

# LEADERSHIP STYLES AND EMOTIONAL INTELLIGENCE OF BUSINESS EDUCATORS IN NIGERIA

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## ABSTRACT

*Leadership styles and emotional intelligence are paramount in every organization because its impact on personal goal achievement of Business Educators cannot be underestimated. It is believed that, the effective functioning of social systems is largely dependent on the quality of leadership style. The hub of this paper was to examine how leadership style and emotional intelligence of Business Educators. The study employed the qualitative method of research. In going about this, the study x-ray. Concept of leadership style, forms of leadership styles, concept of emotional intelligence, elements of emotional intelligence, who is a business educator, qualities of a good business educator and leadership styles and emotional intelligence of business educators in Nigeria. Based on evidence from literature, the study concludes that an appropriate mix of leadership style and emotional intelligence of business educators will go a long to determine level of goal attainment. Thus, the study recommends that leaders in organizations should possess leadership qualities and adopt effective leadership styles that facilitates the realization of both cooperate and individual goals.*

**Keywords:** Leadership Styles, Emotional Intelligence, Business Educator, Nigeria

## INTRODUCTION

The term Emotional Intelligence (E.I.) refers to the ability to identify, use, understand and manage emotions and emotional information (Gayathri & Vimal, 2013). It is a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's own thinking and action (Wannamaker, 2005). According to Mayer (2005), it is the ability to reason about ones' emotions and provide emotional information to enhance thought process. Emotional intelligence is a person's ability to process information about emotions accurately and effectively and consequently to regulate emotions in an optimal manner (Goleman, 2005). However, emotional intelligence includes self-control, zest (passion) and persistence, ability to motivate oneself, ability to understand and regulate one's own emotions, and an ability to read and deal effectively with other people's feelings. It is a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's own thinking and action. (Wannamaker, 2005). Emotional intelligence is the capability to manage an individual's emotional responses in the presence of other individuals and in diverse circumstances (Dlofan, 2016). It is linked to the capability of comprehending oneself and others, communicating with others and adapting oneself with his surrounding environment (Kamalian & Fazel, 2011). Hence, it denotes how competent an individual is able to comprehend itself and others in order to show sturdy adaptability to the environment.

Emotional intelligence comprised of two competencies: personal and social; these components have been well described by the most popular and widely accepted emotional intelligence model proposed by Goleman (1995). There is no how you will talk about emotional intelligence in work place and it influences leadership styles. Leaders may need to develop a vision and enforce guiding organizational values and rules that many employees may not like or understand (Kouzes & Posner, 2006). Although many leaders have applied a variety of leadership styles within their role as leaders, those who are successful and productive have a high degree of EI competencies (Goleman, 2013; Dapke, 2016). Leaders, managers, and supervisors can use their EI skills to solve complex issues (Fiori & Antonakis, 2012). Further, leaders can use EI to manage employee interactions in diverse environments (Clark & Polesello, 2017). Emotional intelligence is a topic that is growing increasingly popular in both private and public industries. Business Education as an aspect of vocational education equips individuals with knowledge and necessary skills that will make the recipients useful members of the society.

### **Leadership Styles Defined**

Leadership style is the method and approach to providing direction, implementing plans, and motivating people. Abba et al. (2004) view leadership styles as the process and method of getting people to do what the leader wants; that is, the right of a manager to assign duties to subordinates. In order to get the best results from subordinates, managers must be able to raise subordinates' morale, by implication, a spirit of involvement and co-operation, and a willingness to work. Abba, et al. (2004) and Wehrich et al. (2011) identified three major leadership styles namely, autocratic, laissez-faire and democratic leadership. These are leadership styles, which concerns the McGregor's Theory "X and Y" assumptions. In modern leadership theories, five leadership styles have been presented, including; charismatic leadership, transactional leadership, transformational leadership, visionary leadership, and culture-based leadership (DeRue & Myers, 2013; Ojokuku et al., 2012). However, below is a brief discussion of some common leadership styles mentioned above and their potential impact on emotional intelligence of business educators.

### **Forms of Leadership Styles**

**Charismatic Leadership:** This is the most successful trait-driven leadership style. Charismatic leaders have a vision, as well as a personality that motivates followers to execute that vision. As a result, this leadership type has traditionally been one of the most valued. Charismatic leadership provides fertile ground for creativity and innovation, and is often highly motivational. With charismatic leaders at the helm, the organization's members simply want to follow. It sounds like a best case scenario. There is however, one significant problem that potentially undercuts the value of charismatic leaders: they can leave. Once gone, an organization can appear rudderless and without direction. The struggling can last for years, because charismatic leaders rarely develop replacements. Their leadership is based upon strength of personality. As a result, charismatic leadership usually eliminates other competing, strong personalities and difficult to learn (Germain, 2012; Zaccaro, 2007). The result of weeding out competition is a legion of happy followers, but few future leaders (Michael, 2010).

**Democratic leadership:** This style of leadership is exemplified by the leader encouraging subordinates' participation in the decision-making processes of the organization. In other words, democratic leaders get members involved in decision-making, by guiding them to determine how the group functions. This style demonstrates support for every person in the group; where leadership tasks are shared; and where decision-making and communication are based on discussion, reflection and contribution among group members. In democratic leadership, criticism and praise are objectively given. Performances are usually high. New ideas and changes are developed (Ukaidi, 2016). In this case, the leader still makes final decisions but everyone get involved in brainstorming and discussion. This style works exceptionally well, when the focus is quality and not quantity. Communication is the key to this type of leadership (Sode & Onokala, 2017).

This means that subordinates must be able to communicate their ideas and thought effectively so that the leader fully understands their position if the leader is going to use the subordinate input to help complete the task. In addition, to be effective subordinates must have a working knowledge concerning the particulars of the organization. Without knowledge, subordinate cannot provide informative input or make relevant suggestions (Germain, 2012).

**Autocratic leadership:** This is a leadership style in which decisions are made exclusively by the leader. Autocracy believes that human beings are evil, weak, unwilling to work, incapable of self-determination, and have limited reasoning. Therefore, they must be directed, dictated to, pushed, and forced to work (Adedokun, 2008). The autocratic leader provides direction, determine policy and expect compliance. They are assertive and optimistic in nature and also lead by the ability to withhold or give rewards and sanctions. The negative side of autocratic leadership is the feeling of aggravation on the part of subordinates mostly due to the downgrading of their expansions, ideas and needs. Also there will be good production but only when the leader is present, but drop in his absence (Ukaidi, 2016). Hence, subordinates merely do what they are told, no question is allowed and no explanation given. However, this style of leadership can be effective when unskilled labour is used or in high stress situations requiring immediate actions as long as the advantages outweigh the disadvantages (Germain, 2012; Zaccaro, 2007).

**Bureaucratic leadership:** Bureaucracy is a formal system of organization and administration designed to ensure efficiency and effectiveness (Jones & George, 2003). Bureaucratic leadership is characterized by leaders that precisely follow rules and use positional power to influence results (Sode & Onokala, 2017). In other words, bureaucratic leadership is where the leader lead "by the book" everything must be done according to procedure or policy. If it is not covered by the book, the leader refers to the next level above them. The leader is more of a "police officer" than a leader. They enforce the rules. This style is effective when employees: perform routine tasks, need to understand certain standards or procedures; work with dangerous or delicate equipment that requires a definite set of procedures to operate; safety or security training is being conducted; or when employees perform tasks that require handling cash (Amofa et al., 2016).

Subordinates are expected to follow orders of the leader because of the authority vested with their position ((Sode & Onokala, 2017). This leadership style is beneficial in hazardous types of jobs where safety is paramount and standards are expected to be follows exactly to ensure accuracy (Germain, 2012; Zaccaro, 2007).

**Transactional leadership:** The wheeler-dealers of leadership styles, transactional leaders are always willing to give something in return for followership. It can be any number of things including a good performance review, a raise, a promotion, new responsibilities or a desired change in duties. The problem with transactional leaders is expectations. Transactional leadership style is defined as the exchange of rewards and targets between employees and management (Howell & Avolio, 1993). Transactional leaders fulfil employee needs of rewards when targets are met (Humphreys, 2002; Howell & Avolio, 1993; Bass, 1990).

**Transformational leadership:** Transformational leadership focuses on the development of followers and their needs. According to Bass and Riggo (2006), and Odumeru and Ogbonna (2013), transformational leadership improves follower motivation, morale, and performance by connecting followers' sense of self to the project and the organization's collective identity; being a role model for followers to inspire and motivate them; challenging followers to take greater ownership of their work; and understanding the strengths and weaknesses of followers in order to align followers with tasks that improve their performance. Transformational leaders focus on the development of the value system of employees, their motivational level and moralities with the development of their skills (Ojokuku et al., 2012). It basically helps follower's achieve their goals in the organizational setting; encourages followers to be expressive and adaptive to new and improved practices and changes in the environment (Bass, 2001).

**Laissez-Faire leadership:** This is alternatively called “free-rein”. It is a leadership style that allows people to determine their own direction and function. The leader uses his power carefully, if at all, giving subordinates a high level of independence in their operations. Such leaders depend largely on subordinates to set their own goals and the means of achieving them, based on their own initiatives (Weihrich et al., 2011). The leader provides subordinates with guidance and materials then lets the subordinates develop courses of action and eventually make the decision; the leader monitor the work and answers questions of subordinates. This style of leadership can be very effective if subordinates are knowledgeable and experienced. The experienced subordinates often assume leadership roles thus accept responsibility. Generally, laissez-faire leadership results in low productivity compared to other styles of leadership (Sode & Onokala, 2017; Ukaidi, 2016).

However, the application of any of these styles largely depend on many factors such as type of goal set, the calibre of subordinates or employees, durations for the achievement of targets among many others. For instance, autocratic leadership can enforce a rule stipulating that employees wear a protective covering when handling certain duties, but same cannot be said of laissez-faire leadership. Also, democratic leadership enable leaders gain more knowledge and better commitment from subordinates than autocratic leadership.

### **Concept of Emotional Intelligence**

The concept of emotional intelligence has been broadly defined in the literature; it has its foundation traced to back to Thorndike (1920); Moss and Hunt (1927); Guilford (1956); and Gardner (1983) works on social intelligence. In the view of Dlofan (2016); Kamalian and Fazel (2011), emotional intelligence is connected to the ability of comprehending oneself and others, communicating with other people and adapting oneself with his surrounding environment and in diverse circumstances. Awad and Kada (2012) refer to emotional intelligence as the capability to observe, articulate, assimilate, understand and regulate emotion in oneself and others. Simply put, emotional intelligence is the capability to undertake precise reasoning that is engrossed on emotions and the use of such emotional knowledge to enhance thoughts. Wiklund and Shepherd (2015) conceptualized emotional intelligence as a set of social abilities or skills aimed at monitoring, discriminating and using self and other's emotion to regulate ones thoughts and actions. Thus, emotional intelligence is a combination of competencies or skills, which according to Goleman (1995) cited in Aliyu, *et al*, (2020); Wen, *et al* (2020) take the forms of personal competence (self-awareness, self-regulation and motivation) and social competence (empathy and social skills). In this study, the two emotional intelligence (personal and social) competencies were employed.

More specifically, Davidson (2015); and Adisa, Adeoye and Okunbanjo (2016) argued that emotional intelligence is based on a set of capabilities aimed at identifying emotions effectively that can better shape innovativeness dynamic of entrepreneurial orientation. Mohammed, Fethi and Djaoued (2017); Utami (2017) noted that entrepreneurs possessing emotional intelligence act in response to the magnitude of emotions they perceived from the surrounding environment. Similarly, Wekesa, Maalu Gathungu and Wainaina (2016) opined that emotional intelligence is one of the vital dynamics that makes entrepreneurs to perform above average.

Arising from the above discuss, emotional intelligence is a measure of the level to which an entrepreneur makes use of his/her reasoning in the process of emotional responses in a given circumstance. Studies (Aliyu, *et al*, 2020; Wen, *et al* 2020; Abdullahi & Burcin, 2017) have shown that entrepreneurs who are emotionally personalized and who are able to manage their own feelings and deals effectively with other entrepreneurs' feelings will be at an advantage and be able to become more innovative. More so, entrepreneurs that has well-developed emotional skills are more probable to be effective in their industry and foster productivity.

### **Elements of Emotional Intelligence**

Goleman (1998), Mayer, Caruso and Salovey, (1999) developed a four category models of emotional intelligence:

**Self-Awareness Skills:** If a one has a healthy sense of self-awareness, one understands one's own strengths and weaknesses, as well as how one's actions affect others. A person who is self-aware is usually better able to handle and learn from constructive criticism than one who is not.

**Self-Management Skills:** One with a high emotional intelligence can maturely reveal one's emotions and exercise restraint when needed. Instead of squelching one's feelings, the person expresses them with restraint and control.

**Self-Motivational Skills:** Emotionally intelligent people are self-motivated. They are not motivated simply by money or a title. They are usually resilient and optimistic when they encounter disappointment and driven by an inner ambition.

**Social Skills:** This has to do with the ability to manage, influence and inspire emotions in others. It involves being able to handle emotions in relationships and being able to influence and inspire others for successful teamwork and leadership.

There is the long-standing and widely held belief that women are both more emotional and more emotionally expressive than men. Women are believed to feel and express sadness more frequently than men, whereas men are believed to feel and express anger more frequently than women (Simon, 2004). Fernández-Berrocal, Cabello, Castillo and Extremera, (2012) found that women scored higher than men on emotional intelligence measures: Women were found to be more capable of decoding nonverbal emotional information, have greater emotional understanding, are more sensitive to the emotions of others and show greater interpersonal competencies. Hall and Mast (2008) asserted that women are more familiar than men with the emotional world and that this is because they are biologically prepared to perceive emotions.

Also, Sánchez-Núñez, Fernández-Berrocal, Montañés & Latorre (2010) observed that since girls develop verbal skills earlier than boys, they are more skilled at articulating their feelings and have greater expertise in the use of words. This enables them to have a larger, richer range of verbal resources at their disposal that can re-place emotional reactions like physical fights.

In Nigeria there are culturally and socially acceptable displayable emotions with regard to gender and both gender are expected to express their emotions to meet these expectations. Men were expected to react with more happiness and serenity during negative emotional situations: Thus, under very ugly situations a man is required to '*be a man*' – not to be prone to display of emotions. But at such occasions it is permitted when the woman wails, cries very loudly and pummel herself. Also in Nigeria women are accorded lower status and power than men. Thus men have more rights and privileges in political and social life while the woman's place is said to be more in the kitchen (Parkins, 2012). The woman's social life is highly guided and restricted while the man can fly like a dove. Indeed in some societies it is considered a sign of moral weakness for a married woman to frequent herself in social occasions or to display high social skills.

### **Who is a Business Educator?**

Business educator is a person who has undergone training in business teacher education programme including certificate to teach business courses at the secondary school and post-secondary school level (Aliyu, 2016). Furthermore, anyone can be referred to as a business educator only when such has a basic knowledge of all the four options (Accounting Education, Marketing/Distributive Education, Entrepreneurship Education and Office Education) of the business teacher education programme. Business educators are professionally trained teachers of business subjects who are competent in teaching all business related courses in the faculty of education in universities and colleges of education. Business educators are trained in colleges of education and faculty of education in universities in order to acquire pedagogical and business competencies in the world of work to enable them produce competent and skillful business teachers, office administrators, entrepreneurs, businessmen and women that will effectively secure jobs and make a career from it in the world of work (Umezulike & Anozie, 2021).

Correspondingly, Ekpeyoung in Etonyeaku (2012) asserted that a teacher of business education needs to complete one's preparation for job and keep abreast of the changes in one's work place. Therefore, it is expected of every business educator to be a registered member of the Association of Business Educators of Nigeria (ABEN) which is the umbrella body responsible for the professionalization of business education in Nigeria. Ezeani (2018) viewed business educator as one who studied and is qualified in all areas of business education which is a professional field, that is providing training not only as teachers of business courses but as business secretaries, managers, accountants among others. Ezeani further stressed the importance of business educators' productivity in ensuring that students in tertiary institutions receive proper and efficient skills that are education saleable in the labour market.

### **Qualities of a Good Business Educator**

Osuala (2013) asserted that business educator is bound to possess qualities such as: hardworking, dedication to duties, making quality decisions, self-discipline, highly knowledgeable/competent, possession of technical skills, effective communication skills and motivation, possession of problem solving skills, commitment to duties and attitudinal skills.

### **Leadership Styles and Emotional Intelligence of Business Educators in Nigeria**

Past studies have established a link between emotional intelligence and leadership styles in many cultures and nations (Singh et al., 2021).

The study conducted by Adeyemo et al (2015) in Nigeria looked at the effects of organizational environment, leadership style, and emotional intelligence on work life quality. The participants were 250 bank employees picked from several commercial banks in Ibadan. The study posed three research questions and hypotheses. The subjects were given four reliable and validated instruments. At the 0.05 level of significance, data were analyzed using Pearson product moment correlation, multiple regression analysis, and analysis of variance. The results reveal that when the three independent factors were combined, they were successful in predicting work life quality. The three variables significantly contributed to the participants' quality of work life, with leadership styles being the most powerful predictor in the study. The results also show a significant difference in quality of work life among participants with Democratic, Autocratic, and Laissez faire leadership, with contributions of democratic style being the most potent. Based on the findings, it was proposed that management consider the relevance and responsibilities of emotional intelligence and leadership styles in improving employee work life quality. Since, the study was carried out among bankers, this present study among business educators hopefully covered this knowledge gap.

In Iran also, Raesli et al (2016) employed a correlational strategy with two data collection tools: the Emotional Competence Inventory (ECI) questionnaire and the Multifactor Leadership Questionnaire (MLQ). The study used a stratified random sampling approach to sample 33 educational supervisors and 800 high school teachers in Tehran's District 2 and 454 teachers in proportion to the population. ECI and MLQ have reliability values of 0.90 and 0.94, respectively. The research findings revealed a significant relationship between emotional intelligence (EI) and transformational leadership style of  $=0.347$ . According to the study, the most powerful leaders all have strong emotional intelligence, and effective leaders are those that use the correct time for the benefit of their own industry and shareholders. This research was done outside Nigeria, and the participants were school administrators and supervisor rather than business educators. Therefore, this study filled a gap in the literature.

Hejase, Hamdar, Nouredin, and Nsouli (2017) found a positive and statistically significant association between managers' EI components and employees' motivation in a quantitative study conducted in Lebanon. The study looked at five different employee motivation indices and compared them to the five dimensions of Emotional Intelligence: self-awareness, self-regulation, motivation, social awareness, and social skills. The method used was quantitative parametric. The survey questionnaire was completed by 250 Lebanese employees from various organizations and industries with encouraging findings. Managers should take Emotional Intelligence seriously and undertake training on the subject, according to the study, in order to better motivate their subordinates.

Despite the fact that the research adds to our understanding of emotional intelligence by highlighting its components, it does not address the relationship between emotional and leadership styles. By establishing the relationship between emotional intelligence and business educator's leadership styles in Nigeria, this study will fill a gap in the literature.

In Africa, the findings of a few known studies on the relationship between emotional intelligence and leadership are not on the contrary either. A sample size of 973 individuals was used to study the link between emotional intelligence and leadership among senior leaders in a South African financial services business (Du Toit, Viviers, Mayers, & Visser, 2017). Because the leaders were involved in the strategic organizational endeavor and completed measurement instruments as part of the process, convenience sampling was used. The leadership data came from an organization-specific multi-rater that accessed self-ratings, peer and subordinate evaluations, as well as manager ratings in terms of leadership behaviors linked to organizational worldviews of leadership effectiveness. The leadership data came from an organization-specific multi-rater that looked at self-ratings, peer and subordinate assessments, and manager ratings of leadership behaviors in relation to organizational worldviews of leadership performance. The findings showed a relationship between emotional intelligence and leadership but with poor predictive strength.

In Kenya, a study done by Chepng'eno and Ngui (2017) was to evaluate the relationship between Emotional Intelligence (EI) and managerial leadership styles in selected Kenyan financial organizations. It was hypothesized that emotional intelligence (EI), defined as the capacity to notice, analyze, and control emotions, predicts transformational leadership (TL) style. The Emotional and Social Competency Inventory (ESCI) was used to assess the leaders' EI, while the Multifactor Leadership Questionnaire was used to assess perceived leadership styles (MLQ-5x). Six banks provided a sample of 60 leaders and 240 ratters. The data was analysed using Spearman's Correlation, and the results revealed a positive relationship between leaders' EI ratings and TL style. A more in-depth examination revealed a favourable link between EI and the contingent reward for active Management-by-exception (MBE) components of transactional leadership. On the other hand, negative relationship between EI and passive MBE as well as laissez-faire leadership style were discovered, leading to the conclusion that EI predicts leadership styles. While still substantial, the study was not carried out in Nigeria and did not include business educators. This study covered this literature gap by focusing on business educators in Nigeria.

In North America, Beckles (2018) also did a quantitative study on the contribution of emotional intelligence (EI) to leadership style and effectiveness. To investigate how much emotional intelligence contributes to leadership style and leader performance, a quantitative correlation multiple regression analysis was performed. According to the findings, emotional intelligence substantially predicts effective leadership, and interpersonal skills (assertion) appear to be the driving force behind this association. The findings were used to develop leadership training programs that encourage and support the influence of emotional intelligence on IT professionals' leadership style in the context of effectiveness and the value of these skills in managing change, reducing risks, and increasing organizational success through effective relationships and productive relationships. This research work, made an important contribution to the pool of knowledge. However, this present study in Nigeria covered the gap in literature.

A study carried out by Potter et al (2018) determined the most common leadership style used by construction project managers and looked into potential links between leadership style and emotional intelligence in New Zealand and the United Kingdom. To achieve the research aims, an online questionnaire with a combination of open and closed questions was used. According to the findings, transformational leadership is prominent among the project managers studied in this study. There was a significant positive link between project managers' emotional intelligence and their chance of adopting a transformational leadership style. Recommendations for strengthening leadership capacities in the construction sector included adequate procedures for finding, hiring, and training project managers, as well as recruitment agency and mentorship possibilities.

Like other previously highlighted studies, the findings are no doubt resourceful but focused on only one leadership style of project managers. This present study therefore, added to the existence literature by focusing on different leadership styles of business educators.

In a quantitative study done in Iran, Rastgar et al. (2018) investigated the outcomes of research undertaken to assess the correlation between different management styles and emotional intelligence among Shiraz District 2 high school administrators. Given the nature of the investigation, the technique of investigation was descriptive-correlational. The study's population comprised of 33 educational department supervisors and 454 education ministry instructors in Shiraz's District 2. In the study, measuring methods comprised the Emotional Empowerment Questionnaire and the Multiple Leadership Questionnaire, with reliability coefficients of  $r_a = 0.9$  and  $r_a = 0.94$ , respectively. The results showed that: 1). Emotional intelligence and transformational leadership style have a correlation coefficient of 0.347, which is significant at the  $p < 0.05$  level. As a result, emotional intelligence and transformative leadership style are closely linked. 2). Emotional intelligence and interactive leadership style have a correlation coefficient of 0.269, which is not statistically significant at the 0.05 level. As a result, no statistically significant relationship exists between emotional intelligence and participative leadership style. 3). Emotional intelligence and non-interventional leadership style have a correlation coefficient of 0.044, which is not statistically significant at the  $p < 0.05$  level. As a result, no statistically significant relationship exists between emotional intelligence and non-interventionist leadership style. This research was not carried out in Nigeria, and the participants were school administrators/managers rather than Business educators. As a result, the current study filled a gap in the literature.

Another study in Kenya done by Ntarangwe (2021), examined the relationship between the emotional intelligence and career adaptability of the academic staff of some selected universities in Nairobi County. The study used the mixed method of explanatory sequential design and was based on the two theories of Goleman and Savickas. The sample of 201 out of the total population of 403 academic staffs from 3 universities participated in the study. The study's main findings revealed a weak significant positive relationship between the four components of emotional intelligence and career adaptability constructs. Furthermore, overall emotional intelligence was found to have a moderately positive relationship with career adaptability. As a result, the research's main suggestion was to improve workers' job adaptability through emotional intelligence trainings, guidance and counselling, and team building. While the study is current and useful in the area of emotional intelligence, it did not address the leadership styles. Again, the study was conducted in an academic environment. However, the present study filled the research gap by looking at the relationship between emotional intelligence and leadership styles among business educators.

It can be seen that majority of the reviewed literatures have their areas of interest different from that of the present study. One of the key differences is their focus on the relationship between emotional intelligence and other variables rather than leadership styles. Thus, this serves as a knowledge gap which the present study sought to fill.

## **Conclusion**

This paper has shown that leadership is essential to the success of an individual. The presence of good leadership enforces good corporate behaviour, enhances goal attainment, and drives employee satisfaction. Therefore, good leadership is crucial in the dealings of every Business Educator, which is in itself is critical to good organizational performance in terms of products or service delivery. In other words, leadership in organizations dictate organizations' performance. Leadership with good human relation is central in any organization as it is often said that good leadership is the backbone for organizational growth and development. On the hand, bad leadership lead to poor organizational performance, if the leadership of the organization is incompetent, the activities of its components will be expected to be negatively affected, the structural coordination and control of activities of individual members of the organization will become challenging.

## Recommendations

Therefore, this paper recommends that:

- i. Leaders in organizations should possess leadership qualities and adopt effective leadership styles that facilitates the realization of both cooperate and individual goals.
- ii. In addition, leaders should develop good human relations skills and lead subordinates towards purposeful, optimistic and achievable goals.
- iii. An effective leader must be able to delegate. Regardless of the situation or position leaders find themselves; it is critical to recognize that they cannot do everything alone.
- iv. Good leaders understand that delegation entails more than merely delegating a task to another person. It entails trusting and believing in the employees' ability to do the task at hand.
- v. A competent leader must have a deep knowledge of human interactions, especially when task is performed by subordinates. Leaders gain healthy respect when they develop and understand acceptable human relations abilities.
- vi. Employment should be structured and work schedules should be organized based on the human relations theory to ensure that people have meaningful work, a sense of responsibility, and the opportunity to participate in decisions that influence their careers.

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