The Relationship Between Effective Leadership and Emotional Intelligence in Communication Sector in Kenya

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Abstract

For the success of any organisation, there's a need for effective leadership for prosperity and continuity. In the early and contemporary leadership theories, they both entail traits that an effective leader should portray. Leaders should also have emotional intelligence (EI) in any organisation structure. Leaders must understand their emotions and need to know how to manage their emotions before they can manage the emotions of others to achieve the organisational goals. Understand how EI can be used todevelopment of leaders and EI is needed in leadership. The literature review of theoretical and empirical studies demonstrates that how EI competencies have positively linked to effective leadership and organisational performance. The purpose of the study was to explore the relationship between effective leadership and the emotional intelligence communication sector in Kenya. The specific objectives are to establish the correlation between emotional intelligence (EI) and effective leadership in thesector and to identify the measure of emotional intelligence level among the leaders in the communication sector in Kenya where the participants were derived. The findings of the survey showed that the correlation between EQ and effective leadership was positive and it improved the overall organisation performance.

Keywords: *Emotional Intelligence, Effective Leadership, organization performance*

1.0 Introduction

Emotional intelligence (EI) is a crucial factor for effective leadership and the success of an organisation as most employers ignore the aspect of a relationshipbetween managers and their juniors (Kyriazoglou, 2015). He further stated inhis study on workplace wellness that the mental health of employees depends much on how the leaders handle and relate work pressure and integration. EI also plays a vital ingredient in the relationship between the organisation's managers and their employees in the Organization (Jorfi, Fauzy & Shah, 2012). According to Psilopanagioti and Niakas (2012), emotional intelligence is crucial for the organisation's service sector outcome. As the world is rapidly changing, and it has become a global village, the working environment is inter- twinkled a diversity of people, cultures, and religion, and thus need for a leader who can manage their emotions, and that of their fellow workers and handle individual differences. Charles Darwin was the first to acknowledge the value of emotionalexpressions and how emotions are linked to the behaviour of humans. Emotions cannot be controlled they happen involuntarily and immediately in response to various situations and people. Darwin (1872/1965) he elaborated his three principles on emotional

expressions as serviceable habits, antithesis, and reactions of the human nervous system when excited. Emotional intelligence (EI) study got its roots in Darwin's theory. Emotional intelligence is the ability to evaluate and manage one's own emotions and those of others (Modassir & Sing, 2008).

Emotional intelligence is a recently discovered knowledge state. According to Choudhary et al., (2014), It is the ability to recognise, understand and effectively apply the power and accuracy of understanding emotions derived from human vitality, feelings, evidence, connection, reactions, and effect. The ability and skills that belong to the highly developed emotional intelligence include b e i n g independent of y o u r own feelings, adjustment of you to them, recognise,naming and directing your emotions in a way that will affect others. The limbic system as part of the brain consists of the amygdala, hippocampus, thalamus, hypothalamus, basal ganglia, and cingulate gyrus. The amygdala and hippocampus (emotional mind) generate the emotions before the rational mind reacts. According to cognitive psychology, we have two minds, the rational mind for thinking and the emotional mind that feels, one behaves at a given moment withrespect to his/her feelings and thoughts (emotional and reasonable mind) (Choudhary et al., 2014). EI requires effective communication between the emotional and logical brain, and this is an essential quality of an effective leader (Bradberry & Greaves, 2009).

Emotional intelligence determines how we handle relationships this will include social awareness, empathy, administrative awareness, self-orientation, social skills, motivation, developing others, leadership, communication, conflict management, building bonds change facilitator, and teamwork and collaboration (Mwangi, 2011). According to Goleman (1998), the rating top performers in an organisation or society are deemed as leaders who have qualities of high EQ.The traits of a leader and the components of EQ are evaluated together. The study by Egon Zehnder International has shown leaders who have EI surpass peers who have technical KSAOs and previous experience in performing their duties. According to Goleman (1998), EI is positively related to performance andeffective leadership. Research has proven that elements of emotional intelligence are important aspects of efficient leaders (Bar-on, 2000). According to Goleman (1999), emotionally intelligent leaders are betterat conflict and distress management, negotiators, and role models. Emotional intelligence is an effective way of appointing effective leaders in recruiting, selection, placement, decision-making, motivation communication, and flexibilityas these are aspects of EQ (Gunavathy & Ayswarya, 2011). Management of personal emotions and acclimatising them to internal and external environments and understanding others' emotions are key to leadership and teamwork (Joseph& Wawire, 2015). Emotional intelligence is a vital tool that today's leaders use to solve the significant challenges and conflicts they face as the world has become a global village and diversification of work environments and cultures. Research carried out in the US by the Center for Creative Leadership (CCL)also showed that the primary cause of the executive derailment was due to lack or minimum emotional quotient.

The communication sector needs to consider essential elements of emotional intelligence in leaders as a strong predictor for efficient performance. Emotional intelligence can help managers in the communication sector to develop crucial aspects of leadership that are necessary for the achievement of organisational and individual goals. The communication sector is a fundamental economic entity in Kenya hence the ability to evaluate customer needs, and concerns and design products that meet the requirements of the communication sector. Social awareness as an element of EQ is essential for the role of developing service

competence. The sector needs to recruit in-house staff and outsource other services to be able to meet customer needs. It is part of management if such aspects of emotional intelligence (self-awareness and control) are given significance during the contracting of individuals. The leadership of the communication sector should focus more on the inborn abilities of individuals in work appraisals rather than acquired skills through experience. Therefore, EI should be cultivated among managerial leaders in the communication industry in Kenya.

Problem Statement

In the communication sector, successes and failures are attributed directly to the application of emotional intelligence or lack of it. Emotional Intelligence has gained popularity as a measure for identifying potentially effective leaders and as a tool for developing effective leadership skills. Leaders with high emotional and social capacity, can take the organisation under control, and understanding and manage the emotions of their juniors expertly is more advantageous both in their private and professional lives.

The communication sector in Kenya is characterised by high intense work stress as it involves handling many clients. A lot of mental issues are seen and experienced in workplaces due to the high level of work-related pressures, and a lack of ability to manage them with efficiency can be harmful to the company. Most organisations aspire for success and efficiency but do very little to identify and hire emotionally intelligent leaders in the organisation. In the communication sector, there is little empirical research that substantiates the efficacy of emotional intelligence in these areas.

Furthermore, emotional intelligence has many models, each with a different set of abilities that have been grouped as EI which covers four domains: self-awareness, self-management, social awareness, and relationship management. We need to bear in mind that each field comprises twelve (12) competencies, born and acquired capabilities that enable leaders to excel better than their peers in their field. The twelve (12) skills include Emotional self-awareness, emotional self-control, positive outlook, flexibility, accomplishment orientation, compassion, organisational awareness, inspiration, coaching and mentoring, teamwork, and inspirational leadership. Further research on effective leadership and EI should place more emphasis on areas of competence, e.g. negotiation skills, conflict resolution, 360-degree feedback, adapting to change, and stress management. I would recommend that further research be conducted in these particular areas of competencies.

The study wishes to understand why EQ has become an exciting area for human resource managers and the business industry. Why entrepreneurs are so much interested in EQ more IQ. The study begs to know how EQ impacts employee performance and effective leaders and how it helps the organisation meet its objectives.

Objective of the Study

i. To establish the correlation between emotional intelligence (EI) and effective leadership in the communication sector in Kenya.

ii. To measure of emotional intelligence level among the leaders in the communication sector in Kenya.

Research Hypothesis

i. H_{O1}: There is no significant relationship between effective leadership and Emotional Intelligence in the communication sector in Kenya.

ii. H_{O2}: The level of emotional intelligence awareness does not override the intelligence quotient in performance and leadership.

2.0 Literature Review

2.1 Theoretical Review

Charles Darwin was the first person to acknowledge the value of emotional expressions and how emotions are linked to the behaviour of humans. He theorised that emotions could not be controlled; they happen involuntarily and immediately in response to various situations and people. Darwin (1872/1965) elaborated his three principles on emotional expressions as serviceable habits, antithesis and direct actions of excitement, nervous system on the body. EI study got its roots in Darwin's theory.

The origin of emotional intelligence term was credited to Wayne Payne in 1995 when first did a study of emotions and development of emotional intelligence. Later, in 1998 Daniel Goleman's model was viewed as a diversity of skills, traits, and abilities that influence the performance of an individual and saw the focus as being: self-awareness; self-regulation; and social skills. The intellectual field of emotional intelligence got the ground from the publication of Salovey and Mayer's original article on the construct (1990). Formerly the health sector focused on strategic intelligence while the business elite focused on intelligence reports up to 1994. Strategic Intelligence is defined as the act of collecting, analysing, and using data about products, services, customers, and competitors for both long and short-term planning on organisational objectives and goals (Brandenburger & Nalebuff, 2006).

In the year 2000, Wayne Payne however, distinguished that emotional intelligence can be viewed as a trait and an ability that an individual can have. According to Goleman's (1995) theory of emotional intelligence, it tried to answer the essential elements that define an effective leader. The study was based on a behavioural approach. Goleman analysed behaviours of effective leaders

The study of emotional intelligence is based on Goleman's (1995) theory the solution to the question of what components characterise an efficient leader. It is not sufficient to analyse threats and opportunities that exist for business, but the emotions and attitudes of employees can be key. According to Ranjan (2008), he stated that to ensure that organisational goals are met, and profit is maximised profits need to be delegated to the lower-level units too. Law et al., (2004) add that EI plays a crucial role in today's work settings to ensure delegation. Currently, social and organisational psychologists, state that emotional intelligence (EI) is a substantial predictor of the main organisational outcomes (Barsade & Gibson, 2007). EI is a very critical factor in effective leadership. Wilcox (2016) defines EI as the ability to, approximately, comprehend your outcome on others and manage yourself accordingly." It is the capacity to be able to know and understand one's emotions and control them suitably as you work with other staff members. Wilcox (2016) adds that "the core of high EI is self-awareness: A lack of self-awareness can also frustrate your ability to reason and apply technical capabilities."

Goleman's EI is generally considered as an emotional quotient (EQ) versus that stands in contrast to an intelligence quotient (IQ) Goleman (1995) felt that intelligence was just not enough to define a leader but that there was something more than separated leaders from mere intellectuals - their emotional intelligence. Goleman (1995), proposed that leaders should effectively deal with emotions as they contribute to the way to handle the needs of individuals

and motivation, it contributes to how employees feel at work whether positive or negative. Goleman (2001) identified five EI components categorized as personal competencies and social competencies. The five parts were eventually revised by Boyatzis and Goleman (2007) into four elements (Self-awareness, Self-management, Social Awareness, and Relationship Management). We need to bear in mind that each domain comprises twelve (12) competencies, inborn and acquired proficiencies that permit outstanding performance at work or as a leader. The twelve (12) competencies include Emotional self-awareness, emotional self-control, adaptability, achievement orientation, positive outlook, empathy, organisational awareness, influence, coaching and mentoring, teamwork, and inspirational leadership (Goleman and Boyatzis, 2007, 2017).

The theories and concepts of EQ were not accepted without critiques of the models. The commentaries viewed the definitions, how EQ was measured or evaluated, and the meaning of EQ (Murphy 2006, Zeidner et al., 2004). According to Matthews et al. (2004), he criticised the model by saying that there was nojustification of EQ as having a distinct form of intelligence. The criteria of evaluation of EQ differed from individual to individual; there was no set standard measure instead it was about reasoning. Although Murphy (2006) did not critique the model, he offered that the evaluation should use more refined models and tools to encourage further research and rigorous data analysis methods. He proposed that abilities and skills that hang together ought tobe evaluated to increase effectiveness. George's (2000) study showed that emotions hinder proper judgment anddivert attention from the cause of action. He further stated that early theories of leadership advocated that leaders must strategize and reason rationally without allowing their emotions to influence decision-making.

2.2 Empirical Review

Chirania, Dhal, and Nath (2017) conducted a study on the relationship betweenemotional intelligence and leadership abilities. The paper explored the relationship between emotional intelligence and leadership abilities. EmotionalIntelligence today is considered significant in areas of management and leadership success. The authors find that based on existing research, it is evident that emotional intelligence has a strong positive correlation with business leadership management (Chirania, Dhal, & Nath 2017).

Mwangi (2011) conducted a study on the significance of emotional intelligence in transformational leadership for Kenyan public universities. The survey was carried out in four universities, and the research tools used were questionnaires. The sampling technique was stratified random sampling. The study showed that EI had a positive impact on transformational leadership.

Kulkarni, Janakiram, and Kumar (2009) conducted a study on emotional intelligence and employee performance as an indicator for promotion, a study ofthe automobile industry in the city of Belgaum, Karnataka, India. The survey showed that there was a positive correlation between emotional intelligence andperformance at all levelss of managers and supervisors.

Asilaza (2016) conducted a study to analyse the effect of emotional intelligenceon employee performance in the private sector a case of Kinyara Sugar Limited inUganda. The findings of the study showed that self-awareness led to improved employeeperformance. Further, the study established that self-management enhances the ability of employees resulting in enhanced employee general performance. About the effect of social awareness, the study findings

indicated that employees' improved social awareness aspects contribute positively to their general performance.

Chepng'eno and Ngui (2017) conducted a study to determine the relationship between Emotional Intelligence (EI) and the leadership styles of managers in the banking institutions in Kenya. The findings stated a positive correlation between EI scores of leaders and transactional Leadership style. It further reported a positive relationship between EI and contingent reward and transactional leadership. It also showed a negative association between emotional quotient and laissez-faire leadership style. The study concluded thatEmotional Intelligence could predict leadership styles in an organisation.

Batool (2013) conducted a study to explore the relationship between emotionalintelligence and effective leadership. The study was to evaluate if both male and female employees had the same tendency to emotional control in Pakistan's banking sector. It showed the positive impact of EI and leadership styles.

Makkar and Basu (2017) conducted a study to investigate what is the impact ofemotional intelligence (EI) on the workplace behaviour of employees in the Indian banking sector. The study was conducted in six banks comprising both private and public banks. The finding showed that there was a positive relationship between EI and employees' behaviour.

3.0 Methodology

The study adopted a mixed method approach; quantitative and qualitative methods. The study used probability sampling which enabled the researcherto generalize the results to the large population and make inferences. The sampling frame, in this case, was responding to staff drawn from senior corporate management, staff in strategic management, human resource development, and line managers for the three communication firms in Kenya. Itforms the units of observation for the study. The study used strategies that offered a broad view and a better understanding of the research problem. The study was conducted in Kenya in the communication industry.

The target population of this study is three (3) communication companies in Kenya namely Safaricom Limited, Airtel Kenya, and Telkom. The survey targeted the senior corporate management, staff in strategic management human resource development, and line managers. The study employed primary data collection using the structured EQ questionnaire guide. The EQ questionnaires are based on Goleman's emotional intelligence framework prepared and adapted by The Consortium for Research on Emotional Intelligence: and set a questionnaire by Belinda Davies. The study also adopted an in-depth interview technique that allows open-ended conversation between researcher and participant as the research adopted a mixed research method.

After quantitative and qualitative data was obtained through questionnaires and interviews, it was prepared in readiness for analysis through editing, handling blank responses, coding, categorizing, and keyed into computer software called Statistical Packagefor Social Sciences (SPSS) version 24.0 for analysis. SPSS offers extensive data handling capacity and numerous statistical routines that can analyze small tolarge data statistics (Donald & Tromp, 2006). The statistics generated included both descriptive statistics and inferential statistics. A multivariate regression model and path analysis technique were used to show the relationship betweenthe independent variables and dependent variables.

4.0 Results and Discussion

4.1 Descriptive Statistics

This section contains a descriptive analysis of self-management, self-awareness, social skills, and social awareness.

4.1.1 Tenets of Emotional Intelligence

The respondents were evaluated based on some particular tenets of emotional intelligence. They were asked to tick appropriately, and the results were presented in theform of frequency tables. The results of the study are presented in Table 1.

Table 1: Tenet of Emotional Intelligence

Tenet of Emotional Intelligence	Mean	SD
I recognize my emotions and their effect on self and others	3.2	1.3
I seek out feedback and learn from my mistakes	3.0	1.1
I am sure of my self-worth and capabilities	3.1	1.4
I keep my impulsive feelings under control and restrain negative actions when under pressure	3.1	1.4
I maintain standards of honesty and integrity	3.0	1.4
I work with ease within a variety of changing situations	3.2	1.0
I am open to new ideas to improve self-performance	3.0	1.4
I am ready to act on opportunities whenever the need arises	3.1	1.0
I am persistent in pursuing goals despite obstacles and setbacks	2.9	1.4
I am sensitive to other people's needs	3.1	1.4
I understand emotional currents and power relationships in my university	2.8	1.2
I inspire others to work together towards common goals	3.0	1.4
I persuade, convince, and impact others to support a specific agenda or course of action	3.0	1.3
I negotiate and resolve disagreements with diplomacy and tact at individual and grouplevels	3.1	1.4
I work cooperatively with others to be part of a team	3.1	1.4

The results in Table 1 indicated that recognizing once emotions and their effect on self and others had a mean score of 3.2 and a standard deviation of 1.3, an indication that the practice of recognizing once emotions and their effect on self and others was moderately developed among the respondents. Seeking out feedback and learning from own mistakes had a mean score of 3.0 and a standard deviation of 1.1 hence the aspect of seeking out feedback and learning from own mistakes was partially developed. The emotional intelligence tenet that I am sure of my self-worth and capabilities had a mean score of 3.1 and a standard deviation of 1.4, an indication that the aspect was partially developed. That I keep my impulsive feelings under control and restrain negative actions when under pressure had a mean score of 3.1 and a standard deviation of 1.4, that I maintain standards of honesty and integrity had a mean of 3.0 and astandard deviation of 1.0, that I work with ease within a variety of changing situations had a mean of 3.2 and a standard deviation of 1.0, that I am open tonew ideas to improve self-performance had a mean of 3.0 and a standard deviation of 1.4, that I am ready to act on opportunities whenever the need arises had a mean response of 3.1 and a standard deviation

of 1.0 while the statement that I am persistent in pursuing goals despite obstacles and setbacks had a mean response of 2.9 and a standard deviation of 1.4. It was further established that the statement that I am sensitive to other people's needs had a mean response of 3.1 and a standard deviation of 1.4, that I understand emotional currents and power relationships in my university had a mean responseof 2.8 and a standard deviation of 1.4, that I inspire others to work together towards common goals, had a mean response of 3.0 and a standard deviation of1.4, that I persuade, convince and impact others to support specific agenda or course of action had a mean response of 3.0 and a standard deviation of 1.3, that I negotiate and resolve disagreements with diplomacy and tact for at individual and group levels had a mean response of 3.4 and a standard deviation of 1.4, that I work cooperatively with others to be part of a team hada mean response of 3.4 and a standard deviation of 1.4.

4.1.2 Self-management

The respondents were asked to respond to self-management and effective leadership. The result is presented in the form of frequency tables. Table 2 indicates the results.

Table 2: Self-management

Self-management	Mean	SD
Self-Control		
I manage my impulsive feelings and distressing emotions well	2.4	1.3
I stay composed, positive, and unflappable even in trying moments	2.2	1.2
I think clearly and stay focused under pressure	2.4	1.3
Trustworthiness		
I consistently act ethically and am considered to be above reproach	2.3	1.3
I build trust by being reliable and authentic	2.4	1.3
I admit my own mistakes and confront unethical actions in others	2.1	1.2
I take tough, principled stands even if they are unpopular	2.5	1.3
Conscientiousness		
I meet commitments and keep promises	2.4	1.3
I hold myself accountable for meeting my objectives	2.4	1.3
I am organized and careful in my work	2.3	1.3
Adaptability		
I smoothly handle multiple demands, shifting priorities, and rapid change	2.3	1.3
I adapt my responses and tactics to fit fluid circumstances	2.4	1.3
I am flexible in how I see events	2.4	1.3
Innovativeness		
I seek out fresh ideas from a wide variety of sources	2.0	1.2
I entertain original solutions to problems	2.4	1.2
I generate new ideas	2.2	1.2
I take fresh perspectives and risks in my thinking	2.3	1.3
Average	2.3	1.3

In an interview session with heads of human resource management, on how self-management has helped them to become effective leaders, the participants indicated that self-management has helped them have self-control. Participantsreported that they could weigh situations before

acting on anything. Others stated that self-management has enabled them to stay calm and clear-headed, especially under challenging conditions and circumstances. Some participants in the interview session indicated that self-management helped them in growing virtues of transparency by displaying honesty, integrity, and trustworthiness.

Another participant said that through self-management he is more committed to achieving organisational goals achievement through personal initiatives and optimism. Generally, it was established that self-management cultivated the virtue of self-governing by managing one's values, impulses, resources, and disciplines.

4.1.3 Self-awareness

The respondents were asked to respond on self-awareness and effective leadership. The results are presented in the form of frequency tables. The results of the study are presented in Table 3.

Table 3: Self-awareness

Self-awareness	Mean	SD
Emotional Awareness		
I always know which emotions I am feeling and why	2.2	1.2
I realize the links between my feelings and what I think, do, and say	2.1	1.2
I recognize how my feelings affect my performance	2.3	1.3
I have a guiding awareness of my values and goals	2.2	1.3
Accurate Self-Assessment		
I am aware of my strengths and weaknesses	2.3	1.3
I am reflective and try to learn from experience	2.3	1.3
I am open to candid feedback, new perspectives, continuous learning, and self-development	2.3	1.2
I can show a sense of humour and perspective about myself	2.4	1.3
Self-Confidence		
I present myself with self-assurance; I have "presence"	2.2	1.1
I can voice views that are unpopular and go out on a limb for what is right	2.4	1.3
I am decisive, and able to make sound decisions despite uncertainties and pressures	2.1	1.1
Average	2.3	1.2

In an interview with the heads of human resource management on the impact of self-awareness on effective leadership it was established that self-awareness enables an individual to know one's internal emotions and their effects; knowing one's strengths and limits, and having a strong sense of self-worth and confidence. Self-awareness enables an effective leader to manage impulses and stress. Some participants indicated that self-awareness had helped them to be conscious of what they are good at while acknowledging what they were yet to learn including admitting when you do not have the answer and owning up to the mistakes. Another participant indicated that through self-awareness, you always know how you feel and you know how your emotions and actions, can affect other employees. Through self-awareness, she has been able to have a clear picture of her strengths and weaknesses. Another participant indicated that Individuals with accurate self-awareness are aware of their competencies which mainly include self-confidence; self-assessment and emotion handling, and hence could rise to be effective leaders. Accordingly, they employ 360-degree feedback and help them learn and understand the impact of their actions as well as where they need to improve. They also know

when to work with others who have complementary strengths. Self-awareness stimulates self-confidence and competence in effective leadership.

4.1.4 Social skills

The respondents were asked to respond on social skills and effective leadership. The results are presented in the form of frequency tables. Table 4 shows the results.

Table 4: Social skills

Social skills	Mean	SD
Leadership		
I lead by example	2.1	1.2
I step forward to lead as needed, regardless of position	2.1	1.1
I guide the performance of others while holding them accountable	2.1	1.1
I am articulate and able to arouse enthusiasm for a shared vision and mission	2.0	1.0
Conflict management		
I handle difficult people and tense situations with diplomacy and tact	2.0	1.1
I spot potential conflict, bring disagreements into the open, and help deescalate the conflict	2.2	1.2
I encourage debate and open discussion	2.2	1.3
I orchestrate win-win solutions	2.0	1.1
Team Capabilities		
I model team qualities like respect, helpfulness, and cooperation	2.2	1.2
I draw all members into active and enthusiastic participation	2.2	1.2
I build team identity, esprit de corps, and commitment	2.0	1.0
I protect the group and its reputation and share credit with the group	2.2	1.2
Collaboration and Cooperation		
I balance a focus on task with attention to relationships	2.1	1.1
I collaborate, sharing plans, information, and resources	2.1	1.2
I promote a friendly, cooperative climate	2.0	1.1
I spot and nurture opportunities for collaboration	2.1	1.1
Average	2.1	1.1

During an interview session with heads of human resource management, on how social skills contribute to leadership skills, one participant indicated that social skills had enabled him to build networks and manage relationships to attain the organisational goals, as well as the ability to find common ground and build support. He indicated that social skills had enabled him to attain several competencies including leadership, effectiveness in leading change, conflict management, influencing communication, and expertise in building and leading teams. Another participant indicated that social skills had enabled him to interact comfortably with others, persuade, lead, negotiate, and settle disputes orgrievances.

4.1.5 Social Awareness

The respondents were asked to respond to social awareness and effective leadership. The result is presented in the form of frequency tables. Table 5 shows the results.

Table 5: Social awareness

Social awareness	Mean	SD
Empathy		
I am attentive to emotional cues and am a good listener	2.3	1.3
I show sensitivity and understand others' perspectives	2.3	1.3
help out based on understanding other people's needs and feelings	2.2	1.3
Service Orientation		
I understand customers' needs and match them to services or products	2.1	1.2
I seek ways to increase customers' satisfaction and loyalty	2.1	1.1
I gladly offer appropriate assistance	2.1	1.2
I grasp a customer's perspective, acting as a trusted advisor	2.2	1.2
Developing Others		
I acknowledge and reward people's strengths, accomplishments, and development	2.2	1.2
I offer useful feedback and identify people's needs for development	2.2	1.2
I mentor, give timely coaching, and offer assignments that challenge and grow aperson's skill	2.2	1.3
Diversity		
I respect and relate well to people from varied backgrounds	2.2	1.2
I try to understand diverse worldviews and be sensitive to group differences	2.2	1.2
I see diversity as an opportunity, to create an environment where diverse people can thrive	2.2	1.2
I consistently challenge bias and intolerance	2.1	1.2
Average	2.2	1.2

In the interview session on how social awareness contributes to the virtue of aneffective leader, one participant indicated that social awareness had enabled him to have empathy. He indicated that Leaders with compassion could manage asuccessful team or organisation. They weigh themselves in the same situation, putting themselves in other's shoes. They are team builders and developers. Another participant indicated that she was able to able to understand and interpret the emotional reactions of others and handle them in such situations. Another participant stated that through social awareness he could put himself in another's position and proceed with appropriate action. Social-aware leaders can understand the overall psyche of the organisation and political realities in groups. This ability creates organisational awareness that enhances networking and coalition building which makes the individual wield influence irrespective of their professional role. To become an efficient performersocial awareness is required at the organisational level apart from just an interpersonal one. Social awareness allows reading situations objectively, without any personal biases and distortions which distinguish star performers from average ones.

4.1.6 Effective leadership

The respondents were asked to respond to effective leadership among employees of communication firms in Kenya. The results are presented in the formof frequency tables. Table 6 shows the results.

Table 6: Effective leadership

Effective leadership	Mean	SD
I have effective communication skills.	2.5	1.4
I committed to my employees.	2.3	1.3
I am passionate about my work.	2.3	1.2
I can organize my employees while encouraging teamwork.	2.3	1.3
I am a reliable decision-maker.	2.3	1.3
Average	2.3	1.3

In an interview session, an effective leader has a combination of several virtuesthat include self-management, self-awareness, social skills, and social awareness. Self-management is the ability to control and regulate your behaviour coupled with a propensity to pursue goals with energy and persistence. Accordingly, it has six components associated with it such as- self-control, trustworthiness andintegrity, initiative, adaptability-contort with ambiguity, openness to change, anddesire to achieve. Self-awareness is the ability to recognise and understand your moods, emotions, and drives as well as their effect on others. Self-awareness has three competencies associated with it, and these are self-confidence, realistic self-assessment, and emotional self–awareness. Social awareness competencies are empathy, expertise in building and retaining talent,organisational knowledge, cross-cultural sensitivity, valuing diversity, and serviceto clients and customers. Social skills have five competencies associated with them,and these are leadership, effectiveness in leading change, conflict management, influencing and communication, and expertise in building and leading teams.

4.2 Correlation Analysis

Correlation analysis is a statistical tool that can be utilised to determine thelevel of association between two variables (Levin & Rubin, 1998). A correlation matrix was developed to analyze the strength of the association between the independent variables and the dependent variable. Table 7 presents the results of the correlation analysis.

Table 7: Correlation Matrix

		Effective leadership	Self-management	Self-awareness	Social skills	Social awareness
Effective leadership	Pearson Correlation	1.000				
	Sig. (2-tailed)					
Self-management	Pearson Correlation	.569**	1.000			
	Sig. (2-tailed)	0.000				
Self-awareness	Pearson Correlation	.632**	.502**	1.000		
	Sig. (2-tailed)	0.000	0.000			
Social skills	Pearson Correlation	.535**	.411**	.486**	1.000	
	Sig. (2-tailed)	0.000	0.000	0.000		
Social awareness	Pearson Correlation	.516**	.590**	.582**	.479**	1.000
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	

The correlation results found that self-management and effective leadership in the communication sector in Kenya are positively and significantly related (r=.569, p=000) This implies that one unit of increase in self-management will also increase one unit of effective leadership. The results are in agreement with Chirania, Dhal, and Nath (2017) who conducted a study on effective leadership and its promotions and found that emotional intelligence has a strong positive correlation with business leadership management. The results found that self-awareness and effective leadership in the communication sector in Kenya arepositively and significantly related (r=.632, p=000) which means that a positive change in self-awareness will also have a positive change in effective leadership.The results are in agreement with Mwangi (2011) who conducted a study on the significance of emotional intelligence in transformational leadership for Kenyan public universities and found that emotional intelligence is significant in transformational leadership. The results also indicated that social skills and effective leadership in the communication sector in Kenya are positively and significantly related (r=.535, p=000) thus increase in social skills will result in to increase in effective leadership. The results are in agreement with Kulkarni, Janakiram, and Kumar (2009) who conducted a study on emotional intelligence and employee performance as an indicator for promotion and found that emotional intelligence has an impact on the performance level of managers and supervisors. The findings of the study also indicated that social awareness and effective leadership in the communication sector in Kenya are positively and significantly related (r=.516, p=000) thus a unit change in social awareness will result in a unit change in effective leadership in the same way. The results are in agreement with Asilaza (2016) who conducted a study to analyse the effect of emotional intelligence on employee performance in the private sector the case of Kinyara Sugar Limited in Uganda social awareness improves the ability of employee self-management resulting in enhanced employee general performance. However, according to Waterhouse (2006), the is no relationship between social skills and effective leaders as they form part of general intelligence. According to Sosik and Dworakivsky (1998), they are opposed to EI as leaders use itto manipulate their followers for their personal gain and it has nothing to do with effective leadership.

4.3 Multiple Linear Regression Analysis

The results presented in Table 8 show the overall fitness model used in theregression model in explaining the study phenomena.

Table 8: Model Fitness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.865	.748	.742	.38612

Self-management, self-awareness, social skills, and social awareness were found to be satisfactory in explaining effective leadership in the communication sector inKenya. It is supported by the coefficient of determination also known as the R square of 74.8%. It means that self-management, self-awareness, social skills, and social awareness explain 74.8% of the variations in the dependent variable which is effective leadership in the communication sector in Kenya. Table 9 provides the results of the analysis of the variance (ANOVA).

Table 9: Analysis of Variance (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	80.491	4	20.123	134.970	.000
Residual	27.134	182	.149		
Total	107.625	186			

The overall model was statistically significant according to the results. Further,the results imply that self-management, self-awareness, social skills, and social awareness are good predictors in explaining effective leadership in the communication sector in Kenya. It was supported by an F statistic of 134.970 and the reported p-value of 0.000 was less than the conventional probability significance level of 0.05 implying that the independent variables (self-management, self-awareness, social skills, and social awareness) were significantin predicting effective leadership in the communication sector in Kenya. Table 10 presents Regression of coefficient results

Table 10: Regression of Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.038	.121		.310	.757
Self-management	.194	.089	.151	2.185	.030
Self-awareness	.277	.094	.279	2.941	.004
Social skills	.290	.096	.279	3.021	.003
Social awareness	.217	.094	.205	2.309	.022

As per the results above, the estimated model was as indicated below:

$Y = .038 + .194X1 + .277X2 + .290X3 + .217X4$

Where:

Y = effective leadershipX1 = Self-management X2 = Self-awareness X3 = Social skills

X4 = Social awareness

The regression of coefficients results in Table 10 indicates that self-managementhas a positive and significant relationship with effective leadership (β=.194, p=0.030). It means that a unit improvement in self-management would lead to a subsequent improvement in effective leadership by .194 units. The null hypothesis was that self-management does not have a significant relationship with effective leadership. The hypothesis was tested using the t-value. The acceptance/rejection criterion was that, if the t-value is less than 1.96, we fail to reject the null hypothesis, but if it's greater than 1.96, the null hypothesis isrejected. Results in Table 10 show that the calculated t-statistic was 2.185 which is greater than the critical t-statistic of 1.96. The null hypothesis was therefore rejected. The study, therefore, adopted the alternative hypothesisthat self-management has a significant relationship with effective leadership.

The study findings also indicated that self-awareness has a positive and significant relationship with effective leadership (β=.277, p=0.004). It means that a unit improvement in self-awareness would lead to subsequent growth ineffective leadership by .277 units. The null hypothesis was that self-awareness does not have a significant relationship with effective leadership. The hypothesis was tested using t-value. The acceptance/rejection criterion was that, if the t value is less than 1.96, we fail to reject the null hypothesis, but if it's greater than 1.96, the null hypothesis is rejected. Results in Table 10 show that the calculated t-statistic was 2.941 which is greater than the critical t-statistic of 1.96. The null hypothesis was therefore rejected. The study consequently adopted the alternative hypothesis that self-awareness hasa significant relationship with effective leadership.

Also, the findings of the study indicated that social skills have a positive and significant relationship with effective leadership (β=.290, p=0.003). It means that a unit improvement in social skills would lead to a subsequent improvementin effective leadership by .290 units. The null hypothesis was that social skills do not have a significant relationship with effective leadership. The hypothesis was tested using the t-value. The acceptance/rejection criterion was that, if the t value is less than 1.96, we fail to reject the null hypothesis, but if it's greater than 1.96, the null hypothesis is rejected. Results in Table 10 showthat the calculated t-statistic was 3.021which is greater than the critical t-statistic of 1.96. The null hypothesis was therefore rejected. The study, therefore, adopted the alternative hypothesis that social skills have a significant relationship with effective leadership.

Social awareness has a positive and significant relationship with effective leadership (β=.217, p=0.022). It means that a unit improvement in social awareness would lead to a subsequent improvement in effective leadership by .217 units. The null hypothesis was that social awareness does not have a significant relationship with effective leadership. The hypothesis was tested using the t-value. The acceptance/rejection criterion was that, if the t value is less than 1.96, we fail to reject the null hypothesis, but if it's greater than 1.96, thenull hypothesis is rejected. Results in Table 10 show that the calculated t- statistic was 2.309 which is greater than the critical t-statistic of 1.96. The null hypothesis was therefore rejected. The study, therefore, adopted the alternative hypothesis that social awareness has a significant relationship with effective leadership.

5.0 Conclusion

Self-Management and Effective Leadership

Based on the findings above, the study concludes that self-management has a positive and significant relationship with effective leadership. It was concluded that the aspect of self-management requires improvement among employees of the communication sector in Kenya. According to the findings, improving employees' self-management abilities results in improved effective leadership which at that point prompts the achievement of general organizational performance. The investigation demonstrated that people who have self-administration abilities are responsible for their feelings and guarantee these feelings are successfully figured out how to keep away from influencing their work and the people they relate to and work with day by day to guarantee enhanced yield and solid workplace connections. Workers who were straightforward experienced their qualities, and where fundamental they transparently admitted to their mix-ups which were then amended for enhanced for later performance. Employees can put more vitality into accomplishing and guaranteeing elevated requirements at work through legitimate self-management abilities and this positively affects leadership skills. The discoveries likewise demonstrated that employees who are accomplishment or goal-oriented are keen on ceaselessly getting the hang of, instructing, and need to improve and this is a pre-determinant for the fulfillment of viable leadership. Idealistic workers or employees can move with the punches, see openings as opposed to dangers in misfortunes, and utilize this to enhance their performance and inspiration from the difficulties exhibited.

Self-Awareness and Effective Leadership

Based on the findings above, the study concludes that self-awareness has a positive and significant relationship with effective leadership. It was concluded that self-awareness among employees of the communication sector in Kenya required improvement. The discoveries bolstered the hypothesis that mindfulness brings about enhanced authority abilities. Workers who had strong self-awareness were realistic in whatever choices they made and in doing their work. From the findings, there was a marginal variation caused by self-aware workers who were normally not overly self-critical or naively hopeful in doing their work. The aspect of self-awareness serves as a basis for self-reflection and thoughtfulness. Mindful individuals ordinarily discover time to self-assess significantly affected performance and KSL needs to discover a method for motivating its employees to think things over as opposed to respond incautiously.

Social Skills and Effective Leadership

Based on the findings above, the study concludes that social skills have a positive and significant relationship with effective leadership. It was concluded that social skills were moderately developed among employees of the communication sector in Kenya. Drawing from the findings, emotional intelligence plays a very important role in ensuring leadership effectiveness. Employees who are emotionally intelligent are trusted and respected by their followers. They also create a positive atmosphere where everyone is comfortable to work. This adds to the powerful working of the organization which brings about firm execution. The study indicated that any expense the company incurs to develop the social skills of staff will result in improved leadership skills and overall organizational achievement of its goals and objectives. Social aptitudes develop leaders who can inspect what they request that their subordinates

actualize and guarantee that these exceptional individuals they lead share a similar vision for reasons for feeling of having a sense of belonging thus motivation and performance change. Performance is supported by the capacity of representatives or leaders to develop individuals' capacities and demonstrate a real enthusiasm for those under our administration by aiding and understanding their objectives. Effective leadership in the company is possible due to employees' ability to encourage and model change processes towards an acceptable and productive result whenever necessary and required. The study noted that employees who can manage conflict effectively could avoid an unnecessary explosion of problems at workplaces throughout the organisation and in this manner, employees' energies are coordinated towards enhancing performance for the two people and general firm or organisation performance.

Social Awareness and Effective Leadership

Based on the findings above, the study concludes that social awareness has a positive and significant relationship with effective leadership. It was concluded that social awareness was moderately developed among employees of the communication sector in Kenya. As observed from the findings of the investigation, plainly enhancing the social consciousness of employees in the organization would bring about enhanced compelling leadership and in general enhanced organisation execution. As noted, social awareness enabled employees to recognize a wide range of emotional signals and this enabled them to sense the felt, unspoken, emotions in fellow employees or groups and handle it beforeit exploded to affect performance. Social awareness enabled employees to detect crucial social networks understand key power relationships and know how to use this to improve their leadership skills. Social awareness also made it possible for employees to get along with people of diverse backgrounds and abilities. Due to social awareness, employees are in a better position to understand customer's or clients' needs and strive towards satisfying these needs through continuous interaction with these beneficiaries which then leads to achieving both personal and organizational goals.

6.0 Recommendations

6.1 Self-Management

It's recommended that the communication firms should invest in developing staff's self-management capacities to develop their administration aptitudes which will then prompt the achievement of general authoritative execution. Passionate discretion which is one of the parts of self-administration should be overseen by the administration to endeavour representatives to be responsible for their feelings and guarantee these feelings are adequately figured out how to dodge influencing their function and the people they relate andwork with day by day to guarantee enhanced yield and solid workplace connections. Transparency should be very advanced with the goal that staff can experience their qualities, and where vital they can transparently concede missteps and blame which can be redressed for compelling authority (leadership) and solid execution. Communication firms need to develop and recognize employees who constantly struggle to achieve something and ensure high standards at the workplace through proper self-management capacities.

Accomplishment-oriented leaders are suggested because they are occupied with ceaselessly learning and instructing, need to improve and this isuseful for the achievement of the general firm objective of better results.

6.2 Self-Awareness

The study recommended that communication firms need to help their staff to improve their self-awareness to develop their leadership skills. Communication firms need to focus on developing employees to have solid self-awareness so they can be practical in whatever decisions they make and in doingtheir work. Self-aware employees ought to be urged to abstain from being over self-basic or innocently cheerful in doing their work. Mindfulness should fill in as an inclination for self-reflection and keenness. Self-awareness should be supported and advanced with the goal that the workers are in a superior position to assess their activities and settle on exceptionally informed choices.

6.3 Social Skills

The recommends that communication firms should integrate social skills during the recruitment process of staff. They should also introduce training programmes through seminars on social skills. The study recommends that since social skills may build up leaders who can examine what they ask their subordinates to implement and effectively lead in the implementation of the firm's vision, the human resource needs to make this part of the recruitment process and desiredquality in the company's ideal leaders. Execution is supported by the capacity ofworkers or leaders to develop individuals' capacities and demonstrate a veritable enthusiasm for those under our administration by aiding and understanding their objectives thus the need by the firms to ensure that the vision and missions are shared with all employees. The study noted that employees who can manage conflict effectively make effective leaders. The study thus recommends short training and seminars on conflict management.

6.4 Social Awareness

The study recommends that communication firms invest in developing the social awareness aspect of employees in the company through training and seminars. It is recommended that communication firms should make social awareness partand partial of organization recruitment and staff training because social awareness aspects contribute to the development of effective leadership.

Social awareness enables a leader to detect important social networks understand key power relationships and know how to use this to improve the management of an organisation. Social awareness makes it possible for employees to be in a better position to understand customer's needs and strive towards satisfying these needs through continuous interaction with these beneficiaries which then leads to achieving organisational goals thus the need tobring develop this aspect in the employees and invest in it by the management through training.

6.6 To employees

The study recommends that all employees be educated at a personal level to enable them to have self-awareness, knowledge about other people's emotions, andalso manage their emotions and the emotions of others, motivation and teamwork. This will empower the employees of the communication companies on the effectiveness of their emotions on their managerial leadership skills which will help them to generate new ideas which can be discussed with their managers toreach the desired goals of their organizations.

6.6 To policymakers

The study recommends that the Policy Regulators particularly the Communication Authority of Kenya (CAK) incorporate EI and several principles that were found out in their organisation to easily flow downwards to the implementers.

6.7 To Human Resource Specialist

The Human Resource Practitioners have for years based their development and training programs for the organisation staff on IQ training materials and EI training was excluded from the program. The study outlines the significance of why it is necessary to add EQ to the training program as it will benefit the staff more on the behavioural aspects and how to relate to each other.

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