

## **MODERATING EFFECT OF EMOTIONAL INTELLIGENCE ON THE RELATIONSHIP BETWEEN INTEGRATIVE LEADERSHIP AND ORGANISATIONAL PERFORMANCE**

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### **ABSTRACT**

**Background of the Study:** Integrative Leadership is a strategy to leading oneself, others, and the organization that is comprehensive and responsive. Most people are challenged by integrative leadership to be better leaders in their own lives and in the lives of others. There has also been a recurrent topic of interest on the emotional intelligence in relation to leadership. This can be shown in studies of organizational leaders' emotional expression and how different leadership styles affect emotions and organizational performance.

**Objective of the Study:** This paper sought to establish the moderating effect of emotional intelligence on the relationship between integrative leadership and performance. The study was anchored on Full Range Leadership Theory and supported by the Emotional Intelligence and Resource Based view theory.

**Research Methodology:** This study utilized a mixed method approach and adopted a cross-sectional survey design. The paper adopted a census approach. Structured questionnaires and interview guides were used to collect data. Data was analysed using descriptive and inferential statistics.

**Results and findings:** The study results indicated that there was a significant relationship between integrative leadership and performance of airfields in Kenya. Emotional intelligence was also found to have an enhancing moderating effect on the relationship between integrative leadership and performance.

**Recommendations:** The paper recommends that organizations should increase integrative leadership and EI by increasing skill training and establishing to help in developing mental abilities of individual employees. The study also recommends that employees should be encouraged to develop their social skills which would lead to their greater acceptance among their colleagues and subordinates thereby enhancing the work process leading to success in the organization.

**Keywords:** *Integrative leadership, Emotional intelligence and Organizational performance*

## **1.1 INTRODUCTION**

Leaders have a tremendous effect on the success or failure of their organization's mission (Bird & Sultmann, 2010; Abdul & Ehiobuche, 2011; Delmatoff & Lazarus, 2014; Ramchunder & Martins, 2014). Integrative leadership refers to a shared activity with shared responsibility (Shaikh, Akaraborworn & Sorod, 2017). Integrative leadership has also been defined as shared and collective leadership, in which the person succeeds by collaborative working with one another (Alban-Metcalf & Alimo-Metcalf, 2010). Crosby and Bryson (2010) views integrative leadership as efforts of bringing together diverse groups and organization in semi-permanent ways and typically across sector boundaries- to remedy complex public problems and achieve the common good. Although numerous traits and behaviors of leaders and elements of leadership have been studied and reported in this regard, one aspect in particular has constituted a recent focus: emotional intelligence (EI), which is the capacity that an individual has for learning about, understanding, and attending to his or her own emotions and those of others (Mayer, Caruso & Salovey, 1999; Mayer, Salovey & Caruso, 2008). As a result of this initial success, EI in the workplace has engendered much attention over the past decade (Tofighi, Tirgari, Fooladvandi, Rasouli, & Jalali, 2015).

Integrative leadership style encompasses transformational, transactional and laissez-faire leadership. A transformational leader's behavior originates in the personal values and beliefs of the leader and motivates subordinates to do more than expected (Obiwuru, Okwu, Akpa & Nwankwere 2011). Over the past decades, the theory of transformational leadership (TFL) has emerged as one of the most dominant leadership theories (Mhatre & Riggio, 2014) in the organisational psychology literature. Meta-analytic evidence underscores the central role of TFL in organisational success (Dumdum, Lowe, & Avolio, 2002; Wang, Oh, Courtright, & Colbert, 2011). Various researchers have shown that TFL is generally more effective than other leadership styles (Gardner & Stough, 2002; Limsila & Ogunlana, 2008). At least two meta-analyses have confirmed the effect of TFL on follower performance (Judge & Piccolo, 2004). Emotional intelligence has been studied as a predictor of job performance (O'Boyle Jr, Humphrey, Pollack, Hawver & Story, 2011) and leadership performance for close to three decades (Kim & Kim, 2017). Leaders who are perceived as successful and/or effective are those who portray EI skills, such as being aware of, and responsive to, their own and other's emotions (Matthews, Zeidner & Roberts, 2004). Various researchers have found that leaders with a higher level of EI are more effective in influencing subordinates' attitudes (Polychroniou, 2009), and possibly even more so when engaging in a TFL style (Rinfet,

Laplante, Lagacé, Deschamps, & Privé, 2018). A consistent positive correlation has been reported between EI and TFL (Lam & O'Higgins, 2012). Moreover, Hur, Van Den Berg and Wilderom (2011) have shown the mediating effect of TFL on the relationship between EI and team outcomes. Connelly and Ruark (2010) argued that, given the significance of expressing emotions in the leader–member exchange, more researchers have been giving attention to transformational leaders' EI. Therefore, if leaders can affect follower emotions, they can also significantly affect follower performance (Kerr, Garvin, Heaton & Boyle, 2006). The notion that leaders with high EI are more effective has been confirmed by various researchers (Rosete & Ciarrochi, 2005).

Currently the leadership researchers are more interested in developing and testing integrative leadership models which synthesizing the existing literature on leadership effectiveness (Fernandez, Cho & Perry, 2010). Several researches have been done integrative leadership and its relationship with workplace outcomes (Fernandez *et al.*, 2010; Silvia & McGuire, 2010; Njoroge, 2015). The model and framework include leadership skills, behaviours, styles and traits. Also included are factors such as situational and moderating that together explain the leadership effectiveness. Some scholars look at leadership knowledge for leadership effectiveness and have similarly tested the integrated leadership models with workplace outcomes (Fernandez, 2004; Morse, 2010; Silvia & McGuire, 2010; Fernandez, Cho & Perry, 2010; Ismail, Hussain & Rashid, 2011; Van Wart, 2014; Njoronge, 2015; Soria, Snyder & Reinhard, 2015).

Alban-Metcalf and Alimo- Metcalf (2010) see integrative leadership as a collective and shared leadership, in which leaders succeed through collaborating with others. Integrative Leadership is a holistic, and responsive approach to leading oneself, others and the organization. Integrative leadership challenges most people to be better leaders in their own lives and in those of others. The objective of a business organization is not only to survive but also to sustain its existence through improved performance (Jayanthi & Raghunath, 2018). According to Jayanthi and Raghunath (2018), the objective of a business organization is not only to survive but also to sustain its existence through improved performance. With the growing competitive landscape, it is important that companies employ leadership that is creative, innovative, motivates subordinates to take up challenge with a view to improving their individual and company performances (Hurduzeu, 2015). In the absence of effective leadership, the tendency of complicated problems and deteriorating business performance may

upsurge (Al Khajeh, 2018). Therefore, the role of a leader is very significant for the survival and competitiveness of a firm (Bhargavi & Yaseen, 2016).

### **Emotional Intelligence**

Emotional intelligence is the ability to accurately reason with emotions and improve thought through the use of emotions and emotional awareness (Allen, Weissman, Hellwig, MacCann, & Roberts, 2014). Emotional intelligence (EI) is also defined as the ability to recognize/monitor one's own and other people's emotions, to differentiate between different feelings, and to use emotional information to guide thinking, behavior, and performance (Goleman, 1995; Mayer & Salovey, 1997; Salovey & Mayer, 1990; Joseph & Newman, 2010; Boyatzis, Rochford & Cavanagh, 2017). Briefly, EI includes (1) self-awareness, (2) self-management, (3) self-control, (4) adaptability and flexibility, (5) achievement orientation, and (6) a positive point of view (Boyatzis, 2009).

Most definitions involve the ability to be aware of one's own and others' emotions, to regulate emotions, and to reason effectively using emotions (Salovey & Mayer, 1990; Goleman, 1995; Petrides, Siegling & Saklofske, 2016). The lack of understanding of the emotional intelligence construct may result in the organization's failure to improve earnings, stakeholders' investments, and potential sustainable growth (Suan, Anantharaman & Kin, 2015). EI is split into three categories, which are commonly referred to as ability EI, self-report EI, and mixed EI. Although several emotional intelligence models exist, researchers consider the four primary models as the Mayer-Salovey model, the Goleman model, the Bar-On model, and Petrides (2009) model, with each having multiple applicable instruments (Ackley, 2016; Cherniss, 2010). The Mayer-Salovey and Petrides models are identified as the ability and trait models, respectively (Nagler, Reiter, Furtner, & Rauthmann, 2014). The Goleman and Bar-On models are considered mixed models (McCleskey, 2014). The ability model indicates a form of intelligence that is an intersection of emotion and cognition (Lopes, 2016) and indicates the cognitive ability to perceive, express, and manage emotions (Megías, Gómez-Leal, Gutiérrez-Cobo, Cabello & Fernández-Berrocal, 2018). Herpetz *et al.* (2016) stated the mixed model of emotional intelligence is a combination of mental skills, personality attributes, and individual dispositions, while the trait model is a blend of the self-perceived capacity of managing emotions with individual dispositions such as happiness.

The majority of studies reveal that emotional intelligence had a positive effect on firm performance. Emotional intelligence plays a coordinating role in the relationship between the

supplier and customer satisfaction; the emotional intelligence of the administrator is a fundamental motivation, positively impacting firm performance (Matthews, Zeidner & Roberts, 2012). Meanwhile, firm performance is rooted in the process of providing high quality services and often significantly influenced by the emotional intelligence of managers (Pahuja & Sahi, 2012; Matthews *et al.*, 2012).

EI has trait-like properties and should be assessed the way personality traits are assessed, i.e., through self-report EI measures (Petrides, 2009; Jordan & Troth, 2011; Siegling, Vesely, Petrides, & Saklofske, 2015). According to Petrides and his colleagues, EI consists of “a constellation of behavioral dispositions and self-perceptions concerning one’s ability to recognize, process, and utilize emotion-laden information (Petrides, Frederickson, & Furnham, 2004). Mixed EI measures also use self-report items; they are differentiated from the other self-report measures by their use of competencies as well as traits (Bar-On, 2000; Boyatzis, Brizz, & Godwin, 2011). More recently, a “behavioral approach” based on peer ratings of EI has also been examined, but more research on this needs to be done before it can be included in meta-analytical studies (Boyatzis, Rochford, & Cavanagh, 2017).

Walter, Humphrey, and Cole (2012) argued that EI “unleashes” leadership potential. Support for this contention comes from studies that find that leaders score higher on EI than followers do (Siegling, Nielsen, & Petrides, 2014; Siegling, Sfeir, & Smyth, 2014). Other studies have also found that emotionally intelligent leaders are more effective in a variety of ways (Ashkanasy & Humphrey, 2011a, 2011b; Boyatzis, Brizz, & Godwin, 2011; Walter & Bruch, 2009). A review of the literature concluded that leaders’ EI was positively related to leadership emergence, the performance of effective leadership behaviors (such as transformational leadership), and to overall leadership effectiveness (Walter, Cole, & Humphrey, 2011). Finally, a meta-analysis found that leaders’ EI was positively related to subordinates’ job satisfaction (Miao *et al.*, 2016).

### **Organizational Performance**

Organization performance as the degree to which an organization attains its mission, vision and objectives that is measured in terms of quality service, customer satisfaction and increased profits (Aguinis, Joo & Gottfredson, 2012). Naranjo-Valencia, Jiménez-Jiménez and Sanz-Valle (2016) grouped organizational performance into the following categories; business performance, financial performance and organizational effectiveness. Although research studies have been conducted to measure organizational performance using traditional variables

involving innovation, return on investment, market penetration, and profit margins (Sethibe & Steyn, 2016), limited empirical data exist about unconventional variables to measure organizational performance. The Hartnell, Kinicki, Lambert, Fugate, and Doyle (2016) study limited information about leadership effectiveness. Doucet, Shao, Wang and Oldham (2016) expounded on organizational performance and observed that managers are concerned about employees' affective behavior because of the rapid change in the workplace. The factors that have positively affected organizational performance include job satisfaction, psychological empowerment and organizational citizenship (Sawitri, Suswati & Huda, 2016). There is awareness that managers' emotional intelligence plays a role in employees' organizational commitment; however, additional research is needed to understand how this behavior affects organizational performance.

## **2.1 THEORETICAL REVIEW**

The study was anchored on Full Range Leadership Theory and supported by the Emotional Intelligence and Resource Based view theory.

### **Full Range Leadership Theory (FRLT)**

Full Range Leadership Theory was developed by Bernard Bass in 1985 when he proposed an integrative model of organizational leadership as an extension of the transformational theory developed by James McGregor Burns in 1978. The integrative leadership theory was named the Full Range Leadership theory (Romascanu, Gheorghe & Stanescu, 2017). This range of leadership includes three elements that are in a continuum namely; laissez-faire, transactional leadership and transformational leadership. Burns (1978) was the first to identify and distinguish between transactional and transformational leadership styles, which he saw as opposite extremes of a spectrum. A transactional leader motivates subordinates through contingent exchanges (such as rewards or praise), but a transformational leader motivates subordinates to put the group's goals ahead of their own. Later, Bass (2010) reframed the two types as complementary conceptions, resulting in what is now known as full range leadership theory. The Full Range Leadership Theory (FRLT) originated from a Bass' (1985) initiative to modify Burns' (1978) theory by integrating transactional and transformational leadership styles.

The full range model of leadership model is relevant to this study as it introduced the questionnaire that measures the factors of each of the three styles in the full range leadership theory. This study supported the idea of leadership styles being on a continuum. However, despite the advent of new leadership theories such as complexity, distributed, servant, spiritual and authentic leadership theories, the leadership styles of the FRLT (transformational, transactional and laissez-faire) are still valid in different organisational contexts. This theory formed a foundation on the integrative leadership variable.

### **Emotional Intelligence (EI) Theory**

The emotional intelligence theory was first coined in 1966 by Leuner, a German psychologist, and later improved by Salovey and Meyer in 1990s. Emotional intelligence is also related to achievement, leadership, job performance, and reduced stress (Oginska-Bulik, 2005; Meyer & Fletcher, 2007). EI theory is based on five elements, namely, self-awareness, empathy, self-regulation, motivation and social skills (Bassem & Joelle, 2017; Salovey & Mayer, 1990). These emotional competences or behaviors are categorized into four features of EI: awareness of emotions, use of emotion to facilitate thinking, comprehending and evaluating of emotion, and the management of emotion (Mayer, Salovey & Caruso, 2008).

The role of emotional intelligence in the field of organizations, institutions and companies in the context of job satisfaction, job commitment and performance of employees, conflict resolution approaches and occupational stress has been explored (Matthews, Zeidner & Roberts, 2012; Obiora & Iwuoha, 2013; Zeidner, Matthews & Roberts, 2004). The relationship among emotional intelligence, leadership and organization development have been established by a number of investigators (Palmer, Walls, Burgess & Stough, 2000; Barling, Slater & Kelloway, 2000, Srivastav & Bharamanaikar, 2004; AlHashmei, & Hajee, 2013). Emotional intelligence is widely regarded as a key aspect in identifying prospective effective leaders (Batool, 2013). Druskat, Mount, and Sala (2013) discovered that there is always a positive association between EI and performance in their study on the relationship between EI and leadership and management performance.

### **Resource-Based View Theory**

The Resource-Based View (RBV) also known as Resource-Based Theory (RBT) was first advanced by Penrose (1959), who argued that a firm's superior performance is achieved when

the resources are controlled by the firm. The resource-based View anchors propositions on organizational resources and contends that firm behaviors depend on resources (Barney, 2001). The theory submits that for an organization to have a competitive advantage over its competitors, it needs to prioritize the acquisition of unique resources and capabilities (Barney, & Mackey, 2005). The resource-based View (RBV) theory explains that valuable and rare organization resources can be difficult to replicate, and thus leading to sustained advantages in organizational performance (Alavi, Wahab, Muhamad, & Shirani, 2014).

Resource based view theory was employed with a major focus on how firm's resources and knowledge development affect performance (Kanyabi & Devi, 2012). The theory assumes that organization to achieve competitive advantage; it has to develop its resources. For this study, by applying RBV theory, it is important to investigate how internal and external resources can be influenced by the implementation of strategy in order to enhance organisational performance. This theory explained the relationship between the organizational performance and other variables.

### **Integrative Leadership, Emotional Intelligence and Organisational Performance**

Some of the studies that have demonstrated significant effects on leadership practices include: organizational performance (Druskat, Mount & Sala, 2013; Wang, Zhou & Liu, 2016), effective leadership (Batool, 2013; Lam & O'Higgins, 2012; Goleman, Boyatzis & McKee, 2013) and leadership styles (Siegling, Nielsen & Petrides, 2014; Gupta, Loon, & Casimir, 2016) among others.

The value of emotional intelligence depicts the evolution in management practice, often found useful in providing managers with new ways to manage organizations (Zhang, 2017). Managers are expected to identify effective solutions to address disruptions that threaten employees' performance (Sverdrup, Schei & Tjølsen, 2017). Researchers have been able to link EI concept to effective leadership leading to performance. In their research on EI and job performance, Newman, Joseph and MacCann (2010) and O'Boyle Jr, Humphrey, Pollack, Hawver, and Story (2011) found a surprisingly strong relationship between job performance and self-reported emotional intelligence. Emotional intelligence concept has been studied extensively in the developed world and there is evidence that it has endured and thrived from early years' research on social intelligence by Thondike in 1920 (Goleman, Boyatzis, & McKee, 2013). Yahaya and Ebrahim (2016) examined leadership styles in context of organizational performance, asserting that transformational leadership exhibited a positive

relationship with effective managers. Dartey-Baah and Mekpor (2017) expressed that transformational leadership style has been used around the world to help manage organizational challenges.

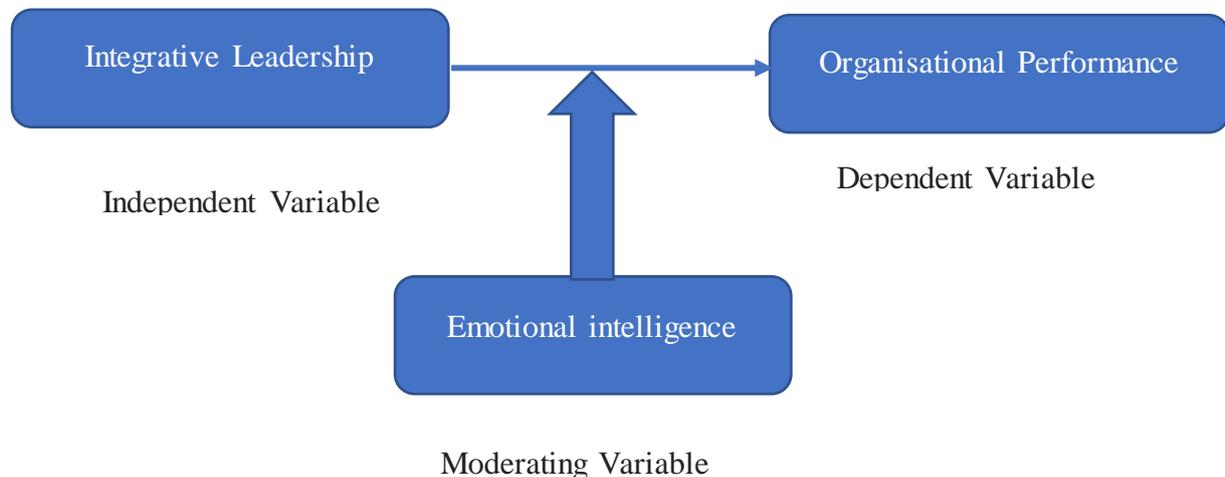
Emotional intelligence has been identified by a large number of researchers as a major driver of effective leadership (Mittal & Sindhu, 2012). In his contribution, Nothhouse, (2012) notes that personality plays an integral part in leadership and a mix of different skills in addition to knowledge is required in order that organizations can benefit from effective leadership. Emmerling and Boyatzis (2012) affirm that emotional and social intelligence competencies have been confirmed to represent a practical and theoretically coherent, reliable and valid approach to assessing and developing individuals in different cultures.

Leadership has been linked to EI. In their research on transformational leadership and emotional intelligence, Mathew and Gupta, (2015) postulate that a leader with vision and passion can accomplish vast things by raising enthusiasm and energy in an organization. They further assert that today leaders are expected to guide, motivate, inspire, listen, persuade, and create significance. Hence, dealing with emotions is a crucial part of a leaders' success. Tung (2013) narrates that the key essentials of effective leadership are intelligence, emotional intelligence and spiritual intelligence.

Emotional intelligence has been studied due to its numerous positive outcomes (Schutte & Loi, 2013). These outcomes include subjective well-being (Brackett & Mayer, 2003; Brackett, Mayer, & Warner, 2004; Schutte & Loi, 2011) and mental health. Leaders with high EI are adept at recognizing feelings in themselves and others, which enables them to manage their emotions as well as to perceive and respond well to the emotions of others (Goleman, 1998; Meyer & Fletcher, 2007). Among other advantages, when leaders have high EI, they are able to use this ability to guide their thoughts and actions and to build relationships with others (Hernon & Rossiter, 2006). Higher levels of emotional intelligence are also associated with a variety of interpersonal outcomes, including more cooperative behavior, better interpersonal relationships (Lopes et al., 2004; Lopes et al., 2003), and higher relationship satisfaction (Lopes et al., 2003; Malouff, Schutte & Thorsteinsson, 2014). Individuals with higher emotional intelligence tend to perceive having more social support and are more satisfied with their social support (Gallagher & Vella-Brodrick, 2008). From an organizational standpoint, results of meta-analyses showed that employees with higher emotional intelligence reported better work performance (O'Boyle, Humphrey, Pollack, Hawver & Story, 2011) and tended to perform better in high emotional labor work (Joseph & Newman, 2010). Further, more emotionally

intelligent employees tended to show superior leadership (Harms & Credé, 2010), including constructive conflict management (Schlaerth, Ensari & Christian, 2013). Studies have indicated that the ability to manage emotions will greatly enhance the ability to build positive relationships, manage conflict, and thus provide improved outcomes for the organization (Matthews, Zeidner & Roberts, 2012).

### Conceptual Model



**Figure 1: Conceptual Framework**

### 3.1 METHODOLOGY

This study utilized a mixed method approach. The paper adopted mixed method for the reasons that it encompasses different standpoints of the quantitative and qualitative approach. The ‘quantitative dominant’ mixed methods research relies upon a post-positivist view of the research process, while concurrently recognizing that the addition of qualitative data and approaches are likely to benefit most research projects (Creswell & Plano-Clark, 2011). While some researchers rely upon quantitative research methods, others apply qualitative research methods and others apply mixed methods (Lund, 2012).

The study also used a cross-sectional survey study approach. The design comprises gathering data from multiple cases at a particular point in time in order to compile a body of quantitative or measurable data in relation to two or more variables, which are then analyzed for patterns of association (Bryman, 2008). The target population consisted of 60 airfields in Kenya that are licensed by Kenya Airports Authority to function as airports (KAA, 2018). The airfields were stratified as listed by ICAO, (2017). This consisted of civil airports, civil airstrips, and military bases. Structured questionnaires were used to collect primary and secondary data.

## 4.1 FINDINGS AND DISCUSSIONS

### Response Rate

The researcher administered 180 questionnaires to the sampled airfield managers and senior division heads. Those that were adequately filled and returned were 60 (airfield managers) and 120 (senior departmental heads) making a total of 180 responses. This translates into an average response rate of 100.00%

### Descriptive Analysis

#### Descriptive Statistics on Integrative Leadership

Descriptive statistics on integrative leadership were based on ten (10) constructs as presented in Table 1.

**Table 1: Descriptive Statistics on Integrative Leadership**

Factor	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean	Median	Mode	Standard Deviation
The airfield allows departmental heads to define a purpose in order to increase motivation	0.0%	1.1%	1.1%	61.4%	36.5%	4.3	4.0	4.0	0.5
There is always an urge in leadership to produce quality results	0.0%	0.5%	0.5%	63.5%	35.4%	4.3	4.0	4.0	0.5
Leaders in our airfield are always encouraged to pay attention to the means of the end result	0.0%	0.5%	1.6%	63.5%	34.4%	4.3	4.0	4.0	0.5
Our airfield has a mission of upholding team spirit	0.0%	0.0%	0.0%	67.2%	32.8%	4.3	4.0	4.0	0.5
The environment created by leaders in our organization inspires a team to want to continually achieve the best	0.0%	0.0%	2.6%	66.7%	30.7%	4.3	4.0	4.0	0.5
Airfield leadership, especially at the departmental level, always looks at the specific needs	0.0%	7.4%	4.2%	64.0%	24.3%	4.0	4.0	4.0	0.8
Leaders normally involve subordinate staff in certain aspects of adaptive	0.0%	0.5%	3.2%	69.8%	26.5%	4.2	4.0	4.0	0.5

Factor	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean	Median	Mode	Standard Deviation
management process such as collaboration									
Airfield leadership is committed to inspiring employees in order to support the existing processes	0.0%	0.0%	2.1%	68.8%	29.1%	4.3	4.0	4.0	0.5
I feel that the airfield has significantly promoted inspirational motivation, intellectual stimulation & individualized consideration in an integrative manner	0.5%	0.5%	1.6%	65.6%	31.7%	4.3	4.0	4.0	0.6
As a leader, I always integrate social forums within the departmental teams	0.0%	0.0%	2.1%	65.1%	32.8%	4.3	4.0	4.0	0.5
<b>Average</b>	0.1%	1.1%	1.9%	65.6%	31.4%	4.3	4.0	4.0	0.5

As shown in Table 1, all the factors had mean of at least 4.0 while median and mode were also 4.0 for each variable. Standard deviations for all variables were less than 1 indicating that opinions among the respondents were less distributed and highly skewed towards a unanimous agreement. On average, the mean was score was 4.3 with median, mode, and standard deviation being 4.0, 4.0 and 0.5% respectively.

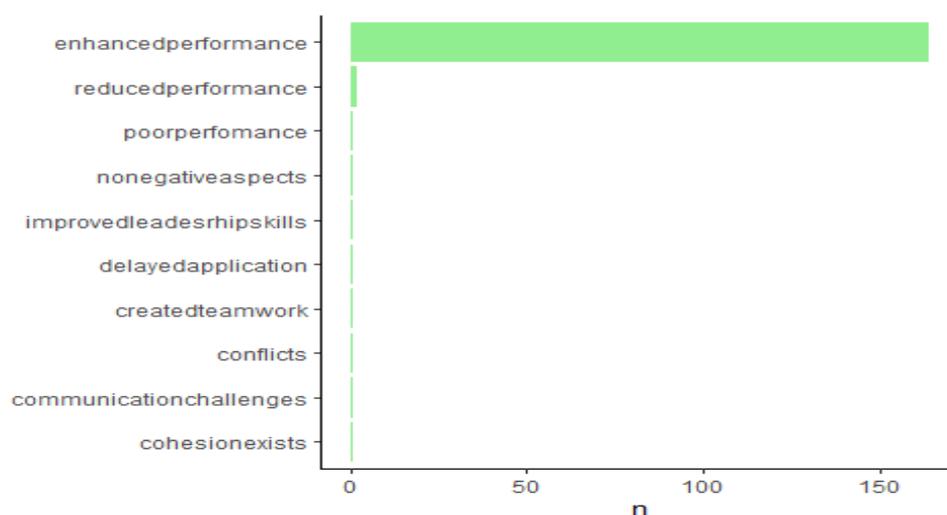
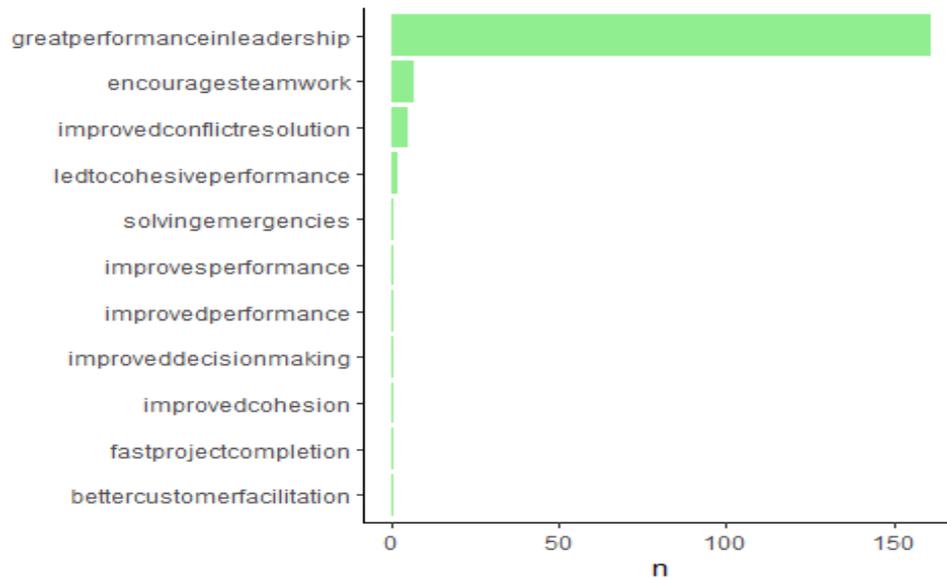


Figure 2: Adopting Integrative Leadership

The study results indicated that the majority of the respondent ( $n > 150$ ) were of the opinion that adoption of integrative leadership does enhance performance of airfields. Only a few ( $n \rightarrow 0$ ) of the respondents indicated that adoption of integrative leadership contributes to poor/reduced performance. This was also confirmed by the word cloud shown in Figure 2.



**Figure 3: Integrative Leadership and Management Processes**

On whether integrative leadership and its key concepts (i.e., collaboration, conflict resolution) been of any assistance in the management processes, over 150 respondents expressed that the concepts have led to great performance in leadership as well as encouraging the teamwork within an organization. Other areas that had improved as a result of adoption of integrative leadership included conflict resolution and cohesive performance. This is further displayed by the word cloud in Figure 3.

**Descriptive Statistics on Emotional Intelligence**

Descriptive statistics for emotional intelligence were based on twelve (12) constructs as presented in Table 2.

**Table 2: Descriptive Statistics on Emotional Intelligence**

<b>Factor</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Not sure</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Standard Deviation</b>
a) I am always able to see things from the other team member's viewpoint	0.0%	0.5%	0.5%	74.1%	24.9%	4.2	4.0	4.0	0.5
b) Reasons for disagreements are always clear to me	0.0%	42.3%	25.4%	23.8%	8.5%	3.0	3.0	2.0	0.5
c) I see working with difficult people as simply a challenge to win them over	0.0%	4.2%	12.2%	67.7%	15.9%	4.0	4.0	4.0	0.6
d) Awareness of my own emotions is very important to me at all times	0.0%	0.5%	0.0%	72.0%	27.5%	4.3	4.0	4.0	0.6
e) I am excellent at empathizing with someone else's problem	0.5%	0.0%	1.6%	68.3%	29.6%	4.3	4.0	4.0	0.5
f) I can consciously alter my frame of mind to adequately handle crises	0.5%	0.0%	1.6%	61.9%	36.0%	4.3	4.0	4.0	0.5
g) I can tell if a group of people are not getting along with each other	0.0%	1.6%	4.2%	60.3%	33.9%	4.3	4.0	4.0	0.5
h) I am usually able to prioritize important activities at work	0.0%	0.5%	0.5%	69.8%	29.1%	4.3	4.0	4.0	0.5
i) I always need a variety of work colleagues to make my job interesting	0.0%	10.1%	3.2%	63.0%	23.8%	4.0	4.0	4.0	0.5
j) I am good at adapting and mixing with a variety of people particularly when faced with crises	0.0%	1.1%	0.0%	66.1%	32.8%	4.3	4.0	4.0	0.5
k) I do not let stressful situations affect me	0.0%	0.5%	2.1%	70.9%	26.5%	4.2	4.0	4.0	0.5
l) I can understand why my actions sometimes offend other team members	0.5%	0.0%	2.1%	71.4%	25.9%	4.2	4.0	4.0	0.5
<b>Average</b>	0.1%	5.1%	4.5%	64.1%	26.2%	4.1	3.9	3.8	0.5

The findings indicated that respondents highly acknowledged awareness of their own emotions is very important to them at all times particularly when discharging their duties as given by mean of 4.3 with standard deviation of 0.5. Other important aspects on emotional intelligence included respondents' highly evaluating themselves that they are excellent at empathizing with someone else's problem, can consciously alter my frame of mind to adequately handle crises, can tell if a group of people are not getting along with each other, being able to prioritize important activities at work and being good at adapting and mixing with a variety of people particularly when faced with crises. Nonetheless, respondents were indifferent on the clarity of reasons for disagreements.

### Descriptive Statistics on Performance

Descriptive statistics for performance of airfields were based on seven (7) constructs as presented in Table 3.

**Table 3: Descriptive Statistics on Emotional Intelligence**

Factor	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Mean	Median	Mode	Standard Deviation
a) Our profits continue to increase	0.0%	1.1%	2.6%	79.4%	16.9%	4.1	4.0	4.0	1.0
b) There has been enhanced customer service	0.0%	0.0%	1.1%	63.5%	35.4%	4.3	4.0	4.0	1.0
c) Passenger and Cargo numbers have improved	0.0%	0.5%	2.6%	69.8%	27.0%	4.2	4.0	4.0	1.0
d) Generally, strategic objectives have been largely achieved	0.0%	0.5%	2.6%	66.1%	30.7%	4.3	4.0	4.0	1.0
e) There has been conducive working environment	0.5%	0.5%	1.6%	61.9%	35.4%	4.3	4.0	4.0	1.0
f) Our airfield has become flexible enough to deal with dynamic customer needs	0.5%	0.0%	3.2%	74.1%	22.2%	4.2	4.0	4.0	1.0
g) Timely delivery of services	0.0%	0.5%	1.6%	78.8%	19.0%	4.2	4.0	4.0	1.0
<b>Average</b>	<b>0.1%</b>	<b>0.4%</b>	<b>2.2%</b>	<b>70.5%</b>	<b>26.7%</b>	<b>4.2</b>	<b>4.0</b>	<b>4.0</b>	<b>1.0</b>

Respondents disclosed that there has been enhanced customer service in their respective organizations as depicted by mean of 4.3, mode (4.0), median (4.0), and standard deviation being 1.0. Respondents also agreed presence of conducive working environment (mean=4.3, mode=4.0, median=4.0, standard deviation=1.0) while in generally, strategic objectives have been largely achieved (mean=4.3, mode=4.0, median=4.0, standard deviation=1.0). The average mean was 4.2 with a standard deviation of 1.0.

### Inferential Statistics

To test the relationship between integrative leadership and performance of airfields in Kenya, the paper used the null hypothesis; *There is no significant relationship between integrative leadership and performance of airfields in Kenya*. Since there were no any trivial loadings on the estimated components of integrative leadership, responses for all the 16 factors were aggregated to generate average scores. The same procedure was applied in generating average score for the 7 factors explaining the dependent variable (performance of Airfields). These outputs were then applied as raw input data in computing inferential statistics that include the regression coefficients, analysis of variance (ANOVA) and the coefficient of determination (R-Square) Test for autocorrelation was also performed.

**Table 4: Model Summary of Integrative Leadership and Performance of Airfields**

<b>R</b>	<b>R-Square</b>	<b>Adjusted R-Square</b>	<b>Std. Error of the Estimate</b>	<b>Durbin-Watson</b>
.381 <sup>a</sup>	.145	.141	2.51762	1.559

Results in Table 4 show a coefficient of determination of 0.145 with the standard error of estimate being 2.517. This implies that integrative leadership explains 14.5% of any variation in performance of airfields. The results also show a Durbin Watson statistic of 1.559, which is within the normal range, indicating that there was no autocorrelation in the regression analysis residuals. Test statistic levels in the range of 1.5 to 2.5 are generally considered normal, but values outside of this range may be cause for concern. According to Field (2009), values of less than 1 or greater than 3 indicate grounds for concern.

**Table 5: ANOVA for Integrative Leadership and Performance of Airfields**

	Sum of Squares	df	Mean Square	F	Sig.
Regression	192.096	1	192.096	30.307	.000 <sup>b</sup>
Residual	1128.236	178	6.338		
Total	1320.331	179			

As shown in Table 5, F-Calculated (1, 178) was 30.307 which is greater than F-Critical (1, 178) = 3.894 at 5% significant level (2-tailed test). Results also shows a probability value (p-Value) of  $0.000 < 0.05$ . This implies that integrative leadership has a significant effect on performance of airfields in Kenya.

**Table 6: Regression Coefficients for the Relationship between Integrative Leadership and Performance of Airfields**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	12.011	1.294		9.280	.000
Integrative Leadership	.312	.057	.381	5.505	.000

As indicated in Table 6, the estimators ( $\hat{\beta}_0$  and  $\hat{\beta}_1$ ) were 12.011 and 0.312 respectively. This implies that when the independent variable (integrative leadership) is held constant, performance of airfields will be 12.011. When there is a change in integrative leadership by one unit, performance of airfields would also change by 0.312 units in the same direction. Given that p-Value is  $0.000 < 0.05$ , this change would be significant at 95% confidence level. The model  $PA = \beta_0 + \beta_1 IL + \varepsilon$  can therefore be estimated as:

$$\widehat{PA} = 12.011 + 0.312IL \dots \dots \dots (i)$$

In summary R-Square was found to be 0.145 with F-Calculated (1, 178) being  $30.307 > F$ -Critical (1, 178) = 3.894 at the 5% significant level (2-tailed test). Additionally, p-Value was  $0.000 < 0.05$  while the estimated beta coefficient ( $\hat{\beta}_1$ ) had a positive and significant elasticity (0.312; p-Value < 0.00). Consequently, the researcher rejected the null hypothesis ( $H_{01}$ ) and draws the verdict that *there is a significant relationship between integrative leadership and performance of Airfields in Kenya.*

**Moderating Effect of Emotional Intelligence**

The paper also checked on how emotional intelligence (EI) influences the association between integrative leadership (IL) and airfield performance (PA) in Kenya. The following was the null research hypothesis: Emotional intelligence has no substantial moderating effect on the association between integrative leadership and airfield performance in Kenya. The results were explained using coefficients of determination (R-Square), Analysis of Variance (ANOVA), and regression coefficients in a hierarchical regression analysis.

The three hierarchical models used to predict this relationship were stated as follows:

$$PA = \beta_0 + \beta_1 IL + \epsilon \dots\dots\dots Model 1$$

$$PA = \beta_2 + \beta_3 IL + \beta_4 EI + \epsilon \dots\dots\dots Model 2$$

$$PA = \beta_5 + \beta_6 IL + \beta_7 EI + \beta_8 IL * EI + \epsilon \dots\dots\dots Model 3$$

**Table 7: Model Summary for Moderating Effect**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	Change Statistics					
					R <sup>2</sup> -Change	F-Change	df1	df2	Sig. F-Change	Durbin-Watson
1	.381 <sup>a</sup>	.145	.141	2.51762	.145	30.307	1	178	.000	1.505
2	.753 <sup>b</sup>	.568	.551	2.45846	.423	86.272	1	177	.000	
3	.892 <sup>c</sup>	.796	.787	2.46440	.228	112.791	1	176	.000	

Table 7 presents the percent of the variability in the performance of airfields (dependent variable) that can be accounted for by integrative leadership and emotional intelligence (predictors). Model 1 presented the direct effect that gave a causal relationship where integrative leadership explained 0.145 (14.5%) of any change in performance of airfields with a standard error of the estimate being 2.518. Similarly, Model 2 (control model) had an R-square of 0.568 with a standard error of the estimate being 2.458. This was an increment by 0.423 from Model 1. The introduction of the interaction term in Model 3 generated a further increment on R-square by 0.228 (R<sup>2</sup> = .796) with the standard error of estimate being 2.464. This (positive) change in R<sup>2</sup> was also significant given Sig. F-Change = .000 < 0.05. Results also indicate a Durbin Watson statistic of 1.505 which falls within the relatively normal range and therefore there was no presence of autocorrelation in the residuals from a regression analysis (Field, 2009).

**Table 8: ANOVA for Moderating Effect**

Model		Sum of Squares	Df	Mean Square	F	p-Value
1	Regression	192.096	1	192.096	30.307	.000
	Residual	1128.236	178	6.338		
	Total	1320.331	179			
2	Regression	750.538	2	375.269	116.579	.000
	Residual	569.793	177	3.219		
	Total	1320.331	179			
3	Regression	1051.432	3	350.477	229.370	.000
	Residual	268.899	176	1.528		
	Total	1320.331	179			

The ANOVA was intended to evaluate if models 1, 2, and 3 are significant and if the amount of variance accounted for in Model 3 is significantly more than that of Model 2 (control model). Findings indicate that the amount of variance accounted for in each of the three models is significant (p-value=.000<0.05 in every model). At the same time, the amount of variance accounted for in Model 3 is significantly greater than that of Model 2 given that  $F(3, 176) = 229.370 < F(2, 177) = 116.579$ .

**Table 9: Regression Coefficients for Moderating Effect**

Model		Unstandardized Coefficients		Standardized Coefficients	T	p-Value
		B	Std. Error	Beta		
1	(Constant)	12.011	1.294		9.280	.000
	Integrative leadership	.312	.057	.381		
2	(Constant)	9.442	1.510		6.253	.000
	Integrative leadership	.206	.065	.252		
	Emotional intelligence	.170	.055	.247		
3	(Constant)	11.900	2.581		4.611	.000
	Integrative leadership	.982	.181	.824		
	Emotional intelligence	.991	.213	.832		
	Integrative leadership * Emotional intelligence	.887	.179	.774		

Table 9 presents regression coefficients that quantify the effect of a variable on performance of airfields while controlling for the effect of other predictor variables in the respective models. For model 3, the estimated parameter  $\hat{\beta}_6 = 0.982$  ( $t=4.652$ ,  $p$ -Value=.000) is the regression coefficient relating the integrative leadership to performance of airfields controlling for both emotional intelligence and the interaction of the integrative leadership with emotional intelligence.  $\hat{\beta}_7=0.991$ , ( $t=4.652$ ,  $p$ -Value=.000) is the regression coefficient relating emotional intelligence to performance of airfields controlling for both the effects of the integrative leadership and the interaction of the integrative leadership with emotional intelligence in the model; and  $\hat{\beta}_8=0.887$ ( $t=4.955$ ,  $p$ -Value=.000) is the regression coefficient relating the interactive effect of the integrative leadership and emotional intelligence on performance of airfields controlling for their independent effects within the model. Lastly,  $\hat{\beta}_5=11.900$ ( $t=4.611$ ,  $p$ -Value=.000) represents the intercept in the equation, or the value of predicted performance of airfields when all predictors in the model equal zero.

Coefficient ( $\hat{\beta}_8$ ) (0.887) is a higher-order term that corresponds to the interactive effect of the integrative leadership and emotional intelligence. The estimated model can be constituted as:

$$\widehat{PA} = 11.900 + 0.982IL + 0.991EI + 0.887IL * EI \dots\dots\dots (ii)$$

Where IL\*EI represents interaction term given as a product of emotional intelligence (EI) and integrative leadership (IL)

The test for the hypothesis (H0<sub>2</sub>) that there is no significant moderating effect of emotional intelligence on the relationship between integrative leadership and performance of airfields in Kenya, is derived from the following summary: Change in R<sup>2</sup> with the introduction of interaction term is 0.228 (SE = 2.464) and amount of variance accounted for in Model 3 was 229.370<sub>F(3, 176)</sub>,  $p$ -Value 0.000 < 0.05). The moderation was termed as enhancing given that  $\Delta R^2$  was positive (that is by .228), and significant given that Change in R<sup>2</sup> with the introduction of interaction term is 0.228 (SE = 2.464) and amount of variance accounted for in was significant in Model 3  $F=229.370_{F(3, 176)}$ ,  $p$ -Value 0.000 < 0.05) and therefore *emotional intelligence was found to have a significant enhanced moderating effect on the relationship between integrative leadership and performance of airfields in Kenya*. The moderation was termed as enhancing given that  $\Delta R^2$  was positive (that is by .228) and significant.

From the findings, it was revealed that there is significant association between integrative leadership and airfield performance in Kenya, according to the null hypothesis. Integrative leadership has a favourable and significant impact on airfield performance in Kenya, according to the findings of this study. Integrative leadership necessitates active engagement from numerous leaders and followers, as leadership is an active process. Integrative leadership also solicits feedback from all co-workers on how to improve on service provisions and performance. Integrative leadership was found to be critical management skill, involving the ability to encourage a group of people towards a common goal. Integrative leadership also focuses on the development of followers, their needs and building their capacity. The results on Emotional intelligence indicated that it had an enhancing moderating effect on the relationship between integrative leadership and performance. EI was also found to be a significant aspect that improves capacities for attaining organizational goals and job objectives, as well as improving teamwork. It was also realized that employees that are emotionally intelligent have a more positive outlook, appear more contented, dedicated, and loyal to their profession and organization, which leads to a more congenial work atmosphere and improved job performance.

## **5.1 CONCLUSION**

The results were found to largely rely on the fact that, departmental heads in airfield are always allowed to define a purpose in order to increase motivation of their organizations and thus produce quality results. Leaders in airfields have also been encouraged to pay attention to the means of the end result with a mission of upholding team spirit. This study has also found that leaders in airfields have created an environment that inspires a team to want to continually achieve the best by always looking at the specific needs as well as involving subordinate staff in certain aspects of adaptive management process such as collaboration and inspiring them to support the existing processes. Moreover, airfields in Kenya have significantly promoted inspirational motivation, intellectual stimulation and individualized consideration in an integrative manner where leaders always integrate social forums within the departmental teams.

On emotional intelligence, the study findings revealed that there a statistically significant moderating effect of emotional intelligence on the relationship between integrative leadership and performance. The results indicated that emotional intelligence had an enhancing moderating effect on the relationship between integrative leadership and performance of

airfields in Kenya. The study findings revealed that group emotional intelligence predicts positive performance.

The paper established that there is a statistically significant relationship between managers' emotional intelligence and employees' performance. This relationship may bring about employees' self-development. Self-development of the executive is central to the development of the organization through increased workers' performance. The paper concluded that the application of managers' emotional intelligence could also increase employees' performance through an organized self-managed development scheme. The paper also concluded that managers need to develop themselves to improve their emotional intelligence. The paper further concludes that there is a relationship between emotional intelligence, organizational commitment and employees' performance.

### **6.1 RECOMMENDATIONS**

The paper recommends that organizations should increase integrative leadership and EI by increasing skill training and establishing to help in developing mental abilities of individual employees. Further, the employees should be encouraged to develop their social skills which would lead to their greater acceptance among their colleagues and subordinates thereby enhancing the work process leading to success in the organization. The results of this study suggest that EI has a good and significant impact on OP. The outcomes of this study may serve as a foundation for future academics to revisit and improve their findings on EI in the workplace.

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