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Emotional Intelligence and Leadership Effectiveness among Local
Leaders in Kisii County



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Emotional Intelligence and Leadership Effectiveness among Local Leaders in Kisii County

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ABSTRACT

Purpose: The objective of this study was to examine the role of EI on leadership effectiveness. Specifically, the study sought to determine the effect of self-regulation, self-awareness, self-motivation and social skills. The study was guided by emotional intelligence theory, transformational theory and social learning theory.

Methodology: The study used the survey research design. The target population was 124 chiefs in Kisii County. A census of all the chiefs was done to obtain a population for the study. Purposive sampling was used to select the respondents. Data was collected using questionnaires and analyzed using descriptive statistics that included percentage, mean and standard deviation. To establish the relationship between the variables, regression analysis was used.

Findings: The results indicated that emotional intelligence has significant positive effect on leadership effectiveness. This was supported by B-coefficients self-awareness $\beta_1=-0.253$, $P=0.000$; self-regulation $\beta_2=0.194$, $P=0.000$ self-motivation; $\beta_3=0.306$, $P=0.000$; social skills $\beta_4=0.189$, $P=0.001$. The coefficient of determination (R^2) was 0.662, $P=0.000$ and this shows that 66.2% of the variations in leadership effectiveness can be explained by the independent variables.

Unique Contribution to Theory, Policy and Practice: This study uniquely contributes to theory by enriching the understanding of emotional intelligence as a critical predictor of leadership effectiveness in decentralized governance. It informs policy by emphasizing the need to integrate emotional intelligence training into leadership development frameworks for local administrators. Practically, it guides leadership practice by highlighting specific emotional competencies that enhance decision-making, self-awareness, and interpersonal relations among local leaders in Kisii County, thereby improving governance outcomes.

Keywords: *Leadership effectiveness, Emotional intelligence, Emotional competence, Leadership effectiveness, Empathy, Social Skills, Using Emotions*

INTRODUCTION

Background of the Study

Bahshwan (2024) observes that in the dynamic world of leadership, emotional intelligence becomes a critical force that sets outstanding leaders apart. It involves the ability of a person to recognize, understand, and manage his emotions, as well as those of other people. Emotional intelligence is important in enhancing effective leadership. Research into emotional intelligence in leadership not only broadens our scope of understanding into why leaders have succeeded but also provides practical insights into developing emotional competencies for current and prospective leaders. According to Antonopoulou (2024) emotional Intelligence pertains to our capacity to identify, comprehend, and regulate our own emotions, as well as the emotions of others, thereby fostering the cultivation of positive interpersonal connections.

Emotional intelligence (EQ), as any set of abilities or skills has two sides, bright and dark ones. A person can employ their social abilities and high emotional skills for pro-social behavior or could use it in maladaptive ways to manipulate others to achieve self-centered outcomes (Lubbadeh, 2020). Riyan and Prajapati (2025) asserts that in today's organizational environments, emotional intelligence has become a vital element of effective leadership. Leaders with greater EI are better at managing stress at work, creating positive corporate cultures, and negotiating challenging interpersonal situations.

Leaders with high emotional intelligence effectively influence employees' emotions, leading to improved efficiency, effectiveness, and reduced stress in the public sector (Hassan *et al*, 2022). Enhancing different aspects of business is one role of emotional intelligence it is also crucial for effective corporate leadership, as it enhances cross-cultural leadership effectiveness and improves public perception of leaders (Mishra, 2022).

Kour and Ansari (2024) investigated the significance of emotional intelligence (EI) in relation to leadership efficacy and organizational conduct. The results of the study highlight a positive association between emotional intelligence and managerial competence, organizational behavior, and employee satisfaction. The findings suggest that higher levels of emotional intelligence are correlated with more effective leadership, improved organizational climate, better communication, enhanced decision-making, conflict resolution, and higher levels of employee engagement.

The study by Alkhateeb (2020) aimed at identifying the effect of emotional intelligence with its dimensions (self-awareness, self-regulation, empathy, motivation, and social skills) on the performance of working teams with its dimensions (task performance, contextual performance, and counterproductive performance) among employees on the operational lines of industrial companies operating in the Jordanian city of Sahab.

A study by Iyer (2025) also showed that emotional intelligence plays a pivotal role in organizational leadership, shaping how leaders inspire, manage, and engage with their teams.

Pandey (2018) observed that leadership theories hold a pertinent place in the effective management of people. In the contemporary scenario, business leaders and managers have a huge onus on themselves of driving a workforce thriving with diverse human resource management challenges. Interest in the role Emotional Intelligence in the workplace has increased in recent years, with greater emphasis on the benefits of understanding and utilizing emotions for managing people at work. In the contemporary scenario, the role of emotional intelligence competencies as predictors of leadership is being researched in order to leverage this information for increased leader effectiveness and performance.

Gyamfi (2023) highlighted the significance of leadership, addressing it from a managerial perspective in a corporation and discussed how emotional intelligence can play a key role in leadership. The author argued that leadership is the most important role not only in corporations or organizations but also in households and even in our daily activities.

Statement of the Problem

Leadership effectiveness is an evolutionary process of interconnected events and feedback to events. Effective leadership is often viewed as the foundation for organizational performance and growth. Effective leadership is a source of the competitive advantage for organizations, and the foundation for organizational performance and growth (Agazu & Lemi, 2024). The leadership of an organization needs not only to be successful today, but they also need to be successful tomorrow to stay in control and flourish. Zeb *et al* (2018) noted that studies have overlooked contextual realities and cultural effects in the relationship between leadership effectiveness and organizational performance. Similarly, limited aspects have been considered in the measurement of leadership effectiveness and organizational performance in existing research.

Many studies have provided empirical evidence regarding the advantages of emotional intelligence (EI) across diverse domains, including but not limited to leadership, education, and health care (Gkintoni & Dimakos, 2022; Gkintoni *et al.*, 2023c; Gkintoni *et al.*, 2022b, Sortwell *et al.*, 2023). Leaders with elevated levels of emotional intelligence (EI) exhibit greater effectiveness in motivating and overseeing their teams (Antonopoulou *et al.*, 2021a; Antonopoulou *et al.*, 2021b; Gkintoni *et al.*, 2023d).

Scholars have made many attempts to study the phenomenon of EI from various standpoints. Iyer (2025) related emotional intelligence to organizational leadership, Riyan and Prajapati (2025) asserts that emotional intelligence is a vital element of effective leadership, Kour and Ansari (2024) assessed it in relation to leadership efficacy, Mishra (2022) emotional intelligence with effective corporate leadership, Alkhateeb (2020) identified the effect of emotional intelligence dimensions on the performance of working teams. Gyamfi (2023) highlighted the significance of

leadership, addressing it from a managerial perspective, Attah and Ogwuche (2024) examined the role of emotional intelligence in enhancing leadership effectiveness and developing team resilience, Carter (2024) assessed the impact of emotional intelligence on leadership effectiveness.

In Kenya, the subject has been studied from several contexts. Kipkorir (2020) related it to transformative leadership of lecturers, Rono *et al* (2017) to employee performance, Karimi *et al* (2020) to academic achievement among Secondary School students while Kaleli *et al* (2022) studied levels of emotional intelligence among students at Kenya Medical Training College. The foregoing studies show a gap in knowledge in that emotional intelligence has largely been studied in relation to leadership styles, particularly transformational leadership. The studied contexts have also revolved around student-teacher environments, lecturers and human resource management contexts. This leaves a gap in leadership effectiveness in Kenya. This study wished to fill this gap by assessing the chiefs in Kisii county whose roles are demanding and require a lot of emotional intelligence.

General Objectives

The main objective of the study was to establish the influence of emotional intelligence on leadership effectiveness of local chiefs in Kisii County.

Specific objectives

- i. To assess the influence of self awareness on leadership effectiveness of local chiefs in Kisii County.
- ii. To establish the role of self regulation on leadership effectiveness of local chiefs in Kisii County.
- iii. To examine the influence of self motivation on leadership effectiveness of local chiefs in Kisii County.
- iv. To determine the influence of social skills on leadership effectiveness of local chiefs in Kisii County.

LITERATURE REVIEW

Theoretical Framework

Emotional Intelligence Theory

The term Emotional Intelligence was reportedly used for the first time by Wayne Payne (1986). He developed the term Emotional Intelligence in his doctoral thesis, "A study of emotion: developing emotional intelligence; self-integration, relating to fear, pain and desire"

Peter Salovey and John D. Mayer, continuing with Wayne Payne's work, used again the term 'Emotional Intelligence' in 1990 when they stated that EI 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 thinking and action" (Salovey & Mayer, 1990, p. 189). However, it was not until 1990, when Daniel Goleman published his book "Emotional Intelligence, why EI matters more than IQ" that the concept of EI became part of society's culture and started to be applied worldwide (Goleman, 1998).

The term "Emotional intelligence" was popularized as a result of Goleman's (1995) work. Although traditional understanding of intelligence is important for success in life, emotional intelligence is key to relating well to others and achieving goals, because the human world is all about relationships. Western and eastern philosophy believed that success and happiness comes in life if we handle our emotions and others emotions too. Goleman (1998) contends that the qualities recorded are emotional abilities. In that capacity, they might be characterized as learned abilities in light of EI that bring about remarkable execution at work or elsewhere.

On the other hand, Goleman sees emotional intelligence as an arrangement of educated abilities that may result into achievement in different social spaces, for example, the work environment (Goleman, Boyatzis & McKee, 2010).

Emotion originates from the Latin verb *emovare*, which implies continually changing and moving (Callahan & McCollum, 2002). Emotions assume a critical part in human natural selection and adjustment as they influence the way we see our environment, understand it, and respond to that awareness. They assume a key part in the advancement of learning since it is through our subjective emotional world that humans forge their personalities and implications out of reality.

Due to the very important nature of emotions, scientists started studying the abilities and capacities of humans to reason and understand their own emotions, to effectively perceive emotions as well as to regulate and control them (Salovey & Mayer, 1990). They called it emotional intelligence and since then the term has reached almost every corner of the world.

Emotional intelligence has turned out to be progressively mainstream as a measure for distinguishing individuals who are successful in life, and as an instrument for reaching this success. The idea of emotional intelligence clarifies why two individuals of a similar IQ can achieve inconceivably extraordinarily different levels of accomplishment in life (Goleman, 1998) as individuals are in some cases successful not due to their knowledge, but rather because of their capacity to interact with individuals socially and emotionally by utilizing charming temperament in their exchanges (St.Clair, 2004).

Scientists believe that to lead a person to self-realization, IQ (Intelligence Quotient) should be in harmony with EQ (Emotional Quotient), wanting to emphasize the importance of Emotional Intelligence in people's life activities both on a professional level, both social and personal (Chaidi & Drigas, 2022).

Transformational Leadership Theory

In transformational leadership theory, leadership is viewed as the “process of influencing major changes in the attitudes and assumptions of organization members and building commitment for major changes in the organization’s objectives and strategies” (pp. 174; Yukl & Van Fleet, 1992). The changes seen within the follower can span across various types of attitudinal, motivational, and performance outcomes, such as follower satisfaction, effort, in-role and extra-role performance, commitment, trust in the leader, and confidence (Alban-Metcalf & Alimo-Metcalf, 2000; Jung & Avolio, 2000; Kark, Shamir, & Chen, 2003; Kirkpatrick & Locke, 1996; Podsakoff, MacKenzie, & Bommer, 1996; Seltzer & Bass, 1990).

Transformational leadership theory goes beyond the general growth of followers, as a core objective of transformational leaders is to transform organizations by influencing followers’ empowerment and ability to manage change, and turning the followers into leaders in the process (Avolio, 2005; Avolio, 1999).

Thus, there is an inherent developmental component to transformational leadership theory, where transformational leadership can technically be considered a predictor and an outcome in the development process. That is, the supervisor is a transformational leader (predictor) who develops the follower into a transformational leader (outcome). This would suggest that the characteristics to be developed by the follower in the end are the same characteristics that the leader possesses. These characteristics are defined by a set of four leadership dimensions that define transformational leadership (Avolio, 1999; Bass, 1985; Bass, 1997).

These dimensions are known as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, though the idealized influence and inspirational motivation dimensions are often considered to reflect a single factor of overall charisma (Avolio, Bass, & Jung, 1999).

The idealized influence component refers to leaders behaving in ways that make them role models worthy of emulation, admiration, and trust by their followers. These leaders are willing to make personal sacrifices for the good of the group and organization. They earn respect by adhering to their values and setting high ethical standards. As a related dimension, the inspirational motivation component describes the leader as one who motivates and inspires their followers by articulating an appealing vision for the future and providing meaning to their followers.

In terms of the third dimension, leaders who engage in intellectually stimulating behaviors question the status quo and challenge old assumptions and beliefs. They have high tolerance for failure as they encourage their followers to be creative and approach problems with new methods and perspectives. Finally, leaders who are high in individualized consideration are attentive to the individual needs of their followers. They are interested in their followers’ growth and are closely involved in the coaching, mentoring, and teaching of their followers.

Social Learning Theory

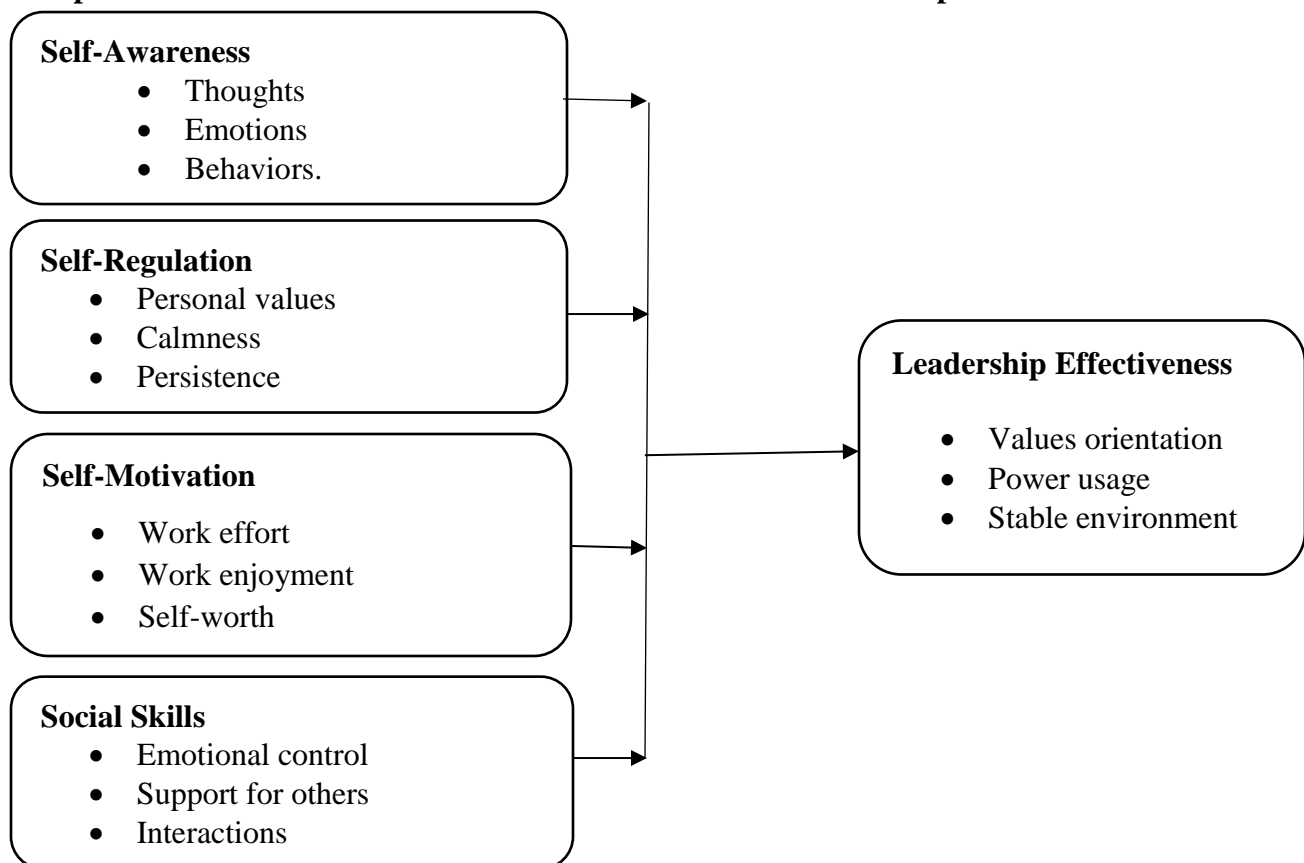
Developed by Bandura (1986), this theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior.

Based on the literature, there are three concepts in SLT. Firstly, people can learn through observation which is known as observational learning. Secondly, mental states are important factor for learning it is also named as intrinsic reinforcement. Finally, it refers to this point that learning does not necessarily lead to a change in behavior and it follows by modeling process.

Lyons (2012) notes that social learning theory is predicated on the notion that learning occurs through social observation and subsequent imitation of modeled behavior. According to SLT, humans learn from observing the actions and resulting consequences of others. By doing so, individuals can learn to imitate the observed behavior, and thus reap the rewards, or they can learn not to imitate a particular action and thereby avoid the disagreeable consequences.

Conceptual Framework

Independent variables



Empirical review of literature

Riyaz and Prajapati (2025) studied the role of emotional intelligence in leadership effectiveness a systematic review. By combining the results of empirical research done over the previous 20 years, this systematic review investigates how leadership effectiveness can be enhanced by emotional intelligence. The review focused on the fundamental elements of emotional intelligence (EI)-self-awareness, self-regulation, motivation, empathy, and social skills-and how they affect important leadership aspects like employee engagement, teamwork, decision-making, and conflict resolution. Research indicates that leaders with greater EI are better at managing stress at work, creating positive corporate cultures, and negotiating challenging interpersonal situations.

Alyana (2023) investigated the emotional intelligence as influencer between academic and achievement motivation in college students. The mediating role of emotional intelligence between academic and achievement motivation was studied. The findings revealed that the emotional intelligence, academic and achievement motivation are positively correlated with each other and emotional intelligence play mediating role between academic and achievement motivation.

Babatunde *et al* (2023) observed that individuals with high EI are better equipped to navigate complex social interactions, build strong relationships, and effectively manage conflicts. They are also able to effectively manage their own emotions, preventing personal biases from clouding their judgment or exacerbating conflicts. When it comes to leadership effectiveness, research has shown that EI is a critical predictor of success. Organizations that prioritize the development of EI among their leaders and employees may see significant benefits in terms of improved communication, reduced conflict, and higher levels of engagement and productivity.

Dooshima (2024) investigated the impact of emotional intelligence on leadership effectiveness in the University of Ibadan, Nigeria. The emotional intelligence model used in this study consisted of four sub-variables: self-emotion appraisal, others emotion appraisal, regulation of emotions, and use of emotions. The study found that emotional intelligence has a strong positive and significant relationship with leadership effectiveness.

Kour and Ansari (2024) emphasized the importance of emotional intelligence in leadership effectiveness and organizational behavior. The findings underscore the positive impact of emotional intelligence on various aspects of organizational conduct and employee satisfaction.

Rizeanu *et al* (2022) highlighted the role of emotionally intelligent leaders in contemporary organizations. Emotional intelligence predominantly influences certain aspects of leadership, as shown in this study. The three working hypotheses we issued show that a high level of emotional intelligence is associated with the ability to lead effectively, correlates with the level of consideration of a leader and that there is a directly proportional relationship between the level of emotional intelligence characteristic of a leader and the level of uncertainty tolerance.

Hadiwijaya (2016) determined the effect of Emotional Intelligence and Motivation on Student Achievement either in partial or simultaneous manner. Respondents in this research were students of SMP Negeri 4 Lalan, Bumi Agung Villages, Musi Banyuasin Regency with magnitude of 135 students. Proportional Random Sampling method was applied to select respondents by using Slovin formula so that sample numbers was 56 respondents. Data analysis was conducted by using double regression analysis technique. The results showed that that Emotional Intelligence (X1) and Motivation (X2) had simultaneous significant effect on Student Achievement of SMP Negeri 4 Lalan, Bumi Agung Villages.

Samawi (2013) conducted a study that aimed at revealing the relation between happiness on one side and emotional intelligence and religiosity on the other side among the students of the Islamic Sciences University in Amman, Jordan. The sample of the study consisted of 650 male and female students in the academic year 2011/2012 who were chosen arbitrarily, and he used the criterion of happiness, the criterion of emotional intelligence and the criterion of religiosity. The study results showed increase in the levels of religiosity and emotional intelligence while the level of happiness was moderate, a relation between happiness and each of the emotional intelligence and religiosity, no difference in the relation between happiness and emotional intelligence and religiosity according to gender, but there was a difference according to specializations between happiness and religiosity in favour of the Sharea' disciplines.

A study by IAME (2020) intended to test how the factors of Emotional Intelligence (EI) impacts Team Building (TB) through mediation of Leadership Effectiveness (L) by suggesting proposed models on the basis of past literature. A sample of 263 employees working in Information Technology (IT) sector in Delhi/NCR was taken to test the hypotheses. The direct and indirect effects were explored through Structural equation Modelling (SEM) and Bootstrapping using AMOS v 26. The results satisfactorily supported the direct effects of EI on TB, whereas, indirect effects through mediation of L are partially supported by results.

Research Gaps

The foregoing studies have indicated that strategic adaptation has been studied largely from a literature review perspective. These have included studies by Sternad (2017), Ketemaw et al (2023) and Sarta et al (2021). Other studies have developed a conceptual framework such as Yusof (2008).

This presents a need to carry out an empirical study with observable results to express the relationship.

Secondly, strategic adaptation has also been studied as a climate change concept. Such ideas are gaining more prominence with studies such as Fankhauser (2017) and Simonet-Uman (2010). There is need to relate it to strategic management especially organizational performance. Finally, other studies such as Cosa (2024) related it to digital transformation. A literature gap, thus, exists that this study aimed to fill.

RESEARCH AND METHODOLOGY

The research design selected for this study was a survey research design. The target population was 45 electoral wards in Kisii county with a total of 124 chiefs. These formed the unit of analysis and observation for the study. The study selected all the chiefs as respondents for the study. This constituted a census of the 124 chiefs as the study respondents. The study adopted the use of questionnaires for data collection. The questionnaire was pretested to ensure clarity and content validity prior to them being administered. Reliability analysis for testing reliability and the internal consistency of the data items was conducted using the Cronbach's alpha. According to Mugenda and Mugenda (2003), pilot testing may be done to 10% sampling frame. This entailed 12 respondents, drawn from the sample size of the study. The gathered data were modified to ensure that it is accurate and comprehensive, thereby minimizing biases, enhancing precision, and achieving consistency. Following that, data were examined using descriptive statistics, which was then reported through mean, correlation, standard deviation, and percentages, using SPSS software version 26.0 for regression analysis. Analysing data that has already been recorded entails summarizing the information, putting it through the proper statistical analysis, and making conclusions. A visual representation of the analysis was then presented using graphs, frequency tables, and charts. A multiple regression analysis was conducted in order to examine the impact of several covariates on a particular response variable

PRESENTATION AND DISCUSSION OF RESULTS

Response Rate

Out of the one hundred and twenty four (124) questionnaires that were issued to respondents, one hundred and fourteen (114) were obtained constituting 91.93% response rate while 10 questionnaires were not collected accounting for only 8.07% of the total questionnaires issued. According to Mugenda and Mugenda (2013) a more than 50% response rate is adequate for analysis. Babbie (2004) also posits that a 60% return rate is good and a 70% return rate is extremely good.

Table 1: Response Rate

	Count	Percentage
Administered	124	100
Returned	114	91.93
Not Returned	10	8.07

Descriptive Statistics

On a scale consisting of 1 (strongly disagree) to 5 (strongly agree), respondents were asked to

indicate the degree to which they agreed with the statement. Following the presentation of the frequencies in parentheses is the standard deviation, denoted by the letter SD.

Self-Awareness

Table 2: Descriptive Results for Self-Awareness

Statement	Mean	Std. Dev
I often get lost in daydreams and have trouble focusing on the present.	4.14	0.512
I usually have a clear understanding of my thoughts and feelings.	3.73	0.867
I have some awareness of my inner world, but struggle to identify specific emotions.	3.2	0.942
Sometimes I blame external factors for my mistakes.	3.3	0.874
I readily acknowledge my role and work to learn from setbacks.	4.11	0.671
Emotions often take me by surprise, and I need time to process them.	3.33	1.139
I'm working on being more open-minded and flexible in my thinking.	3.96	0.991
My emotions tend to control me, leading to impulsive reactions.	3.41	0.955
I have healthy coping mechanisms to manage difficult emotions.	3.9	0.72

The results indicate that most chiefs frequently daydream and struggle with present-moment focus (mean = 4.14), yet they have a general awareness of their thoughts (mean = 3.73) and emotions (mean = 3.2). While some tend to blame external factors (mean = 3.3), many accept responsibility and learn from setbacks (mean = 4.11). Chiefs are actively working on open-mindedness (mean = 3.96) and have healthy emotional coping strategies (mean = 3.9). However, responses were neutral regarding emotional surprise (mean = 3.33) and emotional impulsivity (mean = 3.41), indicating mixed perceptions in those areas.

Self-Regulation

Table 3: Descriptive Results for Self-Regulation

Statement	Mean	Std. Dev
I tend to act in accordance to my values	3.74	0.755
I make efforts to calm myself down every time I am upset	3.77	1.038
I cheer myself up when I feel am down	4.07	0.873
I maintain open and honest communication with my subjects	3.84	0.984
I maintain open and honest communication with my subjects	3.86	1.026
I persist through difficult times at my work	3.56	0.756
I put forth my best efforts and remain flexible/adapting to situations	3.78	0.987
My internal strengths control my urges in this work	3.22	1.235

Looking at the results in Table 3, it is evident that majority of the chiefs tend to act in accordance to their values (mean = 3.74). Most respondents also agreed that they make efforts to calm themselves down every time they get upset (mean = 3.77). Further, majority strongly agreed that they cheer themselves up when they feel down (mean = 4.07). Also, they maintain open and honest communication with their subjects (mean = 3.84). In addition, most of the leaders said they persist through difficult times at my work (mean = 3.86). They also agreed that they put forth their best efforts and remain flexible/adapting to situations (mean = 3.78). Lastly, they had minimal agreements regarding the statement that their internal strengths control their urges in the work (mean = 3.22).

Self-Motivation

Table 4: Descriptive Results for Self-Motivation

Statement	Mean	Std. Dev
I enjoy doing my job very much	3.33	1.139
I think I am pretty good at doing this job/ activity.	3.74	0.991
I put a lot of effort into this job	3.41	0.955
I felt pressured while doing my job.	3.61	0.676
I keep doing this job because I want to.	3.89	0.906
I believe this job could be of some value to me.	3.87	0.977
I feel really close to my subjects and colleagues.	3.44	0.874
I think that doing this job is useful for me and those I serve	3.79	0.944

The findings in Table 4 suggests that most respondents agreed that they enjoyed doing their jobs very much with a mean of 3.33. Most of them also thought that they were pretty good at doing their job/ activity (mean = 3.74). Most said that they put a lot of effort into the job (mean = 3.51). Further, majority indicated that they felt pressured while doing the job (mean = 3.61). Most respondents also indicated that they keep doing their job because they want to (mean = 3.89). Other responses were that they believed their job could be of some value to them (mean = 3.87). The chiefs felt that they were really close to their subjects and colleagues (mean = 3.44). Also, majority were of the view that doing their job was useful for them and those they serve (mean = 3.87).

Social skills**Table 5: Descriptive Results on Social skills**

Statement	Mean	Std. Dev
I make friends easily	4.06	0.74
I say nice things to others when they have done something well	3.93	1.063
I try to understand how my clients feel when they are angry, upset or sad	3.91	0.676
I listen to my clients when they are talking to me	4.19	0.906
I ask colleagues for help with my problems	3.97	0.977
I feel sorry for others when bad things happen to them	3.99	0.712
I tell other people when they have done something well.	3.4	0.969
I control my temper when people are angry with me.	3.24	0.991
I take criticism from my clients without getting angry.	3.10	0.931
I talk things over with subjects when there is a problem or argument.	4.00	0.897

As indicated by the findings in Table 5, majority of the respondents agreed that they make friends easily (mean = 4.06). According to majority of the respondents, they say nice things to others when they have done something well (mean = 3.93). They also try to understand how their clients feel when they are angry, upset or sad (mean = 3.91) and

listen to their clients when they are talking (mean = 4.19). Most chiefs also ask colleagues for help with problems (mean = 3.97). Other findings indicate that most feel sorry for others when bad things happen to them (mean = 3.99). The respondents also agreed that they tell other people when they have done something well (mean = 3.4). They also agreed with the statement that they control my temper when people are angry with them (mean = 3.24). A small number take criticism from their clients without getting angry (mean = 3.10). They strongly agreed that they talk things over with subjects when there is a problem or argument (mean =4.00).

Leadership Effectiveness

Table 6: Descriptive Results on Leadership Effectiveness

Statement	Mean	Std. Dev
Builds a collective vision, mission, and set of values that help people focus on their contributions	2.63	1.079
Establishes a fearless communication environment that encourages accurate and honest feedback and self-disclosure.	2.99	0.97
Makes information readily available.	3.26	0.811
Establishes trust, respect, and peer-based behavior as the norm.	3.30	1.012
Inclusive and patient, shows concern for each person.	3.99	0.625
Demonstrates resourcefulness and the willingness to learn.	3.41	0.955
Creates an environment that stimulates extraordinary performance.	3.64	0.72
Offers dispute resolution through mediation or any other forms	3.94	0.634
Identifies and lives up to one's and organization's values	3.77	0.589
Communicates truthfully about any matter	3.61	0.856

The findings in Table 6 indicates that most respondents agreed with the statement that they build a collective vision, mission, and set of values that help people focus on their contributions (mean = 2.63). Also, most chiefs have established a fearless communication environment that encourages accurate and honest feedback and self-disclosure (mean = 3.26) and also make information readily available (mean = 3.3). The findings also indicate that most chiefs establish trust, respect, and peer-based behavior as the norm (mean = 3.99). Further, most respondents agreed that they were inclusive and patient, showed concern for each person (mean = 3.41). The findings also indicate that they demonstrate resourcefulness and willingness to learn (mean = 3.64) and also create an environment that stimulates extraordinary performance (mean = 3.94). Majority of the chiefs also agree that they offer dispute resolution through mediation or any other forms (mean = 3.77) and also identify and live up to one's and organization's values (mean = 3.61). Most also agreed that they communicate truthfully about any matter.

Correlation Analysis

The Pearson gauges the intensity and orientation of the association between two ranked or ordinal variables.

Table 7: Multiple Correlation Matrix

		SA	SR	SM	SS
Self-Awareness	Correlation Coefficient	1.000			
	Sig. (2-tailed)				
	N	142			
Self-Regulation	Correlation Coefficient	.252**	1.000		
	Sig. (2-tailed)	.003			
	N	142	142		
Self-motivation	Correlation Coefficient	.445**	.356**	1.000	
	Sig. (2-tailed)	.000	.000		
	N	142	142	142	
Social Skills	Correlation Coefficient	.330**	.487**	.590**	1.000
	Sig. (2-tailed)	.000	.000	.000	
	N	142	142	142	142
Leadership effectiveness	Correlation Coefficient	-.514**	.541**	.694**	.682**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	142	142	142	142

** . Correlation is significant at the 0.05 level (2-tailed).

Multiple Regressions Results

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813 ^a	.662	.652	.53460

The model summary findings established that the linear relationship between leadership effectiveness and the four predictor variables is positive and linear. The coefficient of correlation was 0.813, ($r=0.813$). The coefficient of determination (R^2) was 0.662, and this shows that 66.2% of the variations in leadership effectiveness can be explained by the four predictor variables in the study and the remaining 33.8% of the variations in leadership effectiveness can be explained by other factors not captured in the model.

Table 9: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	76.550	4	19.137	66.961	.000 ^b
	Residual	39.154	137	.286		
	Total	115.704	141			

a. Dependent Variable: Leadership effectiveness

b. Predictors: (Constant), Self-awareness, self-regulation, self-motivation and social skills

From the ANOVA results the F test gave a value of $F(4, 137) = 66.961$, $p < .05$, which was large enough to support the goodness of fit of the model in explaining the variation in the dependent variable. It also means that emotional intelligence is a useful predictor of leadership effectiveness among local chiefs in Kisii County, Kenya

Table 10: Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	T	
1 (Constant)	.373	.232		1.609	.110
Self-awareness	-.253	.052	-.273	-4.888	.000
Self-regulation	.194	.042	.254	4.583	.000
Self-motivation	.306	.053	.366	5.793	.000
Social skills	.189	.057	.209	3.319	.001

a. Dependent Variable: Financial performance

Source: Research Data (2023)

The first regression model then becomes;

$$Y = 0.373 - 0.253X_1 + 0.194X_2 + 0.306X_3 + 0.189X_4$$

Where:

Y = Leadership effectiveness among local chiefs in Kisii county

X₁ = Self-awareness

X₂ = Self-regulation

X₃ = Self-motivation

X₄ = Social skills

From the coefficients table, self-awareness, self-regulation, self-motivation and social skills

carried positive and significant predictive power ($P < 0.05$). If emotional intelligence was held at zero or are absent, leadership effectiveness would be 0.373, $p > 0.05$.

H₀₁: Self-awareness has no significant influence on leadership effectiveness among local chiefs in Kisii County, Kenya.

Self-awareness on leadership effectiveness, with a beta of -0.253, $p = 0.000$ is at statistically significant level and is a good predictor of leadership effectiveness implying that an increase in self-awareness by a unit will result to significant ($P < 0.05$) decrease in leadership effectiveness by 0.253 units.

H₀₂: Self-regulation has no significant influence on leadership effectiveness among local chiefs in Kisii County, Kenya.

When the other independent variables are controlled, self-regulation with a beta of 0.194, $P = 0.000$ is at statistically significant level implying that an increase in self-regulation by a unit will result to significant ($P < 0.05$) increase in leadership effectiveness by 0.194 units. This finding is consistent with the study Dooshima (2024) who found that self-regulation has a strong positive and significant relationship with leadership effectiveness.

H₀₃: Self-motivation has no significant influence on leadership effectiveness among local chiefs in Kisii County, Kenya.

When all other independent variables are controlled, self-motivation with a beta of 0.306, $P = 0.000$ is at statistically significant level implying that an increase in self-motivation by a unit will result to significant ($P < 0.05$) increase in leadership effectiveness by 0.306 units.

H₀₄: Social skills have no significant influence on leadership effectiveness among local chiefs in Kisii County, Kenya.

Lastly, when all other independent variables are controlled, social skills with a beta of 0.189, $P = 0.001$ is at statistically significant level implying that an increase in social skills by a unit will result to significant ($P < 0.05$) increase in leadership effectiveness by 0.189 units is supported by several studies.

CONCLUSION AND RECOMMENDATIONS

Conclusions

The study finds that self-awareness was negatively related to leadership effectiveness. The negative correlation indicated that as self-awareness increases, the leadership effectiveness deteriorates. This underscores the need for more stable and affordable working conditions to support the local leadership.

The study also revealed that self-regulation significantly influenced the leadership effectiveness

of local chiefs in Kenya. The positive correlation and regression analysis confirm that an increase in self-regulation positively impacts leadership processes. Therefore, there is need for leaders to learn to monitor and control themselves.

The study highlights a significant positive influence of self-motivation on the leadership effectiveness. The strong correlation and regression analysis confirm that improvements in self-motivation are essential for enhancing the leadership of these groups, leading to the rejection of the null hypothesis that proposed no significant influence.

The study's findings also indicated a significant positive influence of social skills. Furthermore, the positive correlation and regression analysis confirm that social skills substantially contributed to leadership effectiveness of these leaders. As a result, the initial null hypothesis, which proposed no significant influence of social skills, was rejected.

Recommendations

The national government should aim to stabilize the self-awareness among leaders since this would ensure their enhanced work performance through effective leadership. The government should consider offering training specifically targeted at the chiefs in order to raise self-awareness as a means to improve their work.

The government should also broaden the range of programs offered to facilitate self-regulation processes. This will help chiefs know when to calm down in hard situations, acting in accordance with one's values and maintaining open forms of communication that are beneficial to their jobs.

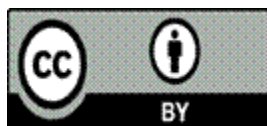
There is also need to help leaders work on self-motivation as it helps one to present their best self in whatever tasks they are doing, makes them more resilient and optimistic when faced with challenges or failures and can help drive one to succeed and achieve their goals with passion and energy.

Social skills should also be enhanced as they are key in building and maintaining strong relationships. Good social skills can also lead to greater opportunities and careers. They help reduce anxiety in social situations and promote emotional well-being in leaders.

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