Chapter One
Introduction

1.1 Background to the Study

Employee well-being is characterised by the expectations and working conditions that influence an employee's pleasure or state of wellness. Moreover, well-being can be expressed as a favourable emotional state and the efficient operation of an individual. Employee well-being is a complex term that profoundly impacts organisational success and employee performance. It encompasses several aspects, including psychological, social, and occupational well-being, and is increasingly recognized as vital for fostering a productive work environment. The transition from an exclusively economic perspective on work to a more human-centered approach has considerably stimulated study on how organisations might cultivate settings that promote and improve employee wellbeing. This shift has been accentuated by the increasing recognition that prioritising employee wellbeing is essential not only for the individual but also for the continued success as well as sustainability of businesses[1].

The growing global emphasis on mental well-being and maintaining a work-life equilibrium has significantly influenced research trends in employee wellbeing. Multiple studies have demonstrated a clear association between employees' mental health and their propensity to optimise performance, decrease absenteeism, and enhance retention rates[2]. As a result, organizations across various sectors are now dedicating more resources to initiatives aimed at mental health support, flexible work arrangements, and comprehensive wellbeing program. A recent survey conducted by WellNewMe, a health technology company, reveals that approximately two-thirds (64%) of Nigerian employees are at risk of experiencing burnout. This condition is primarily caused by excessive and prolonged stress, highlighting a significant

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concern for workplace wellbeing in Nigeria. The findings underline the necessity for organisations to tackle stress management and establish strategies to avert employee burnout[3]. The World Health Organisation (WHO) reports that inadequate mental health leads to an annual productivity loss of US$1 trillion. A 2019 projection from the WHO projects that the economic loss in India owing to mental health disorders from 2012 to 2030 will amount to around US$1.03 trillion[4]. The Chartered Institute of Personnel Development (CIPD) asserts that promoting comprehensive well-being in the workplace necessitates aligning employees' interests with those of the organisation. Therefore, employee well-being is defined as the creation of an environment that fosters contentment, comfort, and balance, enabling individuals to thrive and reach their full potential, benefiting both themselves and the organisation's success.

Employee well-being extends far beyond merely preventing physical illness. It encompasses a comprehensive, interrelated concept that incorporates biological, psychological, and social components, tackling the physical, mental, and social well-being of persons. Nonetheless, holistic wellbeing represents a more expansive idea. It extends beyond health management to encompass aspects of the body, heart, mind, and soul. The dimensions are interrelated, and treating all factors, rather than concentrating exclusively on health, can substantially improve worker performance, work satisfaction, and productivity.

Research continually demonstrates a direct correlation between employees' holistic wellness and organisational performance, which can be achieved through optimal human resource management approaches. Achieving personal holistic well-being requires individuals to make positive choices about their habits and overall lifestyle. Since each person has their own perception of well-being, the challenge lies in aligning these diverse personal goals with the organisation's objectives. Therefore, workplace well-being is not just about managing the

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cultural and physical environment to prevent harm to employees. It demands active organisational efforts to promote well-being in ways that are accessible and easy to adopt. For well-being initiatives to be effective and result-oriented, they must become an integral part of daily business conversations and deeply embedded in the company's culture[5].Well-being is an encompassing and multifaceted notion with numerous meanings put forth by researchers and scholars.

Wellbeing is a multifaceted concept that encompasses passion for activities that bring fulfilment and the opportunities to engage in them daily. It includes the quality of people's interactions, the need for financial security and stability, their mental and physical health, sense of belonging in their social environment, and a sense of life fulfilment and purpose. Well-being is generally categorised into five principal domains: Career, Social, Financial, Health, and Community. Each of these domains is assessed based on the well-being of those within it. Individuals may be thriving, indicating strong and stable well-being in that area; struggling, suggesting average or inconsistent well-being; or suffering, reflecting low and unstable well-being in that domain[6].Wellbeing is also psychologically linked to life purpose, mastery, positivity, optimism, and overall life satisfaction. It extends beyond mere happiness or job satisfaction, as research has shown that employee health has a significant impact on work behaviour, performance, and attendance. That is why high-performing organisations recognise the importance of this *"human-capital-driven health and work behaviour equation,"* because understanding that fosters employee well-being as critical to achieving sustained success.

Emotional intelligence denotes a person's capacity to recognise, comprehend, regulate, in individuals and to use this awareness to guide emotions. This idea involves the ability to identify and effectively manage one's own emotions and those of others in diverse contexts. Enhancing

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emotional intelligence cultivates pleasant and amicable interpersonal relationships. The capacity to recognise and react to the emotions of others improves communication, fosters empathy, and cultivates trust[7]. A profound understanding of emotions and the capacity to regulate team members' feelings are essential for leaders to make informed decisions, motivate their teams, and foster a constructive work environment. The importance of emotional intelligence is in its ability to foster positive connections, enhance leadership effectiveness, facilitate stress management, improve performance, and promote psychological well-being. These talents are progressively acknowledged as vital in the professional realm, especially for effective leadership[8]. Demonstrating leadership proficiency necessitates an understanding of people's emotions and the ability to inspire them towards a shared objective.

Emotional intelligence is a fundamental component of behavioural dynamics, significantly influencing employee productivity, enhancing the quality of interactions and decision-making processes, and collectively fostering improved performance in professional environments. Its importance reverberates through multiple facets of personal and communal achievement, influencing how individuals manage interpersonal relationships, cultivate effective collaboration, and adjust to the evolving requirements of varied professional environments[9].

As the concept of success evolves, emotional intelligence, frequently assessed as an Emotional Intelligence Quotient (EQ), has garnered increased attention. Alongside conventional intelligence metrics, attributes such as foresight, resilience, and determination are essential in influencing outcomes. This form of intelligence is particularly relevant in critical workplace areas such as staff development, organisational productivity, and individual performance.

Embracing emotional intelligence is acknowledging that emotions are a crucial component of the human experience, impacting multiple facets of our lives. It extends beyond the comprehension

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and regulation of one's own emotions; it necessitates an awareness of the emotions of those in our immediate environment[10]. This increased awareness underpins the development of significant interpersonal relationships. By acknowledging and addressing the emotional emotions of others, individuals can foster an environment that promotes open and genuine conversation. Thus, emotional intelligence catalyses fostering trust and comprehension, facilitating deeper connections among individuals. Moreover, emotional intelligence is crucial for promoting effective teamwork. When individuals are sensitive to the emotions of their colleagues and collaborators, they may manage interpersonal dynamics with empathy and thoughtfulness. This capacity to perceive emotional subtleties fosters a constructive and collaborative work environment in which team members feel acknowledged and valued.

Emotional Intelligence provides foundation for leadership effectiveness. Leadership effectiveness is a complex term shaped by multiple aspects, such as emotional intelligence, communication techniques, and organisational environment. Studies demonstrate that effective leadership enhances employee well-being and drives organisational success by fostering a positive work environment and promoting participation. Contemporary leadership is perceived as a function of essential talents and a distinct sense of direction[11]. This viewpoint does not undermine the significance of experience but emphasises the necessity of possessing diverse competencies. The primary criteria for leadership positions should be the calibre of an individual's outputs and their capacity to meet established goals. Leadership success is complex, encompassing a combination of skills, emotional intelligence, and adaptability to diverse circumstances. Effective leaders possess requisite talents and qualities, as well as an understanding of emotional intelligence and contextual adaptability.

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Leadership is a complex notion that varies in meaning based on the leader and the followers. It may manifest in several ways, including instructing, coaching, task assignment, encouragement, counselling, guidance, correction, protection, elaboration, and observation. Exercising leadership frequently entails compiling documentation, conducting meetings, mediating conflicts, justifying decisions, planning future strategies, and supporting team members. These tasks hardly occur in isolation; rather, they frequently transpire concurrently. Contrary to the assumption that leadership grants greater control over one's time and tasks, leaders often find themselves with less control over their daily activities as they focus on supporting and upholding the group they lead, there is a distinction between managers and leaders[12]. While all leaders may be effective managers, not all managers can be considered true leaders.

Leaders inspire, motivate, and energise their teams with clear visions and strategies aimed at achieving common goals. In contrast, traditional managers tend to focus on daily operations, resource allocation, and short-term objectives. Leadership has a significant influence on how employees perceive their roles and feel about their jobs. In modern organisations, a leader's approach is essential to the organisation's success. Genuine leaders, as observed by a scholar, dedicate themselves to their endeavours not for self-interest but to motivate and uplift others via their humility and thoughtfulness[13]. Leadership significantly influences employees' impressions of organisational politics, thereby impacting their job happiness. A primary objective of leadership is to manage perceptions, as they can significantly impact staff performance. Effective leaders possessing robust leadership skills can alleviate perceptions of organisational politics, thereby improving job satisfaction and overall workplace morale.

Leadership entails directing a collective or an organisation, comprising the duties and obligations associated with being a leader. It involves the selection, empowerment, and motivation of

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followers to leverage their varied skills, talents, and abilities to promote progress in spiritual, mental, emotional, and voluntary dimensions. A leader acquires influence by effectively communicating a future vision that resonates with followers, while remaining committed to fundamental principles and values to fulfil organisational goals. Leadership is essential for an organisation's survival, as it involves inspiring others to organise, excel, and enhance performance.Leadership is the practice of motivating a group to achieve shared goals[14]. Modern leaders no longer depend solely on formal authority to enforce compliance; instead, they focus on collaboration, engaging their subordinates, and maintaining their interest[15]. Effective leadership hinges on understanding the influence of group members' personality traits, especially in situations where group performance depends on qualities beyond those of the leaders.

Leadership effectiveness is the ability of a leader to execute their duties and guide the team towards organisational objectives. It is assessed by a leader's ability to motivate subordinates to align with these objectives[16]. The attitudes, behaviours, satisfaction, and acceptance of followers also serve as indicators of a leader's effectiveness. Subordinates often perceive successful leaders as beneficial both for the organisation and for themselves. Leadership effectiveness is a dynamic, evolutionary process shaped by interconnected events and the feedback generated from them. It is widely regarded as the cornerstone of organisational performance and growth. Effective leadership not only drives competitive advantage but also serves as the bedrock for achieving organisational success.[17] Leadership involves the capacity to influence employees' attitudes, beliefs, and capabilities to align with and accomplish organisational objectives. It plays a key role in determining the success or failure of organisational performance. As underlined by a scholar, leadership effectiveness is characterised by a leader's capacity to organise and inspire followers toward common goals.

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Effective leadership has a direct impact on the elements that propel an organisation towards its objectives, making it a crucial component in determining whether an organisation succeeds or fails. This happens when leaders effectively motivate and direct a team to accomplish favourable results. It is characterised as a leader's capacity to persuade people to make significant contributions towards the company's goals. To influence employee behaviour, promote job satisfaction, and ultimately raise the calibre of work that employees produce, an effective leader is essential. Leadership effectiveness can be understood through three primary situational dimensions: the leader-subordinate relationship, task structure, and the leader's positional power[19]. These aspects demonstrate the leader's ability to shape followers' attitudes and behaviour, promoting constructive acts that support company objectives.

Ultimately, effectiveness is determined by the outputs or outcomes achieved. The efforts cannot be considered successful if these results do not match the predetermined goals or have no influence on the targeted targets[20]. In today's highly competitive and globalized environment, organizations face numerous challenges in achieving their goals[21]. As a result, leaders and leadership play a vital role in navigating these challenges, driving employee performance, and ensuring job satisfaction, which collectively contribute to organisational success

1.2 Statement of the Problem

Employee well-being has become essential for organisational productivity and staff retention in today's more complex public workplace. Secretarial employees, who manage crucial administrative and communication tasks, frequently face demanding work schedules, work-related stress, and a lack of recognition, all of which can have a detrimental impact on their overall well-being. Many governmental institutions, such as the Government Secretariat in Oyo State, Nigeria, still exhibit a gap between leadership practices and the emotional needs of

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employees, despite increased awareness of employee welfare. It is commonly acknowledged that two essential components of a positive and healthy work environment are emotional intelligence, typified by empathy, self-awareness, and social skills, and effective leadership, characterised by vision, integrity, and support.

Unfortunately, Secretaries in such environments often report emotionally distant leadership, poor communication, and feelings of being undervalued, which in turn diminish both their wellbeing and productivity. Despite the known importance of emotional intelligence and leadership effectiveness, research in the Nigerian public service, particularly on the knowledge gap, remains limited, especially in understanding its combined impact on employee well-being, particularly in the Government Secretariat, Oyo State, Nigeria. Most existing studies address these variables separately, leaving a knowledge gap. This study seeks to bridge that gap by examining how emotional intelligence and leadership effectiveness together influence the wellbeing of Secretaries, to shape more effective leadership practices, policies, and development programs to improve staff welfare and institutional efficiency.

1.3 Aims and Objectives of the Study

The objective of this study is to investigate the influence of emotional intelligence and leadership effectiveness on employees' wellbeing among Secretaries in Government Secretariat, Oyo State, Nigeria. Other objectives of the study are to:

i. identify the level of employee wellbeing among secretaries in Government Secretariat, Oyo State, Nigeria.
ii. assess the level of leadership effectiveness among secretaries in Government Secretariat, Oyo State, Nigeria.
iii. assess the level of emotional intelligence of staff among secretaries in Government Secretariat, Oyo State, Nigeria.

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iv. examine the influence of emotional intelligence on employees' wellbeing among secretaries in Government Secretariat, Oyo State, Nigeria

v. examine the influence of leadership effectiveness on employees' wellbeing among secretaries in Government Secretariat, Oyo State, Nigeria

vi. identify the combined influence of emotional intelligence and leadership effectiveness on the employees' wellbeing among secretaries in Government Secretariat, Oyo State, Nigeria

1.4 Research Questions

The following questions will guide the study:

i. What is the level of employee well-being among secretaries in Government Secretariat, Oyo State, Nigeria?

ii. What is the level of leadership efficiency of secretaries in Government Secretariat, Oyo State?

iii. What is the level of emotional intelligence among secretaries in Government Secretariat, Oyo State, Nigeria?

1.5 Research Hypotheses

The following hypotheses will be tested at 0.05 level of significance:

$H_0$1: There will be no significant influence of emotional intelligence on employees' wellbeing among secretaries in Government Secretariat, Oyo State, Nigeria.

$H_0$2: There will be no significant influence of Leadership effectiveness on employees' wellbeing among secretaries in Government Secretariat, Oyo State, Nigeria

$H_0$3: There will be no combined influence of emotional intelligence and leadership effectiveness on the employees' wellbeing among secretaries in Government Secretariat, Oyo State, Nigeria

1.6 Significance of the Study

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Many stakeholders, including the Secretaries in the Government Secretariat, Oyo State, leaders of the Oyo State Civil Service, the State government, and scholars in the field of Office and Information Management and organisational behaviour, will benefit from the findings of this study:

For Secretaries in the Oyo State Government Secretariat, the findings of this study are significant, as they demonstrate how Emotional Intelligence (EI) can serve as a vital competency for professional growth and leadership development. By cultivating EI, secretaries can enhance their ability for sound decision-making, effective conflict resolution, and efficient team management. These skills not only improve daily administrative effectiveness but also reduce psychological strain, foster positive interpersonal relationships, and increase overall job satisfaction. In essence, the study offers secretaries a practical pathway to transition from routine administrative roles into strategic leadership positions within the Oyo State Civil Service.

For civil service leaders, the study highlights the importance of EI in promoting organisational stability and productivity. Leaders equipped with EI are better able to model empathy, self-awareness, and resilience, thereby setting behavioural standards for their teams. The findings suggest that by leveraging EI, leaders can build more cohesive, collaborative, and motivated workforces, which ultimately leads to improved service delivery. Furthermore, the study highlights the role of EI in reducing workplace stress and burnout among subordinates, thereby enhancing retention and organisational continuity. This positions EI not merely as a personal attribute but as an institutional asset for leadership excellence in the civil service.

From a policy perspective, the study provides the State Government with evidence-based justification for integrating EI into civil service reforms and leadership development programmes. The findings suggest that systematic investment in EI training will enable government officials

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to manage complex administrative and judicial tasks more effectively, thereby improving efficiency, equity, and responsiveness in public service delivery. Moreover, the study offers insights into resource allocation, ensuring that funds directed towards EI capacity-building lead to sustainable improvements in productivity, employee wellbeing, and organisational performance. In this way, the government can utilise EI as a strategic lever for reform, modernisation, and long-term organisational transformation.

Academically, the study contributes to the growing body of knowledge on Emotional Intelligence in public sector contexts, where empirical studies remain limited. By positioning EI within the operations of the Oyo State Civil Service, the study provides scholars with a distinctive empirical basis for examining how EI influences leadership effectiveness, employee wellbeing, and organisational outcomes in high-stakes environments. The findings present an opportunity to refine existing theoretical frameworks, challenge prevailing assumptions, and develop new models that integrate emotional competencies into organisational behaviour and Office and Information Management scholarship. Thus, the study not only expands academic discourse but also bridges theory and practice by demonstrating the tangible implications of EI in governance and civil service administration.

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1.7 Scope of the Study

This study focuses on investigating the impact of Emotional Intelligence and Leadership Effectiveness on Employee Wellbeing. The measures encompass Emotional Intelligence (Self-awareness, Self-regulation, Social awareness, and Relationship management), Leadership Effectiveness (Leadership Self-Confidence, Leadership Integrity, Leadership Adaptability/Flexibility, and Leadership Motivation), and Wellbeing (Positive Emotion of Employees, Employee Engagement, Employee Relationships, Meaning, and Employee

Accomplishment). The geographical scope encompasses all ministries within the Government Secretariat of Oyo State, Nigeria. The ministries are: Ministry of Agriculture and Rural Development, Ministry of Budget and Economic Planning, Ministry of Education, Science and Technology, Ministry of Energy and Mineral Resources, Ministry of Environment and Natural Resources, Ministry of Establishments and Training, Ministry of Finance, Ministry of Health, Ministry of Information, Culture and Tourism, Ministry of Justice, Ministry of Lands, Housing, Survey and Urban Development, Ministry of Local Government and Chieftaincy Matters, Ministry of Special Duties, Ministry of Trade, Industry, Investment and Cooperatives, Ministry of Women Affairs, Community Development and Welfare, Ministry of Public Works and Transport, Ministry of Youth and Sports, Ministry of Culture and Tourism, Ministry of Liaison and Intergovernmental Affairs, Ministry of Water Resources, Ministry of Information and Culture, Ministry of Industry, Applied Science and Technology, Office of the Governor, Office of the Head of Service, Office of the Accountant-General, Office of the Auditor-General for State, Office of the Auditor-General for Local Governments, Board of Internal Revenue (BIR) and Office of the State Surveyor-General. The target respondents are Secretaries (Confidential Secretaries and Secretarial Assistants) in the Government Secretariat, Oyo State, Nigeria, in the year 2025.

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1. 8 Limitation of the Study

The researcher encountered several challenges during the course of this study. One significant difficulty was retrieving information from the respondents, who were the secretaries in the Government Secretariat, Ibadan. Due to their workload and tight schedules, many respondents delayed in completing the questionnaires, and the researcher had to make repeated visits to remind them to respond. Despite these challenges, the researcher's perseverance, patience, and

determination ensured the successful completion of the study, and the findings remain valid and valuable for both academic and practical purposes.

1.9 Operational Definition of Terms

Emotional Intelligence: The capacity of the Secretaries at the Government Secretariat in Oyo State, Nigeria, to recognise, comprehend, control, and make effective use of theirs and other people's emotions in social situations.

Self-awareness: The ability of secretarial workers to identify and understand their emotions, strengths, shortcomings, values, and the impact of their actions on others within the workplace.

Social awareness: The capacity of Secretaries to perceive, understand, and respond appropriately to the emotions and needs of others, especially superiors, colleagues, and clients.

Self-management: The ability of Secretaries to regulate their emotional responses, manage stress, and adapt to changing circumstances professionally.

*Relationship management***:** The competence of Secretaries in managing interpersonal interactions, resolving conflicts, and fostering positive workplace relationships to support collaboration and team success

Leadership Effectiveness: The degree to which Oyo State Secretariat, Agodi, Ibadan's secretaries motivate their team to produce the intended results and cultivate a positive work environment.

Leadership self-confidence: The extent to which secretaries perceive their leaders as having belief in their own leadership skills and capabilities to influence others and make sound decisions.

Leadership integrity: The perception of Secretaries regarding the honesty, transparency, ethical conduct, and consistency of their leaders in upholding moral and institutional values.

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Leadership adaptability/flexibility: The capacity of leaders, as judged by Secretaries, to modify their tactics and demeanours in reaction to shifting work conditions, employee demands, or unforeseen difficulties.

Leadership motivation: The extent to which leaders inspire and encourage Secretaries toward achieving personal and organisational goals through enthusiasm, vision, and commitment.

Employees' Wellbeing: The overall state of Secretaries of Oyo State Secretariat, Agodi, Ibadan's physical, mental, and emotional health, as well as their satisfaction and engagement in the workplace.

Positive emotion of employee: The frequency and intensity of Secretaries' experiences of positive emotional states such as joy, satisfaction, and pride in their job roles and work environment.

Employee engagement: The degree of emotional engagement, dedication, and zeal exhibited by secretarial personnel towards their responsibilities and the overarching goals of the secretariat.

Employee relationships: The quality of interpersonal connections and mutual support that Secretaries experience with colleagues and supervisors, contributing to a sense of belonging and teamwork.

Employee accomplishment: The perception of Secretaries regarding their sense of achievement, effectiveness, and growth in their roles, reflecting how well they meet job expectations and personal career goals.

Secretaries: Secretaries refer to administrative employees within the Oyo State Secretariat, Agodi, Ibadan, who are primarily responsible for supporting office operations through clerical, organisational, and communication tasks

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Chapter Two

Review of Related Literature

This chapter deals with the review of related literature which was carried out conceptually, theoretically and empirically under the following sub-headings.

2.1 Conceptual Review

2.1.1 Employee Wellbeing

2.1.2 Leadership Effectiveness

2.1.3 Emotional Intelligence

2.2 Theoretical Framework

2.2.1 PERMA's Well-being Model

2.2.2 Thomas Carlyle's Trait Theory of Leadership

2.2.3 Daniel Goleman's Emotional Intelligence Model

2.3 Review of Empirical Studies

2.3.1 Emotional Intelligence and Employee Wellbeing

2.3.2 Leadership Effectiveness and Employee Wellbeing

2.3.3 Emotional Intelligence, Leadership Effectiveness and Employee Wellbeing

2.4 Conceptual Model

2.5 Summary of the Reviewed Literature

Endnotes

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2.1 Conceptual Review

The conceptual review involved an examination of relevant literature, enabling the researcher to identify the issue and any existing gaps. Consequently, the chapter is presented under the subsequent heading, analysed in conjunction with the current literature to enhance comprehension of the factors under investigation. Consequently, each variable will be examined in conjunction with its definitions, classifications, and significance. The subsequent variables for discussion are: Employee Wellbeing, Leadership Effectiveness, and Emotional Intelligence.

2.1.1 Employee Wellbeing

Employee wellbeing includes several dimensions, such as physical, emotional, and psychological health, all of which collectively impact overall job satisfaction and performance. It is a crucial factor in maintaining a productive and motivated workforce. Wellbeing is frequently assessed through different frameworks, including emotional, psychological, and social dimensions. Emotional wellbeing refers to feelings of happiness and contentment, psychological wellbeing encompasses aspects like personal growth and a sense of purpose, and social wellbeing relates to the quality of relationships and social integration[1]. Together, these dimensions shape an employee's overall sense of wellbeing.

Studies have consistently demonstrated a positive correlation between employee wellbeing and job performance. For example, some scholars found that employee satisfaction and engagement are strongly linked to increased productivity, reduced turnover rates, better financial outcomes and higher productivity[2,3].

A supportive workplace, employment stability, and a balanced work-life dynamic are crucial elements of wellbeing. It was contended that workplace resources, including social support, autonomy, organisational culture, and leadership styles, can improve wellbeing, whilst job

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demands, such as excessive workload and time constraints, can have adverse consequences.To address these issues, organizations have introduced various interventions aimed at improving employee wellbeing. Common initiatives include mental health support programs, stress management workshops, and career development opportunities.Such interventions not only benefit employees but also contribute to greater organizational success[5].

The concept of employee well-being is extensive and complex, necessitating a comprehensive perspective to understand its breadth thoroughly. Employee well-being is frequently synonymous with concepts such as employee welfare, employee happiness, work-life balance, and employee satisfaction. The subsequent definitions and discussions provide a deeper understanding of this concept.

A working paper from the International Labour Organisation (ILO) outlines two principal methodologies for understanding well-being: objective and subjective measurements of well-being. Objective well-being metrics include various economic and social indicators, which may be displayed as a dashboard of selected measures or as a composite index utilising a specific weighting system. The Human Development Index, established by the United Nations Development Programme, is a prominent composite index. Conversely, subjective well-being measures, commonly referred to as happiness metrics, concentrate on individuals' self-reported assessments of their well-being[6].

Employee well-being (EWB) is a multidimensional concept that emphasises an individual's optimal functioning and experiences[7]. This perspective is further supported by another scholar, who defines EWB as the overall well-being of employees, encompassing their mental, physical, emotional, and economic health[8].

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Subjective well-being is measured in two ways. The first is life satisfaction, which reflects a long-term, retrospective evaluation of how individuals view their lives overall. The second measure is affected, which is short-term and captures emotions at a specific moment. Positive affect encompasses feelings such as happiness, joy, excitement, and love, while negative affect includes emotions like anger, pain, and sadness. Objective well-being indicators cover various areas, including housing conditions, health status, work-life balance, education and skill levels, social connections, civic engagement, governance, environmental quality, and personal security.[9] Two viewpoints are frequently taken into account when assessing employee happiness: the individual viewpoint (personal happiness) and the organisational perspective (workplace happiness or employee well-being). Economic, environmental, infrastructural, social, academic, and democratic wellbeing are some of the factors that affect job satisfaction. In the meantime, life satisfaction, interpersonal connections, self-affirmation, and physical and mental well-being all influence an individual's level of happiness[10]. Understanding the factors that affect employee well-being is crucial since these sources of happiness are intricately linked.

Employee well-being can be categorised into five interconnected areas: physical, financial, mental, social, and community well-being. These elements are interdependent and influence one another. Below are some factors associated with each category:

Physical well-being encompasses the preservation of health through accessible environments, physical fitness, and the management of conditions such as illnesses, immune system function, musculoskeletal disorders, and cardiovascular health. Mental or psychological wellness: This emphasises cultivating a favourable emotional condition, encompassing job satisfaction, engagement, autonomy, personal development, life purpose, and social well-being. This includes

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a sense of belonging, professional relationships with colleagues and supervisors, and connections with family, relatives, and friends.

Employee well-being encompasses much more than merely averting physical ailments. It includes a comprehensive concept that integrates biological, psychological, and social aspects, encompassing physical health, mental well-being, and social relationships. The Chartered Institute of Personnel Development (CIPD) asserted that promoting comprehensive well-being in the workplace requires aligning individuals' interests with those of the organisation. Employee well-being is defined as the creation of an environment that fosters contentment, comfort, and balance, enabling individuals to thrive and reach their full potential for the benefit of both themselves and the organisation's success. However, holistic wellness goes beyond basic health management[11]. It includes dimensions related to the body, heart, mind, and spirit, all of which are interconnected. Addressing these dimensions collectively, rather than focusing solely on health, can enhance employee performance, job satisfaction, and productivity. Numerous studies have highlighted a direct link between employees' holistic wellness and organisational performance, which can be achieved through strategic human resource management practices.

Achieving personal holistic well-being requires individuals to make positive lifestyle choices and adopt healthy habits. Since each person has their unique perception of well-being, the challenge lies in aligning these diverse personal goals with the organisation's objectives. Therefore, workplace well-being is not just about managing the cultural and physical environment to prevent harm to employees. It demands active organisational efforts to promote well-being in ways that are accessible and easy to adopt. For well-being initiatives to be effective and yield tangible results, they must become an integral part of daily business discussions and deeply

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embedded in the company's culture. It contributes to organisational stability and development, making it essential for business sustainability in service-oriented sectors[12].

The development of employee well-being programs has undergone significant evolution over time, reflecting shifts in societal values, workplace structures, and emerging psychological insights. During the Industrial Revolution, worker well-being received little attention as employers prioritised productivity over safety, leading to harsh working conditions. The late 19th and early 20th centuries saw the rise of labor movements and government regulations aimed at mitigating workplace hazards, laying the foundation for occupational health and safety standards.

In the mid-to-late 20th century, economic growth led to the introduction of employee benefits, such as health insurance and pensions. However, these primarily addressed financial security rather than overall well-being. By the late 20th and early 21st centuries, organisations recognised the importance of integrating mental, physical, and social health into workplace policies, leading to the rise of stress management programs, Employee Assistance Programs (EAPs), and an emphasis on work-life balance. The 21st century further shifted priorities toward flexibility, remote work, and mental health support, with organisations implementing adaptive policies to promote resilience and self-care. The COVID-19 pandemic marked a turning point, exposing gaps in existing well-being initiatives and prompting a shift from peripheral wellness programs to strategic organisational priorities. Pre-pandemic efforts primarily focused on tangible benefits while neglecting mental and emotional health. The abrupt transition to remote work exacerbated burnout, work-life imbalance, and social isolation, leading companies to expand mental health resources and implement flexible work policies[13a]. Although remote work provided employees with greater flexibility, it also introduced challenges related to isolation and ergonomic concerns, prompting organisations to develop virtual engagement strategies and promote healthier work

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environments. As a result, well-being has become a central concern for organisations, with future strategies expected to emphasize mental health advocacy, work-life harmony, and cultural shifts that foster recognition, open dialogue, and professional growth[13].

Employee well-being is a multifaceted concept that encompasses various interconnected elements, which can be broadly grouped into five categories: physical, financial, mental, social, and community well-being. These elements are not isolated; instead, they influence and depend on one another. Each category is shaped by specific factors that contribute to an individual's overall sense of well-being[14].

Physical well-being focuses on maintaining good health and encompasses factors such as accessible spaces, physical fitness, and the prevention or management of health issues, including diseases, immunity-related concerns, musculoskeletal problems, and cardiovascular conditions. Ensuring physical well-being is essential for individuals to function effectively in their personal and professional lives. The physical aspect of wellness emphasises the importance of maintaining a healthy body through conscious choices and habits. This includes cardiovascular endurance, strength training, regular exercise, and physical activity, as well as being mindful of the nutritional value of food. It also involves seeking medical treatment for illnesses and avoiding harmful substances like alcohol and drugs. Conditions such as obesity, often linked to physical inactivity, can increase the risk of cardiovascular disorders and hypertension. Medical self-care plays a crucial role in physical wellness, encompassing regular medical check-ups, diagnostic tests, and efforts to strengthen the immune system[15].

Promoting a happy emotional state is a component of mental or psychological well-being. This encompasses elements like autonomy, engagement, job fulfilment, environmental mastery,

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personal development, and a sense of life's meaning. On the other hand, difficulties like stress, worry, and frustration can have a detrimental effect on mental health, emphasising the necessity of coping strategies and supportive surroundings. Conversely, mental and emotional wellness describes a person's capacity to feel happy and fulfilled with their life and with themselves. It entails recognising one's boundaries and healthily managing stress, as well as efficiently controlling emotions, feelings, and associated behaviours. Since stress can lead to various psychological issues, emotional health is a vital component of overall wellness. This dimension is frequently separated into two parts: emotional control and emotional awareness, which entails comprehending one's feelings and understanding one's emotions, which focuses on managing stress, anxiety, depression, and other emotional responses[16].

Financial security and stability are fundamental to financial well-being. Savings, income levels, borrowings, expenses, debt management, insurance, and financial literacy are essential variables. Meeting necessities, making plans for the future, and lowering financial stress are all made possible by achieving financial well-being. Having sufficient funds to meet one's needs and feeling secure about it is the hallmark of financial soundness. It also entails having the autonomy to choose wisely and make investments that enhance one's standard of living[17]. Events that could lead to financial stress, personal characteristics, and financial behaviours all have an impact on financial wellness.

Social well-being emphasizes the value of relationships and a sense of belonging. This includes contacts with colleagues, subordinates, and superiors in the workplace, as well as relationships with family, relatives, and friends. Strong social ties foster a sense of belonging and emotional support. The quality of people's connections and relationships with others is crucial to social wellbeing. It entails creating and preserving a network of nourishing, caring, and encouraging

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connections.[18] This dimension focuses on how people connect, particularly how employers and employees interact inside a company. Strong social ties promote emotional support and a sense of belonging, both of which are critical for general wellbeing.

Community well-being extends beyond the individual to include the broader environment in which they live. Factors such as the place of residence, relationships with neighbors, and voluntary contributions to the community play a significant role. A strong sense of community fosters belonging and encourages collective well-being[19].

Occupational wellness pertains to an employee's ability to find personal satisfaction and a sense of growth in their job. It places a strong emphasis on striking a balance between one's personal and professional lives, and on being free to carry out duties that align with one's interests and strengths. A healthy work-life balance, career advancement prospects, social support, and workplace autonomy are all aspects of occupational well-being. Individuals' feelings of well-being are significantly increased when they find their work to be satisfying and rewarding.

Rath and Harter delineate five principal dimensions of well-being: career, social, financial, health, and community. Each dimension is assessed according to whether individuals are thriving (exhibiting robust and stable well-being), struggling (demonstrating average or unstable well-being), or suffering (experiencing low and erratic well-being)[21]. One element of wellbeing does not increase by itself. General well-being is shaped by the interconnectedness and influence of our health, sense of purpose, social relationships, financial security, and sense of communal pride[22].

The first dimension, career, focuses on our daily tasks and whether they provide us with fulfilment and meaning. Activities that give us a feeling of purpose and inspire us to reach our objectives are crucial, whether they come from our jobs, education, families, or hobbies[23].

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Purpose is a cognitive mechanism that defines life objectives and provides individual significance. They assert that investing effort and advancing towards these objectives cultivates engagement and a revitalised sense of purpose.

The second dimension, *social well-being*, centres on the quality of our relationships and the presence of love in our lives. Strong social connections are essential for both physical and mental health and overall well-being. Research suggests that spending at least six hours a day interacting with others can reduce stress and enhance well-being[24]. Social relationships, whether interpersonal or between groups, are fundamental to sociology.

The third dimension, financial well-being, reflects how effectively we manage our economic lives to reduce stress and increase security. This includes maintaining financial stability and having sufficient resources to pursue daily activities and goals[25]. financial well-being was described as a measure of financial health, encompassing tangible and intangible aspects of security, perceptions of stability, and the availability of financial resources.

The fourth dimension, health, pertains to our physical and mental well-being, as well as the energy we have to accomplish our daily tasks. Regular physical activity and a balanced diet can help reduce fatigue and boost overall happiness. There is a reciprocal relationship between health and well-being: health influences well-being, and well-being, in turn, affects health[26]. Other scholars support this view by arguing that well-being is both a determinant and an outcome of health.

The fifth dimension, community, involves our sense of belonging and engagement in the place where we live. Activities such as volunteering, donating, or caring for others foster positive emotions and fulfil the need for connection. Community is understood to be more than the sum

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of its parts, reflecting how people feel and thrive together. They note that most frameworks for community well-being focus on how the communal aspects of life influence individual subjective well-being.

In the workplace, management behavior significantly impacts employee behavior, productivity, and well-being. However, much of the management research has prioritised productivity, treating employee well-being (often measured as job satisfaction) as a secondary outcome rather than a primary focus. Management should provide resistance resources for employees, emphasising the importance of inspiring and engaging staff to enhance productivity[27]. Through coaching, executives can hone these abilities. Positive attitudes, solid interpersonal ties, and high productivity are characteristics of engaged workers. Workgroups with lower levels of burnout and higher job satisfaction were found to perform noticeably better than those with less favourable well-being profiles. The well-being of employees is significantly influenced by factors such as job stress, job satisfaction, and management trust. Permanent contracts, health insurance, nondiscrimination, decent working conditions, and open communication are examples of effective practices[28].

Since well-being is subjective, it is often measured through self-reports or behavioral observations. For example, companies can assess changes in employee productivity or conduct surveys before and after implementing well-being initiatives, such as subsidising physical activities.[29]Another tool, the Satisfaction with Life Scale (SWLS), evaluates overall life satisfaction but does not assess specific domains like health or finances.

Employees prefer working for employers and managers who genuinely care about their well-being, not just as workers but as individuals. Research shows that companies that support

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employee well-being, starting with the most problematic area and gradually addressing others, experience higher engagement, productivity, customer loyalty, profitability, and lower turnover rates[30]. Related concept is the psychosocial safety climate (PSC), which reflects employees shared perceptions of their organization's commitment to psychological health[31]. PSC is crucial for alleviating workplace pressures, promoting employee engagement, and mitigating psychological harm. Well-being encompasses health, competence, purpose, social connections, optimism, and financial stability. It is crucial because individuals with high well-being tend to be happier, more satisfied, and more motivated, while low well-being can hinder productivity and thriving.

2.1.2 Leadership Effectiveness

Leadership is the process by which an individual influences group members to achieve collective objectives while nurturing their own potential and that of others. The efficacy of leadership styles is profoundly influenced by national culture, rendering it a pivotal element in organisational success. In educational contexts, leadership effectiveness is frequently regarded as fundamental to school advancement. Research reveals that schools with strong leadership effectiveness tend to perform better, with female principals often outperforming their male counterparts[32]. Similarly, another study found that both autocratic and democratic leadership styles can be highly effective, particularly when paired with strong administrative skills and competence. Democratic leadership, in particular, has been shown to enhance teachers' job satisfaction. However, challenges such as inadequate leadership competencies, unclear job descriptions, and insufficient performance management practices can hinder the effectiveness of leaders[33]. Supportive leadership behaviours have also been found to influence teachers' perceptions of organisational commitment positively[34]. Influence, power, and authority are

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essential organisational assets that enable leaders to drive transformation and achieve desired outcomes through effective human resource management.

The role of an effective leader is crucial for organizational performance. Such leaders foster progressive organizational cultures, enhance employee motivation, clarify vision and objectives, and guide efforts toward high performance and outcomes. Leadership is not merely about issuing directives; it involves collective team wisdom to address employee needs, align targets, and utilize resources for common goals[35].Since the early 2000s, leadership effectiveness has been viewed as an interactive process in social systems that encompasses environmental knowledge, strategic competence, and trustworthiness among subordinates. Strategic competence helps leaders align organizational goals with external environments, while trustworthiness ensures followers believe in the mission's validity[36]. Effective leaders build relationships that motivate followers to excel by providing growth support and fair rewards. They strategically utilize material and psychological resources to adapt to social and task environments.

Effective leadership can be explained as a blend of motivational, strategic, and managerial skills, where leaders inspire teams to achieve common goals. Leadership is essential for addressing challenges and improving[37]. Effective leaders tackle public policy issues like poverty, education, and health, maintaining credibility despite limited resources or political constraints. They build institutional and human capacities to support governance, fostering strategic vision and planning. Leaders guide employees, inspire teamwork, and focus on results, motivating subordinates to achieve organizational goals[38]. It was emphasised that clear direction, a positive work environment, and growth prospects improve motivation. Emphasis was also focused on the idea that exciting occupations with feedback, skill variation, autonomy, and a sense of ownership improve motivation.

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Effective leaders acknowledge team achievements, fostering collaboration and organizational capacity. Leaders also act as catalysts for change and innovation, overcoming resistance in conventional environments as they adapt to change, encouraging new skills and abilities[39].Visionary leaders guide organizations toward growth and success. Leaders set and communicate goals effectively, ensuring collective trust and minimizing conflicts. Organizational leaders are vision builders, motivators, team builders, participative decision-makers, and role models[40]. The ability to establish trust, communicate effectively, and be willing to acknowledge accomplishments are all necessary for effective leadership. To carry out a range of tasks, effective leadership necessitates a combination of skills and traits to fulfil a variety of roles.

Dynamic leaders are adaptive individuals who identify opportunities in challenges, take decisive action during crises, and embrace risks. This type of leadership is a critical asset for organizations operating in competitive and rapidly changing environments, particularly in areas like tax collection. Such leaders must be both adaptable and flexible to navigate evolving business landscapes effectively[41].

Leadership is a process where individuals influence others to achieve goals, guiding them to become more cohesive and coherent. Similarly, some scholars describe leadership as a social influence process aimed at gaining cooperation and support to accomplish shared objectives. Leadership involves how leaders communicate, build relationships, motivate and train subordinates, and provide direction to their teams[42]. Despite the variety of definitions, common themes emerge, such as communication, relationship-building, and goal achievement. Based on these insights, leadership can be understood as the ability to use influence and courtesy to inspire obedience, focusing more on decision-making and action than on holding a formal position.

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Leaders play a vital role in both for-profit and non-profit organizations, as they make decisions and formulate policies that guide operations. Etymologically, the term leadership originates from the word lead, meaning to guide or direct. From this, the verb to lead emerged, signifying the act of guiding, and the noun leader refers to someone who directs or guides others[43]. Organizations, whether small or large, operate in competitive environments that demand exemplary leadership to ensure business continuity. Effective leadership fosters innovation, enables adaptation to market and environmental changes, solves problems creatively, and sustains high performance levels.

Leadership involves influencing a group of individuals to achieve common goals[44]. While leadership focuses on driving change and movement, management ensures order and consistency in the organization. Both leadership and management are processes that can be carried out simultaneously. The synergy among stakeholders such as owners, directors, management personnel, and employees is crucial for achieving organizational goals. Effective leadership is closely tied to principles of justice, wisdom, and the ability to guide on a wise scale[45,46].

Leadership effectiveness is a key determinant of organizational success or failure, as it reflects a leader's ability to influence groups to achieve positive outcomes. Effective leaders inspire employees, leading to job satisfaction and improved performance. Leadership effectiveness is defined by three situational factors: leader-subordinate relationships, task structure, and the leader's positional power. Effectiveness is ultimately measured by the achievement of desired outcomes, making it a critical focus in competitive environments where organizations face global challenges[47].

Researchers often evaluate leadership effectiveness based on its impact on individuals, teams, or organizational performance. Common measures include improvements in team performance,

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goal achievement, and financial metrics such as sales, profit margins, market share, and return on investment[48]. Studies have shown that leadership style significantly influences employee readiness for change and, consequently, organizational performance[49].However, leadership challenges often arise from the complexity of work environments, particularly in cross-cultural settings where aligning perceptions about company strategy becomes difficult. Effective leadership is essential for enhancing efficiency, performance, and productivity, with dimensions such as inspiration, motivation, reliability, and influence playing key roles. Other factors influencing leadership effectiveness include conceptual, communication, administrative, and technical skills, as well as sociological and psychological factors[50].

Leadership is indispensable for organizational continuity and performance. As companies grow, the demand for skilled leaders increases, making leadership ability a highly valued and rewarded skill. Leadership theories offer a conceptual framework for comprehending the role and function of leadership in several contexts, including higher education institutions. Theories such transformational, transactional, and situational leadership provide essential frameworks for examining leadership dynamics in educational environments.[51].Research has shown that effective leadership models not only enhance the motivation and performance of subordinates but also foster innovation and elevate the reputation of higher education institutions. As a result, gaining a deeper understanding of the most suitable and effective leadership models for higher education is crucial for driving future progress and success[52].

Leadership can be conceptualised as an interactive process between a leader and group members, highlighting the dynamic and interpersonal dimensions of the leadership role. Stogdill highlights that leadership is not merely about formal authority but rather about the relationships and dynamics between the leader and group members[53].This interactive process involves

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communication, collaboration, and mutual dependence between the leader and group members to achieve common goals. Stogdill's perspective underscores that leadership is oriented toward achieving collective outcomes. Leaders are responsible not only for providing direction and making decisions but also for guiding, motivating, and steering group members toward shared objectives. Thus, Stogdill's understanding emphasizes the essence of leadership as a social dynamic that requires active involvement, effective communication, and collaboration between leaders and group members to ensure group success.

Good leadership refers to a concept where a leader meets specific criteria considered optimal or ideal for achieving group or organizational goals. The characteristics of ideal leadership can vary depending on the perspective and leadership theory adopted. Below are some common traits of ideal leadership[54].

An ideal leader possesses a clear vision and communicates it effectively to team members, serving as a source of inspiration and motivation toward achieving shared goals. Integrity is central to ideal leadership, as such leaders are honest, fair, and ethical, consistently upholding moral values in their decision-making. They demonstrate empathy by understanding and caring about the needs, aspirations, and feelings of team members, thereby building strong relationships and addressing individual concerns. Effective communication is another key trait, they convey messages, listen actively, and ensure mutual understanding within the team. Ideal leaders can also inspire and motivate others, driving high performance and nurturing the potential of each team member. Their decision-making is wise and informed, taking into account relevant information and potential implications for organizational objectives while skillfully navigating challenges and managing risks. Delegation is handled thoughtfully, with tasks assigned based on the strengths and expertise of team members. Flexibility is another hallmark, they adapt to

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changing circumstances, remain open to new ideas, and adjust strategies when necessary. In embodying transformational leadership, they inspire positive change, foster a shared vision, and elevate team engagement. Lastly, ideal leaders empower others by entrusting them with responsibility and offering growth opportunities, thereby promoting both individual and team development.

Leadership is a multifaceted social process grounded in the collective values, competencies, and knowledge of leaders and their followers. Leadership fundamentally entails the continuous development and preservation of ties between aspiring leaders and their followers. Organisational theorists broadly concur that effective leadership is a pivotal factor impacting the success and overall performance of an organisation. A key challenge for many public service organizations is understanding what leadership entails and what leaders must do to ensure team and organizational success[55]. Effective leadership, driven by factors such as trust, organizational culture, learning, teamwork, and communication, can foster innovation and improvement within organizations. Leadership effectiveness is also linked to various performance constructs, including the psychological well-being and growth of followers. The outcomes of leadership directly impact organizational performance, as leaders' ability to complete tasks, ensure organizational survival, and achieve goals are common measures of leadership effectiveness. Improved leadership often leads to enhanced organizational performance, boosting both effectiveness and profitability[56].

For organizations to achieve their goals, employees must align with their leaders' philosophies and approaches. The success or failure of an organization largely depends on its workforce and the effectiveness of its leaders in providing direction and guiding employees toward achieving desired objectives. Increased personal effort, improved skills, better communication, and higher

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employee retention can significantly contribute to organizational growth[57]. Nevertheless, ineffective leadership may result in discontent, elevated staff turnover, absenteeism, and unprofessional conduct in the workplace. Research indicates that external influences, including leadership styles, significantly influence employees' job happiness[58].

Leadership is the act of directing a group or organisation, covering both the function and the condition of being a leader. It entails selecting, empowering, and motivating followers to use their varied talents, skills, and capacities for personal development in spiritual, mental, emotional, and voluntary dimensions. Leaders achieve this by clearly communicating a vision for the future in terms that resonate with followers, while upholding shared principles and values to achieve organizational goals[59]. Leadership is essential for an organization's survival, as it involves persuading others to organize, achieve, and enhance job performance. Leadership was also explained as a practice where a leader motivates a group to achieve common objectives. Modern leadership goes beyond relying on formal authority; it emphasizes collaboration and fostering subordinates' interest and engagement[60].

Leadership effectiveness is closely tied to various tangible and intangible performance metrics, encompassing both psychological and developmental aspects of team members. The outcomes of leadership directly influence its effectiveness, which, in turn, impacts the performance of individuals within the organization. A key subjective measure of leadership effectiveness is the leader's ability to accomplish tasks, ensure organizational survival, and foster growth by achieving strategic goals. Furthermore, effective leadership can enhance overall organizational performance, driving improvements in efficiency, effectiveness, and profitability[61]. By fostering a productive and motivated workforce, leaders play a pivotal role in shaping the success and sustainability of their organizations.

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Effective leadership requires recognizing the impact of group members' personality traits, especially in situations where group performance depends on qualities beyond those of the leader.

Effective leadership is the ability of a superior to fulfill their responsibilities and steer the team toward organizational objectives. It is measured by a leader's capacity to persuade subordinates to support organizational goals, as well as through followers' attitudes, behaviors, satisfaction, and acceptance. Subordinates perceive successful leaders as beneficial both for the organization and themselves[62]. It was found that transformational leaders are viewed as more effective, with their subordinates outperforming those led by transactional leaders. Transformational leadership enhances subordinates' awareness of their unique roles and provides personal guidance, increasing perceptions of the leader's effectiveness. Similarly, transactional leadership with contingent rewards can foster positive attitudes and performance among followers. When supervisors develop specific leadership skills, subordinates often perceive them as highly effective, particularly in active transactional management. Conversely, some scholars found that laissez-faire and transactional leadership are often ineffective or negatively correlated with perceived leadership effectiveness[63].

In the fast-paced and ever-evolving business landscape, the adoption of transformational and transactional leadership styles has gained significant importance. These approaches enhance employee motivation and productivity, making leadership effectiveness a vital component of organizational success[64]. By inspiring and engaging employees, leaders can drive their teams toward achieving shared goals, ensuring adaptability and growth in a competitive environment.

Effective leadership behaviors that drive high team performance include regular performance monitoring, open information sharing, peer support, and a focus on process improvement.

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Leaders who effectively balance task-oriented and relations-oriented behaviors over time foster an environment of continuous improvement and sustained high performance. Additionally, higher-level leaders play a critical role by offering face-to-face support, providing strategic clarity, and ensuring access to tangible resources for their teams[65]. These behaviors align with work values such as self-transcendence and openness to change, which are essential for fostering innovation and adaptability.

A key factor in achieving continuous improvement is coactive vicarious learning-by-doing, which involves collaborative and interactive experiences among team members, team leaders, and higher-level leadership. This approach emphasizes shared participation and mutual engagement, enabling teams to learn and grow together[67]. Furthermore, leadership styles, supportive team behaviors, effective communication, and constructive performance feedback significantly influence team dynamics and overall performance. By integrating these elements, leaders can create a cohesive and high-performing team capable of achieving organizational goals.

Leadership effectiveness is defined as the ability to achieve desired outcomes in terms of productivity, quality, and satisfaction in a specific context. Leadership effectiveness depends on four key sets of variables[68]. Effective leadership is shaped by a combination of characteristics, behaviors, and contextual influences. Leaders' characteristics and traits, such as self-confidence, problem-solving skills, and adaptability, are essential inner qualities that enable them to perform successfully across diverse situations. Equally important is their behavior and leadership style, which involves the creation, acquisition, sharing, and dissemination of knowledge through modern communication technologies. These behaviors contribute to enhanced productivity, intellectual capital, cost-effectiveness, and innovation, ultimately fostering a competitive edge

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and sustainable intellectual growth[69]. Additionally, several influencing factors, including professional skills, motivation, an understanding of leadership principles and models, relevant work experience, and the presence or absence of corruption, play a significant role in determining leadership effectiveness. Lastly, situational factors, the specific context in which leadership is exercised, also critically influence how successful a leader will be in guiding their team or organization.

Leadership style is characterised as the manner in which a leader affects the conduct of subordinates, fostering their willingness to cooperate and work efficiently towards the attainment of organisational objectives[70]. A leader must possess the ability to mentor and inspire subordinates to collaborate efficiently towards the organization's goals. Leadership style is defined as a collection of traits employed by leaders to motivate personnel towards the attainment of organisational objectives, or more generally, as the behavioural patterns and methods enacted by a leader[71].

Further elaborating on this concept explains that leadership style refers to the pattern of behavior exhibited by leaders when influencing others. Similarly, [72]Leadership style is characterised as the amalgamation of features, habits, temperament, character, and personality that differentiate a leader in their engagements with others. Conversely[73] provides a more comprehensive viewpoint, asserting that leadership style embodies the ideology, competencies, and dispositions of leaders in action. It is a behavioural framework aimed at aligning organisational objectives with individual aspirations to accomplish specified aims. Leadership style refers to the manner in which a leader executes their management responsibilities in directing their subordinates.

The leadership styles identified by[74] are as follows:

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The democratic leadership style is defined by the capacity to influence individuals, fostering collaboration and teamwork to attain common objectives. The objectives, together with the strategies or actions to achieve them, are established collaboratively by the leader and their subordinates. This methodology is commonly known as subordinate-centered leadership, egalitarian leadership, participative leadership, or consultative leadership. At its core, democratic leadership involves leaders consulting with their team members to make decisions collaboratively, ensuring that everyone has a voice in the process[75,76]. One of the defining features of this leadership style is that the leader's authority is not absolute. Instead, leaders are willing to delegate some of their decision-making power to subordinates, fostering a sense of shared responsibility. Policies and decisions are made jointly, with input from both the leader and the team members. Communication flows in two directions, allowing for open dialogue where subordinates can express their ideas and feedback just as easily as the leader can provide guidance. Supervision is carried out fairly, with leaders overseeing the attitudes, actions, behaviors, and activities of their team members equitably. Initiatives can originate from either the leader or the subordinates, creating an environment where creativity and innovation are encouraged. Additionally, tasks are often assigned as requests rather than strict instructions, further emphasizing the collaborative nature of this style[77]. Leaders also prioritize building mutual trust and respect through their actions and behavior, which strengthens team cohesion.

The democratic leadership style fosters active participation, allowing team members to contribute to decision-making processes. This inclusivity makes employees feel valued and empowers them to play a significant role in achieving organizational goals. Additionally, by encouraging open expression of ideas and opinions, this style cultivates an environment that nurtures creativity and innovation, as team members feel free to share new approaches.

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Furthermore, involving diverse perspectives enhances decision quality, as decisions become more informed, comprehensive, and widely accepted, reducing the risk of errors. However, this approach has its drawbacks. The collaborative nature of democratic leadership can be time-consuming, making it less efficient in situations requiring quick decisions or during emergencies.

The involvement of multiple parties also increases the risk of conflicts, as differing opinions or interests may arise, potentially disrupting teamwork and productivity if not managed effectively. In urgent scenarios where swift action is needed, the consultative process can hinder timely responses and create confusion[78]. Though, democratic leadership style has many strengths, it also comes with certain drawbacks that need to be carefully considered. On the positive side, this approach promotes teamwork, enhances employee morale, and fosters a sense of ownership and accountability among team members. It also encourages creativity and innovation by valuing diverse perspectives. However, the collaborative decision-making process can sometimes be time-consuming, making it less effective in situations that require quick, decisive action. Additionally, the success of this style heavily depends on the competence and motivation of the team members, and there is potential for conflicts or disagreements to arise during the decision-making process[79]. Despite these challenges, the democratic leadership style offers significant benefits when applied appropriately. Leaders must carefully assess the situation and organizational needs to determine whether this style is the best fit, balancing its strengths and limitations to achieve optimal outcomes.

The delegative leadership style, also known as laissez-faire leadership, is characterized by minimal direct guidance from the leader, as decision-making authority is largely handed over to subordinates. In this approach, organizational members are expected to independently solve problems and manage tasks without frequent intervention from the leader. This style reflects the

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leader's behavior and personal character, as their willingness to delegate and trust their team plays a central role in its implementation. Delegative leadership is particularly effective when applied to subordinates who possess high levels of competence, motivation, and the ability to take initiative. It is often used in situations where the leader is temporarily unable to oversee tasks due to various reasons, relying on the team's expertise to carry out responsibilities[80]. This style is most suitable for teams with skilled and self-driven members, as it allows them to work autonomously while receiving support rather than direct instructions from the leader. Instead of micromanaging, the leader focuses on providing resources, encouragement, and backing to empower their team. While this approach fosters independence and creativity, it requires a high level of trust in the team's capabilities. If team members lack the necessary skills or motivation, the absence of clear direction can lead to inefficiency or confusion. Therefore, the success of delegative leadership hinges on the competence and self-sufficiency of the team, making it an effective strategy in the right context but less suitable for teams requiring more structured guidance.

As the delegative leadership style excels in promoting autonomy, responsibility, and skill development, it also poses risks such as poor coordination, potential errors, and a lack of direction. Leaders must be mindful of these weaknesses and take proactive steps to address them, ensuring that the style is applied effectively to achieve organizational success. Balancing trust with appropriate oversight is key to maximizing the benefits of this approach while minimizing its limitations[81].

The bureaucratic leadership style is characterized by a strict adherence to rules and procedures, often summarized as leading based on rules. Leaders in this approach enforce standardized processes for both themselves and their subordinates, leaving little room for flexibility. Decision-

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making is rigidly tied to established regulations, and all activities are centralized around the leader, with minimal freedom granted to others for creativity or independent action. Key features of this style include the leader making all work-related decisions, directing subordinates to execute them, setting clear performance standards, and imposing strict sanctions for failing to meet these standards[82]. Although, this approach offers advantages such as order, predictability, and enforced discipline, it also has significant drawbacks. The structured nature of bureaucratic leadership creates a predictable and efficient work environment, promotes fairness and transparency, and ensures consistency in achieving goals. However, its rigidity can hinder adaptability to changing environments, stifle innovation, and reduce employee motivation and creativity. Additionally, the strict adherence to rules may lead to difficulties in responding to unique or unexpected situations. To remain effective, leaders must balance the order and consistency of bureaucratic leadership with the flexibility and innovation needed to adapt to dynamic environments.

The laissez-faire leadership style, commonly known as the let it go approach, prioritises providing team members with considerable autonomy to initiate and oversee their tasks. This approach depends significantly on the proficiency and self-assurance of subordinates, as supervisors exert less engagement or oversight. Leaders employing this strategy delegate nearly all decision-making power to their team, enabling them to function with significant autonomy. While this can foster creativity, innovation, and a sense of ownership, it also carries risks if team members lack the necessary skills or direction.

A primary advantage of the laissez-faire approach is its capacity to enhance creativity and innovation. Granting team members the autonomy to explore novel ideas and assume responsibility for their work fosters a sense of value and motivation to devise unique solutions.

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This strategy enhances engagement and job satisfaction, as team members have a heightened feeling of ownership over their responsibilities and decisions. It also offers opportunity for team members to cultivate leadership abilities, including decision-making, time management, and resource allocation, which can advantage both the individual and the organisation. Nevertheless, the laissez-faire approach possesses significant disadvantages. Insufficient oversight and regulation may result in diminished work quality and ambiguity in attaining organisational objectives. In the absence of explicit guidance, team members may find it difficult to comprehend expectations, leading to misunderstanding, ambiguity, and possible disputes. Moreover, although autonomy can bolster motivation, excessive independence without sufficient guidance may result in diminished production, since team members may lose focus or prioritise inconsequential tasks[82]. To successfully execute the laissez-faire leadership style, leaders must guarantee that team members exhibit a high degree of competence and intrinsic motivation. Transparent and effective communication is crucial to alleviate the hazards linked to excessive autonomy, ensuring that team members stay aligned with organisational goals while reaping the advantages of independence.

The authoritarian leadership style is characterised by a leader who consolidates all decision-making and policy-setting authority, exercising total control over the organisation. This method involves the leader assigning tasks and responsibilities, with subordinates anticipated to adhere to directives unconditionally. This approach is predominantly task-oriented, emphasising the attainment of organisational objectives through stringent guidance and oversight. Subordinates are frequently regarded as just implementers of the leader's directives, with less opportunity to provide suggestions or demonstrate initiative. The leader's principal responsibility is to guarantee that all acts conform to their vision and the institution's policies, establishing a

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hierarchical dynamic where authority is concentrated at the apex. A principal advantage of the authoritarian leadership style is its capacity to offer decisiveness and assurance. The leader's assertive and authoritative disposition guarantees clarity, rendering this method especially efficacious in emergencies or when prompt choices are required. The explicit delineation of tasks and responsibilities augments efficiency, since subordinates are acutely aware of expectations and the execution of their jobs. This approach fosters uniformity in task execution, as all choices and directives originate from the leader, hence reducing errors and assuring consistency in the attainment of organisational objectives[83]. However, the authoritarian leadership style has significant drawbacks. By discouraging input from subordinates, it stifles creativity and innovation, limiting the organization's ability to adapt to new challenges or explore new ideas. The lack of autonomy and recognition for subordinates' efforts can also lead to dissatisfaction and low motivation, as team members may feel undervalued or disengaged. Furthermore, the rigid and controlling nature of this style can breed resistance and conflict among team members, especially if they perceive decisions as unfair or disconnected from their needs.

The charismatic leadership style is defined by its ability to attract and inspire people through the leader's compelling personality and communication skills. Charismatic leaders are often visionaries who thrive on change and challenges, captivating others with their enthusiasm and ability to motivate. However, this style has a significant weakness: it can lead to disappointment if the leader fails to deliver on their promises[84]. Over time, inconsistencies between words and actions can erode trust, as followers may feel let down by unmet expectations. The advantages of charismatic leadership include its ability to inspire and motivate others, foster innovation, and build strong personal connections. Leaders with this style often have a clear vision and the courage to pursue new ideas, which can energize teams and drive progress. However, the

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drawbacks include inconsistency in execution, excessive idealism that may lead to unrealistic goals, and an over-reliance on the leader, which can hinder the development of leadership skills within the team. To mitigate these risks, charismatic leaders must focus on open communication, consistency, and empowering others to take initiative.

The diplomatic leadership style emphasizes perspective-taking and conflict resolution, with leaders able to see both sides of a situation and find mutually beneficial solutions. This approach is effective in maintaining harmony and fostering collaboration, as leaders prioritize communication and avoid unnecessary confrontations. However, the downside of this style is its tendency toward excessive patience and passivity, which can delay decision-making and create confusion in situations requiring quick action[85]. The strengths of diplomatic leadership lie in its ability to manage conflicts effectively, maintain positive relationships, and make balanced decisions. Leaders with this style excel at creating an environment where diverse ideas can be expressed without fear of negative consequences. However, their reluctance to take decisive action or assert authority can lead to a lack of strong leadership, stifling innovation and reducing productivity. To succeed, diplomatic leaders must strike a balance between listening to all parties and making timely, firm decisions.

The moralist leadership style is characterized by warmth, empathy, and a strong commitment to ethical values. Leaders with this style are patient, generous, and deeply concerned about the well-being of their subordinates, creating a supportive and harmonious work environment. However, their emotional instability can be a significant weakness, as they may struggle to maintain objectivity and consistency in their decision-making. The advantages of moralist leadership include its ability to build strong relationships, foster trust, and promote a culture of integrity and fairness. However, the drawbacks include emotional unpredictability, difficulty

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making tough decisions, and an over-reliance on personal loyalty, which can hinder conflict resolution and performance management. To be effective, moralist leaders must manage their emotions and remain focused on achieving organizational goals while maintaining their compassionate approach[86].

The administrative leadership approach emphasises stability, consistency, and compliance with regulations and protocols. Leaders employing this style prioritise order maintenance and risk mitigation, fostering a predictable and efficient work environment. Nonetheless, their conservative methodology frequently exhibits a deficiency in innovation and adaptability, hindering their ability to adjust to evolving conditions or adopt novel concepts. The advantages of administrative leadership encompass its capacity to offer explicit guidance, minimise mistakes, and guarantee organisational stability.

The analytical leadership style emphasizes data-driven decision-making and detailed planning. Leaders with this style rely on logical analysis and quantitative approaches to develop long-term strategies and measure performance. While this approach ensures rational and accountable decisions, it can also lead to delays in decision-making and a lack of flexibility in responding to unexpected situations. The advantages of analytical leadership include its focus on facts, careful planning, and objective evaluation. However, its weaknesses include a tendency to overlook non-quantitative factors, such as emotions and social dynamics, and a slow response to urgent issues. To be effective, analytical leaders must complement their data-driven approach with an understanding of human factors and the ability to adapt quickly[88].

The entrepreneurial leadership style is results-oriented, with a focus on achieving high standards and seizing opportunities. Leaders with this style are innovative, proactive, and willing to take risks to drive success[89]. Nevertheless, their focus on personal accomplishment and rivalry may

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result in diminished teamwork and foster instability within the team. The advantages of entrepreneurial leadership encompass its capacity to foster innovation, establish ambitious objectives, and adjust to evolving circumstances. Conversely, its deficiencies encompass a significant risk of failure, insufficient collaboration, and the possibility of burnout among team members. To achieve success, entrepreneurial leaders must reconcile their ambition for results with an emphasis on collaboration and team welfare[90].

The visionary leadership style is defined by its ability to inspire and motivate others through a clear and compelling vision of the future. Leaders with this style encourage creativity and innovation, helping teams focus on long-term goals. However, their vision can sometimes be impractical, and they may struggle with execution, leading to frustration among team members. The advantages of visionary leadership include its inspirational nature, focus on innovation, and ability to provide direction[91]. However, its weaknesses include a lack of practicality, difficulty in execution, and an over-reliance on the leader for motivation. To be effective, visionary leaders must complement their vision with concrete plans and empower others to take initiative.

The situational leadership style emphasizes flexibility, with leaders adapting their approach based on the readiness and maturity of their followers. This style is responsive to changing conditions and can improve team performance by providing tailored support. However, it requires a deep understanding of individual and group dynamics, and there is a risk of misjudging the appropriate leadership approach[92]. The strengths of situational leadership include its adaptability, responsiveness, and ability to enhance team performance. However, its weaknesses include the complexity of implementation and the difficulty of objectively measuring readiness levels. To succeed, situational leaders must develop a nuanced understanding of their team's needs and remain flexible in their approach[93].

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The militaristic leadership style is defined by a hierarchical, authoritarian approach that prioritises stringent discipline, well-defined hierarchies, and resolute decision-making. The advantages encompass rapid decision-making, robust discipline, and a well-defined chain of command, rendering it efficient in emergencies or settings necessitating order and efficiency[94]. However, this style has significant drawbacks, such as a lack of flexibility, limited member involvement, and the potential to create a tense and stressful work environment. It often stifles creativity, discourages feedback, and can lead to disengagement and low morale among team members. While militaristic leadership can be effective in structured, high-pressure settings, its rigid nature makes it less suitable for dynamic or collaborative environments where adaptability and innovation are crucial. Balancing this style with more inclusive approaches may help mitigate its limitations[95].

Shiundu identified four leadership styles: authoritarian, democratic, laissez-faire, and transformational[96]. The autocratic leadership style is characterized by centralized control, where the leader holds all decision-making power without consulting subordinates. This method depends on a system of incentives and sanctions, with employees anticipated to adhere to instructions unconditionally. Although it facilitates rapid decision-making, it has faced significant criticism for promoting elevated absenteeism and turnover rates owing to its inflexible and non-collaborative characteristics[97]. In contrast, the democratic leadership style emphasizes collaboration, empowerment, and shared decision-making. Leaders act as coaches, gathering input from employees before making decisions, which fosters respectful interactions and cooperative partnerships. This style enhances employee engagement and sound judgment but may slow decision-making processes[98]. The laissez-faire leadership style, on the other hand, is marked by minimal leader involvement, with employees granted full autonomy to set goals and

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make decisions. Although it encourages independence, it often leads to a lack of direction and support, undermining trust and effectiveness[99]. Finally, transformational leadership focuses on inspiring and developing subordinates by aligning their values, ethics, and motivations with organizational goals. Transformational leaders foster creativity, intellectual stimulation, and individualized consideration, making this style one of the most effective for long-term growth and innovation. Different leadership styles yield varying outcomes due to their distinct approaches to influencing and guiding subordinates toward organizational goals. Leadership style refers to the consistent patterns of behavior and strategies a leader employs to motivate and direct their team[100].

Autocratic leadership can facilitate rapid decision-making and enforce strict compliance with regulations, yet it may suppress creativity and diminish employee morale. Conversely, participative leadership promotes cooperation and diversity, frequently resulting in enhanced involvement and inventive ideas, while potentially delaying decision-making. Transformational leadership galvanises and stimulates staff to surpass expectations, fostering long-term growth and positive change, whereas transactional leadership emphasises short-term performance through incentives and penalties. Charismatic leadership utilises the leader's persona to motivate and sway others, while authentic leadership fosters trust via transparency and congruence with individual ideals. Digital leadership, frequently observed in new settings, underscores adaptability and forward thinking. Every style possesses distinct strengths and weaknesses, and its efficacy is contingent upon the organisational setting, team dynamics, and specific objectives[101]. The choice of leadership style has a significant impact on the results achieved, shaping the organization's culture, productivity, and overall success.

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2.1.3 Emotional Intelligence

Emotional intelligence plays a critical role as a key behavioral factor that significantly influences performance[102]. Its significance spans various facets of personal and communal achievement, influencing interpersonal relationship management, fostering effective collaboration, and facilitating adaptation to the dynamic requirements of numerous job settings[103]. Emotional intelligence is a crucial element of behavioural dynamics that influences the quality of interactions and decision-making, hence improving performance in several professional domains. In addition to conventional indicators of intelligence, factors such as resilience, determination, and foresight play a crucial role in determining success. As the definition of success transforms, emotional intelligence, frequently quantified as an Emotional Intelligence Quotient (EQ), has garnered heightened interest[104]. This type of intelligence is especially pertinent in critical work-related domains, encompassing individual performance, organisational productivity, and employee development.

The concept of emotional intelligence provides a comprehensive framework for analyzing and assessing behaviors, managerial approaches, attitudes, interpersonal abilities, and personal potential[105]. The increasing importance is apparent in numerous human resource practices, including strategic planning, job profiling, recruitment, and selection processes. Moreover, emotional intelligence is progressively included in learning and development initiatives, offering enhanced understanding of human potential[106].

Emotional intelligence is essential for cultivating healthy external interactions, enhancing client relations, and providing customer service. As its recognition grows, its application extends beyond conventional measures, impacting multiple facets of personal and professional interactions[107].

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Embracing emotional intelligence is acknowledging that emotions are fundamental to the human experience, influencing various aspects of life. It extends beyond comprehending and regulating one's own emotions to encompass sensitivity to the feelings of others. This increased awareness underpins the establishment of significant interpersonal relationships. By acknowledging and addressing the emotions of others, individuals can cultivate an atmosphere that promotes open and genuine conversation, thereby enhancing trust and developing deeper connections[108]. Moreso, emotional intelligence is crucial for effective teamwork. When individuals are attuned to the emotions of their colleagues, they can negotiate interpersonal dynamics with empathy and thoughtfulness[109]. This ability to understand emotional nuances contributes to a positive and cooperative work environment, where team members feel valued and heard. Emotional intelligence (EI) is a multifaceted trait that involves the ability, skill, and self-awareness required to recognize, assess, and manage one's own emotions as well as those of others or groups[110]. This extensive capability enhances interpersonal relationships and fosters effective communication. Individuals with elevated emotional intelligence have a profound comprehension of their emotional states, allowing them to manage their emotions with proficiency and genuineness. Moreover, their increased sensitivity to others' emotions enables them to forge significant bonds and react empathetically to various emotional signals[111].

A notable characteristic of emotionally intelligent individuals is their capacity to convey kindness. Their understanding of others' emotional states cultivates an atmosphere of warmth and approachability, so facilitating productive relationships in both personal and professional contexts[112]. Resilience is a crucial trait of individuals with high emotional intelligence. Their capacity to comprehend and regulate their emotions enables them to rebound from failures and

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obstacles efficiently[113]. This resilience not only improves their well-being but also positively influences the social and professional contexts in which they function.

Optimism, a hallmark of emotionally intelligent individuals, signifies a favourable perspective on life, both personally and in interpersonal relationships. Such individuals typically confront challenges with a constructive attitude, fostering a culture of positivism and proactive problem-solving[114]. This resilience not only improves their well-being but also positively influences the social and professional contexts in which they function.

Emotional intelligence comprises the capacity to cultivate abilities across four fundamental dimensions: self-awareness, self-management, social cognition, and relationship management. These categories encompass twenty emotional abilities, which differ in development among individuals, including leaders. Significantly, these competences and talents may be acquired, cultivated, and refined over time[116].

Self-awareness involves understanding oneself both internally and externally. It includes recognizing one's typical reactions to specific events, challenges, and people.Managers who excel in self-awareness can build a strong and resourceful identity based on their understanding of what is right, rather than relying on others' perspectives. This marks the beginning of their transition from being a manager to becoming a leader[117]. A successful leader understands that losing self-management can negatively impact their self-respect, reputation, and professional achievements. Within the context of self-management, innovative leaders are often characterized by high energy, persistence, and ambition. They inspire followers to pursue challenging and rare goals[118]. Additionally, leaders with strong initiative prefer not to allow followers to structure their work or make all decisions fully. Instead, they determine not only what needs to be done but also who will do it and how it will be accomplished.

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Social cognition refers to the ability to recognize the emotions of others and accurately comprehend their needs. Fundamental components of social cognition encompass active listening and observing. Leaders realise their vision by concentrating on their followers, understanding their challenges, aspirations, and requirements[118].

Relationship management integrates self-awareness, self-management, and empathy. Successful leaders surround themselves with talented individuals and strive to develop future leaders, as only great leaders can cultivate other leaders. The quality of those closest to a leader often determines their level of success[119]. No leader has ever been hindered by being surrounded by strong and effective people.

In 1990, scholars Peter Salovey and John Mayer introduced the concept of emotional intelligence (EI), defined as the ability to comprehend and regulate one's own emotions while simultaneously perceiving and influencing the feelings of others. Emotional intelligence has since been delineated in multiple ways for professional advancement and selection objectives. In the absence of objective evidence, aligning personality traits or emotional competencies with specific occupations often relies on the subjective experiences or biases of career development professionals. This dependence may result in erroneous evaluations of work prerequisites and inadequate correlation of attributes with job performance.[120]

Notwithstanding these limitations, established personality models, including the Big Five personality framework, have undergone thorough examination. Certain studies have determined that personality qualities, especially conscientiousness, are major predictors of job performance, training effectiveness, and personnel metrics, including salary, turnover, and tenure across diverse professions[121]. For instance, extroverts tend to perform better in management and sales roles, while individuals high in openness tend to benefit more from training. Those scoring high

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in agreeableness (trusting and cooperative) perform comparably to those who are more cynical or aggressive. Interestingly, emotionally stable individuals generally perform better, though some roles may benefit from a degree of nervousness or anxiety. Tett, Jackson, and Rothstein further noted that while these traits predict job performance, they account for only about 10% of the variance in performance metrics[122].

The Bar-On EQ-i is a self-report assessment instrument that evaluates 15 emotional abilities, such as assertiveness, emotional self-awareness, flexibility, empathy, and stress tolerance. Stein and Book examined the correlation between EQ-i scores and self-reported professional success, highlighting essential aspects such self-actualization, happiness, optimism, self-regard, and assertiveness as vital for diverse jobs [123].

Daniel Goleman later popularized emotional intelligence, emphasizing its importance in leadership. His model outlines five key components of EI: self-awareness, self-regulation, motivation, empathy, and social skills. These components are essential for achieving goals, fostering a positive work culture, and enhancing leadership effectiveness. Subsequent research has further explored the significance of EI in diverse contexts[124].

Self-awareness is the foundation of emotional intelligence and involves understanding one's habits, biases, strengths, and limitations. It is the first step in developing EI competencies and is crucial for leaders to make informed decisions in interpersonal interactions[125].However, self-deception, rationalization, and irrational thinking can distort one's perception of the world, making it challenging to build strong relationships or support others effectively.

Personal experiences, historical events, and emotionally significant relationships shape how individuals perceive and respond to situations[126].

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Self-regulation denotes the capacity to manage or redirect disruptive impulses and emotions, contemplating before to action. It entails documenting, examining, and contemplating one's emotions to optimise their interpersonal and intrapersonal significance [127].Self-regulation consists of three phases: Top-down processing, learning objectives and planning, behaviour execution and monitoring, motivation and cognition, introspection, performance evaluation, and pinpointing areas for development[128]. Individuals with strong self-regulation skills exhibit high emotional intelligence, which aids in academic and social interactions. Emotional intelligence is intricately connected to emotional awareness, self-regulation, optimistic thinking, empathy, and compassion. Motivation, originating from the Latin term movere (to move), is a multifaceted process shaped by biological, cultural, social, and cognitive influences[129]. Emotional intelligence is intricately connected to emotional awareness, self-regulation, optimistic thinking, empathy, and compassion. Motivation, originating from the Latin term movere (to move), is a multifaceted process shaped by biological, cultural, social, and cognitive influences[130].

In the workplace, motivation goes beyond financial or status incentives; it involves pursuing goals with energy and persistence. A lack of motivation may indicate emotional immaturity, while failure despite motivation may suggest a lack of capability[131]. Motivation varies among individuals, even in similar situations, highlighting the diversity of motivational drivers.

The term empathy originates from the German word *einfuhlung* (in-feeling), coined by Theodore Lipps in the 1880s characterised emotional awareness as the capacity to comprehend the feelings of others while retaining an objective viewpoint[132]. It serves a pivotal function in therapeutic relationships, effective communication, conflict resolution, and leadership are necessary.

Empathy is the ability to comprehend others' emotions and respond appropriately. It forms the basis of trust and understanding, enabling individuals to build strong relationships and

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collaborate effectively[133].Empathy, combined with confidence, is vital for problem-solving, idea generation, and preventing conflicts, making it a cornerstone of leadership effectiveness.

Emotional Intelligence (EI) consists of three fundamental models: the ability model, the trait model, and the mixed model. The ability model posits that individuals vary in their abilities to comprehend emotional information and incorporate it into overarching cognitive processes. The trait model emphasises an individual's self-assessment of their emotional competencies. Ultimately, the mixed model integrates components of both the ability and trait models[134].

Emotional Intelligence (EI) is a vital component of psychological adaptation and general well-being. Research demonstrates that persons with elevated emotional intelligence report reduced stress levels and enhanced happiness, underscoring the direct influence of stress management on personal fulfilment[135]. Those with strong EI are not only attuned to their own emotions but also adept at understanding the feelings of others, which enhances interpersonal interactions. EI influences all aspects of life, enabling individuals to act with confidence, empathy, and motivation. In the workplace, Human Resource (HR) professionals rely on EI to lead, collaborate, and inspire employees, while leaders use it to foster engagement, retention, and productivity within their teams[136]. A leader who is self-aware and empathetic is better equipped to understand and influence the emotions and behaviors of others, which is why EI is highly valued in leadership.

Effective leaders recognize that their actions speak louder than words, a principle intuitively understood by those with high EI. Leaders with exceptional supervisory qualities often exhibit strong EI, as it enables them to navigate complex challenges, manage crises, and improve time management. Heifetz and Linsky emphasize that leadership involves not only intellectual but

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also emotional effort[137].True leadership is not merely a function of authority but is earned through integrity, effective communication, and the ability to connect with employees. Leaders who genuinely listen to and understand their team members are leveraging EI as a strategic management tool[138].EI helps leaders address complex problems, achieve constructive outcomes, and manage crises effectively. Respectful treatment of employees by leaders often yields the best results. Emotions, defined as systemic responses to stimuli involving biological, cognitive, motivational, and perceptual components[139], play a significant role in workplace dynamics. it was suggested that Emotional intelligence significantly impacts employee behaviour in workplace encounters. Emotionally intelligent persons may adeptly regulate their emotions, manage stress, and excel in challenging job circumstances. Conversely, leaders who fail to identify or manage emotions may miss essential signals or permit emotions to impede performance[140].

Emotional intelligence is a crucial factor in achieving organisational success, especially in the current competitive corporate environment. Twenty-first century leaders confront the task of instigating transformational change, which is fundamentally emotional as it frequently entails surmounting resistance and addressing the apprehensions of those impacted. Effective leadership during transitions necessitates a substantial level of emotional intelligence to overcome emotional challenges and instill confidence[141].

Emotional intelligence (EI) signifies an individual's capacity to regulate their own emotions and comprehend the emotions of others within a social framework. It can also be characterised as the ability to manage one's disposition in reaction to the emotions of others. This capability includes both emotional and cognitive processes, as individuals evaluate their own feelings and those of others, ultimately influencing their attitudes. This underscores the absence of a singular

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definition of emotional intelligence, with other thinkers offering robust opinions on the notion. Contemporary scholars concur on the implications of emotional intelligence (EI) and its extensive significance[142]. Emotional intelligence fundamentally encompasses cognitive processes and interpersonal dynamics. Emotional intelligence encompasses two fundamental aspects of human physiology: the heart, which symbolises emotions, and the brain, which signifies cognitive reasoning. The objective of assessing emotional intelligence is to facilitate effective decision-making by integrating emotional and logical processes. Individuals with emotional instability or disorders find it challenging to regulate their emotions and exhibit a disconnection between their emotional and cognitive processes. As a result, they are likely to underperform in various fields, regardless of their intellectual abilities. Such individuals also face challenges in leadership, coordination, productivity, and overall effectiveness within organizations[143].

It is generally acknowledged that individuals with poor or absent emotional intelligence are less likely to succeed in assigned jobs or lead departmental units efficiently. A deficiency in emotional intelligence adversely affects cognitive processes and diminishes productivity in both individual decision-making and organisational efficacy[144].Therefore, it is essential for organizations to either foster emotional stability among employees or prioritize hiring emotionally balanced individuals.

Organizations operate in dynamic environments with fluctuating economic conditions and unpredictable challenges. This requires continuing learning and hands-on training to provide staff with the adaptability and analytical skills necessary to resolve urgent problems. Moreover, organisations necessitate leaders who are inventive, receptive, and dedicated to fulfilling organisational principles and objectives[145]. These qualities are unattainable without a high level of EI among staff, and a lack of EI can hinder leadership development if not properly addressed.

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Although emotional intelligence cannot be quantitatively assessed or readily identified in persons prior to recruitment, it is important to leadership performance and efficacy[146].Consequently, it is essential to instruct and raise awareness among human resources managers and employers regarding the significance of emotional intelligence and its influence on team performance. Recognising the significance of emotional intelligence in effective leadership is crucial for improving organisational productivity. Thus, evaluating the impact of emotional intelligence on leadership and quantifying its effect on team performance is crucial for organisational success.

In 1990, Salovey and Mayer coined the term emotional intelligence (EI), defining it as the capacity to recognise, comprehend, and regulate one's own emotions and those of others[147].As research on the topic expanded and more scholars began to explore it, several models emerged, each offering a unique perspective on EI. These models can generally be categorized into two main groups: those that treat emotional intelligence as an ability (ability EI) and those that view it as a trait (trait EI) [148].

Ability EI emphasises the capability to manage emotions and cultivate skills for effectively addressing diverse events and obstacles. Conversely, trait emotional intelligence is intricately linked to an individual's personality traits, highlighting self-perception and innate emotional inclinations. Moreover, several scholars advocate for a hybrid methodology that integrates aspects of both ability and trait models, termed mixed models[149]. These mixed models present a comprehensive interpretation of emotional intelligence, amalgamating cognitive and personality dimensions to furnish a holistic view of the notion.

In the current rapid global business landscape, organisations must consistently adapt through restructuring and innovation. In this age characterised by rapidity, there is an increasing

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necessity for a novel form of intelligence that improves management efficacy and enables leaders to steer their organisations towards innovative and prosperous trajectories. Emotional intelligence (EI) has emerged as a critical factor in this context, as it enables individuals to remain calm and focused under pressure, act selflessly rather than selfishly, and maintain a positive outlook on life[150].These qualities are essential for effective leadership and organizational success.

Emotional intelligence fundamentally encompasses the capacity to identify, comprehend, and react to the emotions of others. This necessitates a type of emotional education that commences with the capacity to recognise and understand one's own feelings. Motivated, enthusiastic, and proactive individuals exhibit dedication, a robust commitment to organisational goals, and a readiness to prioritise team success over personal interests, which are crucial for attaining the organization's objectives. These individuals are characterised by their decisiveness, persistence, and genuine commitment to the collective success of their teams. Their motivation is intricately linked to the overall success of the organisation, highlighting the essential significance of emotional intelligence in enhancing both individual and organisational performance.[151].In essence, emotional intelligence plays a pivotal role in creating a work environment where employees are not only technically skilled but also emotionally adept, collaborative, and driven by a shared vision. This combination is crucial for navigating the complexities of the modern business landscape and ensuring long-term organizational growth and sustainability.

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2.2 Theoretical Framework

This section explains the various theories and models that can describe the impact of Emotional Intelligence on leadership effectiveness and employee wellbeing in the Oyo State Secretariat, Ibadan, Oyo State. The following theories are reviewed to indicate the relationship between

emotional intelligence, leadership effectiveness, and employees' wellbeing: PERMA's Well-being Model, Thomas Carlyle's Trait Theory of Leadership, and Daniel Goleman's Emotional Intelligence Model.

2.2.1 Martin Seligman PERMA Well-being Model (2011)

The PERMA Well-being Model, developed by Martin Seligman in 2011, is a holistic framework for understanding psychological wellbeing. PERMA is an acronym representing five core elements that contribute to human flourishing: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. These elements are considered universally desirable and are pursued for their intrinsic value.

Positive emotion refers to experiencing feelings such as joy, gratitude, and hope. These emotions not only enhance an individual's day-to-day mood but also serve as a buffer against stress and burnout. Engagement describes a state of deep psychological connection to activities, often referred to as being in a state of flow. Employees who are engaged are more productive, fulfilled, and less likely to experience emotional exhaustion.

Relationships, the third element, involve having strong, supportive connections with others. Healthy workplace relationships foster social support and a sense of community, both of which are vital for emotional resilience. Accomplishment refers to the pursuit and achievement of goals. Feeling a sense of progress and success enhances self-esteem and confidence.

The PERMA model provides a robust framework for evaluating and improving employee wellbeing. It integrates emotional and relational factors (linked to emotional intelligence) and goal-oriented behavior (fostered by effective leadership), thereby offering a comprehensive perspective on what drives wellbeing in the workplace.[152]

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2.2.2 Thomas Carlyle's Trait Theory of Leadership (1840s)

Carlyle's Trait Theory of Leadership, introduced in the 1840s, is one of the earliest approaches to leadership studies. It suggests that specific individuals possess inherent traits that make them effective leaders. Carlyle emphasized that leadership is primarily determined by an individual's innate characteristics rather than learned behavior[153] . The specific traits considered essential in this framework include self-confidence, integrity, adaptability/flexibility, and leadership motivation[154.]

Self-confidence allows leaders to take decisive action, communicate effectively, and inspire trust among followers. This trait is critical in helping employees feel secure and guided, which in turn positively influences their emotional wellbeing.

Integrity is the adherence to moral and ethical principles. Leaders who demonstrate integrity create an environment of trust and respect, which fosters psychological safety and encourages organizational citizenship behavior.

Adaptability and flexibility are the abilities to respond effectively to changing conditions and to manage uncertainty. Leaders who exhibit these traits are better able to support their teams through transitions and maintain morale. Leadership motivation, or the inner drive to lead and inspire others, is a key factor in fostering a sense of purpose among employees. By exhibiting these traits, leaders can cultivate a workplace culture that encourages engagement, trust, and a strong sense of purpose, all of which are essential to enhancing employee wellbeing.

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2.2.3 Daniel Goleman's Emotional Intelligence Theory (1995)

Goleman's Emotional Intelligence Theory (1995) posits that emotional intelligence is a critical factor in human behavior and performance, especially in organizational settings. Emotional

intelligence refers to an individual's ability to recognize, understand, manage, and influence their own emotions and the emotions of others. Goleman identifies four core components of emotional intelligence that influence workplace behavior and wellbeing: self-awareness, self-regulation, social awareness (empathy), and relationship management.

Self-awareness involves the ability to accurately perceive one's emotions and understand how they affect behavior and decision-making. In the workplace, self-aware employees can better manage their responses to challenging situations and maintain a balanced perspective.

Self-regulation refers to the ability to control or redirect negative emotions and impulses. It is essential for maintaining composure and acting with integrity, especially in high-pressure environments.

Social awareness, particularly empathy, is the ability to recognize and understand the emotions of others. This component is crucial for establishing trust, promoting collaboration, and enhancing workplace relationships.

Relationship management encompasses the ability to develop and maintain positive interpersonal relationships, resolve conflicts effectively, and positively influence others. Collectively, these components promote a healthy emotional climate, improve interpersonal interactions, and significantly contribute to employee wellbeing by reducing stress, enhancing cooperation, and creating a sense of belonging in the workplace.

2.3 Review of Empirical Studies

2.3.1 Emotional Intelligence and Employee Wellbeing

A research study explored how emotional intelligence (EI) influences job performance across Malaysian employees in diverse sectors, with psychological capital acting as a mediating factor. The study integrates three frameworks: the Schutte Self-Report Emotional Intelligence Test

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(SSEIT), the 24-item Psychological Capital Questionnaire (PCQ-24), and the Role-Based Performance Scale (RBPS). A quantitative approach was employed, distributing 350 questionnaires to Malaysian workers, with 311 valid responses analyzed via regression techniques. Findings revealed that all EI subdimensions except utilizing emotions significantly correlated with job performance through psychological capital.

By uniquely combining the SSEIT, PCQ-24, and RBPS models, this study provides critical insights into the interplay between EI, psychological resources, and workplace outcomes in Malaysia. It underscores the importance of EI and psychological capital in enhancing employee performance, offering practical guidance for organizations to refine talent management strategies. Additionally, the research advances the SSEIT framework by integrating it with PCQ-24 and RBPS, demonstrating its applicability in improving workplace effectiveness. These findings aid employers, managers, and policymakers in identifying key drivers of performance and fostering productive work environments[155].

A study on the effect of emotional intelligence on employees' performance at work revealed that there is growing evidence that high emotional intelligence (EI) predicts enhanced physical and mental well-being, strengthens social and interpersonal dynamics, and significantly boosts workplace and academic success. Individuals with elevated EI excel in recognizing, managing, and applying emotional information to guide decisions and adapt behaviors, thereby optimizing performance. This study investigated the influence of self-motivation and relationship management on employee performance among faculty members at Kumasi Technical University, Baptist University, and Christian Service University in Ghana. Adopting a descriptive, quantitative approach, data were collected from a sample of 150 faculty members (drawn from a population of 1,435 across the three institutions). Results demonstrated that both self-

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motivation and relationship management exhibited positive, statistically significant relationships with employee performance.

The findings reinforce the critical role of EI components, particularly self-motivation and interpersonal skills in driving workplace effectiveness. For organizations, this highlights the need to prioritize EI development through training programs and policies that foster emotional awareness and collaborative environments. By cultivating these competencies, institutions can enhance employee adaptability, decision-making, and overall productivity. This study contributes to EI literature by contextualizing its impact within Ghanaian academic settings, offering actionable strategies for human resource practices in higher education and beyond[154.]

A study on leaders' emotional intelligence and employees' performance: A case in Nigeria's public healthcare sector submitted that effective leadership demands a range of critical competencies, and pinpointing those that enhance employee performance remains a vital pursuit. This research investigates how leaders' emotional intelligence influences employee performance in Nigeria's public healthcare sector, while also examining contextual factors unique to this environment. Using a survey-based approach, the study randomly selected leaders and employees from the sector for analysis. Through t-tests and hierarchical regression analysis, the results demonstrate a significant relationship between leaders' emotional intelligence and employee performance. The findings underscore that the complexities of leadership roles, combined with systemic challenges in Nigeria's public healthcare system, necessitate a substantial degree of emotional intelligence to optimize employee outcomes. The study concludes that cultivating emotional intelligence among leaders is pivotal for addressing sector-specific demands and driving performance in this critical field[156].

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In a study titled Emotional Intelligence, Locus of Control as Correlates of Job Performance among Secondary School Teachers in Ondo State, Nigeria. The researchers investigated how emotional intelligence (EI) and locus of control (LOC) influence the job performance of secondary school teachers. A sample of 320 teachers was initially recruited, with 296 providing complete responses to the questionnaires. Utilizing a descriptive, ex post facto research design, the study employed three key instruments: the Emotional Intelligence Scale (EIS), the Locus of Control Scale (LOCS), and the Teacher Job Performance Scale (TJPS). Hypotheses were tested using multiple regression analysis. Findings indicated that both emotional intelligence and locus of control independently and collectively predicted teachers' job performance. Based on these results, the study recommends implementing targeted emotional intelligence development programs and attribution retraining initiatives to strengthen these traits among educators, thereby enhancing their professional effectiveness. The research underscores the importance of fostering EI and a balanced locus of control to address the dynamic challenges faced by secondary school teachers[157].

Selasse's study, "Effect of Emotional Intelligence of Employees on Their Performance at Work," examines how key dimensions of emotional intelligence — self-motivation and relationship management — affect work performance among university faculty in Ghana. The research employs a descriptive quantitative design, gathering data through a structured questionnaire distributed via Google Forms from a randomly selected sample of 150 faculty members drawn from three universities: Kumasi Technical University, Baptist University, and Christian Service University. Using SPSS for statistical analysis, the study utilizes regression techniques to determine the extent to which these EI dimensions predict employee performance.

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The empirical findings indicate that self-motivation significantly predicts employee performance, with a regression coefficient of 0.323 ($t = 5.636$, $p < 0.001$) and an R^2 value of 0.119, suggesting that this factor accounts for approximately 11.9% of the variance in performance. Similarly, relationship management shows a significant positive impact, evidenced by a coefficient of 0.224 ($t = 4.675$, $p < 0.001$) and an R^2 of 0.085, which explains about 8.5% of the variance. Together, these two dimensions contribute to roughly 20.4% of the overall performance variance, underscoring the role of emotional intelligence while also indicating that additional factors influence employee outcomes. The study offers valuable insights by empirically establishing that both self-motivation and relationship management are important predictors of employee performance in an academic setting. Although the research is grounded in established EI theories and uses robust statistical methods, limitations such as the relatively small sample size, reliance on self-report measures, and cross-sectional design suggest that further research, possibly with longitudinal data and additional performance-related variables, is necessary to fully understand the complex relationship between emotional intelligence and employee performance[157].

Another study on Emotional Intelligence and Employee Performance in Selected Commercial Banks in Anambra State, Nigeria, presents a timely investigation into the underexplored role of emotional intelligence (EI) in Nigeria's banking sector, where recruitment processes traditionally prioritize IQ over EI. The study's focus on empathy and employee turnover addresses a critical gap, supported by robust methodological choices such as a high questionnaire response rate (95%) and a test-retest reliability score of 0.72, which lend credibility to its findings. The use of Pearson's correlation revealed a strong negative relationship ($r=-0.995$ $r=-0.995$) between empathy and turnover, aligning with prior research on EI's impact on workplace harmony. However, the study's theoretical foundation, anchored in Fiedler's Contingency Theory, feels

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misaligned with the EI focus, as the theory does not directly address emotional dynamics. Methodologically, the narrow operationalization of EI (limited to empathy) and reliance on three banks in Anambra State constrain generalizability. At the same time, the near-perfect correlation raises questions about potential outliers or measurement bias. A contradiction between the hypothesis (predicting a positive relationship) and the results (showing a negative link) further weakens the theoretical framing. The absence of a limitations section also omits critical reflections on self-report bias, cultural specificity, and causality. To strengthen the work, future research should adopt EI-specific frameworks (e.g., Goleman's model), broaden EI measurement to include dimensions such as self-regulation, and expand the sampling across regions. Despite these shortcomings, the study offers actionable insights for HR practices, underscoring the need for EI integration in recruitment to reduce turnover[158].

A study on Employee Well-being Initiatives and their Impact on organisational performance utilized various theoretical frameworks and case studies. The study elucidated the mechanisms by which employee well-being initiatives influence key performance indicators, including productivity, employee engagement, retention, and organizational culture. the research clearly demonstrated that employee well-being initiatives play a crucial role in enhancing organizational performance. By prioritizing the health, happiness, and overall well-being of their employees, organizations can create a positive work environment that fosters productivity, engagement, and retention. The implementation of comprehensive well-being programs has been shown to result in tangible benefits such as increased employee productivity, higher levels of engagement, and reduced absenteeism and presenteeism. Moreover, organizations that invest in employee well-being are better positioned to attract top talent, maintain a competitive edge, and achieve long-term success. Therefore, it is evident that employee well-being initiatives are not just a moral

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imperative but also a strategic imperative for organizations seeking to optimize their performance and thrive in today's dynamic business landscape[159].

Some scholars conducted an empirical investigation into employee well-being in a Czech automotive company by evaluating five key areas, such as career, social, financial, health, and community, using a structured online questionnaire adapted from Gallup's well-being framework. The study surveyed all 512 production staff members, achieving an impressive response rate of 90.3% (463 respondents). To ensure the reliability and clarity of the questionnaire, the researchers engaged a Focus Group of HR professionals and first-line managers, which led to minor revisions in the instrument and the confirmation of its content validity through a robust Content Validity Ratio. Data were analyzed using IBM SPSS, with the evaluation stratified by age and gender. The empirical findings revealed that while all employees were thriving in at least one well-being area, the health dimension emerged as particularly problematic. Only 36.5% of the employees were found to be thriving in the health area, a stark contrast to Gallup's benchmark of at least 53%, with both men and women showing inadequate levels of health well-being. Age-related differences were also apparent; younger employees tended to report better health outcomes compared to those in older age groups, notably among employees aged 39–55 and 56–74, who were more likely to be struggling or even suffering in this domain. In response to these findings, the authors proposed a comprehensive set of health-promoting activities, ranging from regular health screenings and online medical consultations to ergonomic improvements and stress management courses, aimed at enhancing employee health and, by extension, overall productivity. Although the study's focus on a single company limits its generalizability, its methodical approach and insightful analysis provide a valuable framework

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for understanding the impact of well-being on organizational performance and underscore the necessity for targeted interventions in the health area[160].

A study examined the role of emotional intelligence in mitigating the effects of job demands on the psychological well-being of healthcare workers in Ondo State. Utilizing convenience sampling, 164 health workers (111 female, 53 male) aged 15–51 years (mean = 31.65, SD = 10.55) were recruited. Two hypotheses were evaluated via multiple regression analysis. Findings revealed a significant negative relationship between job demands and psychological well-being, indicating that higher job demands correlated with poorer well-being [$b = -.32$, $p < .01$; $R^2 = .18$; $F(7, 156) = 3.70$, $p < .01$]. Additionally, emotional intelligence moderated this relationship: workers with higher emotional intelligence maintained better psychological well-being even under high job demands [$b = .97$, $p < .01$; $R^2 = .37$; $F(8, 155) = 19.24$, $p < .01$]. To enhance well-being among health workers, the study recommends that the Ministry of Health implement training programs focused on stress management techniques. Furthermore, targeted interventions to improve emotional intelligence, particularly for workers with lower baseline levels, should be prioritized. Such measures could mitigate the adverse effects of occupational stress and foster resilience in high-demand settings[161].

2.3.2 Leadership Effectiveness and Employees' Wellbeing

A study on the impact of project managers' competencies, emotional intelligence and transformational leadership on project success in the information technology sector was conducted to investigated how project managers' competencies (PMC), emotional intelligence (EQ), and transformational leadership (TL) contribute to project success (PS). Data was gathered from 250 professionals in the IT sector, including project managers, leaders, directors, functional managers, and sponsor board members. Analysis demonstrated that PMC, EQ, and TL

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significantly enhance PS, underscoring the critical role of a project manager's attributes. The research recommends recruiting individuals in leadership roles who possess communication, teamwork, diligence, conflict resolution, and managerial expertise. Additionally, it advocates for investing in training programs, workshops, and seminars to strengthen existing teams' competencies, EQ, and TL capabilities. The findings reinforce the theory that transformational leadership drives project success, with IT managers identifying it as pivotal. Such leaders inspire and motivate teams, foster loyalty, provide clear direction, and build employee confidence, cultivating a collaborative and positive work environment. This enables teams to cohesively pursue project objectives under trusted leadership[162].

Another study on the Impact of Leaders' Emotional and Cultural Intelligence on Leadership Effectiveness: Mediating role of Transformational Leadership investigated how leaders' emotional and cultural intelligence impact leadership effectiveness by examining the mediating role of transformational leadership, as perceived by followers. Data were collected via a questionnaire administered to employees working in private banks located in the twin cities of Islamabad and Rawalpindi in Pakistan, with a total of 262 responses analyzed using SPSS and structural equation modeling (SEM). In this study, the researchers developed a path diagram to model the independent variables (leaders' emotional and cultural intelligence), the mediating variable (transformational leadership), and the dependent variable (leadership effectiveness). The findings reveal that transformational leadership fully mediates the relationship between both emotional and cultural intelligence and leadership effectiveness. This indicates that leaders who exhibit higher levels of emotional and cultural intelligence tend to be more effective in their roles primarily because they are more likely to adopt a transformational leadership style, which in turn enhances their overall leadership effectiveness[163].

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Some scholars in an empirical study titled The Impact of Perceived Leadership Effectiveness and Emotional Intelligence on Employee Satisfaction in the Workplace examined the interplay between employees' perceptions of leadership effectiveness (LE) and leaders' emotional intelligence (EI) in shaping workplace satisfaction (ES). By adopting an integrative approach, the research addresses gaps in prior literature that often isolated these constructs, focusing instead on how observable leadership behaviors collectively influence organizational outcomes. Using a quantitative cross-sectional design, data were collected from 518 Portuguese employees through validated questionnaires assessing LE, EI (via Schutte et al.'s 33-item scale), and ES. Statistical analyses, including correlation tests, multiple regression, and ANOVA, revealed significant findings: perceived EI positively correlated with LE (r = 0.196), and both constructs predicted ES, with LE exhibiting a stronger effect (β = 0.657 vs. β = 0.246). Notably, the interaction between LE and EI further amplified satisfaction, particularly when employees perceived leaders as both effective and emotionally intelligent. The model explained 57.6% of ES variance, underscoring LE's dominant role. Strengths of the study include its holistic framework, rigorous statistical methods, and practical relevance, as it aligns with established theories like Mayer-Salovey's EI model and Herzberg's motivation theory while advocating for EI-focused leadership development. However, limitations such as sample homogeneity (predominantly highly educated males in Portugal), reliance on self-reported data, and a cross-sectional design, which precludes causal inferences constrain generalizability. The absence of industry-specific or organizational-size data further limits contextual insights. Theoretically, the study advances understanding of LE's mediating role between EI and ES, while practically, it underscores the need for HR policies prioritizing EI in leadership recruitment and training. Future research should expand to diverse cultural and sectoral contexts, incorporate longitudinal designs to

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establish causality, and integrate qualitative methods to explore perception gaps between leaders and employees. Overall, this work provides a compelling case for cultivating emotionally intelligent and strategically effective leadership to enhance employee satisfaction, though broader replication is needed to validate findings across varied demographics and settings[164].

A study on Leadership Development Programs: Effectiveness from the Participants, conducted a qualitative study involving 18 participants selected through purposive sampling to ensure a diverse representation of leadership experiences. The researchers used semi-structured interviews as their data collection tool and employed thematic analysis to interpret the data. The analysis identified five key themes: Personal Growth, Skill Acquisition, Professional Development, Application of Skills, and Organizational Impact, which together demonstrated that leadership development programs significantly enhance individual competencies and contribute to overall organizational success[165].

Some scholars investigated Leadership Effectiveness and Employees' Job Satisfaction in Selected Hospitals in Delta State, Nigeria, using a cross-sectional survey design. The study involved 107 respondents selected through a convenience sampling technique. Data were analyzed using correlation and linear regression analyses with SPSS (version 23.0). The results demonstrated a strong positive relationship between leadership effectiveness and employees' job satisfaction ($r = 0.795$, $p = 0.025$), with leadership effectiveness accounting for 46.1% of the variance in job satisfaction ($B = 0.592$, $p < 0.05$). These findings highlight the significant impact of effective leadership on enhancing job satisfaction within hospital settings[166].

2.3.3 Emotional Intelligence, Leadership Effectiveness and Employee Wellbeing

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The study titled The Relationship between Emotional Intelligence, Well-Being, and Education Level by Guillaume Durand explores how education level influences emotional intelligence (EI) and well-being. The research aimed to determine whether individuals with a bachelor's degree exhibit higher levels of EI, self-esteem, personal growth, and happiness compared to those without a degree. Additionally, it examined whether university students differ from non-students in these psychological traits. The study recruited 202 participants online and utilized multiple self-report measures, including the Trait Emotional Intelligence Questionnaire (TEIQue-SF), Personal Growth Initiative Scale (PGIS), Rosenberg Self-Esteem Scale (RSES), and the Toronto Alexithymia Scale (TAS-20), among others. Data analysis involved ANOVA and regression techniques to compare psychological traits across different education levels. The results revealed that individuals who had completed a bachelor's degree showed significantly higher emotional intelligence, self-esteem, personal growth, and stable happiness, while also reporting lower alexithymia and fluctuating happiness. However, no significant differences were observed between university students and non-students, suggesting that the stress of academic life may offset the potential benefits of education on well-being. Further analysis confirmed that EI was a strong predictor of self-esteem, personal growth, and happiness. These findings align with previous research indicating that prolonged exposure to academic environments through group interactions, presentations, and social experiences can foster EI development[167].

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2.4 Conceptual Model

The conceptual model shows that the proposed title has two independent variables (Emotional Intelligence and Leadership Effectiveness) and one dependent variable (Employee Wellbeing)

Independent Variables **Dependent Variable**

Employee Wellbeing

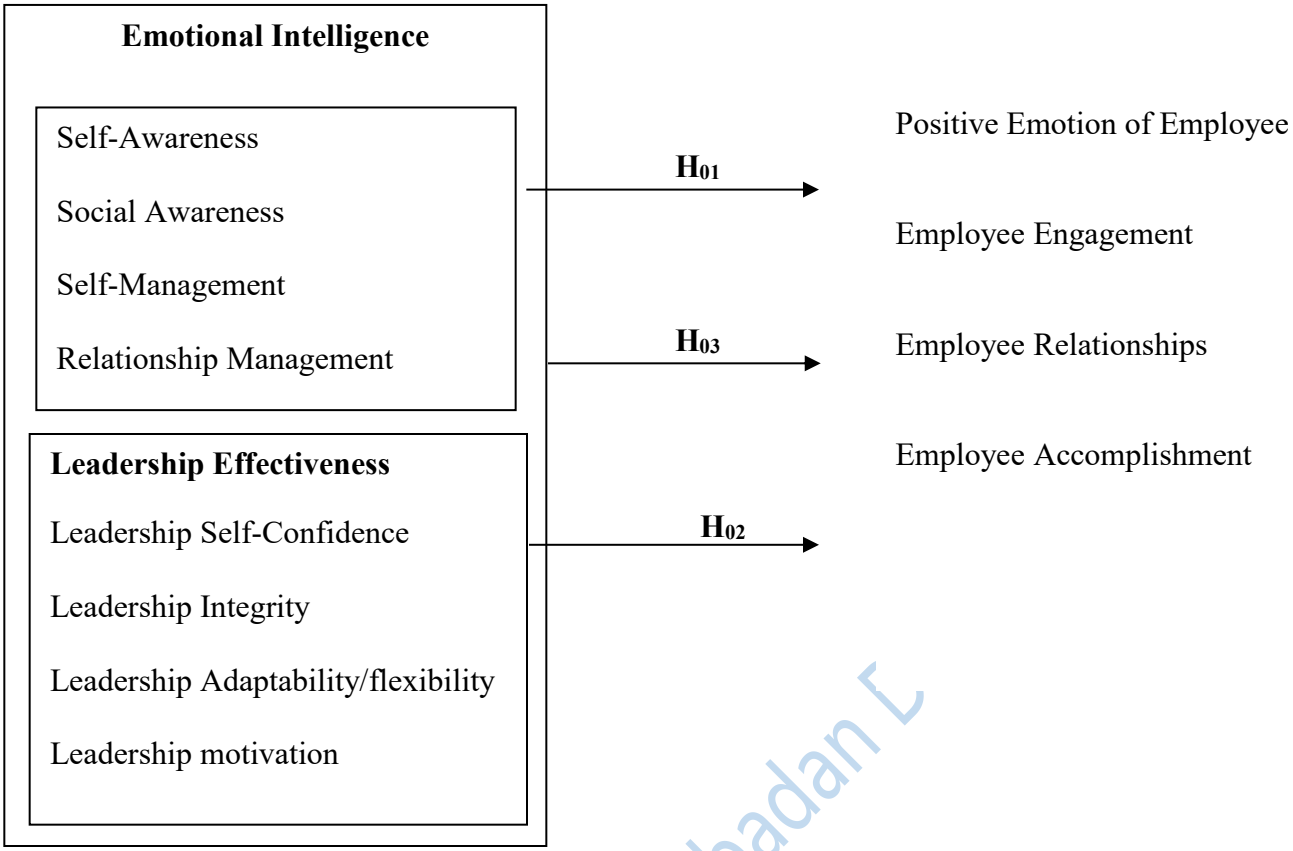


Figure I: The conceptual model shows that the proposed title has two independent variables (Emotional Intelligence and Leadership Effectiveness) and one dependent variable (Employee Wellbeing)
Source: Researcher's Work, 2024

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This model examines the impact of emotional intelligence and leadership effectiveness on the employees' well-being of Secretaries in Government Secretariat, Oyo State, Nigeria. It is structured around three key hypotheses that assess whether emotional intelligence and leadership effectiveness significantly influence employee well-being. The model is based on Daniel Goleman's Emotional Intelligence Model, Thomas Carlyle's Trait Theory of Leadership, and the PERMA Well-being Model.

Emotional intelligence, as conceptualized by Goleman, consists of self-awareness, self-regulation, social awareness, and relationship management. These components are believed to influence employees' wellbeing. Carlyle's Trait Theory of Leadership postulated that effective

leaders exhibit traits such as self-confidence, integrity, adaptability/flexibility, and leadership motivation. PERMA Well-being Model highlighted positive emotion, engagement, relationships, meaning, and accomplishment. The first hypothesis proposes that emotional intelligence does not have a significant influence on the' wellbeing of Secretaries in Government Secretariat, Oyo State, Nigeria. If rejected, it would suggest that emotionally intelligent leaders have a positive influence on employees' wellbeing.

The second hypothesis posits that Leadership Effectiveness has no significant influence on employee well-being. If proven otherwise, it would indicate that leaders with higher emotional intelligence contribute to improved employee well-being.

Lastly, the third hypothesis posits that neither emotional intelligence nor leadership effectiveness has a significant influence on employee well-being. The model suggests that emotional intelligence and leadership effectiveness play a central role in shaping employees' well-being, and rejecting these hypotheses affirmed their importance in organisational success among Secretaries in the Government Secretariat, Oyo State, Nigeria.

2.5 Summary of Reviewed Literature

This study aims to investigate the impact of emotional intelligence on leadership effectiveness and employees' wellbeing. However, previous research has explored the influence of emotional intelligence on employee wellbeing on one hand and the impact of emotional intelligence on leadership effectiveness and vice versa.

Much of the existing literature has considered emotional intelligence, leadership effectiveness, and employee well-being as separate constructs, often treating them in isolation. Emotional intelligence has been studied extensively in relation to job performance, stress management, and

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interpersonal relationships. At the same time, leadership effectiveness has been examined with regard to motivation, organisational growth, and employee satisfaction. Similarly, wellbeing has often been approached from either a health-related or job-satisfaction perspective. What remains underexplored is the combined effect of emotional intelligence and leadership effectiveness on employee wellbeing, especially within the civil service context. This conceptual gap fails to provide a holistic understanding of how these constructs interact to influence employees' productivity and quality of life.

Most studies reviewed were conducted in private organisations, educational institutions, and international contexts, particularly in Western countries and Asian economies. These studies may not reflect the socio-cultural, political, and institutional realities of the Nigerian public sector. In addition, the majority of Nigerian studies have concentrated on teaching staff, corporate managers, or industrial workers, leaving a gap in understanding the experience of secretarial staff in government secretariats. Secretaries perform critical administrative and communication functions, yet their wellbeing and the influence of leadership and emotional intelligence on their work outcomes remain largely overlooked. The scarcity of empirical evidence in the Nigerian civil service setting creates a contextual gap that this study addressed.

Several previous studies have relied heavily on qualitative case studies, interviews, or anecdotal evidence, which provide depth but lack generalisability. Others have applied quantitative approaches, but often with small sample sizes or limited variables, restricting the robustness of their findings. Notably, most did not employ multiple regression analysis to determine the predictive and combined influence of emotional intelligence and leadership effectiveness on wellbeing. The methodological gap, therefore, lies in the absence of comprehensive, empirical,

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and statistically rigorous investigations that simultaneously account for the interrelationships among the three constructs.

Empirical findings across studies are often inconsistent or inconclusive. For example, while some studies affirm that emotional intelligence strongly predicts job satisfaction and wellbeing, others report only a weak or indirect association. Similarly, leadership effectiveness has been linked to employee motivation and performance in specific contexts, but in others, factors such as organisational culture and resources proved more influential. These inconsistencies create uncertainty and highlight the need for more context-specific, empirically tested evidence in the Nigerian public service sector. Additionally, very few studies have applied validated instruments with high reliability coefficients to measure these constructs together, further limiting the strength of existing findings.

Frameworks such as Goleman's Emotional Intelligence Model, Carlyle's Trait Theory of Leadership, and Seligman's PERMA Wellbeing Model have been widely applied; however, few studies have integrated these models to explain employee outcomes in civil service organisations. This creates a theoretical gap, as the integration of emotional, leadership, and wellbeing dimensions within a single explanatory model remains underdeveloped.

Lastly, much of the literature reviewed did not extend beyond academic discussions into practical or policy recommendations for government organisations. This omission has limited the applicability of findings to civil service reforms and the improvement of secretarial staff welfare. By filling this gap, the present study not only contributes to knowledge but also provides actionable insights for human resource development and policy implementation.

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Chapter Three

Methodology

This chapter presents the methodology used. It includes the research design employed, population, sample size, sampling technique, data collection, data analysis, and operation.

3.1 Research Design

The study employed a descriptive survey design to assess the current levels of emotional intelligence, leadership effectiveness, and employee well-being among secretaries in the Government Secretariat, Oyo State, Nigeria. This design is appropriate because it enables the researcher to gather quantifiable data from a specific population and describe the existing conditions as they relate to the variables under investigation. Through the use of structured questionnaires, data were collected to provide a comprehensive overview of the prevailing levels of these key constructs.

In addition, the study employed a descriptive survey to examine the nature and strength of the relationships between emotional intelligence, leadership effectiveness, and employee wellbeing. This design is suitable for investigating the degree to which variations in emotional intelligence and leadership effectiveness are associated with changes in employee wellbeing. By analysing the interconnections among these variables, the study aims to provide empirical evidence that can inform policy decisions and managerial practices within the Government Secretariat of Oyo State, Nigeria.

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3.2 Population of the Study

The population of this study consisted of 205 Secretaries in the State Government Secretariat, Oyo State, Nigeria, as of September 2025.

Table 3.1 Population of Secretaries in Government Secretariat, Oyo State

S/N	Ministry / Department	Population
1	Ministry of Agriculture and Rural Development	10
2	Ministry of Budget and Economic Planning	8
3	Ministry of Education, Science and Technology	16
4	Ministry of Energy and Mineral Resources	7
5	Ministry of Environment and Natural Resources	7
6	Ministry of Establishments and Training	8
7	Ministry of Finance	10
8	Ministry of Health	14
9	Ministry of Information	11
10	Ministry of Justice	8
11	Ministry of Lands, Housing, Survey, and Urban Development	10
12	Ministry of Local Government and Chieftaincy Matters	8
13	Ministry of Special Duties	5
14	Ministry of Trade, Industry, Investment and Cooperatives	9
15	Ministry of Women Affairs, Community Development and Welfare	9
16	Ministry of Public Works and Transport	12
17	Ministry of Youth and Sports	7
18	Ministry of Culture and Tourism	5

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19	Ministry of Liaison and Intergovernmental Affairs	5
20	Ministry of Water Resources	6
22	Ministry of Industry, Applied Science and Technology	6
23	Office of the Governor	7
24	Office of the Head of Service	6
25	Office of the Accountant-General	2
26	Office of the Auditor-General for State	2
27	Office of the Auditor-General for Local Governments	1
28	Board of Internal Revenue (BIR)	4
29	Office of the State Surveyor-General	2
	Total	**205**

Source: Oyo State Head of Service

3.3 Sample Size and Sampling Technique

The study population is relatively manageable; hence, total enumeration was done. Therefore, 205 Secretaries in the Government Secretariat, Oyo State, Nigeria, were studied.

3.4 Description of Research Instrument

The instrument was a structured questionnaire adapted from previous empirical studies. This technique is given preference due to the higher literacy rate of the study population. The questionnaire was selected as the instrument since it effectively reaches a large number of respondents and accommodates their time constraints. This study also adopted the Likert scale design, which allowed the researcher to provide various opinions about the issue under study. The instrument was used to collect opinions and perceptions of employees on issues such as emotional intelligence, leadership effectiveness, and employee wellbeing.

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The questionnaire is tagged "Emotional Intelligence, Leadership Effectiveness and Employees' Wellbeing Questionnaire" (EILEEWQ). The questionnaire contains scales to measure the different constructs of the research model. The questionnaire is split into four (4) sections with a focus on the variables of the study. The sections are: A, B, C, and D

Section A: This section was designed to collect demographic information of respondents, and this contains Biodata of Respondents measured through five factors: Gender, Age, Educational Qualification, Year of Experience, and Position in the industry.

Section B: This section is designed to collect data on the level of employees' wellbeing among Secretaries in Government Secretariat, Oyo State, Nigeria.

This section comprises four (4) sub-scales with twelve items. The first subscale measured Positive Emotion of Employees, which contains three items: To what extent do you feel happy and satisfied; To what extent do you experience positive emotions at the start of your workday; To what extent do you feel a sense of joy or gratitude during your job activities. The second subscale, Employee Engagement, comprises three items: to what extent are you mentally and emotionally invested in your daily work; To what extent do you feel enthusiastic about your job responsibilities; To what extent are you motivated to perform at your best at work. The third subscale measured Employee Relationships, and it contains three items, which are: to what extent do you maintain positive and respectful relationships with colleagues; to what extent do you receive support and collaboration from your team; to what extent do you feel valued and included in workplace interactions. The fourth subscale measured Employee Accomplishment with three items, which are: to what extent do you feel a sense of achievement from your work tasks; To what extent are you recognised for your contributions at work; To what extent do you believe your work results in meaningful outcomes. The response options have a four-point Likert

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scale with ranked options: Very High (VH) = 4points, High(H) = 3points, Low (L) = 2points, Very Low (VL) = 1point

Section C: This section is designed to collect data on the level of Leadership Effectiveness of Secretaries in Government Secretariat, Oyo State, Nigeria.

This section comprises questions on research question two, which is on the Level of Leadership Effectiveness among Secretaries at the Government Secretariat, Oyo State, Nigeria. This section comprises of four (4) sub-scales with twelve items. The subscale one measured Leadership Self-Confidence with three items which are: To what extent do secretaries take initiative in decision-making without waiting for supervision; to what extent do secretaries display confidence when handling challenging tasks; to what extent do secretaries maintain composure and assertiveness in team discussion. The second subscale measured Leadership Integrity and it has three items: To what extent do secretaries adhere to ethical standards in their duties; to what extent are secretaries trustworthy when managing confidential information; to what extent do secretaries consistently follow through on their professional commitments. The third subscale measured Leadership Adaptability/Flexibility has the following items: to what extent do secretaries adjust effectively to changes in administrative procedures; to what extent are secretaries able to switch between tasks with minimal disruption; to what extent do secretaries respond constructively to feedback and corrections. And the last subscale in this section measured Leadership Motivation with three items: to what extent are secretaries self-driven to exceed performance expectations; to what extent do secretaries show enthusiasm toward achieving organizational goals; To what extent do secretaries take on additional responsibilities voluntarily. The response options have a four-point Likert scale with ranked options: Very High(VH) = 4points, High(H) = 3points, Low (L) = 2points, Very Low (VL) = 1point

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Section D: This section is designed to collect data on the level of Emotional Intelligence of Secretaries in Government Secretariat, Oyo State, Nigeria.

This section comprises questions on research question three, which is on the Level of Emotional Intelligence of Secretaries at the Government Secretariat, Oyo State, Nigeria. This section comprises four (4) sub-scales with twelve items. The first subscale measured Self-Awareness and it has the following items: to what extent are secretaries aware of their emotional reactions in different work situations; to what extent do secretaries recognise how their emotions affect their performance; to what extent are secretaries able to identify their emotional strengths and weaknesses. The second subscale measured Social Awareness with the following items: To what extent do secretaries recognise and understand the emotions of colleagues; To what extent are secretaries attentive to social cues during interpersonal interactions; To what extent do secretaries demonstrate empathy in workplace situations. The third subscale measured Self-Management through three items which are: To what extent do secretaries control their emotions during high-pressure situations; to what extent do secretaries stay calm and focused during conflicts or challenges; to what extent do secretaries remain optimistic when facing difficulties at work. The fourth subscale measured Relationship Management with three items which are**:** To what extent do secretaries effectively resolve interpersonal conflicts in the office; To what extent do secretaries build trust and rapport with colleagues; To what extent do secretaries influence others positively through communication. The response options made available to respondents following the Likert-type scale, which are:(VH) = 4points, High (H) = 3points, Low (L) = 2points, Very Low (VL) = 1point

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3.5 Validity of Research Instrument

The items for the instrument were gathered through a related literature review and adapted from questionnaires used by other researchers[1,2,3,4]. Both face and content product validity were done with the input of the supervisor and other experts in the field of Office and Information Management. The corrections made were incorporated into the final questionnaire, which was then distributed to the respondents for the study.

3.6 Reliability of the Instrument

The researcher subjected the questionnaire to a reliability test to check the internal consistency of all items measuring each variable in the study. The reliability of the instrument was established through a pre-test using 20 copies of the questionnaire, which were administered to secretaries at the Government Secretariat, Abeokuta, Ogun State, a location not part of the study. Cronbach's Alpha was used to get the reliability coefficient. The results of the analysis revealed that employees' wellbeing has a correlation of 0.894, leadership effectiveness has a correlation of 0.811, and emotional intelligence has a correlation of 0.788. The instrument has a Cronbach alpha value indicating that it meets the threshold for reliability of a research instrument.

3.7 Method of Data Collection

The primary data were collected to address the study's objectives through a structured questionnaire, in line with existing literature. This instrument works well with survey research mainly because it supports the collection of data regarding respondents' opinions and perceptions at a point in time on current issues. A letter of introduction and a project attestation form were obtained from the Department of Office and Information Management at Lead City University, which was used to gain permission to conduct the survey. A two (2) day training was conducted for two (2) research assistants to ease the administration, retrieval, and initial sorting of copies of the questionnaires. The researcher and research assistants worked directly with the respondents

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to ensure the confidentiality of their responses, while briefing them on the importance of providing accurate and complete responses and the benefits derived from the study's findings.

3.8 Methods of Data Analysis

The researcher evaluated the data obtained using descriptive and inferential statistics for the items in all the sections of the questionnaires. The use of descriptive statistics was helpful since it helps to explain and summarise data in terms of frequency counts, simple percentages, mean, and standard deviation, of responses concerning variables under investigation, so addressing the research questions. The hypotheses were established and subsequently tested using inferential statistics, specifically multiple regression analysis. The data obtained for the research were analysed using the Statistical Package for the Social Sciences (SPSS) version 26. All hypotheses were tested at a significance level of 0.05.

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Endnotes

1. Diener, E. Maddux, James E., ed. *Subjective Well-Being and Life Satisfaction: A Social Psychological Perspective.* 2nd ed. London & New York: Routledge, 2025.

2. Stribe. (n.d.). Employee Wellbeing Survey Questions. Retrieved from Stribe HQ

3. Team Building. (n.d.). Employee Wellbeing Surveys: Questions and Tips. Retrieved from TeamBuilding.com

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Chapter Four

Results and Discussion of Findings

This chapter outlines the results and corresponding discussions. Section I provides a descriptive analysis through frequency counts, percentages, and means. Section II presents the results related to the research questions and hypotheses that the study aimed to address and test. Section III discusses the overall findings.

This section provides a descriptive analysis of the demographic characteristics of the respondents, presented through frequency distribution tables. The following tables show the results.

Table 4.1 Response Rate

Response Rate	Frequency	Percent (%)
Returned and Used	169	82.4%.
Not Returned	36	17.6%
Number of Distributed Questionnaire	205	-

Source: Field Survey, 2025

The target respondents for this study were the Secretaries of the State Government Secretariat, Oyo State, Nigeria. A total of 205 questionnaires were distributed, out of which 169 were completed correctly and returned, representing a response rate of 82.4%. The remaining 36 questionnaires (17.6%) were deemed incomplete and unusable, as the respondents did not provide sufficient information required for the study.

4.1. Demographic Data Analysis

This section provides an overview of the demographic characteristics of the individual who participated in the study.

Table 4.2 Demographic Information of respondents

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Variables	Category	Frequency	Percentage
Gender	Male	29	10.8%
	Female	140	89.2%
Age	20 –30	72	42.6%
	31 - 40years	81	47.9%
	41 - 60years	16	9.5%
Educational Qualification	OND/Ordinary Training Certificate	98	58.0%
	HND/B.Sc.	62	36.7%
	M.Sc	8	4.7%
	P.hD	1	0.6%
Work Experience	1 - 10years	16	9.5%
	11 - 20years	72	42.6%
	21 years above	81	47.9%

Source: Field Survey Data (2025)

Table 4.2 shows that the workforce was slightly female-dominated, with 140 males (56.2%) compared to 74 females (43.8%). In terms of age distribution, the majority were relatively young, with 81 respondents (47.9%) between 31–40 years and 72 (42.6%) within 20–30 years, while only 16 (9.5%) were within 41–60 years and 4 (2.4%). Regarding educational qualifications, most respondents possessed OND/Ordinary Training Certificates, accounting for 98 (58.0%), followed by HND/B.Sc. holders at 62 (36.7%), while only 8 (4.7%) had M.Sc. and 1 (0.6%) had a Ph.D. The data on work experience reveals that a large percentage of the workforce was highly experienced, as 81 respondents (47.9%) had over 21 years of experience and 72 (42.6%) had 11–20 years, whereas only 16 (9.5%) had less than 10 years of experience

4.2 Presentation of Data

4.2.1 Research Question One: What is the level of employee well-being of Secretaries in the Government Secretariat, Oyo State, Nigeria?

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Table 4.3: Level of employee well-being of Secretaries in the Government Secretariat, Oyo State, Nigeria

Employees Wellbeing	VH F/%	H F/%	L F/%	VL F/%	Mean	Std. Dev.
Positive Emotion of Employee						
Extent you feel happy and satisfied while at work?	134 (79.3%)	25 (14.8%)	10 (5.9%)	0 (0.00%)	3.73	0.562
Extent you experience positive emotions at the start of your workday?	138 (81.1%)	25 (14.8%)	6 (3.6%)	0 (0.00%)	3.78	0.493
Extent you feel a sense of joy or gratitude during your job activities?	101 (59.8%)	44 (26.0%)	23 (13.6%)	1 (0.6%)	3.45	0.747
Average Mean					**3.65**	
Employee Engagement						
Extent to which you mentally and emotionally invested in your daily work?	123 (72.8%)	35 (20.7%)	11 (6.5%)	0 (0.00%)	3.66	0.596
Extent to which you feel enthusiastic about your job responsibilities?	126 (74.6%)	35 (20.7%)	8 (4.7%)	0 (0.00%)	3.70	0.554
Extent to which you motivated to perform at your best at work?	121 (71.6%)	37 (21.9%)	11 (5.9%)	0 (0.00%)	3.65	0.600
Average Mean					**3.67**	
Employee Relationships						
Extent to which you maintain positive and respectful relationships with colleagues	122 (72.2%)	37 (21.9%)	10 (5.9%)	0 (0.00%)	3.66	0.586
Extent to which you receive support and collaboration from your team	124 (73.4%)	34 (20.1%)	11 (6.5%)	0 0.00%	3.67	0.595
Extent to which you feel valued and included in workplace interactions?	128 (75.7%)	34 (21.9%)	7 (4.1%)	0 (0.00%)	3.72	0.537
Average Mean					**3.68**	

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Employee Accomplishment						
Extent to which you feel a sense of achievement from your work tasks?	135 (79.9%)	23 (13.6%)	10 (5.9%)	1 (0.6%)	2.73	0.595
Extent to which you recognized for your contributions at work?	123 (72.8%)	35 (20.7%)	11 (6.5%)	0 (0.00%)	3.66	0.596
Extent to which you believe your work results in meaningful outcomes?	126 (74.6%)	35 (20.7%)	8 (4.7%)	0 (0.00%)	3.70	0.554
Average Mean					**3.63**	
Weighted Mean for Employees' Wellbeing					**3.66**	

Decision Rule: Very Low=1.00 - 1.74, Low=1.75-2.49, High=2.50-3.24, Very High=3.25-4.00
Key: VH=4, H=3, L=2, VL=1
Source: Field Survey Data (2025)

Table 4.3 presents the descriptive analysis of employee wellbeing across four dimensions: positive emotion, employee engagement, employee relationships, and employee accomplishment.

For positive emotion, the results showed that 134 respondents (79.3%) indicated *very high level* of happiness and satisfaction at work, 25 respondents (14.8%) reported a *high level*. In comparison, only 10 respondents (5.9%) expressed a *low level*. Similarly, 138 respondents (81.1%) reported experiencing positive emotions at the start of their workday to a *very high extent*, 25 respondents (14.8%) indicated *high extent*, while 6 respondents (3.6%) chose *low extent*. Furthermore, 101 respondents (59.8%) felt joy or gratitude during job activities at a *very high extent*, 44 (26.0%) at a *high extent*, 23 (13.6%) at a *low extent*, and just 1 (0.6%) at a *very low extent*. The average mean score for this dimension was 3.65, indicating a *high level* of positive emotions among the staff.

In terms of employee engagement, 123 respondents (72.8%) reported being mentally and emotionally invested in their work to a *very high extent*, 35 respondents (20.7%) indicated *high extent*, while 11 respondents (6.5%) reported *low extent*. Likewise, 126 respondents (74.6%)

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expressed enthusiasm for their job responsibilities at a *very high extent*, 35 (20.7%) at a *high extent*, and 8 (4.7%) at a *low extent*. For motivation to perform at their best, 121 respondents (71.6%) rated it at a *very high extent*, 37 respondents (21.9%) at a *high extent*, and 11 respondents (5.9%) at a *low extent*. The average mean score for this dimension was 3.67, also reflecting a *high level* of engagement.

For employee relationships, 122 respondents (72.2%) reported maintaining positive and respectful relationships with colleagues to a *very high extent*, 37 respondents (21.9%) at a *high extent*, and 10 respondents (5.9%) at a *low extent*. In addition, 124 respondents (73.4%) indicated receiving support and collaboration from their team to a *very high extent*, 34 (20.1%) at a *high extent*, while 11 (6.5%) reported *low*. Furthermore, 128 respondents (75.7%) felt valued and included in workplace interactions to *very high*, 34 respondents (21.9%)*high*, and 7 (4.1%)*low*. The average mean score for employee relationships was 3.68, again within the *high level* range.

Finally, for employee accomplishment, 135 respondents (79.9%) indicated feeling a sense of achievement from work tasks at a *very high extent*, 23 respondents (13.6%) *high*, 10 respondents (5.9%) *low*, and 1 respondent (0.6%) *very low*. Similarly, 123 respondents (72.8%) stated that they were recognized for their contributions to *very high*, 35 respondents (20.7%) high, and 11 (6.5%) *low*. Regarding meaningful outcomes, 126 respondents (74.6%) indicated*very high*, 35 respondents (20.7%) *high* and 8 respondents (4.7%) *low*. The average mean score for employee accomplishment was 3.63, still reflecting a *high level*.

The weighted mean for employees' wellbeing was 3.66, which falls in the *"High"* category according to the decision rule (4.00–3.00). This implies that Secretaries in the Government Secretariat, Oyo State, generally enjoy a high level of wellbeing, expressed in the form of

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positive emotions, strong engagement, supportive workplace relationships, and a sense of accomplishment in their job roles.

4.2.2 Research Question Two: What is the level of leadership efficiency of Secretaries in the Government Secretariat, Oyo State, Nigeria?

Table 4.4: Level of Leadership Efficiency of Secretaries in the Government Secretariat, Oyo State, Nigeria

Leadership Efficiency	VH F/%	H F/%	L F/%	VL F/%	Mean	Std.Dev.
Leadership Self-Confidence						
To what extent do Secretaries take initiative in decision-making without waiting for supervision?	102 (60.4%)	57 (33.7%)	10 (5.9%)	(0) (0.00%)	3.54	0.607
To what extent do Secretaries display confidence when handling challenging tasks?	103 (60.9%)	58 (34.3%)	8 (4.7%)	0 (0.00%)	3.56	0.586
To what extent do Secretaries maintain composure and assertiveness in team discussions?	94 (55.6%)	71 (42.0%)	4 (2.4)	0 (0.00%)	3.53	0.546
Average Mean					**3.54**	
Leadership Integrity						
To what extent do Secretaries adhere to ethical standards in their duties?	72 (46.6%)	44 (26.0%)	49 (29.0%)	4 (2.4%)	3.09	0.899
To what extent are Secretaries trustworthy when managing confidential information?	81 (47.9%)	44 (26.0%)	40 (23.7%)	4 (2.4%)	3.20	0.882
To what extent do Secretaries consistently follow through on their professional commitments?	84 (49.7%)	44 (26.0%)	37 (21.9%)	4 (2.4%)	3.23	0.873
Average Mean					**3.17**	

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Leadership Adaptability/Flexibility						
To what extent do Secretaries adjust effectively to changes in administrative procedures?	103 (60.9%)	63 (37.3%)	3 (1.8%)	0 (0.00%)	3.59	0.528
To what extent are Secretaries able to switch between tasks with minimal disruption?	109 (64.5%)	38 (22.5%)	21 (12.4%)	1 (0.6%)	3.51	0.733
To what extent do Secretaries respond constructively to feedback and corrections?	126 (74.6%)	34 (20.1%)	9 (5.3%)	0 (0.00%)	3.69	0.567
Average Mean					**3.60**	
Leadership Motivation						
To what extent are Secretaries self-driven to exceed performance expectations?	126 (74.6%)	35 (20.7%)	8 (4.7%)	0 (0.0%)	3.70	0.554
To what extent do Secretaries show enthusiasm toward achieving organizational goals?	83 (49.1%)	72 (42.6%)	14 (8.3%)	0 (0.00%)	3.41	0.640
To what extent do Secretaries take on additional responsibilities voluntarily?	77 (45.6%)	76 (45.0%)	16 (9.5%)	0 (0.00%)	3.36	0.650
Average Mean					**3.49**	
Weighted Mean for Employees' Wellbeing					**3.35**	

Decision Rule: Very Low=1.00 - 1.74, Low=1.75-2.49, High=2.50-3.24, Very High=3.25-4.00
Key: VHE=4, H=3, L=2, VL=1
Source: Field Survey Data (2025)

Table 4.4 presents the descriptive statistics on leadership efficiency of Secretaries in the Government Secretariat, Oyo State, measured across four dimensions: leadership self-confidence, leadership integrity, leadership adaptability/flexibility, and leadership motivation. For leadership self-confidence, 102 respondents (60.4%) reported that Secretaries take initiative in decision-

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making without waiting for supervision to a *very high extent*, 57 respondents (33.7%) to a *high extent*, while only 10 respondents (5.9%) rated it *low*. Similarly, 103 respondents (60.9%) affirmed that Secretaries display confidence in handling challenging tasks to a *very high extent*, 58 (34.3%) to a *high extent*, and 8 (4.7%) to a *low extent*. In addition, 94 respondents (55.6%) agreed that staff maintain composure and assertiveness in team discussions to a *very high extent*, 71 respondents (42.0%) to a *high extent*, while 4 respondents (2.4%) rated it *low*. The average mean score for this dimension was 3.54, indicating a *high level* of leadership self-confidence.

In the case of leadership integrity, 72 respondents (46.6%) rated adherence to ethical standards as *very high*, 44 respondents (26.0%) as *high*, 49 respondents (29.0%) as *low*, and 4 respondents (2.4%) as *very low*. Regarding trustworthiness in handling confidential information, 81 respondents (47.9%) reported a *very high extent*, 44 (26.0%) a *high extent*, 40 (23.7%) a *low extent*, and 4 (2.4%) a *very low extent*. Furthermore, 84 respondents (49.7%) indicated that staff follow through on professional commitments to a *very high extent*, 44 (26.0%) to a *high extent*, 37 (21.9%) to a *low extent*, and 4 (2.4%) to a *very low extent*. The average mean score was 3.17, which reflects a *moderate level* of leadership integrity compared to the other dimensions. For leadership adaptability/flexibility, 103 respondents (60.9%) reported that staff adjust effectively to changes in administrative procedures to a *very high extent*, 63 respondents (37.3%) to a *high extent*, and 3 respondents (1.8%) to a *low extent*. Similarly, 109 respondents (64.5%) affirmed that staff switch between tasks with minimal disruption to a *very high extent*, 38 (22.5%) to a *high extent*, 21 (12.4%) to a *low extent*, and 1 (0.6%) to a *very low extent*. Additionally, 126 respondents (74.6%) indicated that staff respond constructively to feedback and corrections to a *very high extent*, 34 respondents (20.1%) to a *high extent*, and 9 respondents (5.3%) to a *low extent*. The average mean score was 3.60, suggesting a *high level* of adaptability and flexibility.

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In terms of leadership motivation, 126 respondents (74.6%) agreed that staff are self-driven to exceed performance expectations to a *very high extent*, 35 respondents (20.7%) to a *high extent*, and 8 (4.7%) to a *low extent*. For enthusiasm toward organisational goals, 83 respondents (49.1%) indicated a *very high extent*, 72 (42.6%) a *high extent*, and 14 (8.3%) a *low extent*. Likewise, 77 respondents (45.6%) reported that staff voluntarily take on additional responsibilities to a *very high extent*, 76 respondents (45.0%) to a *high extent*, and 16 (9.5%) to a *low extent*.

The weighted mean score for leadership efficiency was 3.35, which falls within the *"High"* category based on the decision rule (4.00–3.00). This indicates that the Secretaries in the Government Secretariat, Oyo State, demonstrate a generally high level of leadership efficiency. However, the results also revealed that while self-confidence, adaptability/flexibility, and motivation scored high, leadership integrity was relatively lower at a moderate level, suggesting a need for improvement in ethical adherence, trustworthiness, and professional consistency.

4.2.3 Research Question Three: What is the level of emotional intelligence of Secretaries in the Government Secretariat, Oyo State, Nigeria?

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Table 4.5: Level of emotional intelligence of Secretaries in the Government Secretariat, Oyo State, Nigeria

Emotional Intelligence	VH F/%	H F/%	L F/%	VL F/%	Mean	Std.Dev.
Self-Awareness						

To what extent are Secretaries aware of their emotional reactions in different work situations?	128 (75.5%)	34 (20.1%)	7 (4.1%)	0 (0.00%)	3.72	0.537
To what extent do Secretaries recognise how their emotions affect their performance?	143 (84.6%)	20 (11.8%)	6 (3.6%)	0 (0.00%)	3.81	0.475
To what extent are Secretaries able to identify their emotional strengths and weaknesses?	143 (84.6%)	20 (11.8%)	6 (3.6%)	0 (0.00%)	3.81	0.475
Average Mean					**3.78**	
Social Awareness						
To what extent do Secretaries recognise and understand the emotions of colleagues?	108 (63.9%)	18 (10.7%)	15 (8.9%)	28 (16.6%)	3.22	1.162
To what extent are Secretaries attentive to social cues during interpersonal interactions?	76 (45.0%)	81 (47.9%)	12 (7.1%)	0 (0.00%)	3.38	0.616
To what extent do Secretaries demonstrate empathy in workplace situations?	73 (43.2%)	82 (48.5%)	14 (8.3%)	(0) 0.00%	3.35	0.629
Average Mean					**3.31**	
Self-Management						
To what extent do Secretaries control their emotions during high-pressure situations?	50 (29.6%)	119 (70.4%)	0 (0.00%)	0 (0.00%)	3.30	0.458
To what extent do Secretaries stay calm and focused during conflicts or challenges?	40 23.7%	115 68.0%	7 (4.1%)	7 (4.1%)	3.11	0.659
To what extent do Secretaries remain optimistic when facing difficulties at work?	83 (49.1%)	76 (45.0%)	10 (5.9%)	0 (0.0%)	3.43	0.605
Average Mean					**3.60**	
Relationship Management						
To what extent do Secretaries effectively resolve interpersonal conflicts in the office?	96 (56.8%)	58 (34.3%)	15 (8.9%)	0 (0.0%)	3.48	0.655

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To what extent do Secretaries build trust and rapport with colleagues?	94 (55.6%)	59 (34.9%)	16 (9.5%)	0 (0.00%)	3.46	0.664
To what extent do Secretaries influence others positively through communication?	84 (45.6%)	79 (45.0%)	6 (9.5%)	0 (0.00%)	3.46	0.567
Average Mean					**3.47**	
Weighted Mean for Employees' Wellbeing					**3.54**	

Decision Rule: Very Low=1.00 - 1.74, Low=1.75-2.49, High=2.50-3.24, Very High=3.25-4.00
Key: VH=4, H=3, L=2, VL=1
Source: Field Survey Data (2025)

Table 4.4 presents the descriptive statistics on emotional intelligence of Secretaries in the Government Secretariat, Oyo State, measured across four dimensions: self-awareness, social awareness, self-management, and relationship management.

For self-awareness, 128 respondents (75.5%) reported being highly aware of their emotional reactions in different work situations to a *very high extent*, 34 respondents (20.1%) to a *high extent*, while only 7 respondents (4.1%) indicated a *low extent*. Similarly, 143 respondents (84.6%) agreed that they recognise how their emotions affect their performance to a *very high extent*, 20 (11.8%) to a *high extent*, and 6 (3.6%) to a *low extent*. Likewise, 143 respondents (84.6%) also reported being able to identify their emotional strengths and weaknesses to a *very high extent*, 20 (11.8%) to a *high extent*, and 6 (3.6%) to a *low extent*. The average mean score for this dimension was 3.78, indicating a *high level of self-awareness* among the staff.

With respect to social awareness, 108 respondents (63.9%) reported recognising and understanding colleagues' emotions to a *very high extent*, 18 respondents (10.7%) to a *high extent*, 15 respondents (8.9%) to a *low extent*, while 28 respondents (16.6%) rated it *very low*. Regarding attentiveness to social cues, 76 respondents (45.0%) indicated a *very high extent*, 81 respondents (47.9%) a *high extent*, and 12 respondents (7.1%) a *low extent*. Similarly, 73

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respondents (43.2%) reported demonstrating empathy in workplace situations to a *very high extent*, 82 respondents (48.5%) to a *high extent*, and 14 respondents (8.3%) to a *low extent*. The average mean score for this dimension was 3.31, suggesting a *moderate level of social awareness*.

For self-management, 50 respondents (29.6%) indicated controlling their emotions during high-pressure situations to a *very high extent*, while the majority, 119 respondents (70.4%), rated it *high extent*. Regarding staying calm and focused during conflicts, 40 respondents (23.7%) reported a *very high extent*, 115 respondents (68.0%) a *high extent*, while 7 (4.1%) indicated *a low extent, and another 7 (4.1%) a very low extent*. In addition, 83 respondents (49.1%) indicated remaining optimistic when facing difficulties at a *very high extent*, 76 respondents (45.0%) at a *high extent*, and 10 respondents (5.9%) at a *low extent*. The average mean score for this dimension was 3.30, which also falls within the *moderate range*.

For relationship management, 96 respondents (56.8%) reported resolving interpersonal conflicts effectively to a *very high extent*, 58 respondents (34.3%) to a *high extent*, and 15 respondents (8.9%) to a *low extent*. Similarly, 94 respondents (55.6%) indicated that they build trust and rapport with colleagues to a *very high extent*, 59 respondents (34.9%) to a *high extent*, and 16 respondents (9.5%) to a *low extent*. Furthermore, 84 respondents (45.6%) reported positively influencing others through communication to a very high extent, 79 respondents (45.0%) to a high extent, and 6 respondents (3.5%) to a *low extent*. The average mean score for this dimension was 3.47, indicating a *high level of relationship management*.

The weighted mean score for emotional intelligence was 3.54, which falls within the *" Very High"* category based on the decision rule (3.25–4.00). This suggests that the Secretaries in the Government Secretariat of Oyo State generally demonstrate a high level of emotional intelligence. While self-awareness and relationship management were rated high, social

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awareness and self-management were slightly lower, falling within the moderate range. This indicates that, although Secretaries possess strong emotional self-understanding and the ability to manage workplace relationships effectively, there is still room for improvement in managing emotions under pressure and in fully recognising and responding to others' emotions.

4.3 Test of Hypotheses

$H_0$1: There will be no significant influence of Emotional intelligence and employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria.

Tables 4.6a–c presents the regression results examining the extent to which the dimensions of emotional intelligence; self-awareness, social awareness, self-management, and relationship management influence the employee wellbeing of secretaries in the Government Secretariat, Oyo State, Nigeria.

Table 4.5a: Influence of Emotional intelligence (Self-awareness, Social awareness, Self-management, Relationship Management) on employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761[a]	.579	.569	.26158

a. Predictors: (Constant), Self-Awareness, Social Awareness, Self-Management, Relationship Management

Table 4.5b: Influence of Emotional intelligence (Self-Awareness, Social Awareness, Self-Management, Relationship Management) on employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.423	4	3.856	56.350	.000[b]
	Residual	11.222	164	.068		
	Total	26.645	168			

a. Dependent Variable: Employee Wellbeing
b. Predictors: (Constant), Emotional Intelligence (Relationship Awareness, Self Awareness, Self-Management, Social Awareness)

Table 4.5c: Influence of Emotional Intelligence (Self-Awareness, Social Awareness, Self-Management, Relationship Management) on employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

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Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.435	.343		1.269	.206
	Self-Awareness	.634	.047	.690	13.460	.000
	Social Awareness	.111	.052	.119	2.126	.035
	Self-Management	.169	.055	.167	3.070	.003
	Relationship Management	-.046	.055	-.043	-.835	.405

a. Dependent Variable: Employee Wellbeing

The regression results shown in Tables 4.6a–4.6c analyze how emotional intelligence (EI) dimensions (self-awareness, social awareness, self-management, and relationship management) affect the wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria.

From Table 4.5a, the model yielded a strong correlation coefficient (R = .761) between emotional intelligence and employee wellbeing. The R^2 = .579 indicates that approximately 57.9% of the variance in employees' wellbeing can be explained by the four dimensions of emotional intelligence. The adjusted R^2 value (.569) indicates only slight shrinkage, confirming the model's stability and generalizability. The standard error of the estimate (.26158) suggests that prediction errors are relatively low, strengthening the reliability of the model. In Table 4.5b, the Analysis of Variance (ANOVA) results further confirm the model's significance. The regression sum of squares (15.423) compared with the residual sum of squares (11.222) reveals that a substantial proportion of the variability in wellbeing is accounted for by emotional intelligence. The F-value (56.350) is highly significant at $p < .001$, indicating that the combined effect of the EI dimensions on wellbeing is statistically significant and not due to random chance. Turning to Table 4.5c, the coefficients table provides insights into the unique contributions of each EI component. Self-awareness emerged as the strongest and most significant predictor ($\beta = .690$, $t = 13.460$, $p < .001$), suggesting that employees with greater awareness of their emotions experience better wellbeing. Self-management ($\beta = .167$, $t = 3.070$, $p = .003$) and social

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awareness (β = .119, t = 2.126, p = .035) also showed significant positive effects, although their contributions were smaller than that of self-awareness. Interestingly, relationship management had a negative but non-significant effect (β = –0.043, t = –0.835, p = 0.405), implying that in this context, managing interpersonal relationships may not necessarily enhance wellbeing, or it may play a more complex, indirect role.

Based on the regression results, the null hypothesis which states there will be no significant influence between Emotional intelligence and employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria is rejected because emotional intelligence has an essential influence on employees' wellbeing (F = 56.350, p < .001), with self-awareness, social awareness, and self-management emerging as significant predictors, while relationship management is not.

H_{02}: There will be no significant influence of Leadership effectiveness and employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Tables 4.6a–c present the regression analyses assessing the influence of leadership effectiveness comprising; leadership self-confidence, leadership integrity, leadership flexibility/adaptability, and leadership motivation on the employee wellbeing of secretaries in the Government Secretariat, Oyo State, Nigeria

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Table 4.6a: Influence of Leadership Effectiveness (Leadership Self-Confidence, Leadership Integrity, Leadership/Flexibility Adaptability, Leadership Motivation) on employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628[a]	.394	.380	.31365

a. Predictors: (Constant), Leadership Effectiveness (Leadership Self-Confidence, Leadership Integrity, Leadership/Flexibility Adaptability, Leadership Motivation)

Table 4.6b: Influence of Leadership Effectiveness (Leadership Self-Confidence, Leadership Integrity, Leadership/Flexibility Adaptability, Leadership Motivation) on employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.511	4	2.628	26.710	.000[b]
	Residual	16.134	164	.098		
	Total	26.645	168			

a. Dependent Variable: Employee Wellbeing

b. Predictors: (Constant), Leadership Effectiveness (Leadership Self-Confidence, Leadership Integrity, Leadership/Flexibility Adaptability, Leadership Motivation)

Table 4.6c: Influence of Leadership Effectiveness (Leadership Self-Confidence, Leadership Integrity, Leadership/Flexibility Adaptability, Leadership Motivation) on employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.207	.273		4.416	.000
	Leadership Self-Confidence	.114	.068	.132	1.672	.096
	Leadership Integrity	.469	.055	.540	8.593	.000
	Leadership Flexibility/ Adaptability	.050	.069	.058	.722	.472
	Leadership Motivation	.090	.056	.103	1.604	.111

a. Dependent Variable: Employee Wellbeing

Table 4.6a, 4.6b and 4.6c present the regression analysis on the influence of leadership effectiveness (leadership self-confidence, leadership integrity, leadership flexibility/adaptability, and leadership motivation) on employees' wellbeing. The results revealed that leadership effectiveness is a significant predictor of employees' wellbeing. Among the four dimensions of

leadership effectiveness, the most important factor was leadership integrity (B = 0.540, t = 8.593, $p < 0.05$). In contrast, leadership self-confidence (Beta = .132, t = 1.672, $p > 0.05$), leadership flexibility/adaptability (Beta = .058, t = .722, $p > 0.05$) and leadership motivation (Beta = .103, t = 1.604, $p > 0.05$) did not significantly contribute to the prediction of wellbeing. This implies that leadership integrity has the most decisive influence on the wellbeing of Secretaries in the Government Secretariat, Oyo State, contributing about 54.0% to the prediction.

The model summary further showed that the combined measures of leadership effectiveness have a positive relationship with employees' wellbeing (R = .628) and accounted for 38.0% (Adj. R^2 = .380) of the variance in predicting wellbeing. The ANOVA results also revealed that the regression model was significant, $F(4,164) = 26.710$, $p < 0.05$. This suggests that leadership effectiveness, taken together, has a considerable influence on the wellbeing of Secretaries in the Government Secretariat, Oyo State. Consequently, the null hypothesis (H_{02}), which states that there will be no significant influence of leadership effectiveness on employees' well-being, was rejected.

H_03: There will be no combined influence of emotional intelligence and leadership effectiveness on the employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Tables 4.7a–c present the results of the regression analysis examining the combined influence of emotional intelligence and leadership effectiveness on the employee wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria.

Table 4.7a: Combined Influence of Emotional Intelligence on Leadership Effectiveness on Employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.624[a]	.390	.383	.31292

a. Predictors: (Constant), Leadership Effectiveness, Emotional Intelligence

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Table 4.7b: Combined Influence of Emotional Intelligence on Leadership Effectiveness on Employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.391	2	5.195	53.058	.000[b]
	Residual	16.254	166	.098		
	Total	26.645	168			

a. Dependent Variable: Employee Wellbeing
b. Predictors: (Constant), Leadership Effectiveness, Emotional Intelligence

Table 4.7c: Combined Influence of Emotional Intelligence on Leadership Effectiveness on Employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.304	.320		.949	.344
	Emotional Intelligence	.608	.099	.427	6.143	.000
	Leadership Effectiveness	.348	.083	.292	4.197	.000

a. Dependent Variable: Employee Wellbeing

Table 4.7a, 4.7b and 4.7c present the regression analysis on the combined influence of emotional intelligence and leadership effectiveness on the wellbeing of Secretaries in the Government Secretariat, Oyo State. The results showed that emotional intelligence and leadership effectiveness jointly influence employees' wellbeing. Specifically, the model summary revealed a positive relationship between the predictors and wellbeing ($R = .624$), with both factors jointly accounting for 38.3% (adjusted $R^2 = .383$) of the variance in predicting employees' wellbeing. The ANOVA result further confirmed that the combined influence of emotional intelligence and leadership effectiveness on wellbeing was statistically significant, $F(2,166) = 53.058$, $p < 0.05$. This indicates that the model fits the data well and that the predictors jointly make a meaningful contribution to employees' well-being. The coefficients table revealed that both emotional intelligence (Beta = 0.427, t = 6.143, $p < 0.05$) and leadership effectiveness (Beta = 0.292, t =

4.197, $p < 0.05$) significantly contributed to the prediction of employees' wellbeing. This implies that emotional intelligence is the stronger predictor, contributing about 42.7%, followed by leadership effectiveness, which contributed 29.2% to the wellbeing of employees.

Based on these findings, the null hypothesis (H_{03}), which states that there will be no combined influence of emotional intelligence and leadership effectiveness on employees' wellbeing, is rejected.

4.4 Discussion of Findings

The weighted mean for employees' wellbeing was 3.66, which falls in the "High" category according to the decision rule (4.00–3.00). This implies that Secretaries in the Government Secretariat, Oyo State, generally enjoy a high level of wellbeing, expressed in the form of positive emotions, intense engagement, supportive workplace relationships, and a sense of accomplishment in their job roles. This study is in tandem with a survey of the Influence of Organisational Culture on Administrative Effectiveness of Secretaries in Public Polytechnics in Oyo State, Nigeria. The study found that the level of Administrative Effectiveness of Secretaries in Public Polytechnics in Oyo State is high, with a weighted mean of 3.31[1]. Another study titled Organisational Culture on Secretaries' Job Effectiveness in the Oyo State Civil Service, Nigeria examined the influence of organisational culture on the job effectiveness of secretaries in the Oyo State Civil Service. Using adapted research instruments, data were collected from 600 Secretaries and their superior officers. Findings revealed a clear relationship between organisational culture and the job effectiveness of secretaries. The results further indicated that the level of job effectiveness among secretaries varied significantly depending on the prevailing organisational culture in the civil service. The study concluded that organisational culture is a

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significant determinant of secretaries' efficacy and should be improved to enhance their overall performance.

Also, the findings of the study titled Evaluation of Mental Health and Well-being Initiatives in the Workplace: Case Study of SMEs in Lagos, Nigeria revealed that the work environment had a significant impact on employees' mental health and well-being, as supportive and enabling conditions enhanced positive mental health outcomes, while poor workplace conditions contributed to stress and reduced well-being. Based on these findings, the study concluded that workplace mental health and well-being initiatives are critical for the success of SMEs. It emphasised that creating a supportive work environment, enhancing job satisfaction, and reducing stress are essential strategies for improving employees' mental health and, by extension, boosting overall organisational performance[3].

Additionally, a study examined work-life balance and its impact on health and well-being among employees in the Nigerian banking industry, revealing a strong positive relationship between work-life balance and employee well-being. This emphasises its role in fostering positive emotions and engagement at work. Moreover, a study titled 'Employee Wellbeing and Organisational Effectiveness of Oil and Gas Firms in Rivers State, Nigeria' examined the nexus between employee well-being and organisational effectiveness in oil and gas firms in Rivers State, Nigeria. Adopting a cross-sectional survey design, the study covered a population of 665 employees drawn from 10 oil and gas firms, from which a sample of 250 respondents was selected using a simple random sampling technique. Data were collected through a structured questionnaire and analysed using Spearman's rank-order correlation. The findings revealed that dimensions of employee well-being, particularly job satisfaction and work-life balance satisfaction, had a significant positive relationship with organisational cohesion and productivity.

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Based on these results, the study concluded that improving employees' overall well-being by promoting job satisfaction and ensuring work-life balance enhances organisational effectiveness. It is therefore recommended that organisations should adequately reward staff and implement supportive policies to boost job satisfaction and, in turn, strengthen organisational performance[5].

The study concluded that the leadership efficiency of Secretaries in the Government Secretariat, Oyo State, demonstrates a relatively high level of effectiveness, reflected by a weighted mean of 3.35, which falls within the "High" category based on the decision rule (4.00–3.00). This confirmed the findings of a research work titled Secretarial Skills and Secretarial Job Effectiveness in Private Organisations in Ogun State. The study examined the possession of secretarial skills and their influence on secretaries' job effectiveness in private organizations in Ogun State, Nigeria. Guided by two research questions and two hypotheses, the study adopted a correlation research design. The population consisted of secretaries in selected private organizations, from which a sample of 250 was drawn using multi-stage sampling. The researcher-developed instruments, the Secretarial Skills Questionnaire (SSQ) and the Secretaries' Job Effectiveness Questionnaire (SJEQ), were employed for data collection, with reliability coefficients of 0.81 and 0.79, respectively. Data were analysed using descriptive statistics, regression analysis, t-test, and Pearson Product-Moment Correlation (PPMC). The findings revealed that communication skills, analytical and research skills, flexibility, adaptability, and the ability to manage multiple priorities were significant indicators of job effectiveness. Secretarial skills were found to significantly and strongly predict job effectiveness ($\beta = .806$, $t = 21.409$, $p < .05$). The study further revealed a significant difference in respondents' mean ratings of the indicators of job effectiveness ($p = .04 < .05$) and established a significant positive relationship between secretarial skills and job effectiveness ($r = .678$, $p < .05$)[6].

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Also, it aligns with the findings of another study that examined the effects of leadership styles on the productivity of secretaries in the Nigerian public sector. The research used a survey design and sampled Secretaries from various ministries and parastatals in Jigawa State. It employed a structured questionnaire to gather data from respondents, and Spearman's rank-order correlation, along with regression analyses, were used for data analysis. Results showed that no single leadership style was suitable for all situations; however, secretaries performed best when leadership was adaptable to the specific context. Notably, transformational and democratic leadership styles significantly improved secretarial productivity and effectiveness in the public sector, whereas autocratic leadership styles limited performance outcomes[7].

The weighted mean score for emotional intelligence was 3.54, which falls within the *"High"* category based on the decision rule (4.00–3.00). This suggests that the Secretaries in the Government Secretariat of Oyo State generally demonstrate a high level of emotional intelligence. This aligns with a study on the effect of emotional intelligence on employees' job performance: the moderating role of perceived organisational support. The study reported that employees in banks demonstrate a high level of emotional intelligence with a mean of 3.85. The study also concluded that emotional intelligence (EI) is positively related to job performance (JP). The regression results revealed that emotional intelligence is a significant predictor of job performance ($p < .05$, $\beta = .707$). The value of R2 is .501, which means it explained 50% variance in job performance[8].

Another study, "Relevance of Emotional Intelligence for Effective Job Performance: An Empirical Study," was conducted in various organisations in the Delhi NCR area with the aim of examining the relationship between emotional intelligence (EI) and employee performance. A questionnaire-based survey design was employed, and a sample of 90 participants, comprising

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both males and females from various occupational streams, was selected. It was found that a very high level of emotional intelligence existed among employees in multiple organisations in Delhi NCR, as the study returned an aggregate mean of 229.11. The study also examined the impact of demographic variables, including gender, academic qualifications, and work experience, on EI scores. The results revealed a statistically significant positive correlation between emotional intelligence and job performance, indicating that higher levels of EI were associated with improved employee performance among executives across sectors. Furthermore, demographic variables showed differential effects on EI scores, suggesting that personal and professional backgrounds may contribute to variations in emotional intelligence. The study concluded that emotional intelligence plays a crucial role in enhancing performance outcomes in organizational settings[9].

Based on the regression results, the null hypothesis that there would be no significant influence between Emotional intelligence and employees' wellbeing among secretaries in the Government Secretariat, Oyo State, Nigeria, was rejected because emotional intelligence has a significant impact on employees' wellbeing ($F = 56.350$, $p < .001$). This discovery aligns with a study on Emotional intelligence as a Predictor of employees' wellbeing, quality of patient care, and psychological empowerment. Karimi et al. (2021) surveyed 78 aged care staff in Australia to examine how emotional intelligence (EI) predicts wellbeing, psychological empowerment, and quality of care. Using structural equation modelling (SEM), the results showed that emotional intelligence was significantly associated with wellbeing ($\beta = 0.35$, $p< 0.01$). Staff with higher EI reported lower psychological distress, greater positive affect, and better general wellbeing outcomes. The study concluded that emotional intelligence acts as a protective factor against ill-health and enhances overall wellbeing. This finding aligns with your result that emotional

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intelligence significantly influences employee wellbeing, affirming that employees with higher EI are more resilient, balanced, and healthier in workplace contexts[10].

Moreso, another study on Promoting Well-Being: The Contribution of Emotional Intelligence investigated the relationship between EI and wellbeing across a larger population sample. Using validated EI and wellbeing scales on over 900 participants, they found that EI strongly predicted wellbeing indicators. Specifically, EI showed a positive correlation with life satisfaction ($r = 0.46$, $p < 0.001$) and psychological wellbeing ($r = 0.41$, $p < 0.001$). Regression analysis further revealed that EI explained a significant portion of the variance in wellbeing even after controlling for personality traits and demographic variables. The authors concluded that individuals with higher EI experience more positive emotions, cope better with stress, and report higher wellbeing[11].

In the same vein, a study on the relationship between emotional intelligence and employee wellbeing through perceived person-job fit among university academic staff also attests to the above findings. The study employed a structural equation modelling (SEM) approach on data collected from academic staff at universities. The results revealed that emotional intelligence has a significant and positive influence on employee wellbeing ($\beta = 0.21$, $p < 0.01$). Furthermore, the study showed that perceived person-job fit partially mediates the relationship between emotional intelligence and wellbeing, suggesting that employees with higher EI are more likely to perceive alignment between their personal abilities and job demands, which in turn enhances their wellbeing[12].

The study showed that the combined measures of leadership effectiveness have a positive relationship with employees' wellbeing ($R = .628$) and accounted for 38.0% (Adj. $R^2 = .380$) of the variance in predicting wellbeing. The regression model was significant, $F(4,164) = 26.710$, $p < 0.05$. This suggests that leadership effectiveness, taken together, has a considerable influence

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on the wellbeing of Secretaries in the Government Secretariat, Oyo State. This finding aligns with a systematic literature review that examined the relationship between leadership and employee well-being, work-related health, and intermediate outcomes that predict productivity and disability at work. A systematic search was conducted in MEDLINE and PsycINFO for studies published between 1970 and 2005 using key terms such as leadership, job satisfaction, well-being, sick leave, and disability pension. Out of 303 identified references, 93 publications were retrieved, and along with an additional 69 sources, 109 articles were fully analysed. Conclusions were based on 27 studies that provided the most substantial evidence. The results indicated moderate evidence that leadership is positively associated with job well-being (risk ratio [RR] = 1.40, range 1.36–1.57), and negatively associated with sick leave (RR = 0.73, range 0.70–0.89) and disability pension (RR = 0.46, range 0.42–0.59). Evidence on leadership's association with job satisfaction was weak (median RR = 2.23, range 1.30–3.51), and there was no clear evidence linking leadership with job performance (RR = 1.13, range 0.55–1.20). The review concluded that, although well-designed prospective studies are scarce, the available evidence strongly suggests that leadership plays a significant role in shaping employee well-being, job satisfaction, sickness absence, and disability outcomes.

It also aligns with the findings of a thesis that investigated the role of leadership, as perceived by employees, in promoting employee well-being within the framework of the Job Demands Resources (JD-R) model and the Conservation of Resources (COR) theory. Leadership was conceptualised as a job resource, with a specific focus on transformational and authentic leadership, as well as other behaviours such as supervisor fairness, abusive supervision, and conflict management. Data were gathered among Finnish municipal employees between 2011 and 2013 (NTime1 = 557, NTime2 = 333, NTime3 = 294), primarily women (85%), across

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various occupations. Employees rated their immediate supervisors, and both variable-centred (Studies I & III) and person-centred longitudinal approaches (Studies II & IV) were employed.

The findings revealed that leadership behaviours can reduce employees' risk of developing depressive symptoms by enhancing personal resources, including occupational self-efficacy, meaningfulness of work, and reduced work-related rumination (Study I). The person-centred longitudinal analyses demonstrated congruence between leadership and well-being across time: employees reporting higher well-being also consistently perceived more favourable leadership behaviours, primarily transformational leadership and vigour (Studies II & IV). Importantly, employees facing high job demands but lacking leadership support (e.g., low supervisor fairness, high abusive supervision) reported higher exhaustion and greater work-related rumination. Furthermore, results showed that fair leadership was as critical as transformational leadership in predicting work engagement and was more effective in preventing deterioration of wellbeing

Overall, the study concluded that supervisors' justice behaviours (fairness, respect, equal treatment) are crucial resources in sustaining employee well-being, while unfair or abusive behaviours constitute risks for exhaustion. Leadership and well-being were shown to be interdependent, influenced both by leader behaviours (leader-centric view) and employees' affective states (follower-centric view). The thesis emphasised that leadership significantly supports employee well-being but operates mainly at the dyadic leader-employee level rather than uniformly across work units[14].

The study found that emotional intelligence and leadership effectiveness together positively predict employees' wellbeing ($R = .624$), jointly explaining 38.3% of the variance (Adj. $R^2 = .383$). The combined effect was statistically significant, $F(2,166) = 53.058$, $p < 0.05$. This finding aligns with a study that investigated the interrelationships among leadership styles,

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emotional intelligence, job satisfaction, work engagement, and perceived stress among university faculty members who teach. With rising academic pressures, faculty well-being has become increasingly important, prompting this research to assess how leadership quality and emotional intelligence contribute to supportive work environments. A descriptive research design was employed, utilising standardised and validated instruments to measure leadership style, emotional intelligence, psychological well-being, and perceived stress. Data were collected via surveys from 51 university faculty members. The findings revealed strong positive correlations between leadership quality and job satisfaction (r = 0.691), and between emotional intelligence and both job satisfaction (r = 0.866) and leadership quality (r = 0.734). Emotional intelligence was also positively correlated with work engagement (r = 0.448), indicating that faculty members with higher emotional intelligence tend to be more engaged in their work. However, perceived stress showed minimal and statistically insignificant correlations with job satisfaction, work engagement, and emotional intelligence. The study underscores the significance of leadership quality in enhancing faculty well-being and engagement, while emotional intelligence emerged as a critical factor influencing both leadership effectiveness and job satisfaction. The research concluded that leadership development programs emphasizing emotional intelligence can improve faculty well-being, reduce burnout, and enhance job satisfaction[15].

Additionally, another study examined the relationship between leaders' emotional intelligence and employees' psychological well-being, with transformational leadership and self-efficacy serving as sequential mediators. Primary data were collected through standardised questionnaires, and quantitative analysis was conducted using SPSS and SmartPLS with a large sample of 927 respondents. The findings revealed that leaders' emotional intelligence significantly influenced their leadership style and shaped employees' perceptions of work characteristics, which in turn

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enhanced employees' self-efficacy. This sequential process ultimately contributed to improved psychological well-being. The study highlighted that leaders with high emotional intelligence foster supportive leadership behaviours, strengthen employees' confidence in their capabilities, and promote a healthier psychological climate. The results emphasised the long-term effects of emotionally intelligent leadership on organisational outcomes, particularly in sustaining employees' well-being and adaptability in the face of rapid technological and workplace changes. Emotional intelligence was therefore positioned as a critical attribute for effective leadership in modern organisations, reinforcing its role in driving employee resilience, satisfaction, and organisational success.

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Chapter Five

Summary of Findings, Conclusion and Recommendation

This chapter presents and discusses the summary of findings, conclusions, recommendations, contributions to knowledge, and suggestions for further studies.

5.1 Summary of Findings

The study examined emotional intelligence, leadership effectiveness, and employees' wellbeing of Secretaries in the Government Secretariat, Oyo State. A descriptive survey research design was employed for the study, as it aimed to establish relationships among variables without experimental manipulation. The population consisted of secretaries in the Oyo State Government Secretariat. The entire population of 205 Secretaries in the State Government Secretariat, Oyo State, Nigeria was studied using total enumeration, from which One Hundred and Sixty-nine (169) questionnaires were collated and used for the analysis. This included twenty (20) males and one hundred and forty-nine (149) females. Data were collected through a structured questionnaire, and analysis was conducted using relevant statistical tools. The findings are:

The findings of the study revealed that the wellbeing of secretaries at the Government Secretariat, Oyo State, was generally high, with a calculated weighted mean of 3.66. Similarly, the level of leadership efficiency among the secretaries was also rated high, with a weighted mean of 3.33. In terms of emotional intelligence, the secretaries also demonstrated a high level, as reflected in the weighted mean of 2.91.

Further analysis revealed that emotional intelligence—which encompasses self-awareness, social awareness, self-management, and relationship management, had a significant impact on employees' well-being, as indicated by an adjusted R^2 of 0.569, $F(4,164) = 56.350$, and $p < .001$. Leadership effectiveness, measured through leadership self-confidence, integrity, flexibility and

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adaptability, and motivation, also significantly influenced employees' wellbeing, with an adjusted R^2 of 0.380, $F(4,164) = 26.710$, and $p < .05$.

When considered together, emotional intelligence and leadership effectiveness exerted a significant combined influence on employees' wellbeing, with an adjusted R^2 of 0.383, $F(2,166) = 53.058$, and $p < .05$. This suggests that emotional intelligence emerged as the stronger predictor, accounting for 42.7% of the variance in wellbeing, while leadership effectiveness contributed 29.2%. Combined, both variables explained 71.9% of the variation in employees' wellbeing in the organisations studied. The study establishes that emotional intelligence and leadership effectiveness are critical determinants of employees' wellbeing. Although all three constructs, emotional intelligence, leadership effectiveness, and wellbeing, were found to be high among the secretaries, their significant influence highlights the importance of sustaining and enhancing these qualities. Leaders who possess high levels of emotional intelligence and demonstrate effective leadership practices create supportive environments that reduce workplace stress, boost job satisfaction, and ultimately improve productivity among employees.

5.2 Conclusion

As a result of this study, it can be concluded that Emotional Intelligence (Self-Awareness, Social Awareness, Self-Management, and Relationship Management) and Leadership Effectiveness (Leadership Self-Confidence, Leadership Integrity, Leadership Flexibility and Adaptability, and Leadership Motivation) are essential determinants of employees' wellbeing. Although the levels of emotional intelligence, leadership effectiveness, and employee well-being were high, the significant influences established in the study indicate that improving and maintaining these factors will directly enhance staff well-being. In particular, leaders with high emotional

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intelligence and practical leadership skills create supportive work environments that reduce stress, improve employee satisfaction, and promote higher productivity.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

1. Oyo State Government should sustain and strengthen wellbeing initiatives such as staff recognition, wellness programs, flexible work schedules, and counselling services to maintain this high level of wellbeing, and introduce regular wellbeing assessments to identify emerging stressors early and provide targeted interventions.
2. They should also establish ongoing leadership training centred on transformational and democratic leadership styles to improve effectiveness further, implement mentorship programmes where experienced leaders guide junior secretaries to build confidence and adaptability, and ensure performance appraisal systems include leadership effectiveness indicators such as integrity, fairness, and team motivation.
3. Incorporate emotional intelligence training (self-awareness, empathy, conflict resolution, relationship management) into staff development programmes, encourage peer support groups and team-building activities to enhance interpersonal skills, and promote emotional literacy workshops to help staff recognise and regulate emotions in workplace interactions.
4. Leadership appointments should prioritise individuals with proven people-orientedleadership skills, encourage leaders to adopt employee-centred approaches, ensuring fairness, inclusiveness, and support in their supervisory roles and incorporate employee feedback mechanisms (e.g., 360° reviews) to assess and improve leadership practices continuously.

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5. Regular workshops and capacity-building programs should be organised to strengthen secretaries' competencies in self-awareness, self-regulation, empathy, and relationship management. In addition, emotional intelligence indicators should be incorporated into recruitment criteria, promotion assessments, and performance evaluations to ensure that individuals who possess strong interpersonal and emotional skills are recognised and rewarded.
6. Implement a comprehensive HR development policy that simultaneously promotes emotional intelligence and leadership effectiveness. organise integrated workshops that combine EI and leadership skills, as the synergy between both has a greater impact on wellbeing. Encourage a culture of empathy-driven leadership, ensuring that leaders lead with both vision and emotional sensitivity.

5.4 Contribution to Knowledge

This thesis successfully developed a conceptual and empirical framework that enhances understanding of the interaction between emotional intelligence, leadership effectiveness, and employees' wellbeing in government-owned institutions. By examining Secretaries in the Government Secretariat, Oyo State, the study offers new insights into how emotional intelligence and leadership efficiency impact employees' wellbeing.

Specifically, the research reveals that emotionally intelligent behaviours such as self-awareness, self-regulation, social awareness, and relationship management significantly contribute to the well-being of Secretaries by reducing workplace stress, enhancing interpersonal relationships, and fostering positive emotions. Similarly, dimensions of leadership effectiveness (self-confidence, integrity, adaptability, and motivation) are shown to directly improve employees' sense of accomplishment, engagement, and psychological safety. This empirical link has not

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been sufficiently emphasised in previous studies, especially within the Nigerian public service context, thus filling a crucial knowledge gap.

The study also contributes to knowledge by demonstrating that without emotionally intelligent leadership and supportive workplace practices, the wellbeing of Secretaries is likely to be compromised, leading to reduced commitment and productivity. This finding accentuates the need for management to institutionalise policies and training programs that promote both leadership effectiveness and emotional intelligence as strategic tools for improving organisational performance.

Conceptually, the thesis expands scholarly discourse by integrating emotional intelligence and leadership effectiveness into the broader framework of employee wellbeing, offering a practical model that future researchers can adopt or adapt in related contexts. Geographically, this research makes a significant contribution by focusing on the public sector in Oyo State, Nigeria, thereby providing a basis for comparative studies across other states or countries, as well as between government-owned and private institutions.

Finally, the study makes an empirical contribution to the existing body of literature by establishing measurable relationships among emotional intelligence, leadership effectiveness, and employees' wellbeing. These findings serve as a reference for policymakers, practitioners, and researchers aiming to design interventions that enhance the welfare and efficiency of Secretaries, while also supporting institutional sustainability.

5.5 Suggestions for Further Studies

The scope of this study was limited to Secretaries in the Government Secretariat, Oyo State; therefore, future studies could expand to include other public service organisations, private

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tertiary institutions, or ministries in different states of Nigeria, allowing for broader generalisation of the findings.

This study employed a cross-sectional design, future researchers could adopt longitudinal approaches to understand better how emotional intelligence and leadership effectiveness affect employees' well-being over time. While this study relied on quantitative methods, future research could use a mixed-methods approach, combining surveys with in-depth interviews or focus group discussions, to gain deeper insights into the experiences of Secretaries.

Finally, future researchers are encouraged to design intervention-based studies, such as training programmes on emotional intelligence or leadership development workshops, to evaluate their impact on employee well-being and performance empirically.

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APPENDICES

LEAD CITY UNIVERSITY, IBADAN
DEPARTMENT OFFICE AND INFORMATION MANAGEMENT
QUESTIONNAIRE

EMLEEW QUESTIONNAIRE

Dear Respondent,

I am a postgraduate student of the above-named institution. I am gathering data for my Master of Science (M.Sc.) thesis titled "Emotional Intelligence, Leadership and Employees' Wellbeing of Secretaries of Oyo State Secretariat, Agodi, Ibadan, Oyo State, Nigeria." The questionnaire is strictly meant for academic purposes. Please respond honestly to the questions, as this will significantly assist the researcher. All information provided therein shall be treated with utmost confidentiality.

Thank you for being so cooperative.

Yours faithfully,

Agbejule Omowunmi
Researcher

Section A: Demographic Details

Instruction: Please, tick (√) the appropriate answers to the questions asked below:

1. Gender: Male ( ) Female ( )
2. Age: 20–30 years ( ), 31–40 years ( ), 46– 50, 51 years and above ( )
3. Current Educational Level: ND ( ) HND/B.Sc./LLB ( ) M.Sc. ( ) Ph.D ( ) Others _____
4. Work Experience: 1–10 years ( ), 11– 20years ( ), 21 years and above ( )

Section B: Level of Employees' Wellbeing of Secretaries in Oyo State Secretariat, Agodi, Ibadan, Oyo State

This section is designed to collect data on the level of employees' wellbeing of Secretaries in Oyo State Secretariat, Agodi, Ibadan, Oyo State**.** The response options would be made available to respondents following the Likert-type scale, which are: Very High Extent = 4 High Extent = 3 Low Extent= 2 Very Low Extent = 1

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SECTION B – Research Question One What is the level of Employee Wellbeing of Secretaries in Oyo State Secretariat, Agodi, Ibadan, Oyo State					
Positive Emotion of Employee		**VH**	**H**	**L**	**VL**
1	To what extent do you feel happy and satisfied while at work?				
2	To what extent do you experience positive emotions at the start of your workday?				
3	To what extent do you feel a sense of joy or gratitude during your job activities?				
Employee Engagement		**VH**	**H**	**L**	**VL**
4	To what extent are you mentally and emotionally invested in your daily work?				
5	To what extent do you feel enthusiastic about your job responsibilities?				
6	To what extent are you motivated to perform at your best at work?				
Employee Relationships		**VH**	**H**	**L**	**VL**
7	To what extent do you maintain positive and respectful relationships with colleagues?				
8	To what extent do you receive support and collaboration from your team?				
9	To what extent do you feel valued and included in workplace interactions?				
Employee Accomplishment		**VH**	**H**	**L**	**VL**
10	To what extent do you feel a sense of achievement from your work tasks?				
11	To what extent are you recognised for your contributions at work?				
12	To what extent do you believe your work results in meaningful outcomes?				

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Section C: Research Question Two

This section comprises questions related to research question two, which focuses on the Level of Leadership Effectiveness of Secretaries in the Oyo State Secretariat, Agodi, Ibadan, Oyo State. The response options would be made available to respondents following the Likert-type scale, which are: Very High Extent = 4 High Extent = 3 Low Extent= 2 Very Low Extent = 1. To assess the level of leadership efficiency of Secretaries in Oyo State Secretariat, Agodi, Ibadan, Oyo State, through the lens of Carlyle's Trait Theory

Leadership Self-Confidence		**VH**	**H**	**L**	**VL**
13	To what extent do Secretaries take initiative in decision-making without waiting for supervision?				
14	To what extent do Secretaries display confidence when handling challenging tasks?				
15	To what extent do Secretaries maintain composure and assertiveness in team discussions?				
Leadership Integrity		**VH**	**H**	**L**	**VL**
16	4. To what extent do Secretaries adhere to ethical standards in their duties?				
17	To what extent are Secretaries trustworthy when managing confidential information?				
18	To what extent do Secretaries consistently follow through on their professional commitments?				
Leadership Adaptability		**VH**	**H**	**L**	**VL**
19	To what extent do Secretaries adjust effectively to changes in administrative procedures?				
20	To what extent are Secretaries able to switch between tasks with minimal disruption?				
21	To what extent do Secretaries respond constructively to feedback and corrections?				
	Leadership Motivation	**VH**	**H**	**L**	**VL**
22	To what extent are Secretaries self-driven to exceed performance expectations?				

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23	To what extent do Secretaries show enthusiasm toward achieving organizational goals?				
24	To what extent do Secretaries take on additional responsibilities voluntarily?				

Section D

This section comprises questions related to research question three, which focuses on the Level of Emotional Intelligence of Secretaries in the Oyo State Secretariat, Agodi, Ibadan, Oyo State. The response options would be made available to respondents using a Likert-type scale, which are: Very High Extent = 4, High Extent = 3, Low Extent = 2, and Very Low Extent = 1.

IV	**Emotional Intelligence** **Self-Awareness**	**VH**	**H**	**L**	**VL**
25	To what extent are Secretaries aware of their emotional reactions in different work situations?				
26	To what extent do Secretaries recognise how their emotions affect their performance?				
27	To what extent are Secretaries able to identify their emotional strengths and weaknesses?				
Social Awareness		**VH**	**H**	**L**	**VL**
28	To what extent do Secretaries recognise and understand the emotions of colleagues?				
29	To what extent are Secretaries attentive to social cues during interpersonal interactions?				
30	To what extent do Secretaries demonstrate empathy in workplace situations?				
Self-Management		**VH**	**H**	**L**	**VL**
31	To what extent do Secretaries control their emotions during high-pressure situations?				
32	To what extent do Secretaries stay calm and focused during conflicts or challenges?				
33	To what extent do Secretaries remain optimistic when facing difficulties at work?				
Relationship Management		**VH**	**H**	**L**	**VL**

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34	To what extent do Secretaries effectively resolve interpersonal conflicts in the office?				
35	To what extent do Secretaries build trust and rapport with colleagues?				
36	To what extent do Secretaries influence others positively through communication?				

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Bio-data

A **Personal Data**

1. **Full Name:** Omowunmi **AGBEJULE**
2. **Address:** Plot 10, Babatunde Layout,, Oluwalogbon Estate, Apata, Ibadan
3. **Date of Birth:** 30th October, 1980, Ikeja, Lagos State
4. **Nationality:** Nigerian
5. **Name of Next of Kin:** Mr. Rotimi Agbejule
6. **Address of Next of Kin**: Friesland Campina, Ikorodu, Lagos/08093309061
7. **Telephone No.:** 08035152162
8. **Email:** **agbejuleomowunmi@gmail.com**

B **Educational Background**

Educational Institutions Attended with Dates and Qualifications

1. Lead City University, Ibadan - Master's Degree in Office and Information Management) – in view
2. Lead City University, Ibadan (B.Sc.) Office and Information Management 2023
3. The Federal Polytechnic, Bida, Niger State - HND - Secretarial Studies 2008
4. The Federal Polytechnic, Bida, Niger State - ND - Secretarial Studies 2004
5. Model Secondary School, Maitama, Abuja Senior School Certificate 1998
6. Moshood Abiola Way Primary School First Leaving School Certificate 1992

C **Work Experience with Dates**

National Industrial Court of Nigeria: 2011 to date

- **Asst. Chief Confidential Secretary**
- **Principal Confidential Secretary**
- **Senior Confidential Secretary**
- **Confidential Secretary I**

- **Key Responsibilities:**
  - Providing strategic and high-level administrative support to the Head of Department and Director of Administration
  - Handling highly confidential and sensitive information with discretion and professionalism
  - Managing complex administrative operations and supervised junior administrative staff
  - Developing and implemented administrative processes and procedures to enhance efficiency

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- Preparing and edited correspondence, minutes of meetings, Proceedings. Rulings and Judgments.
- Managing calendars, scheduled appointments, and attended to visitors and clients
- Overseeing filing systems, policy files, and promotion exercise documentation
- Supervising incoming and outgoing mails, staff files, and office inventory
- Maintaining accurate and up-to-date records across departments
- Supporting management meetings and coordinated secretarial aspects of administrative functions

Front Desk Officer **National Youth Service Corps (NYSC)** **2008 – 2009**

D. Referees

This will be provided when needed.

_____ _____

Signature Date

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University Compliance Certification

This is to certify that this thesis by Omowunmi AGBEJULE with matriculation number: LCU/PG/005860, in the Department of Office and Information Management, Faculty of Communication and Information Science, Lead City University, Ibadan, is in FULL compliance with the approved university format and style.

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_____ _____

Signature Date

Appendix II

Output

Demographic Information

Demographic Information of Respondents

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	74	43.8	43.8	56.2
	Female	95	56.2	56.2	100.0
	Total	169	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 30	72	42.6	42.6	42.6
	31 - 40	81	47.9	47.9	90.5
	41 - 60	12	7.1	7.1	97.6
	51 above	4	2.4	2.4	100.0
	Total	169	100.0	100.0	

Cadre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Confidential Secretaries	88	52.1	52.1	52.1
	Secretarial Assistants	67	39.6	39.6	91.7
	Computer Operators	14	8.3	8.3	100.0
	Total	169	100.0	100.0	

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Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ND	98	58.0	58.0	58.0
	HND/BSC	62	36.7	36.7	94.7
	MSC	8	4.7	4.7	99.4
	P.hD	1	.6	.6	100.0
	Total	169	100.0	100.0	

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 10 years	16	9.5	9.5	9.5
	11 - 20 years	72	42.6	42.6	52.1
	21 years above	81	47.9	47.9	100.0
	Total	169	100.0	100.0	

Level of Employees' Wellbeing

Statistics

		EW1	EW2	EW3	EW4	EW5	EW6	EW7	EW8	EW9	EW10	EW11	EW12
N	Valid	169	169	169	169	169	169	169	169	169	169	169	169
	Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.73	3.78	3.45	3.66	3.70	3.65	3.66	3.67	3.72	2.73	3.66	3.70
Std. Deviation		.562	.493	.747	.596	.554	.600	.586	.595	.537	.595	.596	.554

EW1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	10	5.9	5.9	5.9
	High Extent	25	14.8	14.8	20.7
	Very High Extent	134	79.3	79.3	100.0
	Total	169	100.0	100.0	

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EW2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	6	3.6	3.6	3.6
	High Extent	25	14.8	14.8	18.3
	Very High Extent	138	81.7	81.7	100.0
	Total	169	100.0	100.0	

EW3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	1	.6	.6	.6
	Low Extent	23	13.6	13.6	14.2
	High Extent	44	26.0	26.0	40.2
	Very High Extent	101	59.8	59.8	100.0
	Total	169	100.0	100.0	

EW4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	11	6.5	6.5	6.5
	High Extent	35	20.7	20.7	27.2
	Very High Extent	123	72.8	72.8	100.0
	Total	169	100.0	100.0	

EW5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	8	4.7	4.7	4.7
	High Extent	35	20.7	20.7	25.4
	Very High Extent	126	74.6	74.6	100.0
	Total	169	100.0	100.0	

EW6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	11	6.5	6.5	6.5
	High Extent	37	21.9	21.9	28.4
	Very High Extent	121	71.6	71.6	100.0
	Total	169	100.0	100.0	

EW7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	10	5.9	5.9	5.9
	High Extent	37	21.9	21.9	27.8
	Very High Extent	122	72.2	72.2	100.0
	Total	169	100.0	100.0	

EW8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	11	6.5	6.5	6.5
	High Extent	34	20.1	20.1	26.6
	Very High Extent	124	73.4	73.4	100.0
	Total	169	100.0	100.0	

EW9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	7	4.1	4.1	4.1
	High Extent	34	20.1	20.1	24.3
	Very High Extent	128	75.7	75.7	100.0
	Total	169	100.0	100.0	

EW10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.6	.6	.6
	Very Low Extent	10	5.9	5.9	6.5
	Low Extent	23	13.6	13.6	20.1
	High Extent	135	79.9	79.9	100.0
	Total	169	100.0	100.0	

EW11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	11	6.5	6.5	6.5
	High Extent	35	20.7	20.7	27.2
	Very High Extent	123	72.8	72.8	100.0
	Total	169	100.0	100.0	

EW12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	8	4.7	4.7	4.7
	High Extent	35	20.7	20.7	25.4
	Very High Extent	126	74.6	74.6	100.0
	Total	169	100.0	100.0	

Leadership Effectiveness
Statistics

		LE1	LE2	LE3	LE4	LE5	LE6	LE7	LE8	LE9	LE10	LE11	LE12
N	Valid	169	169	169	169	169	169	169	169	169	169	169	169
	Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.54	3.56	3.53	3.09	3.20	3.23	3.59	3.51	3.69	3.70	3.41	3.36
Std. Deviation		.607	.586	.546	.899	.882	.873	.528	.733	.567	.554	.640	.650

LE1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	10	5.9	5.9	5.9
	High Extent	57	33.7	33.7	39.6
	Very High Extent	102	60.4	60.4	100.0
	Total	169	100.0	100.0	

LE2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	8	4.7	4.7	4.7
	High Extent	58	34.3	34.3	39.1
	Very High Extent	103	60.9	60.9	100.0
	Total	169	100.0	100.0	

LE3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	4	2.4	2.4	2.4
	High Extent	71	42.0	42.0	44.4
	Very High Extent	94	55.6	55.6	100.0
	Total	169	100.0	100.0	

LE4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	4	2.4	2.4	2.4
	Low Extent	49	29.0	29.0	31.4
	High Extent	44	26.0	26.0	57.4
	Very High Extent	72	42.6	42.6	100.0
	Total	169	100.0	100.0	

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LE5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	4	2.4	2.4	2.4
	Low Extent	40	23.7	23.7	26.0
	High Extent	44	26.0	26.0	52.1
	Very High Extent	81	47.9	47.9	100.0
	Total	169	100.0	100.0	

LE6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	4	2.4	2.4	2.4
	Low Extent	37	21.9	21.9	24.3
	High Extent	44	26.0	26.0	50.3
	Very High Extent	84	49.7	49.7	100.0
	Total	169	100.0	100.0	

LE7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	3	1.8	1.8	1.8
	High Extent	63	37.3	37.3	39.1
	Very High Extent	103	60.9	60.9	100.0
	Total	169	100.0	100.0	

LE8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	1	.6	.6	.6
	Low Extent	21	12.4	12.4	13.0
	High Extent	38	22.5	22.5	35.5
	Very High Extent	109	64.5	64.5	100.0
	Total	169	100.0	100.0	

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LE9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	9	5.3	5.3	5.3
	High Extent	34	20.1	20.1	25.4
	Very High Extent	126	74.6	74.6	100.0
	Total	169	100.0	100.0	

LE10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	8	4.7	4.7	4.7
	High Extent	35	20.7	20.7	25.4
	Very High Extent	126	74.6	74.6	100.0
	Total	169	100.0	100.0	

LE11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	14	8.3	8.3	8.3
	High Extent	72	42.6	42.6	50.9
	Very High Extent	83	49.1	49.1	100.0
	Total	169	100.0	100.0	

LE12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	16	9.5	9.5	9.5
	High Extent	76	45.0	45.0	54.4
	Very High Extent	77	45.6	45.6	100.0
	Total	169	100.0	100.0	

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Level of Emotional Intelligence

		EI1	EI2	EI3	EI4	EI5	EI6	EI7	EI8	EI9	EI10	EI11	EI12
N	Valid	169	169	169	169	169	169	169	169	169	169	169	169
	Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean		3.72	3.81	3.81	3.22	3.38	3.35	3.30	3.11	3.43	3.48	3.46	3.46
Std. Deviation		.537	.475	.475	1.162	.616	.629	.458	.659	.605	.655	.664	.567

EI1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	7	4.1	4.1	4.1
	High Extent	34	20.1	20.1	24.3
	Very High Extent	128	75.7	75.7	100.0
	Total	169	100.0	100.0	

EI2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	6	3.6	3.6	3.6
	High Extent	20	11.8	11.8	15.4
	Very High Extent	143	84.6	84.6	100.0
	Total	169	100.0	100.0	

EI3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	6	3.6	3.6	3.6
	High Extent	20	11.8	11.8	15.4
	Very High Extent	143	84.6	84.6	100.0
	Total	169	100.0	100.0	

EI4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	28	16.6	16.6	16.6
	Low Extent	15	8.9	8.9	25.4
	High Extent	18	10.7	10.7	36.1
	Very High Extent	108	63.9	63.9	100.0
	Total	169	100.0	100.0	

EI5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	12	7.1	7.1	7.1
	High Extent	81	47.9	47.9	55.0
	Very High Extent	76	45.0	45.0	100.0
	Total	169	100.0	100.0	

EI6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	14	8.3	8.3	8.3
	High Extent	82	48.5	48.5	56.8
	Very High Extent	73	43.2	43.2	100.0
	Total	169	100.0	100.0	

EI7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High Extent	119	70.4	70.4	70.4
	Very High Extent	50	29.6	29.6	100.0
	Total	169	100.0	100.0	

EI8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low Extent	7	4.1	4.1	4.1
	Low Extent	7	4.1	4.1	8.3
	High Extent	115	68.0	68.0	76.3
	Very High Extent	40	23.7	23.7	100.0
	Total	169	100.0	100.0	

EI9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	10	5.9	5.9	5.9
	High Extent	76	45.0	45.0	50.9
	Very High Extent	83	49.1	49.1	100.0
	Total	169	100.0	100.0	

EI10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	15	8.9	8.9	8.9
	High Extent	58	34.3	34.3	43.2
	Very High Extent	96	56.8	56.8	100.0
	Total	169	100.0	100.0	

EI11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	16	9.5	9.5	9.5
	High Extent	59	34.9	34.9	44.4
	Very High Extent	94	55.6	55.6	100.0
	Total	169	100.0	100.0	

EI12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low Extent	6	3.6	3.6	3.6
	High Extent	79	46.7	46.7	50.3
	Very High Extent	84	49.7	49.7	100.0
	Total	169	100.0	100.0	

Influence between Emotional intelligence on employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761[a]	.579	.569	.26158

a. Predictors: (Constant), Self-Awareness, Social Awareness, Self-Management, Relationship Management

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.423	4	3.856	56.350	.000[b]
	Residual	11.222	164	.068		
	Total	26.645	168			

a. Dependent Variable: Employee Wellbeing

b. Predictors: (Constant), Emotional Intelligence (Relationship Awareness, Self Awareness, Self-Management, Social Awareness)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.435	.343		1.269	.206
	Self-Awareness	.634	.047	.690	13.460	.000
	Social Awareness	.111	.052	.119	2.126	.035
	Self-Management	.169	.055	.167	3.070	.003
	Relationship Management	-.046	.055	-.043	-.835	.405

a. Dependent Variable: Employee Wellbeing

Influence of Leadership Effectiveness on employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628[a]	.394	.380	.31365

a. Predictors: (Constant), Leadership Effectiveness (Leadership Self-Confidence, LeadershipIntegrity, Leadership/FlexibilityAdaptability, LeadershipMotivation)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.511	4	2.628	26.710	.000[b]
	Residual	16.134	164	.098		
	Total	26.645	168			

a. Dependent Variable: EmployeeWellbeing

b. Predictors: (Constant), Leadership Effectiveness (Leadership Self-Confidence, LeadershipIntegrity, Leadership/FlexibilityAdaptability, LeadershipMotivation)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.207	.273		4.416	.000
	Leadership Self-Confidence	.114	.068	.132	1.672	.096
	Leadership Integrity	.469	.055	.540	8.593	.000
	Leadership Flexibility Adaptability	.050	.069	.058	.722	.472
	Leadership Motivation	.090	.056	.103	1.604	.111

a. Dependent Variable: Employee Wellbeing

Combined Influence of Emotional Intelligence and Leadership Effectiveness on Employees' wellbeing of Secretaries in the Government Secretariat, Oyo State, Nigeria

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.624[a]	.390	.383	.31292

a. Predictors: (Constant), Leadership Effectiveness, Emotional Intelligence

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.391	2	5.195	53.058	.000[b]
	Residual	16.254	166	.098		
	Total	26.645	168			

a. Dependent Variable: Employee Wellbeing
b. Predictors: (Constant), Leadership Effectiveness, Emotional Intelligence

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.304	.320		.949	.344
	Emotional Intelligence	.608	.099	.427	6.143	.000
	Leadership Effectiveness	.348	.083	.292	4.197	.000

a. Dependent Variable: Employee Wellbeing

Pilot Study Output

Employees' Wellbeing Scale

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.894	.902	12

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.74	.565	50
VAR00002	3.78	.507	50
VAR00003	3.72	.573	50
VAR00004	3.72	.573	50
VAR00005	3.76	.517	50
VAR00006	3.70	.580	50
VAR00007	3.70	.580	50
VAR00008	3.72	.573	50
VAR00009	3.76	.517	50
VAR00010	2.62	.725	50
VAR00011	3.72	.573	50
VAR00012	3.76	.517	50

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
43.70	21.602	4.648	12

Leadership Effectiveness Scale

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.811	.825	12

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.68	.587	50
VAR00002	3.70	.544	50
VAR00003	3.68	.587	50
VAR00004	2.42	.673	50
VAR00005	3.66	.626	50
VAR00006	3.50	.763	50
VAR00007	3.78	.507	50
VAR00008	3.78	.507	50
VAR00009	3.70	.544	50
VAR00010	3.68	.587	50
VAR00011	3.38	.602	50
VAR00012	3.22	.616	50

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
42.18	16.804	4.099	12

Emotional Intelligence Scale

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.788	.806	12

Item Statistics

	Mean	Std. Deviation	N
VAR00001	3.64	.525	50
VAR00002	3.70	.505	50
VAR00003	3.56	.541	50
VAR00004	3.22	.932	50
VAR00005	3.60	.639	50
VAR00006	2.38	.602	50
VAR00007	3.60	.535	50
VAR00008	3.72	.573	50
VAR00009	3.70	.580	50
VAR00010	3.70	.544	50
VAR00011	3.44	.644	50
VAR00012	3.44	.644	50

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
41.70	16.337	4.042	12

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