awareness of my own emotions is very important to me at all times	1	2	3	4	5
I can tell if someone has upset or annoyed me	1	2	3	4	5
I can let anger 'go' quickly so that it no longer affects me	1	2	3	4	5

I know what makes me happy	1	2	3	4	5
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Total Score:_____

SELF-REGULATION (MANAGING EMOTION)

How much does each statement apply to you	Mark your score				
Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. 1 = Does not apply 2=Applies little ~ 3 = Applies half the time 4=Applies More than half the time5 = Always applies	the number that shows how strongly the statement applies				
I can 'reframe' bad situations quickly	1	2	3	4	5
I do not wear my 'heart on my sleeve'	1	2	3	4	5
Others can rarely tell what kind of mood I am in	1	2	3	4	5
I rarely 'fly off the handle' at other people	1	2	3	4	5
Difficult people do not annoy me	1	2	3	4	5
I can consciously alter my frame of mind or mood	1	2	3	4	5
I do not let stressful situations or people affect me once I have left work	1	2	3	4	5
I rarely worry about work or life in general	1	2	3	4	5
I can suppress my emotions when I need to	1	2	3	4	5
Others often do not know how I am feeling about things	1	2	3	4	5

Total Score:_____

SELF-MANAGEMENT (MOTIVATING ONESELF)

How much does each statement apply to you	Mark your score				
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Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. 1 = Does not apply 2=Applies little ~ 3 = Applies half the time 4= Applies More than half the time 5 = Always applies	the number that shows how strongly the statement applies				
I am able to always motivate myself to do difficult tasks	1	2	3	4	5
I am usually able to priorities important activities at work and get on with them	1	2	3	4	5
I always meet deadlines	1	2	3	4	5
I never waste time	1	2	3	4	5
I do not prevaricate	1	2	3	4	5
I believe you should do the difficult things first	1	2	3	4	5
Delayed gratification is a virtue that I hold to	1	2	3	4	5
I believe in 'Action this Day	1	2	3	4	5
I can always motivate myself even when I feel low	1	2	3	4	5
Motivations has been the key to my success	1	2	3	4	5

Total Score: _____

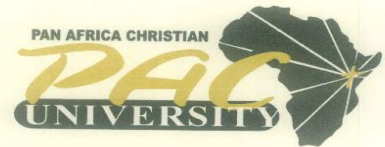
RELATIONSHIP MANAGEMENT (EMPATHY)

How much does each statement apply to you	Mark your score
Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. 1 = Does not apply 2=Applies little ~ 3 = Applies half the time 4=	the number that shows how strongly the statement applies

Applies More than half the time5 = Always applies					
I am always able to see things from the other person's viewpoint	1	2	3	4	5
I am excellent at empathizing with someone else's problem	1	2	3	4	5
I can tell if someone is not happy with me	1	2	3	4	5
I can tell if a team of people are not getting along with each other	1	2	3	4	5
I can usually understand why people are being difficult towards me	1	2	3	4	5
Other individuals are not 'difficult' just 'different'	1	2	3	4	5
I can understand if I am being unreasonable	1	2	3	4	5
I can understand why my actions sometimes offend others	1	2	3	4	5
I can sometimes see things from others' point of view	1	2	3	4	5
Reasons for disagreements are always clear to me	1	2	3	4	5

Total Score: _____

APPENDIX III: UNIVERSITY RESEARCH AUTHORIZATION LETTER



15th November, 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

P.O. Box 56875 - 00200
Nairobi, Kenya
Lumumba Drive, Roysambu
off Kamiti Rd, off Thika Rd
Tel: 0734 400694/0721 932050
Email: enquiries@pacuniversity.ac.ke
website: www.pacuniversity.ac.ke

**RE: RESEARCH AUTHORIZATION & ETHICS CLEARANCE FOR KAMARU
CLEMENT NGANGA REG. NO: POLD/7231/16**

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing a Doctor of Philosophy in Organizational Leadership (Phd).

He is at the final stage of the programme and he is preparing to collect data to enable him finalise on his thesis. The thesis title is **"Effects of Emotional Intelligence on Organizational Leadership in Non-Governmental Organizations in Nairobi County, Kenya"**

We therefore, kindly request that you allow him to conduct research at your organization.

Warm Regards,

PAN AFRICA CHRISTIAN UNIVERSITY
REGISTRAR
P.O. Box 56875 - 00200
TEL: 0721 932050 0734 400694
NAIROBI, KENYA

Dr. Lilian Vikiru
Registrar Academic Affairs
Pan Africa Christian University
Lumumba Drive, Roysambu, off Kamiti Rd, off Thika Rd
P.O Box 56875-00200, Nairobi, Kenya
Tel: +254 721-932050/726-595863/734-400694
Email: registrar@pacuniversity.ac.ke
Web: www.pacuniversity.ac.ke

Where Leaders are Made

APPENDIX IV: NACOSTI PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 554148	Date of Issue: 22/November/2019
RESEARCH LICENSE	
	
This is to Certify that Mr.. CLEMENT KAMARU of Pan Africa Christian University, has been licensed to conduct research in Nairobi on the topic: EFFECTS OF EMOTIONAL INTELLIGENCE ON ORGANIZATIONAL LEADERSHIP IN NON-GOVERNMENTAL ORGANIZATIONS IN NAIROBI COUNTY KENYA for the period ending : 22/November/2020.	
License No: NACOSTI/P/19/2899	
554148 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
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