

Emotional Intelligence as a Predictor for Successful Leadership in Education: A Case of PhD Students of Adventist University of Africa

Callen Nyamwange

Kisii University, Kenya

Abstract: - Emotions serve as signals in response to changing conditions and have an impact on behavioral responses to events. Emotional intelligence occurs as a result of the interaction between emotions and cognitions. . High emotional intelligence level is associated with successful leadership and intellectual capacity furthermore, maladaptive coping methods such as self-harm and also the frequency of depression are found to be higher if reparation is not utilized. The study was carried among 40 PhD students of Adventist University of Africa. The purpose of the study was to establish the student's level of emotional intelligence as a predictor of successful leadership. The study managed to sample the whole cohort of Phd students. The results indicated that By paying attention to our feelings we learn how to get happiness and success in life, emotional intelligence matters just as much as intellectual ability does. 11(27.5%) out of 29(73%) do not usually worry about what they feel , 11 (27.5%) do not usually spend time thinking about their emotions, only 5(2.5%) do not think it pays to pay attention to their emotions. It further indicated that 8 out of 40 need to improve on clarity where as 19 out of 40 demonstrated having adequate clarity and 13 out of 40 indicated having excellent clarity in paying close attention to how they feel.

I. BACKGROUND

Emotional intelligence affects people's attitude and outlook on life. It can also help to alleviate anxiety and avoid depression and mood swings. A high level of emotional intelligence directly correlates to a positive attitude and happier outlook on life. Higher emotional intelligence helps to be stronger internal motivators, which can reduce procrastination, increase self-confidence, and improve ability to focus on a goal. It also allows creation of better networks of support, overcome setbacks, and persevere with a more resilient outlook (Scuderi.)

Ferry.K (2018) asserts that experts say there are six general styles of leadership. Visionary leaders articulate a shared mission and give long-term direction. Participative leaders get consensus to generate new ideas and build commitment. Coaching leaders foster personal and career development. Affiliative leaders create trust and harmony. Pacesetter leaders accomplish tasks by setting high standards. Finally, directive leaders are straightforward, pushing results with exact commands and being clear about the consequences of not meeting those results.

Ferry (2018)To make conflict productive, view it as a learning experience, not a contest. Emotionally intelligent leadership begins with staying clear about the overall objective of an organization or endeavor. Keeping the focus on strategic goals prevents a conflict from shifting to damaging attacks on the individual. Not only can this be beneficial to the relationships of all involved, but it also keeps the conversation on-topic, heading towards productive resolution. Friction is essential for movement. Like a car spinning its wheels on an icy road, a workplace without disagreement is at risk for getting left behind. Emotional intelligence competencies, like conflict management, empathy and self-awareness, can provide the guidance necessary to disagree into a productive force that drives innovation and success.And the most essential tool he prescribes is listening even if still disagreeing with the other person will be calmer and more open to your perspective once they've had the chance to express their own views.

Goleman (1998)Emotional self-control enables leaders to manage their emotions and impulses. You can remain calm even under stress or during a crisis. By finding this emotional balance, you can utilize your empathy in a productive way.

It's important to be attuned to your employees and to have an understanding of their lives outside the office. But when you need to deliver tough feedback, or make a difficult decision, keeping your own disturbing emotions in balance keeps them from clouding your best judgement.

Great leaders have strengths not only in emotional intelligence but also in abilities and skills like integrity and strategic thinking. They apply these abilities as needed, based on factors like the situation and current objectives. A daily team meeting may primarily require integrity, empathy, and inspirational leadership. Yet when faced with the potential loss of a major client, other abilities like influence, strategy, and determination would come to the forefront. By balancing an array of skills, great leaders prepare themselves for a multitude of circumstances and challenges. And with a clear vision and set of values, they can remain true to themselves along the way.

Cotler.J.L jcotler, DiTursi. D, Goldstein. I, Yates .J DelBelso. D, Colledge. S (2017) Developing EI competencies affords many benefits to undergraduate students such as increased workplace performance (Bradberry, 2014; Huppke, 2013; Stephen, 2014), leadership talent (Bradberry, 2014; Goleman, 2004, 2013; Goleman et al., 2013), overall job satisfaction (Sener, Demirel, & Sarlak, 2009), and increased earning potential (Bradberry, 2014; Momm, Blickle, Liu, Wihler, Kholin, & Menges, 2014). People with high EI are more self-aware, collaborative, influential, adaptable, reliable, and assertive than their colleagues, and employers look for these traits in job candidates (Bradberry, 2014; Majid & Mulia, 2011).

Intellectual ability is significant to succeed in everyday life within many different sectors Intelligence is an important aspect of the mind that includes a lot of cognitive abilities such as one's abilities in logic, planning, problem-solving, adaptation, abstract thinking, understanding of ideas, language use, and learning However, there are some other important components that contribute to the aforementioned success including social capabilities, emotional adaptation, emotional sensitivity, empathy, practical intelligence, and incentives. EI also focuses on the character and aspects of self-control, such as the ability to delay pleasures, the tolerance to frustrations, and the regulation of impulses (ego strength). Emotional intelligence also speaks to many areas of the psychological sciences—for example, the neuroscience of emotion, the theory of self-regulation, and metacognition—as well as the search for human cognitive abilities beyond what is traditionally known as academic intelligence (Drigas and Papoutsis ,2018)

Maillefer, Udayar and Fiori () Looking broadly at general competence models also provides support for the integration of a range of attributes (traits, abilities, and processing) into a single model that should predict positive performance in a specific domain. An influential typology, known as Bloom's Taxonomy utilized to assess performance in educational settings, is comprised of a variety of factors called KSAs: knowledge, skills, attitudes (Bloom et al., 1971; Bloom, 1976). Within this literature, work competence is based on these three cognitive domains: mental (Knowledge), affective (growth in feelings or emotional areas; Attitudes), and psychomotor (manual or physical skills; Skills), each of which jointly contributes to learning outcomes. Further, Kanfer and

We probably all know people, either at work or in our personal lives, who are really good listeners. No matter what kind of situation we're in, they always seem to know just what to say – and how to say it – so that we're not oExecutive attention holds the key to self-management. This power to direct our focus onto one thing and ignore others lets us bring to mind our waistline when we spot those quarts of Cheesecake Brownie ice cream in the freezer. This small choice point harbors the core of willpower, the essence of self-regulation offended or upset. They're caring and considerate, and even if we don't find a solution to our

problem, we usually leave feeling more hopeful and optimistic.

Goleman (2013) Attention regulates emotion. This little ploy uses selective attention to quiet the agitated amygdala. So long as a toddler stays tuned to some interesting object of focus, the distress calms; the moment that thing loses its fascination, the distress, if still held on to by networks in the amygdala, comes roaring back. The trick, of course, lies in keeping the baby intrigued long enough for the amygdala to calm. By age eight most children master greater degrees of executive attention. This mental tool manages the operation of other brain networks for cognitive skills like learning to read and do math, and academics in general. Golwman (2013) continues to note that cognitive control plays a central role in mental skills ranging from plain concentration and focus (on your homework, not that text from your BFF) to calming down after you get upset (say, when you finally read that text). A study published in 2011 tracked 1,000 children in New Zealand after rigorously testing them in elementary school for cognitive control. By their early 30s, their ability to manage attention predicted their financial success and their health better than did their IQ or the wealth of their family of origin.

Good emotional construction and regulation requires flexibility in processing. People develop theories about the best way to feel. Although a person might decide never-- or always--to be emotional, such simple notions are inadequate to successful emotional self-regulation. Both Aristotle and Freud saw problems with under emotionality. Aristotle referred to individuals who lack fear as "reckless" and who lack anger as "apathetic." (MAYER.J.D & SALOVEY.P, 1995)

Emotional clarity refers to the extent to which you know, understand and are clear about which emotions you are feeling and why you are feeling them. If you have poor emotional clarity, you may have a difficult time understanding the origins of your emotions. For example, you may say things like, "I feel bad and I don't understand why". Or you may not be able to easily distinguish between emotions. Poor emotional clarity results in feeling overwhelmed or upset rather than feeling more specific emotions such as frustration or sadness.

Higher levels of emotional clarity have been shown to be associated with lower depression scores in adults (e.g., Balluerka, Aritzeta, Gorostiaga, Gartzia, & Soroa, 2013; Berenbaum, Bredemeier, Thompson, & Boden, 2012; Gilbert et al., 2012; Moriya & Takahashi, EMOTIONAL CLARITY 11 2013; Vine & Aldao, 2014) and children (Flynn & Rudolph, 2010). Also, lower emotional clarity has been found to be related to more negative affect, anxiety, hostility, stress, and mental health problems such as somatization and insomnia (e.g., Ciarrochi et al., 2008; de Gucht et al., 2004; Gilbert et al., 2012; Le et al., 2002; Palmer et al., 2002). Moreover, clinical psychological research has found that self-

reported deficits in emotional clarity are implicated in various disorders (e.g., depression, social anxiety, borderline personality, binge eating, and alcohol use; Berking & Wupperman, 2012; Vine & Aldao, 2014). Using ESM and an indirect (RT) measure of emotional clarity, Thompson and colleagues (2015) found that individuals with major depressive disorder had lower clarity of negative emotions than healthy controls.

Moods and emotions may be subject to attempts to regulate their intensity and quality. Although moods and emotions can be differentiated by general characteristics such as object directness and time pattern (Frijda, 1993)—which also means that they may be elicited in different ways and influenced by different factors—the processes that guide their regulation share some features. Regulation attempts may occur either deliberately (i.e., involving conscious awareness and effort) or automatically (i.e., without a conscious decision and without effort). However, it seems plausible to assume a continuum that ranges from the automatic to controlled regulation of affective states (e.g., Gross, 1998; Mauss, Bunge, & Gross, 2007). Given that emotional clarity has been defined in terms of conscious awareness, we focus on controlled regulation processes here by referring to two models of affect regulation: Gross' (2015) extended process model of emotion regulation and Larsen's (2000) control theory model of mood regulation.

As a cognitive basis of the development of a sense of meaning, Shin, Steger and Henry (2016) emphasized the importance of having a coherent understanding of the self. Being able to identify and understand one's own moods and emotions should help individuals interpret diverse life experiences and gain self-knowledge. Abeyta, Routledge, Juhl, and Robinson (2015) argued that emotional clarity should improve peoples' ability to detect and derive meaning from emotional information (Lischetzke & Eid, 2017). Emotionally intelligent people are able to identify emotions and understand the role they play in influencing a person's thoughts, words, and actions.

They do so by quietly observing both themselves and others, reflecting on those observations, and (at times) sharing their conclusions. This enables them to see what's happening "below the surface," so to speak...and to identify the reasons behind our behavior.

Emotionally intelligent people realize that emotions are fleeting, and that often making impulsive decisions leads to regrets. Therefore, they try to pause and think before speaking or acting--especially when they find themselves in an emotionally charged moment. Most emotions are experienced instinctively, can't control how they feel in any given moment.

But emotionally intelligent people recognize they can control how they *react* to those feelings--by focusing on their thoughts. In doing so, they avoid becoming slaves to their emotions (<https://www.inc.com/justin-bariso/19-signs-of-high-emotional-intelligence.html>, (2018)

Mori (2019) Highly sensitive people (HSPs) have an immense capacity for empathy. Due to this trait, we tend to be drawn to helping professions, and we often become caregivers for our friends and families. Our empathy often surpasses that of the regular definition of the word. Rather than simply *sensing* what someone else is feeling, many of us actually *start feeling it ourselves*. Emotions can play an important role in how we think and behave. The emotions we feel each day can compel us to take action and influence the decisions we make about our lives, both large and small. In order to truly understand emotions, it is important to understand the three critical

Mowrer (2007) Emotional Repair is positively related to optimism, levels of self-esteem, interpersonal satisfaction, beliefs that one can regulate negative moods, the perception of stressors as less threatening, and the use of active coping. It shows a negative relation to depression, reports of physical symptoms, social anxiety, and rumination

Researchers have found that people with high scores on emotional intelligence have: Increased academic performance; better family and intimate relationships, better social relations and communication, lower levels of anxiety symptoms and stress, lower levels of depression, Lower probability of drug use, less likelihood of interpersonal conflicts

II. METHODS

The study took place in Kenya but the sample was picked a cohort of students from all over Africa. The sample consists of PhD students taking a leadership programme and it was homogenous in nature. The study tested emotional intelligence measuring three key dimensions; Attention: I am able to feel and express feelings properly, Clarity: I understand my states well, Reparation: I am able to regulate emotional states correctly.

The study utilized a five point likert scale of 24 test items to get opinions of the PhD students on attention, clarity and reparation as aspects of measuring professional success in leadership.

The data was analyzed after the questionnaire was completed, to correct and get a score on the three factors of emotional intelligence, items were added 1 to 8 to find the score of the emotional attention factor, items 9 to 16 for the emotional clarity factor and 17 to 24 for the emotional repair factor.

III. RESULTS

This study analyzed emotional intelligence by giving a questionnaire of 24 test measures of three key dimensions: attention, clarity and reparation. The respondents on Attention why to respond to the general idea of ; I am able to feel and express feelings properly, On Clarity they were to respond to whether they I understand their states well and on reparation they were to respond to how well they are able to regulate emotional states correctly. The analyzed attention levels of 40

phd students drawn from all parts of Africa on a leadership programme.

The study sought to find out level of attention of the PhD leadership class to assess how they move information from the

sensory register into working memory, it appears that, at least in most cases, we must pay attention to it."

The results are presented in Table 1 below. suggest that attention level averages were low for seven students

Table 1: Attention and emotional intelligence

Statements	ST	D	UD	A	SA
I pay close attention to feelings.	1 (2.5%)	1(2.5%)	3 (7.5%)	19 (47.5%)	17(42.5%)
I usually worry about what I feel	1(2.5%)	5(12.5%)	6 (15.5%)	15(37.5%)	13(32.5%)
I usually spend time thinking about my emotions.	1(2.5%)	3(7.5%)	7 (20%)	20 (50%)	8 (20%)
I think it pays to pay attention to my emotions	0	1(2.5%)	4 (10%)	12 (25%)	5 (7.5%)
I let my feelings affect my thoughts	4 (10%)	7 (17.5%)	11 (27.5%)	10 (25%)	5(12.5%)
I think about my mood constantly	2(5%)	8 (20%)	14 (35%)	10 (25%)	3(7.5%)
I often think about my feelings	1 (2.5%)	5(12.5%)	11 (27.5%)	17 (42.5%)	6 (15%)
I pay close attention to how I feel	0	5 (12.5%)	8 (20%)	18 (45%)	12 (30%)
TOTAL	12.5%	20%		67.5%	

The results suggest that 5(12.5%) do not pay close attention to feeling out of 35(87.5%) who pay attention to feelings. By paying attention to our feelings we learn how to get happiness and success in life, emotional intelligence matters just as much as intellectual ability does. 11(27.5%) out of 29(73%) do not usually worry about what they feel , 11 (27.5%) do not usually spend time thinking about their emotions, only 5(2.5%) do not think it pays to pay attention to their

emotions, Based on the scoring respondents in this category should pay attention to their feeling. Those students that scored a percentage of 20% the ones in the category of undecided have adequate attention while those that scored 67% should improve their attention because are they are paying too much attention to their feelings which is likely to affect the output of such persons.

Table 2: Clarity and emotional intelligence

Statements	SD	D	UD	A	SA
I pay close attention to how I feel.	0	3 (7.5%)	11(27.5%)	18 (45%)	8 (20%)
I can often define my feelings.	0	3 (7.5%)	7 (17.5%)	20 (50%)	10 (25%)
I almost always know how I feel.	0	0 (0%)	5 (12.5%)	19 (47.5%)	14 (35%)
I usually know my feelings about people.	0	1(2.5%)	6 (15%)	20 (50%)	14 (35%)
I often notice my feelings in different situations	0	3(7.5)	7 (17.5)	17 (42.5%)	15 (37.5%)
I can always tell how I feel.	3	3(7.5%)	7 (17.5%)	21 (52.5%)	9 (22.5%)
Sometimes I can say what my emotions are.	3	3 (7.5%)	7 (17.5%)	21 (52.5%)	9 (22.5%)
I can understand my feelings.	1	1 (2.5%)	5 (12.5%)	22 (55%)	12 (30%)
	7(0.8%)	17(2.125%)	55(6.8%)	158(19%)	91(11.37%)

On clarity the respondents were asked to respond to the statements to assess the level at which they communicate clearly and predict level of professional success. The respondents 8 out of 40 need to improve on clarity where as 19 out of 40 demonstrated having adequate clarity and 13 out of 40 indicated having excellent clarity in paying close attention to how they feel, defining their feelings, almost

always knowing how they feel, knowing their feelings about people, noticing their feelings in different situations , always telling how they feel, can say what my emotions are and can understand their feelings. By having adequate or excellent clarity in understanding emotions they can easily be able to predict their level of professional success in their field of leadership.

Table 3: Reparation and emotional intelligence

Statements	SD	D	UD	A	SA
Although I sometimes feel sad, I usually have a positive outlook.	0	2 (2.5%)	3 (7.5%)	16 (40%)	20 (50%)
Though I feel bad, I try to think of pleasant things. I	0	0 (0%)	6 (15%)	23 (57.5%)	11 (27.5%)
When I am sad, I think of all the pleasures of life.	1	6 (15%)	15 (37.5%)	14 (35.5%)	4 (10%)
I try to think positive thoughts even though I feel bad	0	2 (5%)	7 (17.5%)	19 (47.5%)	12 (30%)
If I turn things around too much complicating them, I try to calm myself down.	0	2(5%)	9 (22.5%)	20 (50%)	9 (22.5%)
I worry about being in a good mood	8	15(37.5%)	9 (22.5%)	5 (12.5%)	2 (7.5%)
I have lots of energy when I feel happy	2	2(2.5%)	2 (5%)	17 (42.5%)	18 (45%)
When I am angry try to change my mood.	2	3 (3.7%)	5(12.5%)	26 (65%)	5 (12.5%)
	13(1.625%)	32(4%)	56(7%)	140(17.5%)	81(10.125%)

On emotional repairs the respondents were required to respond to eight items to assess their level of repairs on professional success and maturity. 13 Out of the 40 respondents scored below 23 and therefore required to improve in reparation so as to achieve professional success while the remaining 32 out of 40 have adequate reparation and no one has achieved excellent reparation in usually have a positive outlook even when they feel sad, try to think of pleasant things even though they feel bad, think of all the pleasures of life even when they are sad, try to think positive thoughts even though feeling bad, turn things around too much complicating them they try to calm themselves down, worry about being in a good mood, having lots of energy when feeling happy and when angry they try to change their mood, By having adequate reparation in repairing wounded emotions they can easily be able to predict their level of professional success in their field of leadership.

IV. CONCLUSIONS

The study concludes that emotional intelligence is an important aspect in leadership. It is has a crucial role that it plays since it regulates our emotions in our lives. Their mechanics are still not properly understood.

Emotional intelligence simply means comprehending the feelings of oneself and others, utilizing these feelings to cope with daily-life demands, showing empathy, adaptability to change, managing stress, self-motivation and establishing successful relationships and leadership.

Regardless of one's score, the good news is that emotional intelligence can be trained and one can work on it throughout our lives.

REFERENCES

- [1]. Amazon Goes to School (for \$700 Million) : July 11, 2019. Published online 2018 May 2. doi: 10.3390/bs8050045
- [2]. Athanasios S. Drigas, and Papoutsis.C (2018) A New Layered Model on Emotional Intelligence: doi: 10.3390/bs8050045

- [3]. Ashley. M.V1*, Shagini .U1,2 & Fiori. M (2018)Enhancing the Prediction of Emotionally Intelligent Behavior: The PAT Integrated Framework Involving Trait EI, Ability EI, and Emotion Information Processing
- [4]. Cotler.J.L jcotler, DiTursi. D, Goldstein. I, Yates .J DelBello. D, College. S (2017) Mindful Approach to Teaching Emotional Intelligence to Undergraduate Students Online and in Person, Loudonville, NY 12211, USA
- [5]. Forget Delayed Gratification: What Kids Really Need Is Cognitive Control By Daniel Goleman @DanielGolemanEIOct. 07, 2013
- [6]. Ferry.K (2018)The behind-the-scenes impact of emotional intelligence: reports & insights, 8378 743 632 1372
- [7]. Ferry.K (2018)The Hidden Opportunity in Conflicts at Work : Emotional Intelligence Developing Strong "People Skills"
- [8]. Lischetzke, T. & Eid, M. (in press, 2017). The functionality of emotional clarity: A process-oriented approach to understanding the relation between emotional clarity and well-being. In M.
- [9]. <https://www.inc.com/justin-bariso/19-signs-of-high-emotionalintelligence.html>Things: Emotionally Intelligent People Do By Justin BarisoFounder, Insight@JustinJBariso
- [10]. Tchiki (2019)Emotional Clarity
- [11]. Robinson. D & Eid() The happy mind: Cognitive contributions to well-being. New York: Springer.
- [12]. TRITIN. L () SELF-DEVELOPMENT : Why Do Highly Sensitive People Absorb Other People's Emotions?
- [13]. Mayer.j.d & Salovey.p (1995) Applied & Preventive Psychology 4:197-208 (1995). Cambridge University Press. Printed in the USA. Copyright © 1995 AAAPP 0962-1849/95 \$9.00 + .10 Emotional intelligence and and regulation of feelings the construction
- [14]. Morin.A (2019) How to Control Your Emotions so Your Emotions Don't Control You Sharpening your emotional regulation skills will make you mentally stronger.
- [15]. Mowrer (2007) The Role of Emotional Clarity in Impressions of the Self and Others A Senior Honors: Unpublished thesis
- [16]. The Purpose of Emotions: How Our Feelings Help Us Survive and Thrive By Kendra Cherry, Updated May 12, 2019
- [17]. SALAZAR. A (2017) Emotional Intelligence Test: 24 questions to measure your EQ
- [18]. Scuderi. R (what is emotional intelligence and why it is important: Life stack
- [19]. Wagnall. N (2018) Emotional Clarity: 6 Key Principles for Managing Your Emotions November 16, 2018 • In Emotional Fitness.