

# The Effect of Emotional Intelligence on Transformational Leadership Styles of INGO Leaders in Ethiopia

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**Abstract:** The world is passing through tough times with unprecedented challenges due to a lack of competent leadership that is mainly caused by the poor emotional intelligence of leaders. Evidence from previous research studies has indicated that emotional intelligence (EI) is a strong predictor of leader success. The focus of this study is to examine the effect of emotional intelligence on transformational leadership style and other leadership styles. Additionally, the association between emotional intelligence and gender was examined. The data were collected from a sample of 71 INGO leaders in Addis Ababa, Ethiopia employing simple random sampling. The standardised multifactor leadership questionnaire and emotional intelligence questionnaire were used to collect the data from the respondents. Multiple Regression analysis was conducted to determine the effect of Emotional Intelligence on Leadership Practices and the results indicated that emotional intelligence has a positive and significant effect on Transformational Leadership. Females tended to be more emotionally intelligent than males. The study concluded that leadership styles tend to be influenced by emotional intelligence. The evidence presented in the study underlines the necessity of capitalizing on emotional intelligence to promote transformational leadership in various organizations.

**Keywords:** *Emotional intelligence, transformational leadership, transactional leadership, laissez faire leadership and international non-government organizations*

## Introduction

The current era of dynamic change and uncertainty demands adaptive leaders who are efficient, effective, and ready to learn and

improve systems and processes in a consistent manner. The contemporary leaders appear unable to reinvent themselves fast enough to adapt to the ongoing changes that require fairly high levels of resilience, responsiveness, agility, risk-taking, creativity and innovation. A leadership crisis is rampant in most parts of the world, and it seems that most leaders are not ready to welcome and drive changes, and as a result, organizations suffer from the consequences such as low productivity, high staff turnover, bankruptcy, and organizational failure (Gonfa, 2019; Toor & Ogunlana, 2009). Michel (2020) also found out that poor leadership is characterised by lack of direction, lack of coordination, and loss of morale. Furthermore, Gonfa (2019) argues that in organizations in which there is a gap in important leadership skill, various problems could emerge and have damaging impact on the output of the agency/company.

Leadership has a crucial role in motivating staff and promoting organizational goals and as argued by Goleman, Boyatzis, and McKee (2002), "Great leaders move us, and that they ignite passion and inspire the best in individuals they serve" (p. 7). Such leaders, according to Goleman, are highly effective because they have strategy, vision, and powerful ideas. He recognized that great leadership works through the emotion of an individual. In Goleman's (2001) study, emotional intelligence (EI) is found to be one of the pre-requisites for leadership success, and he argues that efficient and effective leaders usually have a high degree of emotional intelligence compared to other types of leaders. Feelings and moods influence the judgements people make and contribute for either success or failure of leaders (George, 2000). Consistent with this argument, scholars have argued that intelligence quotient (IQ) is not adequate by itself since some people who are academically very brilliant could have poor interpersonal skills. It

is also common knowledge that success is not necessarily guaranteed with individuals having a high emotional quotient rating. Affirming this statement, Goleman (as cited in Prufeta, 2017) says:

If your emotional abilities are not in hand, if you do not have self-awareness, if you are not able to manage your distressing emotions, if you cannot have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far (p. 9).

In line with the above discussion, there is an argument that leaders with higher emotional intelligence have better performance compared to their work colleagues specially in terms of work relationship since they are equipped with a skill that enable them to increase morale, job performance, and employee retention, and moreover they can successfully operate under difficult work condition (Hannah, Schaubroeck, & Peng, 2016).

Many countries have experienced leadership crisis including the United States of America as was observed during the attack of the nation's capital. Just recently, as reported in the BBC News on March 28, 2021, the Kenyan government realized a leadership crisis and had to remove the Nairobi County Governor. NGOs, like other organizations, also suffer from a leadership crisis due to lack of leaders that can play important roles in service delivery, advocacy, capacity development, relief, and rehabilitation. Efficient and effective leadership has been the question of the day and leadership research has been in place in different sectors and settings. However, limited research exists in the NGO sector and as Locke (2005) explains, the challenge of leadership remains unknown and inadequately understood. Similarly, as argued by Arora (2012), there is some sort of consensus that there is a deficit in NGO leadership due to a lack of competent leaders in the NGO sector and efforts need to be made towards the development leaders who can manoeuvre in the dynamic environment. Schnable (2018) stated that irrespective of the fact that the number of NGOs was increasing as of 1980 in developing countries, there are very few research studies on leadership practices. Therefore, there is a need to engage in empirical

studies that inform leadership practices so that the leadership practices among NGOs could be improved.

This study examines the effect of emotional intelligence on leadership practices. It is intended to add to the limited empirical studies on leadership among NGOs in developing countries. Therefore, the main purpose of the study is to examine the effect of EI on transformational leadership styles in INGOs in Addis Ababa, Ethiopia. The association between EI and other leadership styles is also explored. In addition, an attempt was made to examine the relationship between gender and experience with emotional intelligence. Thus, this study aims to answer the following research questions:

1. What relationship exists between the emotional intelligence of leaders and their transformational leadership style?
2. What is the relationship between the emotional intelligence of leaders and their leadership practices in the NGO setting?
3. What is the association between EI and some demographic variables?

## Literature Review

In this section an attempt has been made to define emotional intelligence, and briefly discuss about the conceptual framework, and moreover models in Emotional Intelligence (EI), Emotional Intelligence and Leadership were also presented. Finally, a summary has been made to review previous works regarding emotional Intelligence and transformational Leadership.

### Emotional Intelligence

As discussed by Fannon (2018), emotional intelligence (EI) as a construct plays a crucial role in organizations, and it had various names prior to the current theories. Initially, it was somehow related to Darwin (as cited in Bar-On, 1997) and then to Thorndike. The concept of social intelligence was introduced by Thorndike and it is taken as one of the first works in theory and research on intelligence (Landy, 2005). In 1983, Gardner came up with a theory of multiple intelligences and. In 1990, Salovey and Mayer explained the concept of EI as "the ability to monitor one's own and others' feelings and

emotions, to discriminate among them and to use this information to guide one's thinking and action" (p. 189). Then, Goleman's work became popular and gained significant attention (Mayer, Salovey, & Caruso, 2008).

The concept of EI comprises four components which are perceiving emotion, reasoning with emotion, understanding emotion, and managing emotion. Leaders with high EI proved to have a better ability in terms of influencing others since these sorts of leaders usually pay attention to actively listen and build dependable relationship (Cherry, 2018). As defined by Mayer et al. (2008), EI "concerns the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought" (p. 511). Further, Mayer et al. stated that research in emotional intelligence results from the interaction of intelligence and emotion, and accordingly EI refers to an individual's capacity to understand and manage emotions (as cited in Cherry, 2018, p.2).

### **Conceptual Framework**

This research work is based on the works from Goleman's (2013) and other research works such as Fannon (2018) that conducted studies focusing on EI in the workplace. According to Goleman (1998b), "there is a change on rules for work and more attention is given to personal such as initiative and empathy, adaptability and persuasiveness" (p. 4). He further explained that EI is central to current leadership because it is an essential attribute for leaders in enabling others to carry out their jobs effectively.

This study employed the ability model of emotional intelligence theory which was originally developed by Mayer and Salovey (1997) that consists of appraisal of emotion in self and others, expression of emotion, and regulation of emotion in self and others, and the use of emotion in solving problems. Accordingly, there is a consensus among scholars that emotional intelligence is one of the variables which influences leadership style and effectiveness (Mayer & Salovey, 1997). As the aim of this research is to examine the effect of EI on leadership style of leaders of international NGOs, there is an alignment of this theory to the specific research.

### **Models in Emotional Intelligence**

According to Mayer (as cited by Shi and Wang (2007), mixed models of emotional intelligence are those models that comprise the features of both mental ability with personality characteristics (e.g., optimism and well-being). Goleman (2001) endorsed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace.

Pertinent to the popularity of EI, many models and measures have been developed, and Mayer et al. (2000) explained it as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). Among these models, some of them could be used for organizational usage (Cooper, 1997) while others are meant to be used in other variety of settings (Mayer et al., 2008).

### **Emotional Intelligence and Leadership**

As discussed in the previous sections, EI comprises understanding one's own emotions and others, as well as managing emotions to have a better relationship with others (Elfenbein & MacCann, 2017). There is a debate among researchers regarding the association between EI and leadership effectiveness and performance and some of them are sceptical about the association among these variables (EI and leadership effectiveness), whereas other researchers have asserted the association with some empirical evidence. Lam & O'Higgins (2012) describe effective leaders consisting of attributes such as: (a) possessing the competence to handle their own feelings, (b) understand and acknowledge subordinates' feelings within the work environment, and (c) succeed in an approach that boosts morale. Accordingly, effective leaders focus on empowering their colleagues and boost their trust and confidence, and this contributes towards the success of the organizations.

### **Emotional Intelligence and Transformational Leadership**

According to Seltzer & Bass (1990), transformational leadership focuses on

enhancing radical changes in an organizations and its mission. Similarly, as discussed by Bass & Avolio (2000), transformational leaders focus on building the capacity of their colleagues both at the personal and professional development levels. They commonly exhibit four types of behaviours: idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration.

Works conducted by various researchers suggested that leaders having high emotional intelligence (EI) exhibit transformational leadership behaviours (Gardner & Stough, 2002). In this case, the works of McCrae (2000), Goleman (1998), and Mayer et al. (2000) could be mentioned as all of them have proved the above assertion through various research settings.

Bird (2016) argues that an emotionally effective leader is one who has a high emotional intelligent quotient, who are fully aware of themselves and understand others and can easily connect with their colleagues and other individuals within their sphere of influence. In other words, they can empathize, understand, and communicate with people around them, making them more effective as a leader, while also impacting the effectiveness of those they lead. The role of leadership in motivating colleagues has paramount significance. As Goleman (2001) opines, competent leaders can inspire and motivate their colleagues. Such leaders, according to Goleman (2001) are highly effective because they have strategy, vision, and powerful ideas. He recognized that great leadership works through the emotion of an individual. In his 1998 study, emotional intelligence is found to be one of the main essential elements needed for successful leadership. In line with this, Goleman (2001) argues that having a high degree of emotional intelligence is one of the common critical attributes that most successful leaders have in common. The judgement people make is usually influenced by feelings and moods which in turn could attribute for success and failure, and reasoning which could be inductive or deductive (George, 2000).

In relation to gender differences, it has been observed that females are more empathic, adaptable, and perceptive which are skills that may underpin differences in EI (Eagly & Carli,

2003).

Upon examining the literature, we can understand the commonality among transformational leadership attributes and emotional intelligence features. It is possible to claim the strong association since transformational leadership is largely dependent upon the efficient management of emotions unlike the conventional or the transactional leadership styles (Harms & Crede, 2010).

Consistent with the above argument, Taylor (2017) argued that EI is strongly associated with transformational leadership styles that directly impact leader effectiveness. Other similar studies conducted by Spano-Szekely, Quinn Griffin, Clavelle, and Fitzpatrick (2016) and that of Vito, Higgins, and Denney (2014) have shown that resonant leadership styles, particularly transformational leadership, are associated with healthy working relationship conducted by that discouraged high retention rates, and promote a culture of accountability and improved quality outcomes (Spano-Szekely et al., 2016). The same holds true in the studies conducted by Vito et al. (2014), which showed a substantial positive relationship between EI levels and transformational leadership.

Prufeta (2017) found that education certification levels and ongoing leadership training influencing EI and transformational leadership styles. Research has proved that transformational leadership style is fit to a dynamic environment since this style is determined to bring a paradigm shift and help individuals move beyond the circumstances (Fannon, 2018). The crucial role of leaders is usually to motivate their work colleagues and build strong teams having strong relationship and so that they work towards the shared vision (Vito et al., 2014) and transformational leaders focus on moving their team toward a future goal and vision (Derue, Nahrgang, Wellman, & Humphrey, 2011).

As argued by Fannon (2018), there is adequate evidence that the presence of EI is a tangible indicator for the success of the leaders. Emotional intelligence is a manifestation of the capacity of leaders to intelligently recognize and wisely address their emotions and manage others, improve relationships, and efficiently

manage conflicts or handle issues (Mayer et al., 2003). These critical elements are inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration. Consistent with this is the study of Yukl (1998) that also outlined the positive impact of EI to agencies, leaders, and individuals in various settings.

According to Kim and Kim (2017), Baling and et al (2000) employed the Bar-on self-report Emotional Intelligence Inventory and the MLQ 5X-Short tools in their study on managers working in pulp organizations. They found out that EI is significantly related to three dimensions of transformational leadership which are inspirational motivation, idealized influence, and individualized consideration.

Fannon (2018) discusses that transformational leaders are committed about transforming their colleagues and enabling them to see the common vision. Consistent with this, Northouse (2007) explains that the focus of transformational leadership is to have active engagement with others, and the role of transformational leaders is to motivate their followers by finding a way to share a common vision (Derue et al., 2011). The above discussion clearly portrays the correlation between emotional intelligence and transformational leadership and therefore it is logical to conduct a study to examine the relationship between these variables in various settings.

## **Methodology**

In this section of the research paper, an attempt has been made to briefly discuss the research design including the research setting, the sampling procedure, data collection and analysis. Then, the results and discussion and conclusion are presented in a subsequent manner.

### **Research Design**

This study examines the effect of emotional intelligence on leadership practices. A quantitative correlational approach was employed to assess the relationship between leadership styles and the EI of leaders in NGOs (Kumar, 2014).

### **Research Setting**

The target population for the study were International NGO leaders (Country Director/ Representatives, Program Director, Finance Director, Human Resource Director, Program Coordinator, and Project Managers) responsible to lead and manage their respective organizations at various levels.

### **Sampling**

A simple random sampling technique was used to select the respondents. A sample of 17 (48%) NGOs were drawn from 35 International NGOs based at Addis Ababa, Ethiopia. From the 17 NGOs, 71 respondents were selected to answer the survey questionnaire.

### **Data Collection**

The data was collected using standardized Multiple Leadership Questionnaire (MLQ) and Trait Emotional Intelligence Questionnaire (TEIQue-SF) which were also used in most of the similar studies. To this effect, two survey instruments (MLQ and TEIQue SF) were administered to 71 NGO leaders from the 17 International NGOs. The TEIQue instrument reported five scores in the areas of: (a) perceiving emotions, (b) facilitating emotions, (c) understanding emotions, (d) managing emotions, and (e) overall emotional intelligence. The second tool, the MLQ5x (Bass & Avolio, 2000) measured the variables of leadership practices.

### **Data Analysis**

To analyse the data, Multiple Regression was employed to examine the effect of emotional intelligence on leadership practices while controlling for demographic variables. The Predictive Analytic Software (PASW, v. 22) was used to run the statistical analysis.

## **Results and Discussion**

As presented in the first section of this study, the main purpose of the study was to examine the effect of EI on leadership practices. The results of the descriptive statistics are presented on Table 1 below.

*Table 1*  
*Socio-Demographic Characteristics of the Respondents*

Variable		Frequency	Percentage
<b>Gender</b>	Male	53	74.6
	Female	18	25.4
	Total	71	100.0
<b>Educational level</b>	First Degree (BSc.)	26	36.6
	Second Degree (MSc.	44	62.0
	Terminal Degree (PhD)	1	1.4
	Total	71	100.0
<b>Experience</b>	Five years and below	29	40.8
	Above five years	42	59.2
	Total	71	100.0

The results in Table 1 indicated that 53 (75%) respondents were males while 18 (25%) were females. Out of the total respondents of 71, there were 45 (63%) who had masters level education or higher, while 26 (37%) had bachelor's degrees. All the participants had leadership positions and at least five years of work experience.

### **Correlation between Transformational Leadership and Emotional Intelligence**

A correlational analysis between leadership and emotional intelligence was assessed, and the result indicates that there is a positive association between transformational leadership and emotional intelligence. It is statistically significant at .05 level ( $r = 0.24$ ;  $p = .04 < .05$ ). However, it was observed that there is no statistically significant correlation between EI and gender ( $r = 0.03$ ;  $p = 0.83 < .05$ ).

### **Effect of Emotional Intelligence on Leadership Practices**

In this section, an attempt has been made to examine the effect of emotional intelligence on leadership practices and the socio-demographic variables. A multiple regression analysis was run to examine the effect of EI variables on different leadership practices in INGOs operating in Addis Ababa, Ethiopia. The regression model with all the dimensions of the EI construct explains 23% of the variance in transformational leadership practice. The results are presented in Table 2 below.

*Table 2*  
*Regression Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.48 <sup>a</sup>	.23	.12	2.72

a. Predictors: (Constant), Gender\_DMY, EQ\_Sociabilty\_score, EQ\_Welbeing\_score, EQ\_score\_tot, EQ\_Self\_control\_score, EQ\_General\_score, Education\_DMY, EQ\_Emotion\_Score, Experience\_DMY

Table 3  
Transformational Leadership and Emotional Intelligence

Independent variables	Unstandardized Coefficients		Standardized Coefficients	T	
	B	Std. Error	Beta		P value
Emotional intelligence total score	.50	.19	.33	2.61	.01
Emotion Score	.01	.06	.01	.10	.92
Self-control score	.18	.11	.19	1.63	.11
Well-being score	-.11	.09	-.16	-1.32	.19
Sociability _score	.13	.06	.24	2.07	.04
General score	.03	.04	.10	.82	.42
Education (BSc.=0; MSc+=1)	1.04	.76	.17	1.38	.17
Experience (Less than 5=0, >5=1)	1.19	.86	.18	1.39	.17
Gender (Male=1, Female=0)	-.82	.76	-.13	-1.09	.28
Constant	12.29	11.62		1.06	.29

Table 3 presents the multiple regression result showing the effect of EI and the different dimensions of EI on Transformational Leadership. From the table, it is evident that EI ( $\beta=.33$ ,  $t = 2.60$ ,  $p\text{-value}= 0.01<.05$ ) and sociability dimension ( $\beta=.24$ ,  $t\text{-value}= 2.07$ ,  $p\text{-value}= 0.04 <.05$ ) influence transformational leadership practice significantly. While all the remaining dimensions of EI and socio-demographic variables factored in the regression model did not show significant influence on transformational leadership. The sign of the gender variable is worth an explanation as in relation to females, males are found to be less transformational leaders. In other words, male leaders are less transformational as leaders compared to females. The findings from other studies supports this result. According to Eagly & Carli (2003), gender differences have been found, and females are more empathic, adaptable, and perceptive which are skills that may underpin differences in EI.

From the results of this study, it is evident that leaders who have high emotional intelligence tend to lean towards transformational leadership which is instrumental in bringing success in organizations, and they are more likely to have more positive impact in the organizations they lead due to the fact that leaders employing transformational leadership style usually focus on encouraging, inspiring, initiating colleagues to engage in innovation that usually

helps the organization grow and become successful in a sustainable manner. In other words, transformational leadership involves the team in all steps from vision identification till the implementation plan and gives the needed guidance in proactive manner. The works of Taylor (2017) is also consistent with this finding and an emphasis was made that there is great association between emotional intelligence and transformational leadership styles, and it is possible to argue that this also directly impact the leader's effectiveness. As argued by Diana (2018), this might be related to the fact that high emotionally intelligent leaders give chance to others to make their own decision and be part of the solution.

Consistent with the above discussion, various other studies have shown relationship between EI levels and transformational leadership to be positive. Researchers have also found that education or certification level and ongoing leadership training influence EI levels and transformational leadership practices (Prufeta, 2017). Although in this study, education did not have a significant effect on transformational leadership.

Table 4  
Laissez-faire Leadership and Emotional Intelligence Regression

Independent variables	Unstandardized Coefficients		Standardized Coefficients	P value
	B	Std. Error	Beta	
Emotional intelligence total score	-.22	.09	-.32	.02
Emotion Score	-.03	.03	-.15	.27
Self-control score	.02	.05	.06	.66
Well-being score	.00	.04	.01	.96
Sociability score	-.011	.03	-.05	.70
General score	-.02	.02	-.15	.25
Education (BSc.=0; MSc+=1)	-.03	.36	-.01	.94
Experience (Less than 5=0, >5=1)	-.50	.41	-.16	.23
Gender (Male=1, Female=0)	.08	.36	.03	.82
Constant	18.50	5.52		.00

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.277 <sup>a</sup>	.077	-.060	1.211

Predictors: (Constant), Gender\_DMY, EQ\_Sociability\_score, EQ\_Welbeing\_score, EQ\_score\_tot, EQ\_Self\_control\_score, EQ\_General\_score, Education\_DMY, EQ\_Emotion\_Score, Experience\_DMY

### Laissez-faire Leadership and Emotional Intelligence Regression

In this section the regression result on Laissez-faire leadership, emotional intelligence, gender, education, and experience is presented.

As seen from Table 4, the regression result ( $\beta = -.32$ ,  $p\text{-value} = 0.01 < .05$ ) for EI and laissez-faire leadership is significant at .05 level, and this indicates that for every unit increase in EI, laissez-faire leadership practice would decrease by .32 units. In other words, the higher the emotional intelligence, the lower the practice of the laissez-faire leadership style. The other variables in the regression model did not have statistically significant effect on laissez-faire leadership style. These results are consistent with previous findings by other researchers, such as Gardner and Stough (2002).

As can be deduced from the Table 5, the regression result ( $\beta = .02$ ,  $p\text{-value} = 0.87$ ) indicates that the impact of EI on management by exception is very weak, and this is consistent with the EQ-sociability score ( $\beta = .08$ ,  $t\text{-value} = 0.59$ ,  $p\text{-value} = 0.56$ ). The regression result becomes negative for the other predicating variables such as EQ-emotion score, EQ-well-being score, and EQ-general score. Therefore, this suggests that for every unit increase in EI, there is a decrease in the practice of transactional or management by exception. The regression model summary indicates that only 8% of the variance in transactional management may be explained by the model. These findings are quite consistent with other research studies such as Bass, (1990), Goleman, (1998), and Palmer, Donaldson, and Stough (2002), and Gardner and Stough, (2002).

Research has come up with evidence to show that emotional intelligence (EI) is a strong predictor of leader success within various organizations (Maulding, Peters, Roberts,



Table 5  
Transactional/ Management by Exception and Emotional Intelligence

Independent variables	Unstandardized Coefficients		Standardized Coefficients	P value
	B	Std. Error	Beta	
Emotional intelligence total score	.01	.08	.02	.87
Emotion_Score	-.02	.03	-.07	.59
Self_control_score	.01	.05	.02	.89
Welbeing_score	-.03	.04	-.12	.39
Sociabilty_score	.02	.03	.08	.56
General_score	-.01	.02	-.08	.52
Education (BSc.=0; MSc+=1)	-.25	.33	-.10	.45
Experience (Less than 5=0, >5=1)	.18	.37	.07	.64
Gender (Male=1, Female=0)	.55	.33	.21	.10
Constant	8.46	5.01		.10

Leonard, & Sparkman, 2012). Consistent with this argument, the regression result found in this study indicated that emotional intelligence has a positive and significant association or effect on transformational leadership ( $p = .01$ ) ( $beta = .33$ ,  $t\text{-value} = 2.60$ ,  $p\text{-value} = 0.01 < .05$ ) and sociability score ( $beta = .242$ ,  $t\text{-value} = 2.072$ ,  $p\text{-value} = 0.043 < .05$ ). They are found to influence transformational leadership practice significantly.

Though it is not statistically significant, the regression result showed that experience and education level have a positive effect on transformational leadership practices and overall emotional intelligence. In the same line, females are found to be more emotionally intelligent than men. Furthermore, the study result suggests that people with laissez-faire leadership style are less emotionally intelligent. It is also evident from the study that leaders who have high EI tend to use transformational leadership style. The results of this study align with previous research findings indicating a link between transformational leadership and emotional intelligence (Daus & Ashkanasy, 2005; George, 2000). In other words, the results indicated that emotional intelligence has a positive and significant effect on transformational leadership. However, experience and education have not shown significant effect on transformational leadership practices.

### Conclusion

Generally, the findings suggest that leadership style may be predicted through a leader's emotional intelligence. Thus, on top of other trainings, leaders should be exposed to skills related to emotional intelligence. It is therefore advisable that organizations consider the incorporation of transformational leadership training and emotional intelligence skills building in a consistent manner to attain professional leadership development. The findings from this study suggest that leaders endowed with high emotional intelligence have a higher chance of performing better than those with lower emotional intelligence. The evidence presented in this study underlines the importance of capitalizing on emotional intelligence to promote transformational leadership in various organizations including NGOs.

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