EMOTIONAL INTELLIGENCE AND EFFECTIVE LEADERSHIP IN THE COUNTY GOVERNMENTS IN KENYA

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Emotional Intelligence and Effective Leadership in the County Governments in Kenya

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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DEDICATION

To my beloved late parents- John Tum and Annah Jesanga, who ensured that I went to school and encouraged me to be a committed person who can be relied upon to make a difference in life. Special dedication goes to my wife, Lillian and my sons, Justin and Emmanuel, who supported and encouraged me to pursue seeking knowledge by going back to learn. To crown it all, to the almighty God who provided me with all I needed in this journey of seeking knowledge.

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LIST OF ABBREVIATIONS AND ACRONYMS

CEC   County Executive Member

CoG   Council of Governors

CoK   Constitution of Kenya

ECI   Emotional Competency Intelligence

EI   Emotional Intelligence

EQI   Emotional Quotient Intelligence

ESCI   Emotional Social Competence Inventory

IQ   Intelligence Quotient

LMX   Leader-Member-Exchange

MLQ   Multi-factor Leadership Questionnaire

MSCEIT   Mayer, Salovey & Caruso Emotional Intelligence Test

DEFINITION OF TERMINOLOGIES

Effective Leadership   Refers to how successful an individual, already in a leadership position, is in influencing, motivating, and enabling others towards achieving group or organizational success (Bass, 1995).

Emotional Intelligence   The ability to monitor one's own and others' emotions, to discriminate among them, and use same to inform, to guide one's thinking and actions (Salovey & Mayer 1990).

Organizational Culture   Refers to the beliefs and values that have existed in an organization for a long time, and to the beliefs of the staff the foreseen value of their work that will influence their attitudes and behavior (Tsai, 2011).

Relationship Management Social skills that enable individuals to be able to perceive emotions of others, use emotions to facilitate thinking,   able to understand emotions and manage them effectively (Goleman, (2002).

Self-awareness   One's ability to correctly perceive his or her own emotions and comprehend tendencies across situations (Bradberry and Greaves, 2009).

Self-management   Individual's capacity to manage one-self in terms of self-control, transparency, adaptability, achievement, initiative and optimism (Olokiton, 2014)

Social Awareness   An ability to understand the emotions of others and understand their personal emotional makeup (Goleman, 2002).

ABSTRACT

Effective leadership in organizations has continued to be a much sought attribute by many organizations because it is linked to organizational success. Research in the fields of leadership and psychology suggest that emotional intelligence which is the ability to perceive, understand and manage emotions in the self and others contributes to effective leadership in organizations. This study reviewed relevant theories and empirical data on emotional intelligence and effective leadership. The objective of this study therefore was to establish the relationship between emotional intelligence and effective leadership in County Governments in Kenya. Specific objectives of the study were to find out the relationship between self-awareness and effective leadership, establish the relationship between self-management and effective leadership, determine the relationship between social-awareness and effective leadership and to determine the relationship between relationship-management and effective leadership in County Governments in Kenya. The study reviewed relevant theories of the variables to ground the study. The study adopted descriptive survey research design. The target population of the study was 3,190 County Officials and a sample of 343 was drawn. A stratified sampling technique was used to gather for proper representation. Data collection instrument used was a questionnaire. Quantitative data was analyzed statistically yielding frequencies, percentages, means and standard deviations, while inferential statistical tools such as correlation and regression were used to determine and explain variable relations by use of SPSS Version 22 program. Analysis of variance (ANOVA) was used to test for significant differences in three categories of county officers and data were presented in the form of tables, figures and charts. This revealed that there is a significant positive relationship between self-awareness, self-management, relationship management and effective leadership in county governments in Kenya. The study finding further revealed that there is an insignificant positive relationship between social awareness and effective leadership in county governments in Kenya. The study concluded that emotional intelligence significantly influenced effective leadership in county governments in Kenya. The study recommended that County Governments in Kenya may in cooperation with Public Service Commission formulate policies on management of recruitment and selection of top officers. Lack of specific regulations for hiring county top staff has resulted in counties hiring unqualified people to drive the development agenda. The study recommends that County and National Governments and any other public entity should first train their top management employees on the need to have emotional intelligence abilities. Such training must touch on various aspects of emotional intelligence such as self-awareness, self-management, social awareness and relationship management which influence effective leadership.

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

The chapter comprised of the background of study in order to crystallize and understand the origin and reason why the relationship of emotional intelligence and effective leadership is important in the workplace. The statement of the problem expounds what, why, how, where and when is effective leadership a problem in County Governments in Kenya and emotional intelligence could be a solution which should be embraced. Objectives of the study had all variables which guided on formation of null research hypotheses. The scope of the study was provided. Justification of the study provides the need and desire to pursue the study while limitations of the study provide leverage for probable and unforeseen circumstances.

The study aimed to establish the relationship between emotional intelligence and effective leadership in the County Governments in Kenya. This is because emotional intelligence studies have taken considerable time and space in leadership research and applied psychology in the last two decades (Fambrough & Hart, 2008; Tang, Yin, & Nelson, 2010; Wong & Law, 2002). Most scholars have had their focus on the subject matter as to whether or not EI is one of the most important factors to determine desired leadership practices (Boyatzis, Rochford, & Cavanagh, 2017; Ramchunder, & Martins, 2014).

Though there are considerable studies on emotional intelligence construct and its relationship with leadership variables have been done in developed and developing countries and its effects on effective leadership have been affirmed, not much has been done in Africa as well as in Kenya. Some of the studies that have demonstrated significant effects on leadership practices include: organizational performance (Druskat & Sala, 2013; Ingram et. al., 2017; Wang & Zhou, 2016), effective leadership (Batool, 2013; Lam & O'Higgins, 2012; Goleman, Boyatzis & McKee, 2013) and leadership styles (Siegling, Nielsen & Petrides, 2014; Gupta, Loon, & Casimir, 2016) among others.

This scenario of performance contrasts the organizational purposes for both the private and public in terms of aspired goals. This is possible with having good leaders and managers.

Studies have shown that effective leadership continues to be critical for rapidly changing organizations (Yukl, 2002). This clarion call has necessitated in recent time, concerted research work on leadership gaining momentum which emotional intelligence of leaders has been cited as an important ability element needed for effective leadership to be realized (Weinberger, 2009; Yin, & Nelson, 2010).

This assertion is further supported by McCleskey (2014) who points in his study on review, progress, and controversy on the construct of emotional intelligence and leadership that emotional intelligence appears to have support in both informal conversation and academic environment. However, this scholar cautions that the claims about EI on leadership are high and in some areas it has not fully been explored and recommends that more research is required to sustain the claim. Tang et al., (2010), add that this construct of EI has had a focus in research whether or not it is one of the significant factors that determine effective leadership.

1.1.1 Global Perspective on Emotional Intelligence and Effective Leadership

Several studies have been done globally on the relationship of emotional intelligence and effective leadership and results show various results which demonstrate that there are research gaps to be addressed. In US, Researchers have been able to link EI concept to effective leadership leading to performance. In their research on EI and job performance, Joseph and Newman, (2010b) and O'Boyle *et al.,* (2011) found a surprisingly strong relationship between job performance and self-reported emotional intelligence. Emotional intelligence concept has been studied extensively in the developed world and there is evidence that it has endured and thrived from early years' research on social intelligence by Thondike in 1920 (Goleman, Boyatzis, & McKee, 2013).

A study on culture's influence on emotional intelligence in nine countries which examined the effects of emotional intelligence suggests that emotional intelligence has different effects on management outcomes in different cultural contexts, but lacks a systematic analysis of the effect of cultural values in the development of emotional intelligence (Gunkel, Schlägel & Engle, 2014).

A research done in US by Jensen *et. al*., (2007) underscores that leadership is seen as a flagship topic for emotional intelligence and cautions users that it is not clear whether leadership is one of the most useful applications for EI or because organizations just grabbed onto this area and developed it further for own use. Another study done in New Zealand on Emotional intelligence and occupational stress among professional staff, showed that professional staff can manage stress as long as their emotional intelligence levels are high (King & Gardner, 2006). In Australia, studies on EI and effective leadership are on the rise. Two scholars, Rosete and Ciarrochi (2005) did an evaluation of EI and its relationship to workplace performance outcomes of leadership effectiveness in a public service organization which positively correlated to each other.

In another study by Mann (2006), on expectations of emotional display in the workplace in an American and UK context found out that the expectations of emotional display were shown to differ across cultures, between jobs and roles within an organization, and between males and females. Mann (2006) noted that the expectations vary from culture to culture and depend on the emotional intelligence in the form of careful control of emotional front they present to customers, clients and colleagues. In a comparison study by Karim and Weisz (2010), to assess the mean differences on the MSCEIT across two cultures of French and Pakistan on emotional intelligence, they established that French participants had higher scores than their Pakistani counterparts on branch, area, and total MSCEIT scores. These finding that, people from individualistic societies are better at perceiving, understanding, expressing, and regulating emotions support the studies done by other scholars (Fernandez *et al.,* 2000; Gross & John, 2003; Matsumoto, 1992).

1.1.2 Regional Perspective on Emotional Intelligence and Effective Leadership

There are several studies on effective leadership in leading organizations across Africa where emotional intelligence variable has been studied. A study done in South Africa Insurance Company using 360° feedback measure of EI and transformation leadership using Multifactor Leadership Questionnaire on 314 associates, managers, peers and subordinates showed positive correlation between EI and transformational leadership style (Vrbal, 2007). The results of that study support those of other studies, in which various researchers used different

measurement instruments for emotional intelligence, suggesting a positive relationship between emotional intelligence and transformational leadership.

It has been argued that the meaning of leadership varies systematically across cultures and there exist cultural and contextual understanding to avoid conflict in the literature between the quest for universals and the identification of cultural contingencies in leadership theory (Caliqiuri & Farique, 2012). Kuada (2010) postulates that there is scarcity in leadership literature in Africa which does limit knowledge on the subject matter and calls for additional research on all issues touching on effective leadership. Sadri, (2012) makes recommendations for incorporating emotional intelligence into leadership development programs to equip leaders and managers with knowledge on leadership for organizational success.

In a study done in Rwanda on EI and servant leadership shows that there is growing criticism among African researchers that most models of EI and leadership are primarily based on western cultures and therefore biased against African cultural context (Winston & Ryan, 2008). As a way to address this challenge, African researchers has attempted to construct own equivalent concepts based on cultural backgrounds. This has led to emergence of organizational behavior studies in South, East and Central Africa where a philosophy of *'ubantu'* cultural world view common among the Bantu tribes in Africa has taken root (LeGrande, 2011; Murithi, 2009). *Ubantu* Philosophy emphasizes the interconnectivity of self within society and the extension of humanness with shared community. This generally relates to dimensions of EI like self-awareness, self-management, and relationship management.

1.1.3 Local Perspective on Emotional Intelligence and Effective Leadership

Kenya has not been left behind in the quest to have responsible leaders with all the qualities and attributes of good leaders (CoK, 2010). The Kenyan Constitution placed leadership and integrity framework in chapter six to enhance leaders' required attributes. The clause stipulates that state officers are servants and not rulers and that those who abuse their offices shall be permanently disqualified from ever occupying public office again, over and above other punishment. There is however little research literature available in Kenya on the

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relationship of EI and effective leadership but empirical studies so far done dwell on EI and leadership styles.

The research by Mwangi, Mukulu, and Kabare (2011) suggested that utilization of EI is significant on transformational leadership in Public Universities. They established that there is a relationship between emotional intelligence and transformational leadership. In another study done by Gitonga (2012) on EI and leader effectiveness in banking sector in Kenya, it suggested that though there is positive relationship between emotional intelligence and leader effectiveness, it recommends further study because there were implications for theory and practice.

1.1.4 Emotional Intelligence

The first framework for emotional intelligence (EI) was formulated by Salovey and Mayer in 1990. This marked the beginning of 25 years of academic research, development, and debate on the subject of EI which has attempted to draw out the relationship between EI and other variables including effective leadership. Some scholars have cited the concept of EI as a uniquely controversial construct of the social sciences which require further research (McCleskey, 2014; Lindebaum & Cartwright, 2010; Walter, Humphrey, & Cole, 2012). There are several definitions and models that have been conceptualized by scholars which can be utilized depending on the type of research. These models include: Mental Ability Model; the Bar-On Model of Emotional-Social Intelligence; and Goleman's Model of EI (Lam & O'Higgins, 2012).

While EI concept was popularized by Goleman (1995) by his book 'Emotional Intelligence: *Why it Can Matter More Than IQ*' by citing the work of Salovey and Mayer (1990), his claims sparked controversies which have continued to the present (Murphy, 2006). Murphy states that 'there is perhaps no construct in the social sciences that has produced more controversy in recent years' and Spector (2005) points out that the debate is all about the definitions, uses, measurement and nature of the construct. In his effort to clarify EI construct, Cherniss (2010b), claims that the extreme views about the construct of EI, both for and against, are incorrect and that the truth about EI is more complex. He also notes that there

are many conflicting definitions and models of EI. Glynn and Rafelli (2010) sums up that EI suffers from an acute form of the theoretical pluralism that the leadership field often exhibits.

Despite the raging debate on EI definition, many scholars have accepted the construct as a critical element for leaders' effectiveness (Cote *et al.,* 2010; Hong, Catano, & Liao, 2011; Olakitan, 2014). According to Olakitan (2014 p. 262) "Carefully managed emotions can drive trust, loyalty and commitment as well as increase productivity, efficiency, and effectiveness in the individual, team and organizations". Additionally, Tang *et al,* (2010) found that individuals with high EI competences are likely to display leadership success in workplace than individuals with low EI competences. This view is supported by Cavazotte, Moreno and Hickmann (2012) who observe that EI improves leader's professional performance.

1.1.5 Effective Leadership

A leader helps others to find direction and purpose through vision (Boyatzis *et. al.*, 2015). It has also been established that a leader who emphasizes vision elicits adaptability and openness in those within organization (Griffin *et. al.,* 2010). Consistent studies in the last twenty years have shown that interpersonal skills have taken root in the research of effective leadership (Thory, 2016; Kearns *et al.,* 2015; Bratianu, 2016). The past leaders' roles were to control, command, direct and plan the running of organizations (Porter, 2012).

This has currently changed especially in the service-oriented industries, where leadership roles do include motivation and inspiring employees (Kearns *et. al.,* 2015). These new leadership trends are placing new demands on leadership training programs (Thory, 2016). As a result, research has been exploring the underlying attributes and behaviors of leaders who successfully perform these contemporary leadership roles in order to identify leadership selection and training criteria for the recruitment and development of effective leaders (Sadri, 2013; Boyatzis, Smith, & Oosten, 2013; Cavazotte, Moreno, & Hickmann, 2012).

1.1.6 County Governments of Kenya

The County Governments were created by the Constitution of Kenya (CoK, 2010) and their powers are provided in Articles 191 and 192 of the Constitution of Kenya, and in the fourth schedule of the Constitution of Kenya and the County Governments Act of 2012 (CGA,

2012). Contrary to the expectations of many Kenyans on devolution, not much in terms of development has been achieved so far. Growth and service delivery from the devolved governance is yet to be seen and the citizens have started to question the effectiveness of the leadership in the County Governments. The Annual Reports from the Auditor General for the Financial Years' 2012/2013, 2013/2014 and 2014/2015 painted a poor state of the counties in terms of lack of effective leadership and management.

The Auditor Report on the funds uptake on development projection has stagnated below 30% in most counties while operational costs keep growing at alarming rates. The Controller of Budgets requires a threshold of development expenditure of 30% or above to spur economic growth to improve people's livelihoods as per Article 228 (CoK, 2010). With the slow development in County Governments, the aspirations of devolutions may not be achieved at all.

1.2   Statement of the Problem

Effective leadership has been rated as among top characteristics of high performance organizations and has led to organizations to continually seek interventions for effective leadership. Effective leadership enables organizations to perform better and survive in the turbulent and competitive environments. Understanding of emotions and the abilities associated with emotional intelligence of leaders has been noted to support effective leadership (Sadri, 2013; Boyatzis, Smith & Oosten, 2013; Cavazotte, Moreno & Hickmann, 2012).

Despite studies so far done on effective leadership linking it to success, there still exists ineffective leadership in organizations. County Government's Annual Financial Reports by The Auditor General for the years 2012/2013, 2013/2014, 2014/2015 and 2015/2016 depict worrying trends on expenditures. The reports show non-priority spending on unnecessary items while development matters continue to suffer. Poor and ineffective leadership have been highlighted to be the core problem which exists.

Despite much interest in relating EI to effective leadership in organizations, there are limited studies on the EI and effective leadership done in especially in Africa. Studies show that

ineffective leadership challenges that are abound in most African countries is on how they deal with it (Cascio & Luthans, 2014). They claim that the challenges are addressed politically and economically and neglect psychological approach. In Kenya, the same scenario seems to be replicated following devolution to county governments where County Governments have been mandated and entrusted with enormous public resources in order to use and deliver public services to citizenry while the effectiveness of leadership available in county governments is scanty. This provides the contextual research gaps that the study sought to address.

Popular literature has highlighted the usefulness of this potential relationship, and drawn important theoretical links between EI and leadership effectiveness leading to organizational success (Mittal & Sindhu 2012). Therefore, the aim of this study was to find out whether there is relationship between emotional intelligence and effective leadership in County Governments in Kenya so that the findings regarding exactly how EI relates to effective leadership may lead to significant advances in leadership development and succession planning programs in County governments Kenya and also benefit stakeholders. Government of Kenya, County Governments, organizations and scholars and researchers may benefit greatly on the findings of this study.

1.3 General Objective

The general objective of the study was to establish the relationship between emotional intelligence and effective leadership in County Governments in Kenya.

1.3.1 Specific Objectives

The specific objectives of this study were as follows:

1. To find out the relationship between self-awareness and effective leadership in County Governments in Kenya.

2. To analyse the relationship between self-management and effective leadership in County Governments in Kenya.

3. To examine the relationship between social-awareness and effective leadership in County Government in Kenya.

4. To assess the relationship between relationship-management and effective leadership in County Governments of Kenya.

5. To test the moderating effect of organizational culture on the relationship between emotional intelligence and effective leadership.

1.4 Research Hypotheses

The study was guided by the following null hypotheses derived from the study objectives:

1. **H_{01}**: Self-Awareness does not have a significant relationship with effective leadership in County Governments in Kenya.

2. **H_{02}**: Self-management does not have a significant relationship with effective leadership in County Governments in Kenya

3. **H_{03}**: Social-Awareness does not have a significant relationship with effective leadership in County Governments in Kenya.

4. **H_{04}**: Relationship Management does not have a significant relationship with effective leadership in County Governments in Kenya.

5. **H_{05}**: Organizational culture does not significantly moderate the relationship between emotional intelligence and effective leadership.

1.5 Significance of the Study

Organizations both public and private always strive to ensure that they deliver their mandate to their customers or people that seek their services. One of the ways of doing so is by ensuring that the organization has effective leadership that will spearhead their purpose and vision. This study sought to contributes to the discourse on attaining effective leadership by examining the role of emotional intelligence on effective leadership in County Governments

in Kenya. Hence the study findings maybe of create importance to the following stakeholders;

1.5.1   Republic of Kenya

The findings of study will be available to the policy formulators who will use the same to inform policy decisions on the level of leadership in the country. The Constitution of Kenya demands for citizen participation and gives the people a chance to determine how matters are run in the country (CoK, 2010). The devolved system of governance in Kenya allows for the citizens to exercise their sovereign power through transfer of powers to the 47 County Governments under the leadership of Governors.

1.5.2 County Governments

The research findings of the study will great assist the County Governments to train and develop their staff on emotional intelligence skills. The county leadership may also realize that their leadership approaches may vary depending on who they are dealing with and the situation they are in. County Assemblies which are executive oversight bodies may utilise the findings for further civic education and citizenry participation. Similarly, the study may contribute to the existing body of knowledge on good working relationships and teamwork in County Governments in Kenya leading to improved service delivery.

1.5.3   Human Resource Practitioners

Human resource organizations and individuals may use the research findings to enhance their training contents with a view to reducing the gaps on emotional intelligence and effective leadership programs. The department handling human resource function in the County Governments in Kenya may adopt the findings of this study when recruiting individuals in the leadership positions in their respective counties.

1.5.4 Scholars and Researchers

Academicians and scholars may use the research findings to further their studies with a view to reducing knowledge gaps in the construct of emotional intelligence and leadership theory and practice. The study expounded on the existing theoretical and empirical knowledge on

the relationship between emotional intelligence and effective leadership hence further studies may adopt these findings as source of references.

1.6   Scope of the Study

The main focus of the study was to examine the relationship between emotional intelligence and effective leadership in county governments in Kenya. The study specifically sought to analyse the relationship between self-awareness, self-management, social awareness and relationship management and the dependent variable effective leadership. The study targeted 3190 County Governments' Executive Members, Chief Officers and Directors from all the 47 counties in Kenya. The study relied on primary data collected using questionnaires and quantitative data analysis techniques were used in data analysis.

1.7   Limitations of Study

The research instrument used was a self- reported questionnaire from the top leaders in County Governments of Kenya. The respondents may have overrated themselves and there is very hard to confirm if there was any overrating by the respondents. Webster, Iannucci and Romney (2002) aver that respondents do tend to overrate themselves on positive traits which may be the case. The respondents may not have given true information on the assumption that the same may be used against them in future.

The study overcome this limitations by reminding the respondent to provide honest information since the study was to be used for academic purposes and honest information was required to achieve the study objectives. The study further assured all the respondents that the findings of the study was beneficial to all parts in terms of providing insights to be used by their County Governments to improve human resources management. The study further used pilot test findings to structure the statements in the data collection instruments to reduce the possibility of misunderstanding from the respondents.

<div align="center">**CHAPTER TWO**</div>

<div align="center">**LITERATURE REVIEW**</div>

2.1 Introduction

This chapter looks into theoretical framework and conceptual framework that this study is anchored on. The operationalization of variables opens up the understanding of variables of the study. Empirical review looks into the review of empirical and theoretical literature relevant to the problem being investigated. Critique of the literature under study provides room to analyze and give view on the past studies on the subject under study. Summary of the relevant literature was done to bring clarity, and research gaps were also identified.

2.2 Theoretical Review

This study was guided by four theories: Emotional Intelligence, Leader- Member-Exchange and Transformative Leadership. These theories have relevant relational linkage with study variables based on past studies and the nature of the constructs. These theories further seek to clarify and show how the dimensions of the variables interact with each for desired outcomes. It is important to highlight the theoretical framework which this study is anchored on. The theoretical framework has been explained to provide a context to examine a problem with a view to developing hypotheses (Smith & Lier, 1999).

It is also a frame of reference for observation, defining concepts, interpretations and generalization and refers to the theory that a researcher chooses to guide him/her in his/her research (Imenda, 2014). Lier and Smith (1999) opine that conceptual and theoretical frameworks refer to the epistemological paradigm a researcher adopts while looking at particular research problem. They claim that both conceptual and theoretical frames help readers to understand reasons why a researcher opts to study a particular topic, assumptions she/he makes, the scholars to dialogue with and generally approach to take in a study.

2.2.1 Emotional Intelligence Theory

The early Emotional Intelligence theory was originally developed during the 1970s and 80s by the work and writings of psychologists Howard Gardner, Peter Salovey and John Mayer (Rosete & Ciarrochi, 2005). The EI Theory has foundation from the works of Salovey and

Mayer in 1990 where they used much of the research findings available on cognition and emotions (Rosete & Ciarrochi, 2005). Daniel Goleman studied the works of Gardner, Salovey and Mayer's, and eventually published a book on EI (Goleman, 1995). He asserts that Emotional intelligence theory is largely about having the ability to understand and manage the emotions of yourself and also those around you. He points out that EI theory is split into four competencies or clusters namely: self-awareness, self-management, social awareness, and relationship management (Boyatzis, 2009; Cherniss, 2010; Goleman *et. al.,* 2002).

Emotional Intelligence has been identified as a variable that can be used to identify potentially effective leaders, and as a tool for developing effective leadership skills (Batool, 2013). This aspect of EI being a construct that can contribute to workers' capacity to lead others is very crucial to ground this study. In their study on the link between EI and performance of leaders and managers, Druskat, Mount, and Sala, (2013) found that there is positive relationship between EI and individual leaders' performance. This study on emotional intelligence and effective leadership in County Governments in Kenya does support this theory. The findings showed that the county top officials do have emotional intelligence which correlates with effective leadership. These theories of emotional intelligence therefore, support the variables of Self-awareness, self-management, social awareness and relationship management.

There are several EI Models developed by scholars. This study will use Goleman's Model (Goleman *et. al.,* 2002) to inform the conceptual framework in this study because it concentrates largely on testing the abilities of leaders at workplace and the model comprises of four general abilities as shown in figure 2.1.

	Self-competence	Social
Recognition	**Self-Awareness** **Self-confidence** • Emotion Self Awareness • Accurate Self-Assessment	**Social Awareness** **Empathy** • Organization Awareness • Understanding the environment
Regulation	**Self-Management** **Self-control** • Trustworthiness • Conscientiousness • Adaptability • Drive and motivation • Initiative	**Relationship Management** **Influence** • Inspirational Leadership • Developing others • Influence • Building bonds • Teamwork and collaboration

Figure 2.1: Goleman's Model

Source: Goleman *et. al.*, (2002).

2.2.2 Schein's (1988) Model of Organizational Culture

In this study, the organization as a purposeful social system and more specifically, the structural model of culture proposed by Schein (1992) is adopted as a framework to analyze organizational culture. In this endeavor, the term "organizational culture" is taken as: "A pattern of shared basic assumptions – invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems" (Schein, 1985). Schein maintains that culture has to be examined at the level of deeply held basic assumptions that members of a group share, and they are historically established structures, stored in the organizational members' almost unconscious realm, and which offer direction and meaning for man's relations with nature, with reality and in human relationships, while the artifacts are regarded as materialized expressions of the values and basic assumptions.

In Schein's (1988) model, organizational culture exists on three levels: artifacts espoused values, and basic underlying assumptions. The three levels are: Artefacts which mark the surface of the organization. They are the visible elements in the organization such as logos, architecture, structure, processes and corporate clothing. These are not only visible to the

employees but also visible and recognizable for external parties; espoused values which concerns standards, values and rules of conduct. This concerns how the organization expresses strategies, objectives and philosophies and how they are made public. Problems could arise when the ideas of managers are not in line with the basic assumptions of the organization; Basic underlying assumptions which are the basic underlying assumptions are deeply embedded in the organizational culture and are experienced as self-evident and unconscious behavior. Assumptions are hard to recognize from within.

2.2.3   Transformational Leadership Theory

Transformational Leadership Theory has been proposed with this focus (Lowe & Gardner, 2000) and has undergirded a number of scientific studies, becoming a leading stream of inquiry in the international literature (Antonakis, 2012; Gardner, Lowe, Moss, Mahoney, & Cogliser, 2010). This theory grounds that transformational leaders focus on the performance of group members and desire each person to fulfill their potential and that transformational leaders may persuade followers' self-concept in terms of how they the relate and interact with leaders by enhancing personal identification and social identification with the organizational unit (Kark & Shamir, 2013). Bass and Riggio (2006) suggest that creating high-performance workforce has become increasingly important and to so do, business leaders must be able to inspire organizational members to go beyond their task requirements by getting leaders who are visionary, inspiring, daring, risk-takers, and thoughtful thinkers. Such leaders should have a charismatic appeal.

Research done by Twiggs, Pinos, and Olson (2006) underscored that one aspect of transformational leadership style puts consideration unto the emotional needs of each employee. For the leader to be able do this, he/she needs to recognize and have control over his/her emotions and relations with others (Havard Business Review & Goleman, 2001). In this study, it was found that the key elements of transformational theory are similar to those sub variables of effective leadership like being visionary, developing others, building bonds and being change catalyst. This theory therefore supported variables of social awareness, relationship management and social awareness.

2.2.4 Leader-Member-Exchange Theory

Leader-member exchange (LMX) theory describes the dyadic process by which a leader develops a relationship with each subordinate (Furunes, Mykletun, & Einarsen, 2015). The basic idea proposed by this theory line is that effective leadership is not only about the leader's behavior but also reliant on the perception of the followers towards the leader (Schyns *et al.,* 2008).

Clarke and Mahadi (2011) found in a research on emotions in organizations in Malaysia, that EI has a moderating effect in Leader-Member Exchange leadership and that LMX is positively associated with organizational citizenship behaviour, job satisfaction, organizational commitment, psychological well-being, and in-role performance. They suggest that EI can help leaders and subordinates to facilitate stronger identification and emotional attachments with each other. The findings of this study clearly showed that the relationship management between employees and top county leadership is essential and does exist. The study depicted that there is strong significant relationship between all variables of emotional intelligence and effective leadership. This theory therefore supports variables of relationship management, self-awareness and self-management.

2.3 Conceptual Framework

A conceptual framework is the diagrammatic presentation of variables, showing the relationship between the independent variable, moderating variable and the dependent variables (Kothari, 2004). Kothari (2004) adds that the independent variable is generally the variable being manipulated and the dependent variable is the observed result of the manipulated variable. Mbura (2015) points out that conceptual framework symbolize representation of the interrelations exhibited by a phenomenon within a system or a process.

Conceptual framework further explains how theories and observations fit together and presented in a way to allow predictions to be made. In this study, the independent variables EI was characterized by: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. The moderating variable is the organizational culture with its dimensions of involvement, consistency, adaptability and mission. The dependent variable effective leadership was characterized by Vision, Integrity and Collaboration as in the proposed model

of Conceptual Framework Figure 2.2 where this study seeks to establish the relationship between emotional intelligence and effective leadership. From the conceptual framework, it was hypothesized that there was significant relationship between emotional intelligence and effective leadership as in Figure 2.2.

Self-Awareness • Emotional self-awareness • Accurate Self-awareness • Self-confidence	
Self-Management • Self-control • Adaptability • Initiative	**Effective Leadership** • Understanding of Vision • Integrity leadership • Hardworking and enthusiastic
Social Awareness • Empathy • Service Orientation • Organizational Awareness	**Dependent Variable**
Relationship Management • Leadership and building bonds • Influence and change catalyst • Teamwork and collaboration	**Organizational Culture** • Involvement • Consistency • Adaptability
Independent Variable	**Moderating Variable**

Figure 2.2: The Conceptual Framework

2.3.1   Self-Awareness

Self-awareness has been termed as reflecting and recognizing oneself (Goleman, Boyatzis & McKee, 2013). These scholars argue that, by recognizing oneself does establish open, transparent, trusting and genuine relationships. It has been argued that knowing one-self (self-awareness) is important for individual growth and can enable leaders to empower themselves, their colleagues, and the organization in which they work (Caldwell & Hayes, 2016). The

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proponents of these studies of emotional awareness and effective leadership recommend the development of leaders who have purpose, values and integrity and who genuinely relate to inclusive set of relevant stakeholders and foster great self-awareness (Allen & Hartman, 2008). They should build optimism, confidence, and hope as they promote transparent relationships and decision making, build on trust and commitment of followers (Brown, 2007).

Day *et al., (*2014) suggest that intrapersonal skills and abilities such as self-awareness (e.g. emotional awareness and self-confidence), self- motivation (e.g. commitment, initiative, and optimism) are required to be developed in order for leaders to be effective. This assertion is supported by studies done by Caldwell and Hayes (2016) who affirm that self-awareness contributes to leadership effectiveness and that this can be enhanced by introducing and implementing well-structured training which those interested to lead should undertake.

Fry and Matherly, (2006) and Fry and Slocum, (2008) also called for further research on conceptual and empirical distinctions between being-centered leadership and other theories of leaderships such as authentic, spiritual, positive and servant so as to bring clarity in their use in organizations. From these studies on nature of self-awareness and effective leadership, the study would make the following hypothesis:

$H_{01:}$ Self-Awareness does not have a significant relationship with effective leadership in County Governments in Kenya.

2.3.2 Self-Management

Olokiton (2014) cites, in his study on EI and Perceived Leadership Behavior in Organizations, that self-management falls under the personal competence which encompasses an individual's capacity to manage one-self in terms of self-control, transparency, adaptability, achievement, initiative and optimism. In the initial studies of EI, Goleman *et al.,* (2002) grouped self-management and self-awareness in the recognition window of Emotions. They proposed that self-management competencies include: self-control characterized by trustworthiness, conscientiousness, adaptability, drive and motivation, and initiative. Studies

have shown that leaders who regulate themselves successfully rarely verbally attack others, make hurried or emotional decisions, label people or compromise their values (Batool, 2013).

According to Goleman, (2002) self-management captures the essence of control and also covers leaders' flexibility and commitment to personal accountability. It is critical for leaders to control their behaviors and actions to avoid situations where they will be compromised on moral and ethical matters as they make decisions. The following hypothesis is therefore made:

H_{02}: *Self-management does not have a significant relationship with effective leadership in County Governments in Kenya.*

2.3.3 Social-Awareness

Social awareness has been described as the ability to understand and respond to the needs of others and it is the third of the domains of emotional intelligence (Goleman, 2000). The element of empathy in social awareness dimension is critical in effective leadership and managing a successful team or organization (Batool, 2016). He argues that leaders with empathy have the capability to put themselves in other people's circumstances and constructively feel for them while encouraging them to overcome their challenge. It has been described that leadership is a process of social interaction where the leader's ability to influence the behavior of their followers can influence performance outcomes (Humphrey, 2002; Pirola-Merlo et al., 2002). This is crucial in understanding other people's feelings and is central to emotional intelligence.

Leadership has been cited as an intrinsically emotional process, whereby leaders recognize followers' emotional states, attempt to evoke emotions in followers, and then seek to manage followers' emotional (Neck & Krishnakumar, 2014; Ashkanasy & Humphrey, 2011a). Pescosolido (2002) argues that leaders increase group solidarity and morale by creating shared emotional experiences. The ability of leaders to influence the emotional climate can strongly influence performance (Humphrey, 2002). From these studies therefore, the following hypothesis is made:

H$_{03}$: *Social awareness does not have a significant relationship with effective leadership in County Governments in Kenya.*

2.3.4 Relations Management

The relationship management component of EI is important in that it assists a leader to play an important role in the quality and effectiveness of social interactions with other individuals (House and Aditya, 1996). Mayer *et al.,* (2000a) hypothesized that employees who have high levels of EI may have smoother interactions with members of their work teams. Salovey *et al.*, (1999), found that individuals who were rated highly in the ability to perceive accurately, understand, and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive networks.

Mayer *et al.,* (2000b) proposed that a high level of EI might enable a leader to be better able to monitor how work group members are feeling, and take the appropriate action. Mittal and Sindhu (2012), add that most effective leaders possess empathy, interpersonal astuteness, and awareness of their impact on others. They caution that application of these capabilities must be applied judicially according to prevailing situations at hand. From these studies therefore, the following hypothesis is made:

H$_{04}$: *Relationship management does not have a significant relationship with effective leadership in County Governments in Kenya.*

2.3.5 Effective Leadership

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

In their research on transformational leadership and emotional intelligence, Mathew and Gupta, (2015) postulate that a leader with vision and passion can accomplish vast things by raising enthusiasm and energy in an organization. They further assert that today leaders are expected to guide, motivate, inspire, listen, persuade, and create significance. Hence, dealing with emotions is a crucial part of a leaders' success. Tung (2013) narrates that the key essentials of effective leadership are intelligence, emotional intelligence and spiritual intelligence. He traces the early conceptualization of intelligence as an analytical ability to effective leadership and suggests that models of EI and leadership should follow the same thinking. From these studies, the following hypothesis is made:

H05: There is no significant positive relationship between EI and effective leadership in county governments in Kenya.

2.3.6 Organizational Culture

The definition of organizational culture by scholars and practitioners has continued to raise debates. Martin and Frost (2011) have labeled the controversies as "culture wars" due to lack of unifying definition. The most controversies are on whether organizational culture is same as organizational climate, arguments over qualitative versus quantitative approaches and debates about different qualitative approaches to the construct (Schneider *et. al.,* 2013). For the purpose of this study, the approach and definition of Denison (2006) will be used. He has used simple definition of organizational culture as "beliefs and assumptions about the world and the values that guide life in organizations." The organizational culture dimensions he has used include: involvement, consistency, adaptability and mission.

Schein's (2010) widely accepted theoretical framework shows that culture consists of three interrelated layers of underlying assumptions and beliefs (that may be conscious or unconscious), norms and values about appropriate attitudes and behaviors (that may be espoused or real), and artifacts that may reflect these for example symbols and language). Alvesson and Sveningsson (2015) even argue that culture does not refer to behaviour at all but "to mental phenomena such as how individuals within a particular group think about and value reality. They argue that the term organizational culture is conceptualized as everything from language (Manian, & Potts, 2016) to emotion (Barsade, & O'Neil, 2014). It is therefore hypothesized in this study that:

H06: *Organizational culture does not have significant moderating effect on the relationship between emotional intelligence and effective leadership in county governments in Kenya.*

2.4   Empirical Review

2.4.1   Self-awareness

In the recent past, extensive research has taken place in academic and practitioners' purview for new knowledge to fill existing gaps on the leader's emotional intelligence in relation to leadership and organizational effectiveness (Chopra & Kanji, 2010; Adams, 2013). This has seen sizable number of studies on the role of individuals' EI at the organizational workplace and the researchers have highlighted the importance and significance of leaders' self-

awareness in the organizations (Føllesdal & Hagtvet, 2013). Dulewicz and Higgs (2015) demonstrate in their study, by use of the Emotional Intelligence Questionnaire (EIQ), that self-awareness makes a difference in predicting or explaining job performance of leaders and managers. Their study sample comprised managers, team leaders, salespersons and call-centre staff in large companies, and senior civil servants and Royal Navy and Police officers.

In another relevant study, Goleman, Boyatzis, and McKee, (2013) made a case for leaders who are aware of their emotions while dealing with their followers in all circumstances. Those effective leaders should be collaborative in their leadership rather than commanding and pace-setting leaders. They claim that successful leaders resonate well with their employees emotionally. It was also noted that dissonant leaders weaken their firm's potential for success.

The definition of EI has been developed severally from the original definition coined by Salovey and Mayer in 1990 which they defined EI as the "subset 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 actions" (Salovey *et al*., 2007). The ability to 'monitor one's own' is crucial and forms the backbone of the definition of EI and other abilities follow. Through further research on EI, the definition was later simplified by original authors to read "the ability to perceive and express emotion, assimilate emotion and thought, understand and reason with emotion, and regulate emotion in the self and others" (Salovey et al., 2007). Warwick, Nettelbeck and Ward (2010) explain that the self-awareness dimension of EI has three sub variables of emotional self-awareness, accurate self-awareness and self-confidence. This is also backed by studies done Cherniss, (2010b) and Jordan *et al*., (2010) that leader self-confidence brings hope, resilience and optimism to the followers.

In contrast to the earlier definitions, Kaplan *et al.*, (2010) do not support any definition but recommend a process which puts inquiry on socio-emotional variables such as knowledge, skills, abilities and other factors. Finally, the large number of definitions of emotional intelligence and the salient academic divergence about what really the construct of emotional

intelligence has to do with different variables have created room for debates and controversies that hang around the scholarly field of emotional intelligence studies.

In a study by Caldweld and Hayes (2016) to identify the relationships between self-efficacy and self-awareness and the moral obligations of leaders in understanding and developing these personal qualities, they found that leaders should strive for excellence, self-efficacy and self-awareness. By doing so, the leaders can empower themselves to unlock their own potential and the potential of their organizations and those with whom they work. This finding supports the empirical assertion that leaders who have emotion self-awareness skills are effective (Ugoani, 2017).

2.4.2 Self-Management

Self-management has been defined as one's ability or capacity to make use of his or her own awareness of emotions to stay flexible and direct behaviors positively and constructively (Bradberry & Greaves, 2009; Bradberry & Su, 2006). The Self-management or Self-regulation cluster of EI includes sub variables of self-control, trustworthiness, conscientiousness, adaptability, and innovation (Goleman, (1998). Bradberry and Su, (2006), argue that the Goleman's Model of EI is still the best on matters of leadership development. According to Goleman's Model, self-management dimension of EI has six personal competencies of self-control, trustworthiness, conscientiousness, adaptability, achievement orientation, and initiative. People with strong self-management skills are able to withstand demanding situations (Goleman, 2000) and are flexible with new challenges and with changing or demanding priorities (Nwokah & Ahiauzu, 2010).

Leaders with high self-management skills are able to keep disruptive emotions or impulses under control and direct them to constructive use and are known for honesty, integrity and keeping promises (Bradberry & Greaves, 2009). Batool (2013) claims that leaders with high self-management competences are to regulate themselves effectively and do not verbally attack others, make rushed or emotional decisions, stereotype people, or compromise their values.

According to Foster, McCloughen, Delgado, Kefalas and Harkness (2015) the self-management element of emotional intelligence also covers a leader's flexibility and commitment to personal accountability. Copeland (2014) suggests that effective leadership occurs when self-awareness and self-regulated positive behaviors, on the part of both leaders and followers, are present, fostered, and nurtured which stimulates positive personal growth and self-development on the part of both the leader and follower. The authors conclude that "the effective leader is confident, hopeful, optimistic, resilient, moral/ethical, future-oriented, and gives priority to developing associates to be leaders. The effective leader is true to him/herself and exhibits behavior positively, transforms or develops associates into leaders themselves" (Luthans & Avolio, 2003).

2.4.3 Social Awareness

Social awareness dimension is one's ability at sensing others' emotions, understanding their perspectives, and taking active interests in their concerns (Goleman, Boyatzis, & McKee, 2013). They assert that social awareness is composed of three social competencies: empathy, organizational awareness, and service orientation. The authors Ciarrochi and Mayer, (2013) claim that leaders with a strong sense of social awareness, are more attuned to a wide range of emotional signals in a person or group than leaders who lack these skills. According to Druskat, Mount and Sala, (2013), leaders with a high empathy competence exercise patience to listen attentively and understand their followers' perspectives on issues. This makes leaders get along well with their followers of diverse backgrounds (Nwokah & Ahiauzu, 2010).

Similarly, leaders with high organizational awareness can be politically intelligent, sense critical social networks, and understand key power relationships in organizations. In addition, leaders who have a high service orientation competence usually foster a constructive emotional work climate that enhances the relationship between them and their stakeholders, customers, and clients, to ensure that they achieve their goals and priorities Ciarrochi and Mayer, (2013).

In a recent study by Maamari and Majdalani (2017) on effect of EI of leaders' applied leadership style as a mediator and effect the style on employee' organizational citizenship shows that the research has some social implications within work-setting, higher empathy

and higher levels of norming as a direct result of improving the leader's EI level. The results of this study show that the leaders' EI affects his/her leadership style but the leadership style affects directly the respective employees' feeling of the organizational climate to varying levels.

2.4.4 Relationship Management

Relationship Management dimension of EI is sometimes called the social skills and defined as one's ability to take charge, inspire, and influence others with compelling visions (Martin & Siebert, 2016). Relationship management is composed of eight social competencies: visionary leadership, influence, development of others, communication, being a catalyst for change, conflict management, bond building, and teamwork and collaboration (Goleman, 2008). In regards to the competencies of visionary leadership, leaders with these social skills can create resonance and move followers with a compelling vision or common goals (Bourne, 2016). Leaders that are influential can persuade and engage others to build a network of support for their causes. Leaders who are skilled in cultivating other's abilities are natural mentors to followers at the workplace. Moreover, leaders with high communication and change catalyst competencies are generally able to lead successfully when there is a need to change or challenge the status quo (Ugoani, 2017). Such leaders can champion a new order even in the face of strong opposition. They can become strong advocates to overcome barriers.

It has been found empirically that leaders who are adept with conflict management skills are able to handle conflicts for win-win solutions successfully and constructively (Carmody-Bubb, Duncan & Ree, 2015). These leaders are able to engage all parties, understand differing views, and find common ground that everyone can and will endorse. Finally, leaders who are effective team members always create a safe, productive, and rewarding work environment that builds bonds and fosters productive collaboration across organizations. They themselves are role models of the company's values, such as integrity, respect, excellence, teamwork, or continuous improvement, as they invest their time and resources in forging and cementing relationships among team members beyond mere work obligations (Goleman, 2000; Nwokah & Ahiauzu, 2010). The Goleman's Model of four emotional intelligence dimensions can be measured by the Emotional Intelligence Appraisal

questionnaire, which can be taken as a self-report or 360-degree assessment (Chopra & Kanji, 2010).

2.4.5 Effective Leadership

The concept of leadership has changed over the years depending on prevailing circumstance. In this study effective leadership is operationalized as how successful an individual, already in a leadership position, is in influencing, motivating, and enabling others towards achieving group or organizational success (Bass, 1995). Transformational and Leader-Member-Exchange schools of leadership fit this study because their dimensions do link with the variables of EI.

In a study done by Anantatmula (2010), it is that transformation leaders motivate followers and create an effective working environment in order for them to meet greater challenges in today's global economy. Other studies show that transformation leaders encourage, influence and inspire team's performance (Riaz & Haider, 2010; Weichun, Sosik, Riggio, & Baiyin, 2012) and motivate the teams (Clarke, 2010; García-Morales *et.al.,* 2012).

In a study to investigate the relationships between hotel managers' emotional intelligence competences and transformational leadership with emphasis on supervisor–subordinate interaction, Vasilagos, Polychroniou, and Maroudas, (2017) established that the hotel managers understood the important role of EI and were able to identify the needs and the feelings of their subordinates. Participants were 149 employees representing 117 Greek and Cypriot hotel organizations. Vasilagos, Polychroniou, and Maroudas, (2017) findings indicated positive associations between supervisor's intrapersonal and interpersonal emotional intelligence competencies and her/his transformational leadership in hotel organizations. Implications for management include that supervisors in modern hotel organizations should further develop emotional intelligence competencies and enhance their transformational leadership with focus on human resources development. This is supported by the study done by Batool (2013) which notes that EI has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills.

In another study by Radhakrishnan and UdayaSuriyan, (2010) which explored the relationship between emotional intelligence and leadership practices of executives adopted survey method which was descriptive and associational in nature on 256 executives from a public sector organization in South India selected through stratified random sampling method. The result revealed that, emotional intelligence is high for non-professional degree holders but generally has significant relationship with the leadership practices of executives. Survey method and descriptive research design was used.

2.4.6. Organizational Culture

Organizational Culture became very handy in 1980's and 1990's because organizations were introduced to this new concept that it mattered a lot to understand the prevailing culture of people in an organization for effectiveness (Alvesson, 2016). Organizational culture became firmly anchored as an important aspect in the organizations and management because culture is deemed to have great influence on people's behavior which can be utilized for innovation and performance (Büschgens *et al*., 2013 & Lin *et al.,* 2013). In another similar study, Hartmann (2006) points that because organizational culture influences employees' behaviour, it may lead the personnel to accept innovation as a fundamental value of the organization and get more involved in it.

Later own the concept of organizational culture got split into specialized areas of organizational identity and discourse (O'Neill, 2006). Organizational identity explains "who are we as an organization (Whetten 2006). The concept according to Whetten (2006) the attributes of an organizational identity are central, enduring, and distinctive/distinguishing. Central attributes suggested that have changed the history of the company; if these attribute were missing, the history of the organization would have been different. Enduring attributes are ones deeply ingrained in the organization, often explicitly considered sacrosanct or embedded in the organizational history.

Distinguishing attributes are ones used by the organization to separate itself from other similar organizations, but can also set minimum standards and norms for that type of organization. On organizational discourse Fairclough (1992) had earlier noted that discourse

constructs its own conventions, making sense of reality through the way it rules in or out certain ways of thinking and acting in an organization. Hall (2001) further explains that organizational discourse is a system of statements which constructs an object and produces rules in certain ways of talking about a topic and defines an acceptable and intelligible way to talk, write or conduct oneself.

National culture has also been noted to significantly influence the context in which job roles are executed at work place. The cross-cultural validity of emotional intelligence has been investigated (Di Fabio *et al*., 2016; Emmerling & Boyatzis, 2012; Ouyang *et al*., 2015). They found that emotional intelligence in terms of positive self and self-management are moderated by national culture. A study by Rockstuh *et al.,* (2011) informs that cultural intelligence is very important. He emphasizes the importance of cross-border leadership effectiveness in the contemporary globalized world.

Emotional intelligence has been noted to help organizational leaders to develop an organizational culture that produces organizational citizenship behaviors. It is also critical for the development of significant cultural identity for organizations and instills high levels of trust and cooperation throughout the organization while maintaining the flexibility needed to respond to changing conditions (Uagoni, 2015). Emotional intelligence has positive link to organizational culture on how it contributes to shaping learning organization in public service organizations. Danaeefard *et al.,* (2012) adds that there is significant relationship between emotional intelligence and organizational learning, while organizational culture adjusts such a relationship.

2.5   Critique of Literature

Studies on EI and leadership show that there are many studies on the two constructs and there is varied understanding. There are some unclear and conflicting assertions and claims in literature that researchers and users on link between the EI and its relationship with effective leadership. It is noted that EI measurement tools defer significantly depending on the EI definition and models and this may result in reliability and validity of EI in relation to other dependable variables including effective leadership. Though the two mostly used self-report measures are Emotional Quotient Inventory (EQ-i) and Emotional Social Competence

Inventory (ESCI) which are related to traditional personality measure tests, the two have also been questioned in that they are also not consistently reliable to be applied across all cases. Non-self-report measure of the Mayor, Salovey, Caruso Emotional Intelligence Test (MSCEIT) is recommended though its correct answers which are based on expert decision or popular consensus. Despite its deficit, some scholars still recommend its use as a measure of EI.

Common critics of the theoretical construct of EI especially on the trait EI and the measures used to assess it state that EI is not much more different than another measure of personality (Carmeli, 2003). In particular EI seems to overlap greatly with more components and constructs of the Five Factor Model of personality- Neuroticism, Extraversion, Openness to experience, Agreeableness, and Consciousness and thus emotional intelligence adds little to knowledge base after controlling for Five Fact Model. Similar critiques have made doubts regarding ability EI and its high correlation with coping and emotional regulations. Proponents of EI and particularly trait EI cite the inherent cultural bias of current EI measures outside Western World hence this may affect other studies being done in other parts of the world.

A study done by Howells (2007) claims that EI and leadership has been traditionally been a topic in general psychology. Riggio, Murphy and Pirazzola (2002) posit that most articles on EI and effective leadership literature review have been authored primarily by business researchers especially in the area of organizations. This may dilute knowledge if not checked because the required expertise may be lacking or standards required in research may not up to date. Another shortcoming of the EI measures is that researchers are still doubtful about the definition and set of competencies which are crucial in developing effective leadership rather than those which have faced validity and reliability. This has brought about the use of many varied measures giving conflicting results and challenges on which measure to use when one conducts research in this field. Mittal and Sindhu (2012) argue that EI is neither good nor bad and claim that emotionally intelligent leaders can at times be very manipulative, selfish, and dishonest.

Despite raging shortcomings observed in the empirical literature (Goleman, 1995 & 1998) presented EI model and tried to clear doubt on what makes an effective leader through his various books and Harvard Business Reviews and articles. George (2000) asserts that emotions may play a central role in the leadership process and therefore contributes to organizational effectiveness. Several studies have linked EI and leadership styles to performance especially transformational and transactional leadership styles when Multi-Factor Leadership Questionnaire is used (Bass & Avolio, 1990).

In a study done by Barling, Slater, and Kelloway (2000), examining whether EI might predispose leaders to make use of transformational leaders behaviors. The Multi-Factor Leadership Questionnaire (MLQ) and Seligman's Attribution Style Questionnaire along with Emotional Intelligence Inventory (EQ-I) were used (Bar-On, 1997). By using multivariate analysis, they found significant univariate results positively connecting idealized influence, inspirational motivation, and individualized consideration as well as contingent reward to Bar-On's measure, but the intellectual stimulation relationship to EI was not found. This calls for further research to examine if managers can be trained and developed to use transformational leadership techniques.

2.6   Research Gaps

Despite popularity of EI in the last two decades as a construct which can be used to measure and for identifying effective leaders, there are gaps which have been identified which require additional research. It has been argued that there lacks enough empirical literature of the influence of self-awareness, self-management, social awareness and relationship management on effective leadership that sets clarity on the efficacy of EI (Palmer, Walla, Burges & Stough, 2001). Vast majority of EI literature on the variables covered by the study have been developed and implemented in western countries leaving the rest of world behind. Spector, (2005) notes that the studies which have been done leave unanswered claims on the efficacy of EI. He cites that the controversies rage about definitions, use, measurement, and nature of the construct itself. On the other hand other researchers on the subject matter support the construct. Cherniss (2010) says that the controversies have no basis at all and that EI construct is complex and more research is required.

Review and analysis of empirical studies conducted in this area further shows that there exists conceptual research gaps that the current study intends to fill. None of the empirical studies reviewed tested the joint influence of self-awareness, self-management, social awareness and relationship management on effective leadership. For instance Dulewicz and Higgs (2015) focused on the influence of self-awareness in predicting or explaining job performance of leaders and managers. Warwick, Nettelbeck and Ward (2010) on the other hand argued that the self-awareness dimension of EI has three sub variables of emotional self-awareness, accurate self-awareness and self-confidence. Caldweld and Hayes (2016) focused on identifying the relationships between self-efficacy and self-awareness and the moral obligations of leaders in understanding and developing these personal qualities, they found that leaders should strive for excellence, self-efficacy and self-awareness whereas Batool (2013) focused on self-management competences on effectiveness of leaders. By focusing on the joint influence of self-awareness, self-management, social awareness and relationship management on effective leadership the current addressed this conceptual research gaps.

2.7   Summary of Literature

This chapter began with introduction of the subject matter, the Emotional intelligence concept which showed that it has taken considerable academic research, development and debates in the last 25 years with attempts to find how it affects other variables. The study on EI depicts a uniquely controversial area of the social sciences but which received immense support from research institutions and some high performance organizations. It is clear that the EI concept is based on three simple but yet important premises of how to perceive, use and understand emotions. The earlier developers of the EI construct used simple theoretical frameworks and later the same was refined as research continued.

Several studies have shown that properly managed emotions can have successful outcomes for individuals and organizations. It has been supported that carefully managed emotions can drive trust, loyalty and commitment as well as increase productivity, efficiency, and effectiveness in the individual, team and organizations. Some studies found that individual's high EI competences are likely to display leadership success in workplace than individuals with low EI competences. Different authors have emphasized and defined their studies around the four components of emotional intelligence as formulated by Daniel Goleman. The

theoretical framework of EI is divided into four components according to general abilities of Self-Awareness, Self-Management, Social-Awareness, and Relationship- Management. Though the theoretical framework for effective leadership is wider, only two theories are studied for this research. They are transformational and Leader-Member-Exchange.

EI and effective leadership literature have shown little and conflicting evidences in the relationship between EI and effective leadership thus call for studies to narrow the gap. This proposed study in the County Governments in Kenya attempted to narrow the existing gap. Another reason for the study was to explore the nature of the relationship of EI and effective leadership at County Governments in Kenya following the new governance structure in Kenya at county level from central government on devolution

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter describes the methodology and procedure that was used to conduct the study. It includes study area, research design, research philosophy, the target population, sampling techniques, data collection, pilot test and the procedure for data processing and analysis.

3.2.   Research Philosophy

There are two major philosophical approaches to be considered by researchers while choosing the type of methodology to use in social sciences (Creswell, 2012). They are positivist and phenomenological. The positivists inquire into the facts or causes of social phenomena and thus do not seek to know subjective states of individuals (Leavy, 2014). Phenomenological philosophy seeks to understand the social phenomena from researcher's perspective and examines how the world is experienced. The philosophical lining of positivist is to collect qualitative data in order to test hypothesis the research has formulated (Ormston *et. al.,* 2014). In this research, positivist philosophy was used because the study aimed to establish the relationship between EI and effective leadership within County Governments in Kenya.

Positivistic philosophical approach entails developing research hypotheses based on both empirical and theoretical review. The developed hypotheses are then tested using quantitative methods such as statistical analysis with the aim of answering the research questions to accomplish the research purpose. Remenyi, Williams and Swartz (2005) claimed that positivistic philosophical approach is the best way of achieving final results in research. The positivistic paradigm is scientific and systematic and may be applied to both qualitative and quantitative research.

The principles of positivism comprise an observable social reality therefore making it the preferred paradigm for this study. Only apparent phenomena produce reliable data (Saunders, Lewis & Thornhill, 2009). According Bryman and Bell (2007) the role to theories is to aid in developing hypotheses to testing while research tests the hypothesis and provide necessary

information for formulation of law. The results produced in research are comparable to generalization produced by natural scientists positivism also emphasizes on quantifiable obsevations that are used for statistical analysis (Remenyi, Williams & Swartz, 2005).

3.3 Research Design

Research design constitutes the blueprint for the collection, measurement, and analysis of data. It is defined as a plan and structure of investigation while conducting the study in order to have control over factors that could hinder the accuracy of the results (Lewis, 2015). This study used descriptive survey design which was used to present information on current phenomena by selecting samples and analyzing it. Descriptive research design simply describes situations as they are (Rennie, 2012). It describes phenomena associated with a subject population or estimate proportion of the population that have certain characteristics (Cooper & Schindler, 2007). Since the study was based on perception, the descriptive research design was used.

Yin, (2013) defines a survey as a means for gathering information about the characteristics, actions, or opinions of a large group of people. According to Fowler, (2013), surveys can also be used to evaluate needs, appraise demand, and study impact and to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals. Surveys can also be utilized to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context (Harrison & Reilly, 2011).

It is recommended that surveys require selecting populations for inclusion, pre-testing instruments, determining delivery methods, ensuring validity, and analyzing results (Creswell, 2013). This design was appropriate since the study sought to establish the current phenomenon of the emotional intelligence and how they affect effective leadership in county governments in Kenya. The design enable the study without interference of any sought.

3.4   Target Population of the Study

Population of the study is defined as the total collection of elements on which inferences are made from all possible cases which are of interest in the study (Sekaran & Bougie, 2010). This is further elaborated by Mbokane, (2009) who refers it as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. In this study, the population was drawn from the 47 counties in Kenya and the target population was 3,190 members of the County Governments comprising of all County Executive Members, Chief Officers and Directors. The choice of these respondents was justified on the basis that these categories involved themselves in providing direction in all the County Governments in Kenya.

3.5   Sampling Frame

A sampling frame is a list containing all sampling units (Kothari, 2008) and which consists of a list of items from which the sample is drawn (Sekaran & Bougie, 2010). According to Kothari (2008) the most straight forward type of frame is a list of elements of the population with appropriate contact information. For the purpose of this study the sampling frame constituted the County Executive Members, Chief Officers and Directors from all county governments in Kenya.

3.6   Sample Size and Sampling Technique

A sample is a proportion of a population selected for observation and analysis and used to make inference to the population from which it is obtained (Kothari, 2009). Sample selection depends on the population size, its homogeneity, the sample medium and its cost of use, and the measure of accuracy required (Salant & Dillman, 1994). They observed that a requirement to sample selection is to define the target population as closely as possible.

The study used two stage sampling. Purposive sampling was used to identify top officials in leadership in County Government then Stratified random sampling to draw the study sample for the three leadership categories. The target population of this study was 3190 members of the County Executive. According to the staff data from Ministry of Devolution and Planning, there are about 3190 county executive members (IGASC Report, 2015/2016). The County

Executive Members are classified into three categories; Committee Executive Members (Ministers), Chief Officers (Principal Secretaries) and Directors. A stratified random sampling was in this study to obtain information from the 47 counties in Kenya. Stratified sampling divides a heterogeneous population into a number distinct categories or strata of individual sub-population from which individual elements can be randomly selected (Trochom, 2000). The choice of this technique is based on the fact that County Executive Members are classified into three categories; Committee Executive Members (Ministers), Chief Officers (Principal Secretaries) and Directors.

According to the Ministry of Devolution and Planning there are about 3190 County Executive Members in the county governments whereby the County Executive Committee Members forms 15% of total County Executive. The Chief Officers make 15% of County Executive and 70% comprise the Directors (IGASC Report, 2015/2016). From the percentages provided, it is inferred that County Executive Committee Members are 470, Chief Officers are 470 and Directors are 2250 in Kenya. From each, stratified random sampling was carried out. According to Mugenda and Mugenda, (2003), the sample size of particular study may be calculated using the formula of Cochran (1967) as follows:

$$n = \frac{Z^2 \, p \, q}{d^2}$$

Where:

n_0 is desired sample size when target population is greater than 10, 000.

Z^2 is the standard normal deviate at required confidence level of 95% in which is set at 1.96.

p is the proportion of county executive members with EI which is set at 0.5 each

q = 1 - p

d is the margin of error at α (0.05)

Therefore $n_0 = \dfrac{Z^2 pq}{d^2} = \dfrac{(1.96)^2 \, (0.5) \, (0.5)}{(0.05)^2} = 384.16$

This gives a sample size of 384 which can be adjusted when the population is less than 10,000 using the relationship below.

$$n = \frac{n_0 N}{n_{0+}N} \quad \text{equation (ii)}$$

n is the desired sample for small population.

n_0 is the desired sample size when population is big.

N is the population size.

$$n = \frac{(384)(3190)}{384+3190} = 343$$

The sample size will therefore be 343

To determine the sample size of each category of county executives, proportionate stratified sampling will be used.

For County Executive Members (CEC)

$$CEC = \frac{470 \times 343}{3190} = 51$$

For Chief Officers (CO)

$$CO = \frac{470 \times 343}{3190} = 51$$

For Directors (D)

$$D = \frac{2250 \times 343}{3190} = 241$$

The respondent from every subgroup were then selected for inclusion in the sample size using simple random sampling. This ensured that the sampling units have equal chance in the study.

Table 3.1: Sampling Table

Title	Population	Sample
County executive members CEC)	470	51
Chief Officers (CO)	470	51
Directors (D)	2,250	241
Total	**3,190**	**343**

It has been argued that the sample size must be increased when using stratified samples to maintain necessary precision (Salant & Dillman 1994). The researchers therefore send more than 343 questionnaires to cater for discrepancies such as uncollected or incomplete questionnaire.

3.7   Data Collection Instruments

Primary data was collected using two types of questionnaires that measure Emotional Intelligence and Effective Leadership. Primary data capture new and fresh data for the first time, and thus happen to be original in character (Kothari & Garg, 2014). The questionnaire is commonly used primary data collection tool because it requires minimum resources (staff, time, and cost) and are best suited to eliciting confidential information (Salant & Dillman, 1994). Kothari and Garg (2014) explain that a questionnaire is considered as the heart of a survey operation and has many advantages which include: low cost method of data collection and the biasness of the interviewers are minimal. Gives the respondents adequate time to give answers and the respondents who have limited time can create own time to answer and does not require accessibility to the respondent by interviewer.

3.8   Data Collection Procedure

 The two the questionnaires were printed and distributed randomly to all targeted respondents in all County Governments. The date of collection of responses was specified so that the respondents may not delay in handing over their responses. All responses were sent to one central place by research assistants.

3.9   Pilot Study

A pilot study is a research project that is conducted on a limited scale that allows researchers to get a clearer idea of what they want to know and how they can best find it out without the expense and effort of a full-fledged study (Saunders, Lewis & Thornhill, 2009). A pilot study can reveal deficiencies in the design of a proposed experiment or procedure and these can then be addressed before time and resources are expended on large scale studies (Golafshani, 2003).

In this study, a pilot study was commissioned to check and test the logistics and assemble information prior to the main study in order to advance the quality and competence of the study. The study conducted a pilot study in Uasin Gishu County Government where Ten (10) respondents which were 3% of sample size. According to Mugenda and Mugenda, (2008), a sample of between 1 to 10% is recommended. The top county officials drawn for pilot study were not included in the final sample. It was found that the statements for respondents were clear to them apart from some omissions of words which were corrected.

3.9.1   Reliability of the Research Instruments

Reliability of the research instruments ensures that there is consistency in the production of the results, such that another researcher or same researcher can be able to collect the same desired information as the original instrument intended to use in the same target population (Oso & Onen, 2005). In order to test the reliability of interviewee's opinion in scale, Cronbach's Alpha coefficient was examined with the help of the SPSS program. According to Pallant (2001), if the Cronbach's Alpha coefficient is above 0.70, the data collection instrument is considered as reliable and vice versa. The research instrument was therefore justified to be used to collect the required data from respondents because it was found to be above 0.70 as per the findings.

3.9.2   Validity of the Research Instruments

Validity refers to how an instrument accurately measures that which it was projected to measure or how truthful the research instruments are (Akram et al., 2017). In order to ascertain the validity of the questionnaires and interview schedule, a pre-test was conducted.

Two types of validity were considered in this study: content and criterion/predictive/external validity (Oso & Onen, 2005). A variable is considered to have content validity if there is general agreement from the literature that EI has measurement items that cover all aspect of variable being measured. Since the selection of variable in this research is based on extensive review of theoretical and empirical literature, it is considered to have content validity. Criterion validity is concerned with the extent to which a particular related to the outcome (Golafshani, 2003).

3.10   Measure of Variables

3.10.1 Measure of Dependent Variable

In this study the dependent variable was tested using 3 predictive variables: Correlation analysis was used to establish whether there is correlation relationship between the elements and composite of emotional intelligence and effective leadership. Regression analysis was used to investigate the relationship between a set of predictor variables (EI). The study ascertained the causal effect of independent variables of EI on dependent variable (effective leadership).

3.10.2 Measure of Independent Variable

For the purpose of conducting the analysis of this study four independent variables were taken into account namely: self-awareness, self-management, and social-awareness and relationship management. Each of the variables and their sub-variables were used. This constitutes eighteen items for the independent variables. The independent variable were first run through the statistical package for social science (SPSS) version 22 program to test their discriminate validity. The average of each group was used to compute the aggregate variable.

Table 3.2: Measurement of Variables

Variable Type	Variable name	Sub-variables / Indicators / Measure / Source:	Measurement tool	Questionnaire Item
Independent Variables	Self-Awareness	Emotional self-awareness Accurate Self-awareness Self-confidence EQ-i (Gardner, & Stough, 2002)	5 point Likert scale, 3 sub variable and a composite of 9 items	Section B
	Self-Management	Self-control Trustworthiness and Adaptability EQ-i (Gardner, & Stough, 2002)	5 point Likert scale, 3 sub variables and a composite of 18 items	Section B
	Social Awareness	Empathy and service orientation Organizational awareness EQ-i (Gardner, & Stough, 2002)	5 point Likert scale; 4 sub variables and a composite of 20 items	Section B
	Relationship Management	Developing others Leadership and Building Bonds Teamwork and collaboration EQ-i (Gardner, & Stough, 2002)	5 point Likert scale, 6 sub variables and a composite of 32 items	Section B
Moderating variables	Organizational Culture	• Involvement • Consistency • Adaptability	5 point Likert	Section C
Dependent variable	Effective Leadership	Vision Credibility Collaboration	4 point Likert scale, MLQ with composite 30 items. Avolio & Bass (1990)	Section C

3.10.3 Controlling Common Method Biases

Method biases are a problem because they are one of the main sources of measurement error. Measurement error threatens the validity of the conclusions about the relationships between measures and is widely recognized to have both a random and a systematic component (Podsakoff, Mackenzie, Lee & Podsakoff, 2003). Bagozzi and Yi (1991) noted that one of the main causes of systematic measurement error is method variance that may arise from a variety of sources. One of the major causes of common method variance is obtaining the measures of both predictor and criterion variables from the same rater or source, one way of controlling for it is to collect the measures of these variables from different sources (Podsakoff *et al.*, 2003).

3.10.4 Control Variables

The study did control for education and gender variable so that they do not contribute to linkage of emotional intelligence and effective leadership. In a study by Sevilla, (2014), the level of education of the respondents was controlled so that it does give predictability of the relationship between emotional intelligence and career success. Gender is another variable which shall be controlled for in this study. Lopez-Zafra and Garzia, (2014) found that gender difference on emotional intelligence dimensions are biased by gender stereotypes especially on self-evaluation. Women tend to rate themselves higher than men. This may interfere with results of the study.

3.11   Data Analysis and Presentation

This study consisted of quantitative research and data analysis was guided by the objectives of the study. Data analysis was done on what have been collected and making deductions and interferences by extracting significant variables and detecting anomalies and testing any assumptions (Kombo & Tromp, 2006).   The collected data was coded and entered into SPSS Version 22 Program. Quantitative data was presented in histograms, line charts, normal distribution curve, cumulative distribution curves, and scatter diagrams while qualitative data was presented in bar charts, pictogram and pie charts.

3.11.1 Descriptive Statistics

The study employed descriptive statistics to analyse quantitative data. The descriptive statistics adopted by the study include percentages, frequencies, mean and standard deviations. The role of the descriptive statistics was to assist in understanding the data using the measures of central tendency and describing individuals responses on the statements used in the questionnaires.

3.11.2 Inferential Statistics

In order to determine the nature and strength of linkages between the variables measured, bivariate correlation analyses were conducted. These correlations enabled an assessment of the degree to which one variable was linearly related to another. Many researchers have used correlation analysis to determine the linkage between two variables. A positive coefficient

indicated that as one variable increases, so did other variable. Two-tailed significance levels associated with the correlation coefficients were calculated.

Modeling procedures together with multiple regression analyses was used to determine the strength of relationship between a set of predictor variables of EI (self-awareness, self-management, social awareness and relationship management) and effective leadership dimensions. Analysis of Variances (ANOVA) tests was generated by SPSS to test the significant of the relationship between the variables under the study and establish the extent to which the predictor variable explains the variation in dependent variable. A number of models were developed, based on existing theory of leadership. Data was analyzed to determine whether the model is consistent with them. Although no model can be definitively confirmed, the repeated failure to disprove a model adds strength to researcher's belief in the theory (Cohen, Cohen, West, & Aiken, 2003).

The following multiple linear regression model was used to model the data:
Regression model

$$Y=\beta_0+ \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where,

Y = Effective Leadership

X_1 = Self-Awareness

X_2 = Self-Management

X_3 = Social Awareness

X_4 = Relationship Management

ε = is the error term

β_0 is the y-intercept (constant) whose relationship on the model is insignificant, β_1, β_2, β_3 and β_4 are model coefficients which are sufficiently large as to have a significant relationship on the model. The test for significance of coefficient of multiple correlations was determined by the use of F- test. This test checked the significance of the whole regression model with the prediction that all the independent variables (i.e. self-awareness, self-management, social awareness and relationship management) have influence on dependent variable that is $H_0:=\beta_i 0$ against H0: $\beta_i>0$ (i=1, 2, 3, 4, 5). If null was rejected at $\alpha=0.05$ level of significant, then X_i is taken to having significant positive relationship.

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Test for Moderation

$$\text{a)} \quad Y = \beta_0 + \beta_1 X + \beta_2 Z + \beta_3 X*Z + \varepsilon_0 \dots\dots\dots\dots\dots\dots (2)$$

Where 2 above is the OLS for the relationship between the moderator variable, dependent variable and the independent variables. Where :

Y= Effective Leadership

β_0=Constant

$\beta_{1\dots3}$ = Associated Regression Coefficients

X= Represents Composite for independent variables (Self-Awareness, Self-Management, Social Awareness, Relationship Management)

Z= is the moderator variable – Organisational Culture

3.12 Tests of Assumptions

Prior to conducting regression modelling the study carried out tests for assumptions to establish whether the data was adequate to fit a regression analysis.

3.12.1 Test for Normality

There are several statistical methods to test normality of data distribution depending on the size of samples (Kim, 2013). One method of assessing assumption of normality is using skewness and Kurtosis of distributions which considers both small and large numbers (Ho & Yu, 2015). Skewness is a measure of asymmetry and Kurtosis is a measure of peakedness of a distribution (Blanca *et. al.,* 2013). Statistical packages give values of skewness and Kurtosis as well as standard errors. In this study, Skewness and Kurtosis was used to the test assumption of distribution normality.

3.12.2 Linearity Test

Firstly, linear regression needs the relationship between the independent and dependent variables to be linear. It is also important to check for outliers since linear regression is sensitive to outlier effects. The linearity assumption was tested using scatter plots.

3.12.3 Multicollinearity Test

Multicollinearity is an occurrence in which two or more predictor variables in a multiple regression model are highly correlated, meaning that one can be linearly predicted from the others with a substantial degree of accuracy. Multicollinearity has been identified to be a problem when high correlations exist among independent variables which must be removed (Hair *et. al.,* 2003). Multicollinearity results in unstable parameter estimates which makes it very difficult to assess the effect of independent variables on dependent variables. This was done by doing correlation analysis to determine the degree between variables that appear explanatory. Multicollinearity occurs when a researcher uses an inaccurate dummy variable. It is can also be caused by the inclusion of a variable which is computed from other variables in the data set.

3.12.4 Factor Analysis

According to Shenoy and Madan (2000), not all variable factors are statistically important in a research. Factor analysis acts as a gauge of the substantive importance of a given variable to the factor and it was used to identify and remove hidden constructs or variable items that do not meet the objectives of the study and which may not be apparent from direct analysis (Ledesma & Valero-Mora, 2007; David *et al*., 2010). A loading value of 0.7 is the rule of thumb and is believed to be satisfactory but due to the seemingly difficulties of meeting the 0.7 criterion a loading of up to 0.4 level is acceptable (Rahim & Magna, 2005) In this study eigenvalues for each variable were extracted using principal component analysis.

3.12.5 Autocorrelation

This study used the Wooldridge test for serial correlation to test for the presence of autocorrelation in the linear panel data. Serial autocorrelation is a common problem experienced in panel data analysis and has to be accounted for in order to achieve the correct model specification. According to Wooldridge (2003), failure to identify and account for serial correlation in the idiosyncratic error term in a panel model would result into biased standard errors and inefficient parameter estimates.

3.12.6 Heteroskedasticity

Homoscedasticity suggests that the dependent variable has an equal level of variability for each of the values of the independent variables (Garson, 2012). A test for homoscedasticity is made to test for variance in residuals in the regression model used. If there exist equal variance of the error term, we have a normal distribution. Lack of an equal level of variability for each value of the independent variables is known as heteroscedasticity. The Breusch-Pagan test developed by Breusch and Pagan (1979) was used to test for homogeneity in a linear regression mode. The null and alternative hypotheses are stated below. H_0: The data is not heterogeneous in variance H_1: The data is heterogeneous in variance. The rule is that if the p-value is greater than 0.05, H_0 is accepted and H_1 is rejected, if the p -value is less than 0.05, H_0 is rejected and H_1 is accepted.

CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1   Introduction

This chapter presents the research findings and discussions of the results. It contains various sections presenting results on assorted data analysis adopted by the study. Further, chapter contains the findings on demographic characteristics, descriptive results on the variables, correlation, univariate regression results and lastly, multivariate regression analysis. The results on the hypothesis testing are also presented as well as charts and tables to present the findings.

4.2   Response Rate

The study administered a total of 343 questionnaires drawn from samples from top of officials of County Governments of Kenya. Out of these questionnaires 269 questionnaires were dully filled and returned. This represented a response rate of 78.5% as shown in Table 4.1. The response rate from CECs and Directors were higher compared to that of chief offices as shown in Table 4.1. This response rate was considered adequate based on the proposition of scholars such as Babbie (2004) and Mugenda and Mugenda (2008) who posited that in a descriptive study a response rate of above 50% was adequate for analysis. The study targeted three categories of the respondents which included CECs, Chief Office and Directors. The findings obtained are presented in Table 4.1.

Table 4.1: Response Rate Findings

Response	Returned Questionnaires	Unreturned Questionnaires	Total
CEC	34 (84.3%)	17 (15.7%)	51 (100%)
Chief office	26 (51%)	25 (49%)	51 (100%)
Director	209 (86.7%)	32 (13.3%)	241 (100%)
Total	269 (78.4%)	74 (16.4%)	343 (100%)

4.3   Reliability Results

In this study, Cronbach's Alpha, which is a reliability coefficient, was applied to indicate how

well the items in the set correlated with each other. Sekara (2008) points out that the closer a Cronbach's Alpha is to one (1) the higher the reliability. Cronbach's Alpha of 0.70 or higher indicated that the gathered data is reliable as it has a relatively high internal consistency and can be generalized to reflect opinions of all respondents in the target population (Zinbarg, 2005). Serakan (2003) points out that in general 0.70 value is recommended as the minimum acceptable value for Cronbach's Alpha reliability. The Cronbach's alpha was used in this study to measure the internal consistency of the variables.

The study consists of four independent variables, moderating variable and a dependent variable. The independent variables were self-awareness, self-management, social awareness and relationship management, moderating variable of organizational culture while dependent variable is effective leadership. The summary of reliability test results is shown in table 4.2. The findings in Table 4.2 showed that the scales for all the independent and dependent variable were reliable as they surpassed the minimum Cronbach's alpha value threshold of 0.7 that is recommended by Serakan (2003). Accordingly, none of the items in the questionnaire were deleted after the pilot study. The questionnaire was adequate to be used in the final survey.

Table 4.2: Summary of Reliability Test Results

Variables	Number of Items	Cronbach's Alpha	Comment
Self-Awareness	9	0.724	Accepted
Self-Management	18	0.705	Accepted
Social Awareness	20	0.768	Accepted
Relationship Management	32	0.755	Accepted
Organisational Culture	12	0.772	Accepted
Effective Leadership	30	0.851	Accepted

4.4   Demographics Characteristics Results

This section presents the findings on demographic characteristics of the respondents. The demographic characteristics include age, gender, level of education, job position and lastly the professional association of the respondents.

4.4.1 Age of the Respondents

The findings in this section revealed that more than half (59.5%) of the respondents were between 46 and 55 years, 37.2% of the respondents were between 36 and 45 years while those over 56 years were 3.3%. The finding implied that majority of the CECs, Chief Office and Directors in County Governments in Kenya are middle aged and this could be attributed to a requirement that County Governments should hire experienced officers to drive the devolution and development agenda. The age of the officers correlated with the level of experience. The findings of this study concurs with those of Dokko, Wilk, and Rothbard, (2009) who found positive effect of prior related experience on task-relevant knowledge and that skill is related to higher levels of experience within well performing firms. Seniors position in government are occupied by individuals who had advanced in age since they grow within the organisation and have better experience to handle the responsibility in such position.

Table 4.3: Age of the Respondents

	Category	**Frequency**	**Percent (%)**
Age of the Respondents	Between 36-45	100	37.2
	Between 46-55	160	59.5
	Between 56-65	9	3.3
	Total	**269**	**100**

4.4.2   Gender of the Respondents

The study further sought to determine the gender of the respondents. The results showed that 52% of the respondents were male while 48% of the respondents were female. These findings implied that County Governments in Kenya had adhered to two third gender rule as stipulated in the Kenya Constitution 2010. Further, the finding disagreed with authors such as Sud (2002) who in her study on gender disparities in the Kenyan labour market indicated that female labour force participation in the modern sector has remained below 30% over the last several years compared to men who hold a disproportionately larger share of the modern sector jobs. Both the Kenya Constitution and United Nations goals advocate for gender inclusivity in all sectors of life. These findings are clear indication of the will by county governments in Kenya to increase gender representation.
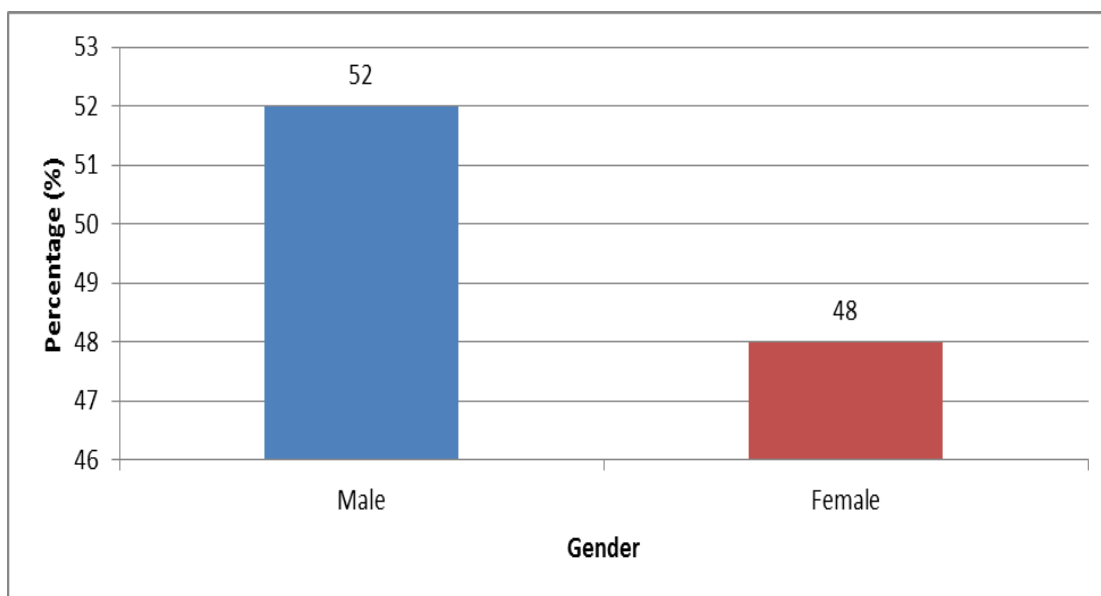
Figure 4.1: Genders of the Respondents

4.4.3   Job Position of the Respondents

On the job position of the respondents the study established that majority of the respondents were directors at 78%, followed by CECs at 13% and finally chief officers at 10% of the total respondents. The findings implied that the study relied on information collected from top leadership in County Governments in Kenya. Therefore respondents in this study were in good position to respond to questions regarding effective leadership and its relationship with emotional intelligence.

Table 4.4: Job Position of the Respondents

		Frequency	Percent
Job Position	CEC	34	13%
	Chief office	26	10%
	Director	209	78%
	Total	269	100

4.4.4   Education Level of the Respondents

The study further sought to establish the level of education of the respondents. The results on the education level of the respondents are presented using figure 4.2. The findings revealed

that 79.6% of the respondents had degrees, 11.2% had masters level of education while 9.3% had diplomas. These finding implied that the respondents in this study were well educated and this could be one of the reasons they held top management positions in their respective County Governments. This proposition is supported by Raymond (2008), who posited that professionalism in any occupation relates not only to the levels of education and qualifications of the workforce but also to the professional approach in the conduct of business activities. An individual's level of education is attributed to the level of competence ability to meet professional demands of top management positions.
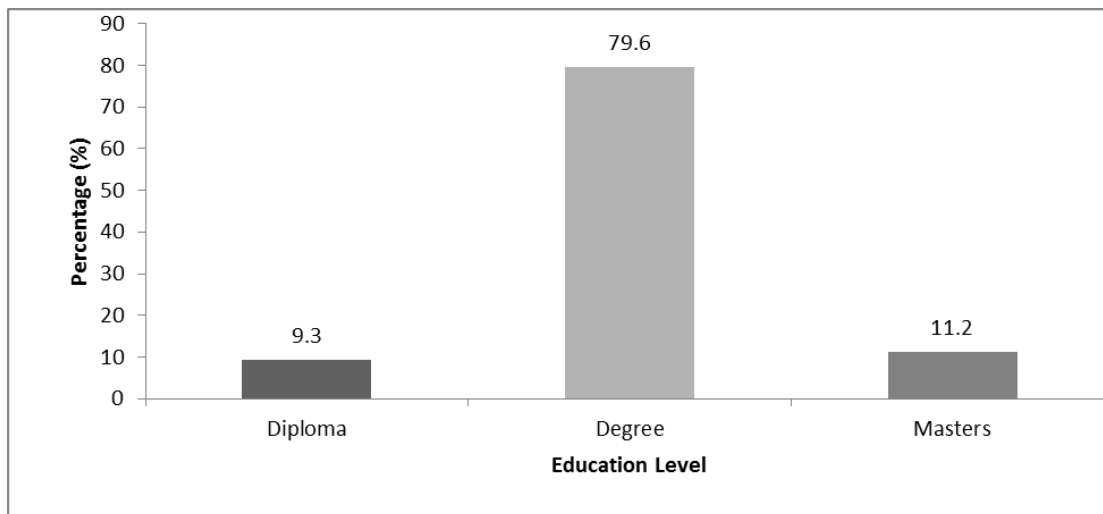
Figure 4.2: Education Levels of the Respondents

4.4.5   Professional Body Association of the Respondents

The study further sought to establish whether the respondents had any association with professional bodies. The results revealed that 81.4% were member of professional bodies while 18.6% were none members of professional bodies. Association with professional bodies is attributed to high level of professionalism in their respective fields. These finding implied that majority of the County Governments employed individuals associated with various professional bodies. The study finding agrees with Balthazard, Director and Excellence (2010) who found that association to professional bodies is a sign of high professionalism standards individuals intends to uphold. Both academic and professional

credentials are indicative of some form of achievement, and both entitle the bearer to use certain initials after their name, but beyond that they are quite different.

Table 4.5: Professional Body Association of the Respondents

	Membership	Frequency	Percent
Member Professional Body	Yes	219	81.4
	No	50	18.6
	Total	**269**	**100**

4.5 Descriptive Results

This section contains the results on how the respondents to statements used to measure variables in this study. The study used frequencies and percentages in the analysis and presented the findings using tables. This section was done in line with the research objectives.

4.5.1 Self-Awareness

The first objective of the study was to determine the relationship between self-awareness and effective leadership in County Governments in Kenya. The findings presented in the Table 4.6 shows the respondents view on the statement used to measure self-awareness among top management employees of County Government in Kenya. The study used percentages, mean and standard deviation in the analysis.

Self-awareness was further categorized into sub-variables of self-awareness, accurate self-assessment and self-confidence. All the statements measuring self-awareness had a mean of 4, implying that majority of the respondents agreed with the statements on self-awareness. Further the study revealed a standard deviation of below 1 meaning the response varied slightly from the mean. The findings further implied that respondents scored highly on self-awareness.

The study further showed that over 50% of the respondents agreed and strongly agreed on statement measuring the accurate self-assessment. The finding also revealed that the statement had average mean response of 4 confirming that majority of the respondents agreed and strongly agreed with the statement on accurate self-assessment. The results implied that

majority of the respondents scored high on accurate self-assessment meaning they had high self-awareness.

The study sought to measure the level of self confidence among the top management in County Governments in Kenya. The study sought to establish whether respondents presented themselves with self-assurance, whether they can voice views that are unpopular and go out on a limb for what is right and finally whether they were decisive and able to make sound decisions despite uncertainties and risks. The findings showed all the statements had a mean of above 4, which confirmed that majority of the respondents agreed and strongly agreed with the statement. This findings implied that majority of the respondents had self-confidence.

This finding conforms to those of Dulewicz and Higgs (2015 who asserted that self-awareness makes a difference in predicting or explaining job performance of leaders and managers. The findings also concur with Goleman, Boyatzis, and McKee, (2013) who also posited that successful leaders resonate well with their employees emotionally. Similarly, the findings agree with Jordan *et al*., (2010) who argue that leader self-confidence brings hope, resilience and optimism to the followers. The study findings presented in this study revealed that majority of the respondents scored highly in the variable of self-awareness and its sub-variables.

Table 4.6: Descriptive Results for Self-Awareness

	SD	D	N	A	SA	Mean	Std Dev
Self-Awareness							
I always know which emotions I am feeling and why and do realize the links between my feelings and what I think, do, and say	0.0%	0.0%	13.0%	77.7%	9.3%	4	0.5
I recognize how my feelings affect my performance I have a guiding awareness of my values and goals	0.0%	0.0%	9.3%	39.0%	51.7%	4	0.7
Accurate Self-Assessment							
I am aware of my strengths and weaknesses	0.0%	0.0%	18.6%	55.8%	25.7%	4	0.7
I am reflective and try to learn from experience	0.0%	0.0%	20.4%	48.0%	31.6%	4	0.7
I am open to candid feedback, new perspectives, continuous learning, and self-development	0.0%	0.0%	9.3%	76.2%	14.5%	4	0.5
I am able to show a sense of humor and perspective about Myself	0.0%	0.0%	9.3%	68.8%	21.9%	4	0.5
Self-Confidence							
I present myself with self-assurance; I have "presence"	0.0%	0.0%	3.7%	70.3%	26.0%	4	0.5
I can voice views that are unpopular and go out on a limb for what is right	0.0%	1.9%	5.6%	55.8%	36.8%	4	0.7
I am decisive and able to make sound decisions despite uncertainties and risks	0.0%	0.0%	1.9%	81.8%	16.4%	4	0.4

4.5.2   Self-Management

The second objective of the study was to determine the relationship between self-management and effective leadership in County Governments in Kenya. The study measured self-management using dimensions of self-control, conscientiousness, adaptability and innovativeness. Table 4.7 presents the finding on how respondents responded to various statements on the variables on self-management.

To measure the level of self-control, the study sought to establish whether respondents managed their impulsive feelings and distressing emotions well, the results showed that 68.4% of the respondents agreed. The statement had a mean of 4 confirming that majority of

the respondents agreed. The results also showed that 81.4% of the respondents agreed that they stay composed, positive, and unflappable even in trying moments. All the statement on self-control had a mean of 4 and above. These finding implied that majority of the respondents either agreed or strongly agreed with statement on self-control. The findings further implied that majority of the respondents in this study had high self-control. This could be one of the reasons they hold top management positions in their respective governments.

The study used three statements to measure the level of conscientiousness among the top management from the County Governments in Kenya. The study sought to determine whether the respondents met commitments and keep promises, whether they were accountable for meeting their objectives and finally whether respondents were organized and careful in their work. The results presented in Table 4.7 revealed that majority as shown by the mean of 4 and above agreed and strongly agreed with the above statements. These findings confirmed that respondents had high level of conscientiousness.

The study further sought to establish the level of adaptability among the respondents. The study findings showed that 70.6% of the respondents agreed that they smoothly handle multiple demands, shifting priorities and rapid change, 74.0% agreed that they are flexible in how they see events and finally, 50.2% agreed that they adapt in responses and tactics to fit fluid circumstances. The results showed that the statement on adaptability had means of 4 and above confirming majority of the respondents agreed and strongly agreed. These finding implied that respondents indicated they were highly adaptable to various circumstances.

Finally, the study sought to measure the level of innovativeness among the CECs, chief officers and director of county governments in Kenya. The finding showed that 63.2% of the respondents agreed that they seek out fresh ideas from a wide variety of sources, 72.1% agreed that they entertain original solutions to problems, 52.0% and 38.7% agreed and strongly agreed respectively that they generated new ideas while 65.1% and 27.5% of the respondents agreed and strongly agreed that they take fresh perspectives and risks in their thinking.

The finding of this study concurs with Nwokah and Ahiauzu (2010) who argued that people with strong self-management skills are able to withstand demanding situations and are flexible with new challenges and with changing or demanding priorities. The findings similarly concurs with Bradberry and Greaves (2009) posited that leaders with high self-management skills are able to keep disruptive emotions or impulses under control and direct them to constructive use and are known for honesty, integrity and keeping promises.

The results also concur with Batool (2013) also claimed that leaders with high self-management competences are to regulate themselves effectively and do not verbally attack others, make rushed or emotional decisions, stereotype people, or compromise their values. The study findings revealed that the respondents agreed that they had self- control, had high level of conscientiousness, adaptability and innovativeness. The findings implied that the respondents had high emotional intelligence in terms of high level of self-management.

Table 4.7: Descriptive Results for Self-Management

	SD	D	N	A	SA	Mean	Std Dev
Self- Control							
I manage my impulsive feelings and distressing emotions well	0.0%	0.0%	27.9%	68.4%	3.7%	4	0.51
I stay composed, positive, and unflappable even in trying moments	0.0%	0.0%	9.3%	81.4%	9.3%	4	0.43
I think clearly and stay focused under pressure	0.0%	1.9%	5.6%	59.1%	33.5%	4	0.64
Trustworthiness: Maintaining standards of honesty and integrity.	0.0%	0.0%	1.9%	68.8%	29.4%	4	0.49
I consistently act ethically and am considered to be above reproach	0.0%	0.0%	0.0%	66.5%	33.5%	4	0.47
I build trust by being reliable and authentic	0.0%	0.0%	3.7%	66.9%	29.4%	4	0.52
I admit my own mistakes and confront unethical actions in others	0.0%	0.0%	0.0%	66.5%	33.5%	4	0.47
I take tough, principled stands even if they are unpopular	0.0%	0.0%	5.2%	68.8%	26.0%	4	0.52
Conscientiousness							
I meet commitments and keep promises	0.0%	0.0%	7.4%	53.5%	39.0%	4	0.61
I hold myself accountable for meeting my objectives	0.0%	0.0%	0.0%	61.3%	38.7%	4	0.49
I am organized and careful in my work	0.0%	0.0%	0.0%	64.7%	35.3%	4	0.48

	SD	D	N	A	SA	Mean	Std Dev
Adaptability							
I smoothly handle multiple demands, shifting priorities and rapid change	0.0%	1.9%	1.9%	70.6%	25.7%	4	0.56
I am flexible in how I see events	0.0%	0.0%	7.4%	74.0%	18.6%	4	0.50
I adapt my responses and tactics to fit fluid circumstances	0.0%	0.0%	16.7%	50.2%	33.1%	4	0.69
Innovativeness							
I seek out fresh ideas from a wide variety of sources	0.0%	0.0%	7.4%	63.2%	29.4%	4	0.57
I entertain original solutions to problems	0.0%	0.0%	1.9%	72.1%	26.0%	4	0.47
I generate new ideas	0.0%	0.0%	9.3%	52.0%	38.7%	4	0.63
I take fresh perspectives and risks in my thinking	0.0%	0.0%	7.4%	65.1%	27.5%	4	0.56

4.5.3 Social-Awareness

The study further sought to establish the effect of social awareness on the effective leadership in county governments in Kenya. To measure the level of social awareness, the study measure empathy, ability to develop others, leveraging on diversity and political awareness as shown in Table 4.8.

The study used eight statements to measure the level of empathy among the respondents. First the study sought to establish whether respondents were attentive to emotional cues and good listeners. The results showed that 66.5% and 27.9% of the respondents agreed and strongly agreed. The finding also showed that 46.1% and 48.3% agreed and strongly agreed that they show sensitivity and understand others' perspectives. The study also sought to establish whether respondents helped out based on understanding other people's needs and feelings. The results showed that 46.1% and 46.5% of the respondents agreed and strongly agreed.

The study further tested service orientation of the respondents in terms of anticipating, recognizing, and meeting customers' needs. The results also showed that majority of the respondents as shown by the mean agreed and strongly agreed with the statement. The results also agreed that they seek ways to increase customers' satisfaction and loyalty, they gladly offer appropriate assistance and finally they grasp a customer's perspective, acting as a

trusted advisor. All the statement on empathy had means of above 4, confirming that majority of the respondents agreed and strongly agreed with the statements. The findings implied that majority of the respondents were empathetic in performing their work responsibilities.

The study further sought to determine whether, the respondents developed others in their course of duty in their respective county governments. The study sought to determine whether the respondents acknowledged and rewarded people's strengths, accomplishments and development, whether respondents offer useful feedback and identify people's needs for development and whether respondents mentor, give timely coaching, and offer assignments that challenge and grow a person's skill. The results showed that respondents agreed and strongly agreed with the above statements. The statements had means of above 4, confirming that majority of the respondents agreed and strongly agreed implying that respondents developed others at their places of works.

The study also sought to establish the leveraging diversity among the respondents. The study sought to determine whether the respondents respected and related well to people from varied backgrounds. The results showed that 48.0% and 39.0% of the respondents agreed and strongly agreed respectively. The findings further showed that 61.3% and 27.5% of the respondents agreed and strongly agreed respectively that they try to understand diverse worldviews and are sensitive to group differences.

Similarly, the 62.8% and 33.5% of the respondents agreed and strongly agreed respectively that they see diversity as opportunity, creating an environment where diverse people can thrive. Finally under leveraging diversity, the study sought to establish whether respondents consistently challenge bias and intolerance. The results showed that 59.5% and 37.2% of the respondents agreed and strongly agreed. These findings demonstrated that the respondents agreed that they highly leveraged in their duties at the county governments.

The study further sought to determine whether the respondents had political awareness as an aspect of social awareness. The study sought to determine whether respondents read a group's emotional currents and power relationships. The results showed that 75.8% and 18.6% of the respondents agreed and strongly agreed with the statements. The results showed that 77.7%

and 16.7% of the respondents agreed and strongly agreed that they are good at accurately reading key power relationships. The findings also showed that 74.3% and 21.9% of the respondents agreed and strongly agreed that can usually detect crucial social networks.

The results further revealed that 72.1% and 26.0% respondents agreed and strongly agreed that they have a good understanding of the forces that shape the views and actions of clients, customers, or competitors and also 62.8% of the respondents agreed that they accurately read situations and organizational and external realities relationship management. The findings also implied that respondents had high political awareness.

The study findings concur with Druskat, Mount and Sala (2013) who found that leaders with high empathy competence exercise patience to listen attentively and understand their followers' perspectives on issues. The study findings in this variable and its sub-variable do support the results of these scholars well. Similarly, the study finding agrees with Ciarrochi and Mayer (2013) who established that leaders with a strong sense of social awareness are more attuned to a wide range of emotional signals in a person or group than leaders who lack these skills. These findings implied that the respondents had high level of social awareness as measured on their empathy, ability to develop others, leveraging diversity and political awareness.

Table 4.8:(a) Descriptive Results for Social-Awareness

Statements	SD	D	N	A	SA	Mean	Std Dev
Empathy							
I am attentive to emotional cues and am a good listener	0.0%	0.0%	5.6%	66.5%	27.9%	4	0.53
I show sensitivity and understand others' perspectives	0.0%	0.0%	5.6%	46.1%	48.3%	4	0.60
I help out based on understanding other people's needs and feelings	0.0%	0.0%	7.4%	46.1%	46.5%	4	0.62
Service Orientation: Anticipating, recognizing, and meeting customers' needs.	0.0%	0.0%	0.0%	44.6%	55.4%	5	0.50
I understand customers' needs and match them to services or products	0.0%	0.0%	13.0%	53.9%	33.1%	4	0.65
I seek ways to increase customers' satisfaction and loyalty	0.0%	0.0%	1.9%	63.2%	34.9%	4	0.51
I gladly offer appropriate	0.0%	0.0%	0.0%	66.9%	33.1%	4	0.47

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Statements	SD	D	N	A	SA	Mean	Std Dev
assistance							
I grasp a customer's perspective, acting as a trusted advisor	0.0%	0.0%	3.7%	70.6%	25.7%	4	0.50
Developing Others							
I acknowledge and reward people's strengths, accomplishments and development	0.0%	0.0%	3.7%	61.3%	34.9%	4	0.54
I offer useful feedback and identify people's needs for development	0.0%	0.0%	5.6%	42.8%	51.7%	4	0.60

Table 4.8:(b) Descriptive Results for Social-Awareness

Statements	SD	D	N	A	SA	Mean	Std Dev
Leveraging Diversity							
I try to understand diverse worldviews and be sensitive to group differences	0.0%	0.0%	11.2%	61.3%	27.5%	4	0.60
I see diversity as opportunity, creating an environment where diverse people can thrive	0.0%	0.0%	3.7%	62.8%	33.5%	4	0.53
I consistently challenge bias and intolerance	0.0%	0.0%	3.3%	59.5%	37.2%	4	0.54
Political Awareness							
I Reading a group's emotional currents and power relationships.	0.0%	1.9%	3.7%	75.8%	18.6%	4	0.53
I am good at accurately read key power relationships	0.0%	1.9%	3.7%	77.7%	16.7%	4	0.52
I can usually detect crucial social networks	0.0%	0.0%	3.7%	74.3%	21.9%	4	0.47
I have a good understanding of the forces that shape the views and actions of clients, customers, or competitors	0.0%	1.9%	0.0%	72.1%	26.0%	4	0.53
I usually accurately read situations and organizational and external realities relationship Management	0.0%	0.0%	7.4%	62.8%	29.7%	4	0.57

4.5.4   Relationship-Management

The fourth objective of the study was to determine the effect of relationship management on the effective leadership in county governments in Kenya. The study measured relationship management in terms of persuasive ability, communication, leadership and change catalyst, conflict management, building bonds and collaboration and co-operation ability of the respondents.

The study sought to establish the level of persuasiveness among the top management of the county governments in Kenya. the findings revealed that 72.5% of the respondents agreed that they are skilled at the art of persuasion, 50.2% and 44.2% agreed and strongly agreed that they make sure they fine-tune presentations to appeal to the listener, 70.3% agreed that they are able to use complex strategies like indirect influence to build consensus and support and they can orchestrate dramatic events to effectively make a point. The results further showed that all the statement measuring the level of persuasiveness had a mean of above 4

which confirmed that majority of the respondents were in agreement with the statement. This was an indication of high level of persuasiveness among top leadership in County Governments in Kenya.

The study also sought to measure the level of communication among the top leadership in the County Government in Kenya. The findings of this study revealed that 55.4% and 35.3% of the respondents agreed and strongly agreed respectively that they are good at give-and-take, and they were able to attune their message according to the emotional cues they pick up, the findings further showed that majority agreed that they deal with difficult issues straightforwardly. On whether, they listen well, seek mutual understanding, and fully welcome sharing of information, the results revealed that 63.2% and 26.0% of the respondents agreed and strongly agreed respectively. The majority (74.3%) of the respondents also agreed that they foster open communication and stay receptive to bad news as well as good.

The study also sought to establish leadership aspects of county governments top leadership. The studies sought to establish whether respondents were articulate and were able to arouse enthusiasm for a shared vision and mission. The statement had a mean of 4 which implied that majority of the respondents agreed and strongly agreed, 65.1% agreed that they step forward to lead as needed, regardless of their positions, while 65.1% agreed that they guide the performance of others while holding them accountable and finally 53.5% agreed that they lead by example. The results implied that the respondents exhibited the qualities of good leadership in their respective county governments. The study findings further revealed that majority of the respondents agreed they were change catalyst as shown by the mean of the statements on change catalyst.

The study was further interested in the level of conflict management among the county top executives in Kenya. The results of this study revealed that 74.0% of the respondents agreed that they handle difficult people and tense situations with diplomacy and tact, 55.4% agreed that they spot potential conflict, bring disagreements into the open, and help deescalate the conflict, 48.0% agreed that they encourage debate and open discussion and finally 59.1% agreed that they orchestrate win-win solutions. All the above statement had a mean response

of 4 and above which confirmed that majority of the respondents agreed and strongly agreed with statement on conflict management. The results of standard deviation revealed that the variation of the response from the mean was minimal.

The study sought to establish the ability of the respondents to build bonds, the study findings revealed that 66.9% of the respondents agreed that they cultivate and maintain extensive informal networks, 70.6% agreed that they seek out relationships that are mutually beneficial, 72.5% agreed that they build rapport and keep others in the loop while 68.4% of the respondent agreed that they make and maintain personal friendships among work associates. The results implied that majority of the respondents were good in building bonds with other people they interact with at their work place.

Finally to establish whether the respondent had relationship management abilities, the study sought to measure their level of collaboration and cooperation with other staff members at their places of work. the results presented in 4.9 showed that 55.8% agreed that they balance a focus on task with attention to relationships, 50.2% agreed that they collaborate, sharing plans, information, and resources, 59.5% agreed that they promote a friendly, cooperative climate, 46.5% agreed that they spot and nurture opportunities for collaboration, 63.2% agreed that they create group synergy in pursuing collective goals, 66.5% agreed that they model team qualities like respect, helpfulness, and cooperation, 65.1% agreed that they draw all members into active and enthusiastic participation, 70.6% agreed that they build team identity, esprit de corps, and commitment and finally 76.2% agreed that they protect the group and its reputation, and share credit with the group. The study findings implied that majority of the respondents exhibited the necessary qualities that foster collaboration and cooperation which is a precedent of good relationship management for effective leadership sake.

The study findings concurs with Martin and Siebert (2016) who established that the relationship management dimension of EI is sometimes called the social skills and defined as one's ability to take charge, inspire, and influence others with compelling visions. They posit that good relationship managers are able to engage all parties, understand differing views, and find common ground that everyone can and will endorse. Finally, leaders who are effective

team members always create a safe, productive, and rewarding work environment that builds bonds and fosters productive collaboration across organizations. Generally, the results in this section revealed that majority of the top management in county governments in Kenya had good relationship management skills. This implications is justifiable on the basis that majority of the respondents were persuasive, good in communication, showed good leadership qualities, were change catalysts and good in conflict management. They were also good in building bonds and collaboration and co-operation with other people they interact with.

Table 4.9: (a) Descriptive Results for Relationship-Management

Statements	SD	D	N	A	SA	Mean	Std Dev
Persuasive							
I am skilled at the art of persuasion	0.0%	0.0%	7.4%	72.5%	20.1%	4	0.51
I make sure I fine-tune presentations to appeal to the listener	0.0%	0.0%	5.6%	50.2%	44.2%	4	0.59
I am able to use complex strategies like indirect influence to build consensus and support I can orchestrate dramatic events to effectively make a point	0.0%	0.0%	5.6%	70.3%	24.2%	4	0.51
Communication							
I am good at give-and-take, and am able to attune my message according to the emotional cues I pick up	0.0%	0.0%	9.3%	55.4%	35.3%	4	0.62
I deal with difficult issues straightforwardly	0.0%	0.0%	20.4%	53.5%	26.0%	4	0.68
I listen well, seek mutual understanding, and fully welcome sharing of information	0.0%	0.0%	10.8%	63.2%	26.0%	4	0.59
I foster open communication and stay receptive to bad news as well as good	0.0%	0.0%	5.6%	74.3%	20.1%	4	0.49
Leadership							
I am articulate and able to arouse enthusiasm for a shared vision and mission	0.0%	0.0%	1.9%	61.0%	37.2%	4	0.52
I step forward to lead as needed, regardless of position	0.0%	0.0%	7.4%	65.1%	27.5%	4	0.56
I guide the performance of others while holding them accountable	0.0%	0.0%	3.7%	65.1%	31.2%	4	0.52
I lead by example	0.0%	0.0%	18.6%	53.5%	27.9%	4	0.68
Change Catalyst							
I recognize the need for change and remove barriers to it	0.0%	0.0%	1.9%	50.2%	48.0%	4	0.54
I acknowledge the need for change and challenge the status quo	0.0%	0.0%	0.0%	44.6%	55.4%	5	0.50
I champion the change and enlist others in its pursuit	0.0%	0.0%	3.7%	55.8%	40.5%	4	0.56
I model the change expected of others	0.0%	0.0%	0.0%	65.1%	34.9%	4	0.48

Table 4.9: (b) Descriptive Results for Relationship-Management

Statements	SD	D	N	A	SA	M	Std Dev
Conflict Management							
I handle difficult people and tense situations with diplomacy and tact	0.0%	0.0%	1.9%	74.0%	24.2%	4	0.46
I spot potential conflict, bring disagreements into the open, and help deescalate the conflict	0.0%	0.0%	5.6%	55.4%	39.0%	4	0.58
I encourage debate and open discussion	0.0%	0.0%	5.6%	48.0%	46.5%	4	0.60
I orchestrate win-win solutions	0.0%	0.0%	1.9%	59.1%	39.0%	4	0.52
Building Bonds							
I cultivate and maintain extensive informal networks	0.0%	0.0%	1.9%	66.9%	31.2%	4	0.50
I seek out relationships that are mutually beneficial	0.0%	0.0%	0.0%	70.6%	29.4%	4	0.46
I build rapport and keep others in the loop	0.0%	0.0%	0.0%	72.5%	27.5%	4	0.45
I make and maintain personal friendships among work associates	0.0%	0.0%	3.7%	68.4%	27.9%	4	0.51
Collaboration and Co-operation							
I balance a focus on task with attention to relationships	0.0%	0.0%	5.2%	55.8%	39.0%	4	0.57
I collaborate, sharing plans, information, and resources	0.0%	0.0%	7.4%	50.2%	42.4%	4	0.61
I promote a friendly, cooperative climate	0.0%	0.0%	1.9%	59.5%	38.7%	4	0.52
I spot and nurture opportunities for collaboration	0.0%	0.0%	13.0%	46.5%	40.5%	4	0.68
Team Capabilities: Creating group synergy in pursuing collective goals.	0.0%	0.0%	5.6%	63.2%	31.2%	4	0.55
I model team qualities like respect, helpfulness, and cooperation	0.0%	0.0%	3.7%	66.5%	29.7%	4	0.52
I draw all members into active and enthusiastic Participation	0.0%	0.0%	5.6%	65.1%	29.4%	4	0.54
I build team identity, esprit de corps, and commitment	0.0%	0.0%	7.4%	70.6%	21.9%	4	0.52
I protect the group and its reputation, and share credit with the group	0.0%	0.0%	3.7%	76.2%	20.1%	4	0.46

4.5.5   Organisational Culture

This section presents the descriptive results of the fifth objective of the study which was to establish the moderating effect of organisation culture on the relationship between emotional

intelligence and effective leadership in county government in Kenya. The study sought to establish whether individuals have the authority, initiative, and ability to manage their own work, the results revealed that 47.2% and 45.0% of the respondents strongly agreed and agreed respectively. Those who disagreed and strongly disagreed were 2.6% and 2.2% respectively. The mean response of the statement was 4.32, confirming that majority of the respondents agreed and strongly agreed. The standard deviation of 0.84 implied that response varied slightly from the mean.

On whether value is placed on working cooperatively toward common goals for which all employees feel mutually accountable, the results revealed that 46.8% agreed, 42.8% strongly agreed, 4.1% were neutral, 3.7% disagreed and finally 2.6% strongly disagreed. The statement had a mean response of 4.23 which confirmed that majority of the respondents agreed and strongly agreed while standard deviation of 0.89 revealed the responses varied slightly from the mean. The finding implied that respondents concurred that in county government in Kenya value is placed on working cooperatively toward common goals for which all employees feel mutually accountable.

The study also sought to establish whether county governments continually invests in the development of employee's Skills, the results revealed that 48.3% agreed, 46.1% strongly agreed, 1.5% were neutral, 1.9% disagreed and finally 2.2% strongly disagreed. The statement had a mean response of 4.34 which confirmed that majority of the respondents agreed and strongly agreed while standard deviation of 0.80 revealed the responses varied slightly from the mean.

The mean of 4.23 also confirmed that majority of the respondents agreed and strongly agreed that members of the organization share a set of values which create a sense of identity and a clear set of expectations. These findings are also shown by 45.0% and 44.2% who strongly agreed and agreed respectively. The statement on whether members of the organization are able to reach agreement on critical issues had a mean response of 4.17 and a standard deviation of 0.92 which implied that majority of the respondents agreed and the variation of the response from mean was small. On whether, different functions and units of the organization are able to work together well to achieve common goals, the results revealed that

46.5% and 44.6% agreed and strongly agreed which was confirmed by a mean response of 4.27.

The study further sought to establish whether county governments in Kenya are able to create adaptive ways to meet changing needs, the study findings revealed that 47.2% and 45.7% of the respondents agreed and strongly agreed respectively. The statement had a mean response of 4.30 and standard deviation of 0.87. The mean of 4.32 further implied that majority of the respondent agreed and strongly agreed that organization understands and reacts to their customers and anticipates their future needs.

On whether, the County Governments senior staff receive, translate, and interpret signals from the environment into opportunities for encouraging innovation, gaining knowledge, and developing capabilities, the findings showed that 43.5% agreed, 48.7% strongly agreed whereas 3.3% disagreed and 2.2% strongly disagreed. The mean of 4.33 implied that majority of the respondents agreed and strongly agreed. The statement on whether organization has a shared view of a desired future state had a mean response of 4.28 and standard deviation of 0.96 which revealed that majority of the respondents agreed that county governments leaderships receive, translate, and interpret signals from the environment into opportunities for encouraging innovation, gaining knowledge, and developing capabilities.

The study further sought to establish whether a clear set of goals and objectives can be linked to the mission, vision and strategy and provide everyone with a clear direction in their work. The findings revealed that 46.1% and 44.6% agreed and strongly agreed while 3.3% and 3.3% disagreed and strongly disagreed respectively. Finally, the study sought to establish whether clear strategic intentions convey the organization's purpose and make it clear how everyone can contribute and "make their mark" on the industry, the results showed that 47.6% and 43.9% strongly agreed and agreed respectively. The statement had a mean 4.32 which implied that majority of the respondents agreed and strongly agreed. Generally, the findings in this section indicated that organisational culture impacted positively on emotionally intelligence of employees of County Government in Kenya. Organisations with teamwork oriented culture yields employees who are emotionally intelligent which impact leadership qualities.

Table 4.10: (a) Descriptive Results for Organizational Culture

Statement	SD	D	N	A	SA	Mean	Std Dev
Individuals have the authority, initiative, and ability to manage their own work	2.2%	2.6%	3.0%	45.0%	47.2%	4.32	0.84
Value is placed on working cooperatively toward common goals for which all employees feel mutually accountable	2.6%	3.7%	4.1%	46.8%	42.8%	4.23	0.89
The organization continually invests in the development of employee's Skills	2.2%	1.9%	1.5%	48.3%	46.1%	4.34	0.80
Members of the organization share a set of values which create a sense of identity and a clear set of expectations	4.1%	3.0%	3.7%	44.2%	45.0%	4.23	0.96
Members of the organization are able to reach agreement on critical issues	4.1%	2.2%	4.1%	51.7%	37.9%	4.17	0.92
Different functions and units of the organization are able to work together well to achieve common goals	3.0%	2.6%	3.3%	46.5%	44.6%	4.27	0.88

Table 4.10: (b) Descriptive Results for Organizational Culture

Statement	SD	D	N	A	SA	Mean	Std Dev
The organization is able to create adaptive ways to meet changing needs	3.0%	2.6%	1.5%	47.2%	45.7%	4.30	0.87
The organization understands and reacts to their customers and anticipates their future needs	2.2%	2.6%	3.7%	43.9%	47.6%	4.32	0.85
The organization receives, translates, and interprets signals from the environment into opportunities for encouraging innovation, gaining knowledge, and developing capabilities	2.2%	3.3%	2.2%	43.5%	48.7%	4.33	0.86
The organization has a shared view of a desired future state. It embodies core values and captures the hearts and minds of the organization's people, while providing guidance and direction	4.1%	3.0%	2.2%	42.0%	48.7%	4.28	0.96

A clear set of goals and objectives can be linked to the mission, vision, and strategy, and provide everyone with a clear direction in their work	3.3%	3.3%	2.6%	46.1%	44.6%	4.25	0.92
Clear strategic intentions convey the organization's purpose and make it clear how everyone can contribute and "make their mark" on the industry	2.2%	3.0%	3.3%	43.9%	47.6%	4.32	0.86

4.5.6 Effective Leadership

The dependent variable in this study was the level of effective leadership among the top leadership in the county governments in Kenya. This section presents the descriptive results on effective leadership in county governments in Kenya. The study sought to establish whether the respondents were hardworking and enthusiastic about their assignments, the results showed that 46.5% and 25.7% of the respondents agreed and strongly agreed. The findings further showed that 59.5% of the respondents agreed that they exhibit consistency in behavior when it comes to the set of core values. On whether they make others question the assumptions they make, for even the simplest of things, the findings revealed that 42.4% and 42.8% of the respondents agreed and strongly agreed respectively.

The results also revealed that 52.0% agreed that they recognize competence in others and encourage them to build on the same, 50.2% agreed that they lead from the front, 57.6% agreed that they lead by example, by practicing what they preach, 59.5% agreed that they set goals that enhance others' desire to achieve them, 62.8% agreed that they promote free and radical thinking, 55.8% agreed that they bring the best out of every individual, 55.8% agreed that they are charged with energy to do more. The mean of 4 and above for all these statements confirmed that majority of the respondents agreed and strongly agreed with the statements.

The findings similarly, revealed that 39.0% of the respondents agreed that they are clear in their thoughts and actions, 53.9% agreed that they utilize every opportunity to talk about the vision of the group or organization, 59.5% agreed that they nurture creativity by not imposing too many processes, 46.5% agreed that they are sensitive to others' personal needs, 48.0%

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agreed that they have the courage to take bold decisions and stick to them, 70.3% agreed that they live up to my commitments, no matter what, 55.8% agreed that they are persistent in achieving the targets, 42.4% agreed that they make others come up with more and more ideas regarding any issue while 70.3% agreed that they encourage others to discuss personal issues with them.

The findings also revealed that 52.0% of the respondent agreed that they make personal sacrifices while working towards the group's common goal, 48.3% agreed that they influence each person not to be selfish, but to think about the comfort of others, 48.3% agreed that they have a fantastic sense of visualization of future outcomes, 68.8% agreed that they encourage others to throw away conventional thinking and finally 52.0% agreed that they ensure that others get all possible support so that they can pursue other interests of life.

All the statements measuring effective leadership had means of above 4 and standard deviation of less than 1 which implied that respondents scored highly on effective leadership since majority of the respondents agreed and strongly agreed with the statements. These findings concur with those of Anantatmula (2010) who posited that transformation leaders motivate followers and create an effective working environment in order for them to meet greater challenges in today's global economy.

Majority of the respondent in this study were found to have quality of effective leaders and this could justify why they occupied senior positions in their respective county governments. In the next section under inferential analysis the study sought to establish whether there a relationship between effective leadership exhibited by respondents and emotional intelligence.

Table 4.11: (a) Descriptive Results for Effective Leadership

Statements	SD	D	N	A	SA	Mean	Std Dev
I am hardworking and enthusiastic about my assignments	0.0%	0.0%	27.9%	46.5%	25.7%	4	0.73
I exhibit consistency in behavior when it comes to my set of core values	0.0%	0.0%	22.3%	59.5%	18.2%	4	0.64

Statements	SD	D	N	A	SA	Mean	Std Dev
I involve each member of my group in striving toward the group's common goal	0.0%	0.0%	24.2%	52.0%	23.8%	4	0.69
I encourage others to solve problems independently	0.0%	0.0%	24.2%	50.2%	25.7%	4	0.71
I recognize the fact that different people need to be treated differently	0.0%	0.0%	31.6%	50.2%	18.2%	4	0.69
I am the epitome of confidence, whatever the situation	0.0%	0.0%	14.9%	53.5%	31.6%	4	0.66
I coordinate well between multiple factions or subgroups	0.0%	0.0%	20.4%	48.0%	31.6%	4	0.71
I show others the bigger picture behind all actions	0.0%	0.0%	18.6%	55.4%	26.0%	4	0.66
I make others question the assumptions they make, for even the simplest of things	0.0%	0.0%	14.9%	42.4%	42.8%	4	0.71
I recognize competence in others and encourage them to build on the same	0.0%	0.0%	11.2%	52.0%	36.8%	4	0.64
I lead from the front	0.0%	0.0%	18.6%	50.2%	31.2%	4	0.70

Table 4.11: (b) Descriptive Results for Effective Leadership

Statements	SD	D	N	A	SA	Mean	Std Dev
I set goals that enhance others' desire to achieve them	0.0%	0.0%	24.2%	59.5%	16.4%	4	0.63
I promote free and radical thinking	0.0%	0.0%	18.6%	62.8%	18.6%	4	0.61
I bring the best out of every individual	0.0%	5.6%	22.3%	55.8%	16.4%	4	0.76
I am charged with energy to do more	0.0%	0.0%	26.0%	55.8%	18.2%	4	0.66
I am clear in my thoughts and actions	0.0%	0.0%	22.3%	39.0%	38.7%	4	0.76
I utilize every opportunity to talk about the vision of the group or organization	0.0%	0.0%	24.2%	53.9%	21.9%	4	0.68
I nurture creativity by not imposing too many processes	0.0%	0.0%	9.3%	59.5%	31.2%	4	0.60

Statements	SD	D	N	A	SA	Mean	Std Dev
I am sensitive to others' personal needs	0.0%	0.0%	13.0%	46.5%	40.5%	4	0.68
I have the courage to take bold decisions and stick to them	0.0%	0.0%	18.6%	48.0%	33.5%	4	0.71
I live up to my commitments, no matter what	0.0%	0.0%	9.3%	70.3%	20.4%	4	0.53
I am persistent in achieving the targets	0.0%	0.0%	18.6%	55.8%	25.7%	4	0.66
I make others come up with more and more ideas regarding any issue	0.0%	0.0%	26.0%	42.4%	31.6%	4	0.76
I encourage others to discuss personal issues with me	0.0%	1.9%	9.3%	70.3%	18.6%	4	0.59
I make personal sacrifices while working towards the group's common goal	0.0%	0.0%	13.0%	52.0%	34.9%	4	0.66
I influence each person not to be selfish, but to think about the comfort of others	0.0%	0.0%	16.7%	48.3%	34.9%	4	0.70
I have a fantastic sense of visualization of future outcomes	0.0%	0.0%	26.0%	48.3%	25.7%	4	0.72
I encourage others to throw away conventional thinking	0.0%	0.0%	7.4%	68.8%	23.8%	4	0.54
I ensure that others get all possible support so that they can pursue other interests of life	0.0%	0.0%	13.0%	52.0%	34.9%	4	0.66

4.6   Diagnostics Tests Results

The study performed tests on statistical assumptions, that is, test of regression assumption and statistic used. This included test of normality, multicollinearity, factor analysis and reliability testing to make sure the data used was adequate to conduct inferential analysis. The tests were conducted to make sure that the statistical analysis conducted adhered to regression assumption hence avoid spurious and biased findings.

4.6.1 Factor Analysis

The importance of conducting a factor analysis was to summarize the information contained in a number of original variables into a smaller number of factors without losing much information. According to Gorsuch (1990) the implication of this is that the newly created variables should represent the fundamental constructs, which underlie the original variables Factor. Loadings are an indication of how much a factor explains a variable in factor analysis. David, Patrick, Phillip, and Kent (2010) state that the general rule of the thumb applied for acceptable factor loading is 0.40 or above. Hair *et al.* (1998) and Tabachnick and Fidell (2007) do note that only factors with factor loading above 0.4 should be retained for further study. Rahim and Magner (2005) also agree that researchers should use a level of above 0.4 to meet the criterion. The minimum level 0.50 or 50% was adopted by this study. The results of factor analysis showed that all the variables had factor loadings above 50% as shown in the summary presented in table 4.20. Hence the items were acceptable on this basis.

Table 4.12: Summary of Factor Analysis Results

Variables	Number of Items	Loadings	Comment
Self-Awareness	9	0.69	Accepted
Self-Management	18	0.72	Accepted
Social Awareness	20	0.65	Accepted
Relationship Management	32	0.70	Accepted
Organisational Culture	12	0.77	Accepted
Effective Leadership	30	0.64	Accepted

4.6.2 Normality Test

One-Sample Kolmogorov-Smirnov Test (K-S) was conducted to test the normality of all the variables. The Kolmogorov-Smirnov test (also known as the K-S test or one sample Kolmogorov-Smirnov test) is a non-parametric procedure that determines whether a sample of data comes from a specific distribution, such as normal, uniform, Poisson, or exponential distribution. The results are presented in Table 4.21.

The null and alternative hypotheses are: H_o: The data is normally distributed, H_1: The data is not normally distributed. The rule is that if the p - value is greater than 0.05, H_o is accepted and H_1 is rejected, if the p - value is less than 0.05, H_o is rejected and H_1 is accepted. The results obtained indicate that Kolmogorov-Smirnov Z statistic for all the variables was greater than 0.05, the null hypothesis was accepted and it was concluded that the data for all the variables was normally distributed and therefore fit for linear regression analysis.

Table 4.13: Normality Test Results

		Self-Awareness	Self-Management	Social Awareness	Relationship Management	Effective Leadership
N		269	269	269	269	269
Normal Parameters[a,b]	Mean	4.1545	4.2164	4.2855	4.2751	4.0779
	Std. Deviation	.32080	.21896	.23958	.18655	.29152
Most Extreme Differences	Absolute	.175	.150	.097	.179	.122
	Positive	.125	.093	.097	.099	.100
	Negative	-.175	-.150	-.085	-.179	-.122
Kolmogorov-Smirnov Z		0.865	0.458	0.599	0.934	0.003
Asymp. Sig. (2-tailed)		.096	.056	.082	.110	.211

a. Test distribution is Normal.
b. Calculated from data.
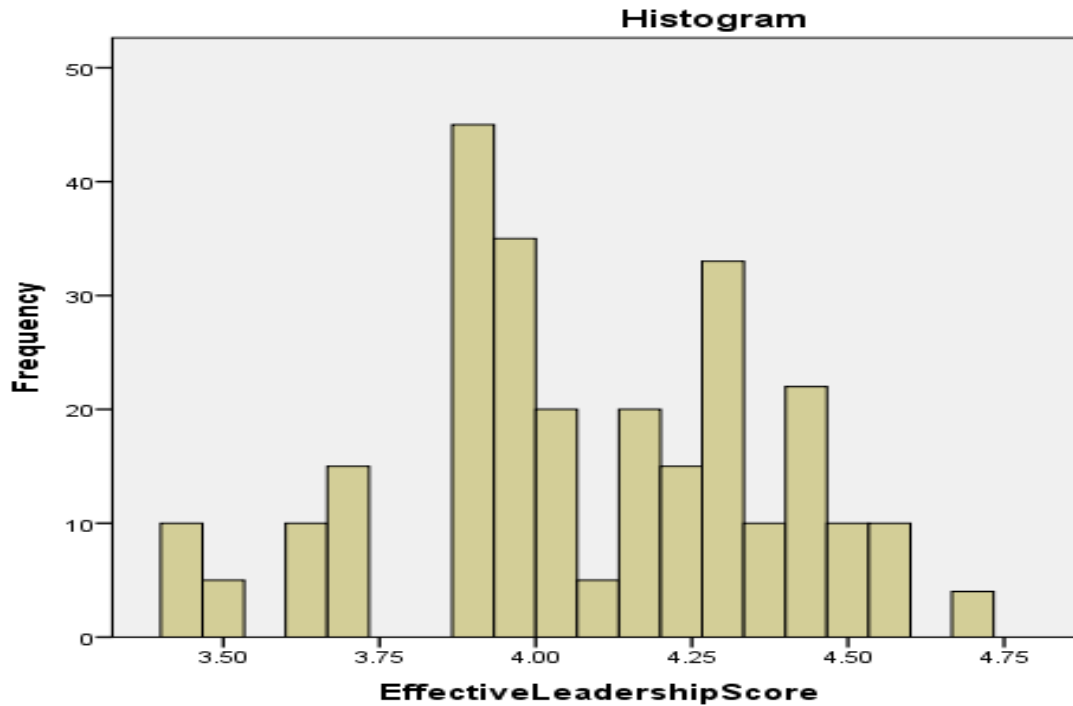
Figure 4.3: Normality Graph

4.6.3   Test for Multicollinearity

In multiple regression, the variance inflation factor (VIF) was used as an indicator of multicollinearity. According to Dennis (2011) variance inflation factor (VIF) is a factor by which the variance of the given partial regression coefficient increases due to a given variable's extent of correlation with other predictors in the model. As a rule of thumb, lower levels of variance inflation factor (VIF) are desirable as higher levels of VIF are known to affect adversely the results associated with multiple regression analysis.

Garson (2012) asserts that the rule of thumb is that VIF > 4.0 multicollinearity is a problem and other scholars use more lenient cut off of VIF > 5.0 when multicollinearity is a problem. However, O'Brien (2007) suggests that this rule of thumb should be assessed in contextual basis taking into account factors that influence the variance of regression coefficient. He further argued that the VIF value of 10 or even 40 or higher does not necessarily suggest the need for common treatment of multicollinearity such as using ridge regressions, elimination of some variables or combine into a single variable.

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Accordingly, this study adopted a VIF value of 5 as the threshold. Self-Awareness had a VIF of 1.584, Self-Management 1.668, Social-Awareness 1.416, and Relationship Management 1.788. These results indicate that the VIF values of the independent variables were within the threshold of 5.0. This indicated that that there was no threat of multicollinearity problem and therefore, the study used linear regression model.

Table 4.14: Multicollinearity Test Results

	Collinearity Statistics	
Variables	Tolerance	VIF
Self-Awareness	0.631	1.584
Self-Management	0.60	1.668
Social-Awareness	0.706	1.416
Relationship Management	0.559	1.788
Organisational Culture	0.407	2.455

a Dependent Variable: Effective Leadership

4.6.4 Homoscedastic Test

Homoscedasticity suggests that the dependent variable has an equal level of variability for each of the values of the independent variables (Garson, 2012). A test for homoscedasticity is made to test for variance in residuals in the regression model used. If there exist equal variance of the error term, we have a normal distribution. Lack of an equal level of variability for each value of the independent variables is known as heteroscedasticity, The Breusch-Pagan test developed by Breusch and Pagan (1979) was used to test for homogeneity in a linear regression mode. The null and alternative hypotheses are stated below.

H_o: The data is not heterogeneous in variance

H_1: The data is heterogeneous in variance

The rule is that if the p-value is greater than 0.05, H_0 is accepted and H_1 is rejected, if the p - value is less than 0.05, H_0 is rejected and H_1 is accepted. The result of the test is shown in table 4.42, which indicate that the test statistic is 0.6494 (p-value = 0.8395) with the degree of freedom. Since the test –Statistic is small with the p-value greater than 0.05, the null

hypothesis was accepted and concluded that there was homoscedasticity in the data (that is, the data is not heterogeneous in variance), which satisfies the assumption of regression.

Table 4.15: Test for Homoscedasticity

Test – Statistic	Degree of Freedom	P-Value
0.6494	4	0.8395

4.6.5   Linearity Test Results

To show the kind of a linear relationship that existed between the independent variable emotional intelligence and the dependent variable effective leadership, a scatter plot was generated. From figure 4.4, the scatter plot shows an upward sloping relationship. This suggests that there is a strong positive linear relationship between independent variable emotional intelligence and the dependent variable effective leadership. The results implied that the data adhered to linearity assumption of regression modeling.
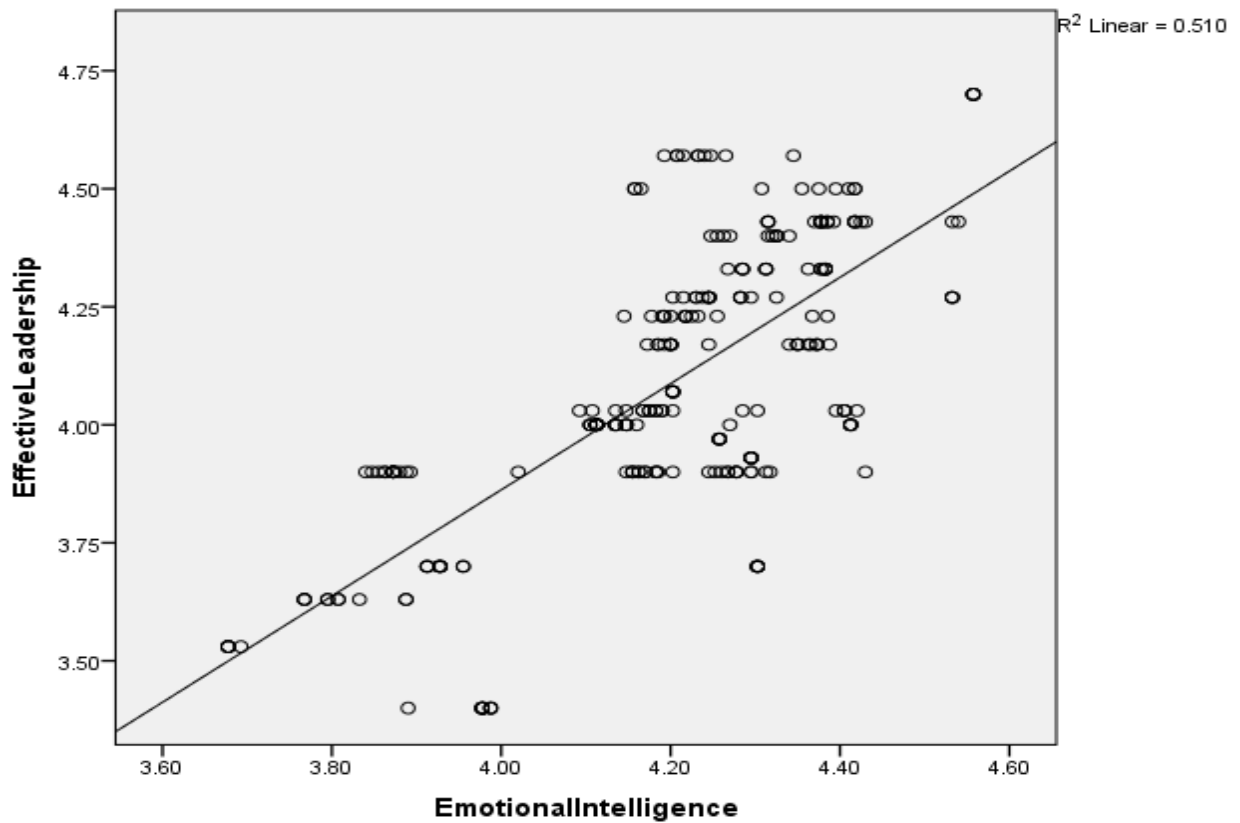
Figure 4.4: Linearity Graph

4.7 Inferential Statistics

4.7.1 Correlation Results

This section contains results of correlation tests conducted to test the association between independent and dependent variables. According to Kothari (2014) the importance of correlation is to determine the extent to which changes in the value of an attribute is associated with changes in another attribute. This study used correlation to test the association between the independent variables and the dependent variable.

The results presented in the correlation matrix in Table 4.12 confirmed that there was no problem of multicollinearity since the correlation between independent variables was less than 0.70. The results further showed that there was a strong, positive and significant association between self-awareness and effective leadership as shown by r=0.642. The correlation was significant with a p=0.0000 which was less than 0.05. These finding concurs

with those of various authors such as Dulewicz and Higgs (2015 who asserted that self-awareness makes a difference in predicting or explaining job performance of leaders and managers. The findings also concurred with Goleman, Boyatzis, and McKee, (2013) who posited that successful leaders resonate well with their employees emotionally. These finding implied that increase in self-awareness positively resulted to increase in effective leadership.

The results also revealed that that there was a moderately strong, positive and significant association between self-management and effective leadership as shown by r=0.474. The correlation was significant with a p=0.0000 which was less than 0.05. The study findings agree with Bradberry and Greaves (2009) who posited that leaders with high self-management skills are able to keep disruptive emotions or impulses under control and direct them to constructive use and are known for honesty, integrity and keeping promises. These findings implied that increase in self-management positively resulted to increase in effective leadership.

Social awareness was found to have a strong, positive and significant association with effective leadership in County Governments in Kenya as shown by r=0.503. The correlation was significant with a p=0.0000 which was less than 0.05. The finding concurs with Ciarrochi and Mayer (2013) who established that leaders with a strong sense of social awareness are more attuned to a wide range of emotional signals in a person or group than leaders who lack these skills. The study finding implied that individuals who are high on social awareness score poorly on effective leadership. This could be attributed to the newness of chief officers and county executives to county governments following the devolution which is barely 8 years and the organization cultures are still developing.

The study finally established a positive and significant association between relationship management and effective leadership in county governments in Kenya as shown by r=0.428. The correlation was significant with a p=0.0000 which was less than 0.05. These finding still concurred with those of Martin and Siebert (2016) who established that relationship management dimension of EI is sometimes called the social skills and defined as one's ability to take charge, inspire, and influence others with compelling visions.

Similarly, the findings agreed with those of Ciarrochi and Mayer (2013) who claimed that leaders with a strong sense of social awareness are more attuned to a wide range of emotional signals in a person or group than leaders who lack these skills. Based on the findings and discussion, the study inferred that emotional intelligence qualities such as self-awareness, self-management, and social-awareness and relationship management positively contributed to effective leadership. Individuals that score highly on emotional intelligence are likely to be effective in leadership position than those that score lower.

Table 4.16: Correlation Matrix

		Self-Awareness	Self-Management	Social Awareness	Relationship Management	Effective Leadership
Self-Awareness	Pearson Correlation	1				
	Sig. (2-tailed)					
Self-Management	Pearson Correlation	.464**	1			
	Sig. (2-tailed)	0.000				
Social-Awareness	Pearson Correlation	.499**	.455**	1		
	Sig. (2-tailed)	0.000	0.000			
Relationship Management	Pearson Correlation	.340**	0.09	.333**	1	
	Sig. (2-tailed)	0.000	0.140	0.000		
Effective Leadership	Pearson Correlation	.642**	.474**	.503**	.428**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	
	N	**269**	**269**	**269**	**269**	**269**

** Correlation is significant at the 0.01 level (2-tailed).

4.7.2 Simple Regression Analysis Results

Regression modeling was adopted to link the independent variables to the dependent variable. According to Kothari (2014), regression is the determination of a statistical relationship between two or more variables. In simple regression, there are two variables, one variable (defined as independent) is the cause of the behavior of another one (defined as dependent

variable). The essence of ANOVA is that the total amount of variation in a set of data is broken down into two types, that amount which can be attributed to chance and that amount which can be attributed to specified causes while F- test was also used in the context of the analysis of variance (ANOVA) for judging the significance of multiple correlation coefficients.

4.7.2.1 Self-Awareness and Effective leadership

Regression is the determination of a statistical relationship between two or more variables (Kothari, 2014). In simple regression, there are two variables, one variable (defined as independent) is the cause of the behavior of another one (defined as dependent variable). Table 4.17 shows the regression relationship analysis results between self-awareness and effective leadership. The regression analysis model summary results shows a relationship R=0.465 and R^2=0.216. This meant that 21.6% of variation in the effective leadership can be explained by a unit change in self-awareness. The remaining percentage of 78.4% is explained by other variables which include self-management, social awareness, relationship management and many others not included in this study.

Table 4.17: Model Summary for Self-Awareness and Effective leadership

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	0.465	0.216	0.213	0.25862

a. Predictors: (Constant), Self-Awareness Score

ANOVA is a procedure for testing the difference among different groups of data for homogeneity (Kothari, 2014). The purpose of ANOVA is to show the total amount of variation in a set of data is broken down into two types, that amount which can be attributed to specified causes. F-test was carried out to test the null hypothesis that there is no relationship between self-awareness and effective leadership. The ANOVA test in Table 4.18 shows that the significance of the F-statistic 0.000 is less than 0.05 meaning that null hypothesis is rejected and conclude that there is a relationship between self-awareness and effective leadership.

Table 4.18: ANOVA Results for Self-Awareness and Effective Leadership

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	4.918	1	4.918	73.527	0.000
1	Residual	17.858	267	.067		
	Total	22.776	268			

a. Dependent Variable: Effective Leadership Score
b. Predictors: (Constant), Self-Awareness Score

To test the significance of regression relationship between self-awareness and effective leadership, the regression coefficients (β), the intercept (α), and the significance of all coefficients in the model were subjected to the t-statistics test to test the null hypothesis that the coefficient is zero. The null hypothesis state that, β (beta) = 0, meaning there is no significant relationship between self-awareness and effective leadership as the slope β (beta) = 0 (no relationship between the two variables). The results on the beta coefficient of the resulting model in table 4.19 shows that the constant α = 2.324 is significantly different from 0, since the p- value = 0.000 is less than 0.05. The coefficient $β = 0.422$ is also significantly different from 0 with a p-value=0.000 which is less than 0.05.

This confirms that there is a positive linear relationship between self-awareness and effective leadership. These finding concurs with those of various authors such as Dulewicz and Higgs (2015 who asserted that self-awareness makes a difference in predicting or explaining job performance of leaders and managers. Goleman, Boyatzis, and McKee, (2013) also posited that successful leaders resonate well with their employees emotionally.

Table 4.19: Coefficients Results for Self-Awareness and Effective Leadership

	β	Std. Error	Beta	t	Sig.
(Constant)	2.324	0.205		11.324	0.000
Self-Awareness Score	0.422	0.049	0.465	8.575	0.000

a Dependent Variable: Effective Leadership Score

4.7.2.2 Self-Management and Effective leadership

The second objective of the study was to determine the relationship between self-management and effective leadership of county government in Kenya. The study similarly used univariate to test the relationship between self-management and effective leadership. The regression analysis model summary results presented in Table 4.20 shows a relationship R=0.381 and R^2=0.145. This meant that 14.5% of variation in the effective leadership can be explained by a unit change in self-management. The remaining percentage of 85.5% is explained by other variables which include self-awareness, social awareness, relationship management and many others not included in this study.

Table 4.20: Model Summary for Self-Management and Effective leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.381	0.145	0.142	0.27006

a. Predictors: (Constant), Self-Management Score

F-test was also carried out to test the null hypothesis that there is no relationship between self-management and effective leadership. The ANOVA test in Table 4.21 revealed f=45.276 and p=0.000 which shows that the significance of the F-statistic 0.000 is less than 0.05 meaning that null hypothesis is rejected and conclude that there is a relationship between self-management and effective leadership.

Table 4.21: ANOVA Results for Self-Management and Effective Leadership

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	3.302	1	3.302	45.276	0.000
1	Residual	19.474	267	0.073		
	Total	22.776	268			

a. Dependent Variable: Effective Leadership Score
b. Predictors: (Constant), Self-Management Score

The results on the beta coefficient of the resulting model in table 4.22 shows that the constant α = 1.94 is significantly different from 0, since the p- value = 0.000 is less than 0.05. The

coefficient $\beta = 0.507$ is also significantly different from 0 with a p-value=0.000 which is less than 0.05. These findings confirm that there is a positive linear relationship between self-management and effective leadership. Similarly, Bradberry and Greaves (2009) posited that leaders with high self-management skills are able to keep disruptive emotions or impulses under control and direct them to constructive use and are known for honesty, integrity and keeping promises

Table 4.22: Coefficients Results for Self-Management and Effective Leadership

	β	Std. Error	Beta	t	Sig.
(Constant)	1.94	0.318		6.1	0.000
Self-Management Score	0.507	0.075	0.381	6.729	0.000

a Dependent Variable: Effective Leadership Score

4.7.2.3 Social-Awareness and Effective Leadership

The third objective was to determine the relationship between social awareness and effective leadership in county government in Kenya. This section presents the findings on univariate regression analysis testing the relationship between social awareness and effective leadership. The regression analysis model summary results presented in Table 4.23 shows a relationship R=0.154 and R^2=0.024. This meant that 2.4% of variation in the effective leadership can be explained by a unit change in self-awareness. The remaining percentage of 97.6% is explained by other variables which include self-awareness, self-management, relationship management and many others not included in this study.

Table 4.23: Model Summary for Social-Awareness and Effective Leadership

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	0.154	0.024	0.020	0.28856

a. Predictors: (Constant), Social Awareness Score

F-test was also carried out to test the null hypothesis that there is no relationship between social awareness and effective leadership. The ANOVA test in Table 4.24 revealed f = 6.523 and p=0.011 which shows that the significance of the F-statistic 0.011 is less than 0.05

meaning that null hypothesis is rejected and conclude that there is a relationship between social awareness and effective leadership.

Table 4.24: ANOVA Results for Social-Awareness and Effective Leadership

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	.543	1	.543	6.523	0.011
1	Residual	22.233	267	.083		
	Total	22.776	268			

a. Dependent Variable: Effective Leadership Score
b. Predictors: (Constant), Social Awareness Score

The results on the beta coefficient of the resulting model in table 4.25 shows that the constant $\alpha = 3.273$ is significantly different from 0, since the p- value = 0.000 is less than 0.05. The coefficient $\beta = 0.188$ is also significantly different from 0 with a p-value=0.000 which is less than 0.05. These findings confirm that there is a positive linear relationship between social awareness and effective leadership. The finding implied that a unit change in social awareness results to a change of 0.188 units in effective leadership. According to Druskat, Mount and Sala (2013), leaders with a high empathy competence exercise patience to listen attentively and understand their followers' perspectives on issues. Similarly, Ciarrochi and Mayer (2013) claimed that leaders with a strong sense of social awareness are more attuned to a wide range of emotional signals in a person or group than leaders who lack these skills.

Table 4.25: Coefficients Results for Social-Awareness and Effective Leadership

	β	Std. Error	Beta	t	Sig.
(Constant)	3.273	0.316		10.364	0.000
Social Awareness Score	0.188	0.074	0.154	2.554	0.011

a Dependent Variable: Effective Leadership Score

4.7.2.4 Relationship Management and Effective Leadership

The fourth objective of the study was to determine the relationship between relationship management and effective leadership in the county government in Kenya. This section presents the findings of univariate regression analysis on the relationship management and

effective leadership. The regression analysis model summary results presented in Table 4.26 shows a relationship R=0.215 and R^2=0.046. This meant that 4.6% of variation in the effective leadership can be explained by a unit change in relationship management. The remaining percentage of 95.4% is explained by other variables which include self-awareness, self-management and social awareness and many others not included in this study.

Table 4.26: Model Summary for Relationship Management and Effective Leadership

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	0.215	0.046	0.043	0.28522

a. Predictors: (Constant), Relationship Management Score

F-test was also carried out to test the null hypothesis that there is no relationship between Relationship Management and effective leadership. The ANOVA test in Table 4.27 revealed f = 12.965 and p=0.000 which shows that the significance of the F-statistic 0.000 is less than 0.05 meaning that null hypothesis is rejected and conclude that there is a relationship between Relationship Management and effective leadership.

Table 4.27: ANOVA Results for Relationship Management and Effective Leadership

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1.055	1	1.055	12.965	0.000
1	Residual	21.721	267	.081		
	Total	22.776	268			

a. Dependent Variable: Effective Leadership Score
b. Predictors: (Constant), Relationship Management Score

The results on the beta coefficient of the resulting model in table 4.28 shows that the constant α = 2.64 is significantly different from 0, since the p- value = 0.000 is less than 0.05. The coefficient β = 0.336 is also significantly different from 0 with a p-value=0.000 which is less than 0.05. These findings confirm that there is a positive linear relationship between relationship management and effective leadership. A unit change in relationship management would results in an increase of 0.336 units in effective leadership. The study concurs with those of Martin and Siebert (2016) who established that good relationship managers are able

to engage all parties, understand differing views, and find common ground that everyone can and will endorse. Finally, leaders who are effective team members always create a safe, productive, and rewarding work environment that builds bonds and fosters productive collaboration across organizations.

Table 4.28: Coefficients Results for Relationship Management and EL

	β	Std. Error	Beta	t	Sig.
(Constant)	2.64	0.4		6.607	0.000
Relationship Management Score	0.336	0.093	0.215	3.601	0.000

a Dependent Variable: Effective Leadership Score

4.7.3 Multivariate Regression Analysis

A multivariate regression model was conducted to test the joint relationship of all the independent variables and the dependent variable. Hypotheses testing were done based on the findings of multivariate regression analysis. The results indicate that R = 0.722 and R = 0.521. R value points that there is a strong relationship between relationship management, social-awareness, self-awareness, self-management and effective leadership in county government in Kenya. R^2 indicates that explanatory power of the independent variables is 0.521.

This means that 52.1% of the variation in effective leadership is explained by changes in the emotional intelligence indicators (relationship management, social-awareness, self-awareness, self-management) while 47.9% of the variation in effective leadership is unexplained by the variables in the model. This finding implied that although emotional intelligence is an important predictor of effective leadership, it explains 52.1% implying there are other factors more important than emotional intelligent that determine effective leadership in government.

The findings of the study concurred with those of McCarthy (2014) who highlights interpretations and understanding of leadership, constraints on autonomous action, knowledge and experience as such of the key factors in effective leadership in public sector. Based on these results the study tentatively concluded that county government or any

organisation that seek to have effective leaders must consider their level of emotional intelligence since it's a significant predictor of emotional intelligence.

Table 4.29: Model Summary for Multivariate Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.722	0.521	0.513	0.20671

a. Predictors: (Constant), Relationship Management Score, Self-Management Score, Social Awareness Score, Self-Awareness Score

The findings of ANOVA revealed F-statistics of 71.687 with a p-value of 0.000 which was less than significance level of 0.05. The study hence concluded that the model used to link the independent variables to dependent variable had a good fitness. Similarly, F-computed of 71.687 was found to be greater than F-critical of 2.405 which further led to the conclusion that the model had good fitness. In both case the alternative hypothesis that the model had good fitness was accepted and concluded that emotional intelligence significant predicated effective leadership.

Table 4.30: ANOVA Results for Multivariate Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	12.252	4	3.063	71.687	0.000
1	Residual	11.280	264	.043		
	Total	23.533	268			

a. Dependent Variable: Effective Leadership Score
b. Predictors: (Constant), Relationship Management, Self-Management, Social Awareness, Self-Awareness

In the multivariate model, the coefficient for self-awareness was $\beta = 0.344$ was also significantly different from 0 with a p-value= 0.000 which was less than 0.05. This revealed that there is a significant positive relationship between self-awareness and effective leadership in county governments in Kenya. The study therefore rejected the null hypothesis H_{01}: There is no significant relationship between Self-Awareness and effective leadership in County Governments in Kenya; hence the study concludes that Self-Awareness significantly

influences the effective leadership in County Governments in Kenya.

This confirms that there is a positive linear relationship between self-awareness and effective leadership. These finding concurs with those of various authors such as Dulewicz and Higgs (2015 who asserted that self-awareness makes a difference in predicting or explaining job performance of leaders and managers. The findings also concur with Goleman, Boyatzis, and McKee, (2013) who also posited that successful leaders resonate well with their employees emotionally.

The coefficient for self-management was $\beta = 0.297$ was also significantly different from 0 with a p-value= 0.000 which was less than 0.05. This revealed that there is a significant positive relationship between self-management and effective leadership in county governments in Kenya. The study therefore rejected the null hypothesis $H_{02:}$ There is no significant relationship between self-management and effective leadership in County Governments in Kenya; hence the study concludes that self-management significantly and positively influences the effective leadership in County Governments in Kenya. The study findings concurs with those of Bradberry and Greaves (2009) who posited that leaders with high self-management skills are able to keep disruptive emotions or impulses under control and direct them to constructive use and are known for honesty, integrity and keeping promises.

The coefficient for social awareness was $\beta = 0.150$ was also significantly different from 0 with a p-value= 0.012 which was greater than 0.05. This revealed that there is a significant positive relationship between social awareness and effective leadership in county governments in Kenya. The study therefore rejected the null hypothesis $H_{03:}$ and concluded that there is a significant relationship between social awareness and effective leadership in County Governments in Kenya.

The study findings disagrees with those of Ciarrochi and Mayer (2013) claimed that leaders with a strong sense of social awareness are more attuned to a wide range of emotional signals in a person or group than leaders who lack these skills. The coefficient for relationship management was $\beta = 0.338$ was also significantly different from 0 with a p-value= 0.000 which was less than 0.05. This revealed that there is a significant positive relationship

between relationship management and effective leadership in county governments in Kenya. The study therefore rejected the null hypothesis H_{04}: There is no significant relationship between relationship management and effective leadership in County Governments in Kenya; hence the study concludes that relationship management significantly and positively influences the effective leadership in County Governments in Kenya.

The study concurs with those of Martin and Siebert (2016) who established that good relationship managers are able to engage all parties, understand differing views, and find common ground that everyone can and will endorse. Finally, leaders who are effective team members always create a safe, productive, and rewarding work environment that builds bonds and fosters productive collaboration across organization.

Table 4.31: Coefficients Results for Multivariate Regression Analysis

	B	Std. Error	Beta	t	Sig.
(Constant)	0.647	0.364		1.78	0.076
Self-Awareness	0.344	0.046	0.403	7.553	0.000
Self-Management	0.297	0.073	0.206	4.05	0.000
Social Awareness	0.150	0.06	0.133	2.516	0.012
Relationship Management	0.338	0.069	0.228	4.872	0.000

a Dependent Variable: Effective Leadership

Optimal Model

This study sought to test the conceptual model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

The model after testing the hypotheses therefore became;

Effective Leadership = 0.647 + 0.344 (self-awareness) + 0.297 (Self-Management) + 0.150 (Social-Awareness) + 0.338 (Relationship Management) + ε.

4.7.4 Moderating Effect of Organisational Culture

The study used moderated ordinary least square regression analysis to test the moderating effects of organisational culture on the relationship between emotional intelligence and effective leadership. An interaction variables (EI*OC) was computed using a product of emotional intelligence (independent variable) composited and organisational culture (moderating variable).

The results indicate that R = 0.727 and R-squared = 0.528. The finding revealed that R-squared (R^2=0.522) before inclusion of the moderating variables was slightly less compared to R-squared with the moderating variable (R^2=0.528). The findings implied that organizational culture enhance the explanatory power of emotional intelligence on effective leadership hence it moderates the relationship between emotional intelligence and effective leadership.

Table 4.32: Model Summary Results for Moderation

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	.727	.528	.523	.20466

a. Predictors: (Constant), EI*OC, Emotional Intelligence, Organizational Culture

The findings of ANOVA presented in table 4.33 revealed F-statistics of 98.941 with a p-value of 0.000 which was less than significance level of 0.05. The study hence concluded that the model used to link the independent variables to dependent variable had a good fitness. Similarly, F-computed of 71.687 was found to be greater than F-critical of 2.6386 which further led to the conclusion that the model had good fitness. In both case the alternative hypothesis that the model had good fitness was accepted and concluded that emotional intelligence, organizational culture and EI*OC significant predicated effective leadership.

Table 4.33: ANOVA Results for Moderation

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	12.433	3	4.144	98.941	0.000
1	Residual	11.100	265	.042		
	Total	23.533	268			

a. Dependent Variable: Effective Leadership

b. Predictors: (Constant), EI*OC, Emotional Intelligence, Organizational Culture

The findings of beta coefficients presented in table 4.34 showed emotional intelligence had a beta of 1.136, with a p-value =0.000 which was significant at 0.05. The findings implied that emotional intelligence significantly affected effective leadership. Organizational culture had beta of 0.196 with a p-value of 0.003 which was also significant at 0.05, implying that organization culture could also be used a predictor variable for effective leadership besides being a moderating variable.

Finally, the interaction variable (Z*X) had a beta value of 0.026 and a corresponding p-value of 0.039 which was significant at 0.05. These findings implied that organizational culture significantly moderated the relationship between emotional intelligence and effective leadership in County government in Kenya. The null hypothesis that organizational culture does not significantly moderate the relationship between emotional intelligence and effective leadership in County Governments in Kenya was therefore rejected.

Table 4.34: Beta Coefficients Results for Moderation

	β	Std. Error	Beta	t	Sig.
(Constant)	1.063	0.393		2.701	0.007
Emotional Intelligence	1.136	0.104	0.721	10.907	0.000
Organizational Culture	0.196	0.066	0.291	2.955	0.003
Interaction Variable	0.026	0.012	0.246	2.078	0.039

a Dependent Variable: Effective Leadership

Table 4.35 presented the summary of the research hypotheses that were tested using inferential statistics.

Table 4.35: Summary of the Hypotheses Testing

Hypothesis	Method and Criteria	Remark
H_{01}: Self-Awareness does not have a significant relationship with effective leadership in County Governments in Kenya	• Multivariate regression analysis (P=0.000< 0.05)	Reject H_{01}
H_{02}: Self-management does not have a significant relationship with effective leadership in County Governments in Kenya	• Multivariate regression analysis (P=0.000< 0.05)	Reject H_{02}
H_{03}: Social-Awareness does not have a significant relationship with effective leadership in County Governments in Kenya	• Multivariate regression analysis (P=0.012< 0.05)	Reject H_{03}
H_{04}: Relationship Management does not have a significant relationship with effective leadership in County Governments in Kenya	• Multivariate regression analysis (P=0.023< 0.05)	Reject H_{04}
H_{05}: Organizational culture does not significantly moderate the relationship between emotional intelligence and	• Multivariate regression analysis (P=0.039< 0.05)	Reject H_{05}

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents summary of the findings, conclusions and recommendations of the study. It also provides indication of areas that require further research. The overall objective of this study was to establish the relationship between emotional intelligence and effective leadership in County Governments in Kenya. The study examined the relationship between the independent variables; relationship management, social-awareness, self-awareness, self-management and effective leadership in county government in Kenya.

5.2   Summary

This research sought to examine the relationship between Emotional intelligence and effective leadership in County Governments in Kenya. The main objective was to establish the relationship between emotional intelligence and effective leadership in County Governments in Kenya. Specific objectives of the study were to find out the relationship between self-awareness and effective leadership, establish the relationship between self-management and effective leadership, determine the relationship between social-awareness and effective leadership and to determine the relationship between relationship-management and effective leadership in County Governments in Kenya.

The study adopted descriptive survey research design. The target population of the study was 3,190 County Officials where a sample of 343respondents took part. A stratified sampling technique was used to gather for proper representation of the entire population. Data collection instrument used was a questionnaire. A survey of 343 top County Officers was conducted in County Governments in Kenya to establish relationship between emotional intelligence and effective leadership. A total 343 Questionnaires were administered to the respondents and 269 were filled, returned and analyzed by descriptive and inferential statistics. The study established positive relationship between emotional intelligence and effective leadership in County Governments in Kenya as follows:

5.2.1 Self-Awareness and Effective Leadership

The first specific objective of this study was to determine the relationship between self-awareness and effective leadership in county governments in Kenya. To achieve this objective the study used descriptive statistics which included percentage, frequencies, mean and standard deviation and inferential statistics such as correlation, univariate and multivariate regression analysis. The study measured self-awareness using dimensions of self-awareness, accurate self-assessment and self-confidence. The study descriptive findings revealed that majority of the respondents scored highly in terms of self-awareness. Majority of the respondents agreed and strongly agreed that they were accurate in self-assessment and had high self-confidence. The study further revealed self-awareness differed based on age, gender and level of education of the respondents.

The results of correlation analysis showed that there was a moderately strong, positive and significant relationship between self-awareness and effective leadership. These finding implied that increase in self-awareness positively resulted to increase in effective leadership. This univariate regression results also confirmed that there is a positive linear relationship between self-awareness and effective leadership. This revealed that there is a significant positive relationship between self-awareness and effective leadership in County Governments in Kenya. The study rejected the null hypothesis H_{01} that there is no significant relationship between Self-Awareness and effective leadership in County Governments in Kenya; hence the study concluded that Self-Awareness significantly influences the effective leadership in County Governments in Kenya.

5.2.2 Self-Management and Effective Leadership

The second specific objective of the study was to determine the relationship between self-management and effective leadership in County Governments in Kenya. The study measured self-management using dimensions of self-control, conscientiousness, adaptability and innovativeness. These finding implied that majority of the respondents either agreed or strongly agreed with statements on self-management. The findings further implied that majority of the respondents in this study had high self-management. The study findings further revealed that the respondents agreed that they had self-control, had high level of

conscientiousness, adaptability and innovativeness. The findings implied that the respondents had high emotional intelligence in terms of high level of self-management.

The correlation results also revealed that that there was a moderately strong, positive and significant association between self-management and effective leadership. These finding implied that increase in self-management positively resulted to increase in effective leadership. The findings of univariate and multivariate regression analysis further revealed that there is a significant positive relationship between self-management and effective leadership in county governments in Kenya. The study therefore rejected the null hypothesis H_{02} that there is no significant relationship between self-management and effective leadership in County Governments in Kenya; hence the study concludes that self-management significantly and positively influences the effective leadership in County Governments in Kenya.

5.2.3 Social Awareness and Effective Leadership

The study sought to establish the relationship between social awareness effective leadership in County Governments in Kenya. To measure the level of social awareness, the study sought to measure empathy, ability to develop others, leveraging diversity and political awareness among the respondents. These descriptive findings implied that the respondents had high level of social awareness as measured on their empathy, ability to develop others, leveraging diversity and political awareness.

In the correlation analysis, social awareness was found to have a weak, positive and significant association with effective leadership in county governments in Kenya. The study finding implied that individuals who are high on social awareness scored poorly on effective leadership. The study finally established a weak, positive and significant correlation between relationship management and effective leadership in County Governments in Kenya. The findings of univariate and multivariate regression analysis revealed that there is a significant positive relationship between social awareness and effective leadership in county governments in Kenya. The study therefore rejected the null hypothesis H_{03} that there is no significant relationship between social awareness and effective leadership in County Governments in Kenya.

5.2.4   Relationship Management and Effective Leadership

The fourth specific objective of the study was to determine the effect of relationship management on the effective leadership in county governments in Kenya. The study measured relationship management in terms of persuasive ability, communication, leadership and change catalyst, conflict management, building bonds and collaboration and co-operation ability of the respondents. Generally, the descriptive results revealed that majority of the top management in County Governments in Kenya were good relationship managers. This implications was justifiable on the basis that majority of the respondents were persuasive, good in communication, showed good leadership qualities, were change catalysts and good in conflict management. They were also good in building bonds and collaboration and co-operation with other people they interact with.

Correlation analysis results established a weak, positive and significant association between relationship management and effective leadership in county governments in Kenya. Regression analysis findings revealed that there is a significant positive relationship between relationship management and effective leadership in county governments in Kenya. The study therefore rejected the null hypothesis $H_{04:}$ There is no significant relationship between relationship management and effective leadership in County Governments in Kenya; hence the study concludes that relationship management significantly and positively influences the effective leadership in County Governments in Kenya.

5.2.5   Moderating Effect of Organizational Culture

The final objective of the study was test the moderating effect of organizational culture on the relationship between emotional intelligence and effective leadership in County Governments in Kenya. The study used moderated ordinary least square regression analysis to test the moderating effects of organizational culture on the relationship between emotional intelligence and effective leadership. An interaction variables (EI*OC) was computed using a product of emotional intelligence (independent variable) composited and organizational culture (moderating variable). These findings implied that organizational culture significantly moderated the relationship between emotional intelligence and effective leadership in County Government in Kenya. The null hypothesis that organizational culture does not significantly

moderate the relationship between emotional intelligence and effective leadership in County Governments in Kenya was therefore rejected.

5.3   Conclusions

Increase in the research on the influence of emotional intelligence on organizational leadership in the recent past underlines the important of this area. Business leaders and political leaders alike have advocated the need of having emotional intelligent individuals at the helm of the organization leadership to spearhead the growth. The findings of this study also demonstrated that emotional intelligence of leaders significantly influenced effective leadership in County Governments in Kenya. The study concluded that for one to be effective in leadership one must have emotional intelligence.

5.3.1   Self-Awareness

Based on the findings, the study concluded that self-awareness limits leadership in engaging in unnecessary conflicts from haters and critics hence focusing on the main targets and objectives. On the other hand individual with less self-awareness are often diverted from main focus through criticisms by seeking approval from all corners which often come through and distracts the workflow and productivity.

5.3.2   Self-Management

The study further concluded that self-management is as important as self-awareness aspects of emotional intelligent required for effective leadership. Through self-management individuals achieve high self-discipline which is a precedent of effective leadership. Individuals with self-management attributes lead others by example and are able to earn trust and confidence from those they lead making them effective leaders.

5.3.3   Social Awareness

Based on these study findings the study concluded that leaders with high social awareness are less effective in their leadership. Getting involved deeply into social life of the people you supposed to lead will undermine professional relationship with them hence affecting individuals' leadership responsibilities. The study concluded that the top officials in County

Governments in Kenya have high social awareness and this positively affect their leadership qualities. The study further concluded that, social awareness constructs of emotional intelligent is critical for effective leaders. Leadership that is empathetic; develops others, leveraging on diversity and has social awareness motivate others to follow suit to some extent. As far as effective leadership is concerned social awareness play a critical role especially in public sector context.

5.3.4 Relationship Management

The study finally concluded that persuasive ability, building bonds and conflict management are very critical aspects of relationship management for effective leaders. Because of the diversities and work place dynamics, once needs to be very persuasive, friendly and a good arbiters to push the agenda of their organizations. These aspects can be achieved by leaders who have good relationship management. Individuals with such attributes get their work done and are often hailed as having effective leadership abilities.

5.3.5 Organizational Culture

The study also concluded that organizational culture has a significant moderating role on the relationship between emotional intelligence and effective leadership. Employees adopt the culture of organization they work for. Organizational culture that fosters self-awareness, self-management, social awareness and relationship management molds effective leadership. Similarly, organizations that emphasize on strong values, understanding of vision and mission, commitment, teamwork and progressively culture mold effective leaders.

5.4   Recommendations

The study made recommendations in line with the study findings. This section was categorized into recommendations for policy formulation and improvements. The study recommended that County Governments, public institutions and private entities that wish to gain from the significant impact of self-awareness should hire employee with high self-confidence, accurate self-assessment and generally high self-awareness. The organizations should also during the induction process conduct self-awareness evaluation and offers training where necessary. Improving self-awareness of employees with enhance their

leadership qualities hence benefiting the organization. Organization should formulate or revise recruitment polices to ensure that self-awareness is a key consideration during recruitment process.

The study further recommended that organizations seeking the hire effective leaders should look out for individuals' self- control, conscientiousness, adaptability and innovativeness which are constructs of self-management that determines effective leadership. Institutions should design monitoring yard stick during the probation stage where new recruits are evaluated on self-management before being confirmed in leadership position. Similarly, organizations should revise their recruitment policies to include self-management measures for senior leadership positions.

On the relationship between social awareness and effectiveness leadership, the study established that leveraging diversity, empathy, developing others and political awareness are very important aspects of social awareness that affect effective leadership qualities. Therefore the study recommended that organization should leverage on employees with these qualities when seeking to fill positions that require effective leaders. The study also recommended that organizations should have internal policies that reinforce social awareness among the top management.

The study established that relationship management in terms of persuasive ability, communication, and leadership and change catalyst, conflict management; building bonds and collaboration and co-operation ability significantly affected effective leadership. The study recommended that organization that seeks to hire effective leaders should consider these factors during the hiring process. The study also recommended that organization policy unit should formulate human resources management policies that emphasizes on relationship management.

5.4.5 Organizational Culture

The findings of the study indicated that organizational culture significantly moderated the relationship between emotional intelligence and effective leadership of county government in

Kenya. The study recommended organizations should invest in teamwork oriented culture in order to yields employees who are emotionally intelligent which impact leadership qualities.

5.5   Areas for Further Research

The study sought to establish the relationship between emotional intelligence and effective leadership in County Governments in Kenya. The study managed to come up with useful findings and also noted areas for further research. It established that 27.6% of the variation in effective leadership is explained by the emotional intelligence sub-variables: self-awareness, self-awareness, social-awareness and relationship-management, while 72.4% of the variation in effective leadership is unexplained by the variables in the model. Therefore, further studies should focus on additional other variables with high explanatory power of effective leadership in public service. Further research on the sub-variable of emotional intelligence (social awareness) should be initiated to find out why it insignificantly relate to effective leadership. The study additionally recommends that a different tool may be used by future researchers in measuring emotional intelligence and relate the findings to effective leadership or employee performance in the public sector.

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APPENDICES

Appendix I: Respondent Consent

Dear Respondent,

Ref: Consent for Provision of Academic Data

My name is Joseph Tanui, a student of Jomo Kenyatta University of Agriculture and Technology undertaking a course leading to the award of the Degree in Doctor of Philosophy in Human Resource Management.

I would like to seek your kind consent to provide data meant for purely academic purpose. My research topic is "Emotional Intelligence and Effective Leadership in County Governments in Kenya".

This information will be treated as confidential and for purely academic purposes.

Your assistance will be highly appreciated.

Thanking you in advance.

Yours sincerely

Joseph Tanui

Appendix II: Questionnaire

This questionnaire is to collect data for purely academic purposes. All the information will be treated as confidential:

DO NOT WRITE YOUR NAME ON THIS QUESTIONNAIRE

The Research Topic is **"Emotional Intelligence and Effective leadership in The County Governments in Kenya"**

Answer all questions by either ticking the option that applies or filling in the blank space.

Section A: Demographic Information

Age in years

    a) 18-35   ( )

    b) 36-45   ( )

    c) 46-55   ( )

    d) 56-65   ( )

Gender:

    a) Male   ( )

    b) Female ( )

Category of Job position

    a) CEC   ( )

    b) Chief Office   ( )

c) Director   ( )

What is your highest level of education?

a) Certificate   ( )

b) Diploma   ( )

c) Degree   ( )

d) Masters   ( )

e) PhD   ( )

Are you a member of professional body?

a) Yes   ( )

b) No   ( )

Section B: Emotional Intelligence

- **Self-Awareness**

Using the following scale, please tick the one that best describes your opinion.

Key: Strongly Disagree = 1, Disagree= 2, Neutral = 3, Agree =4,

and Strongly Agree 5.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree.
1. I always know which emotions I am feeling and why and do realize the links between my feelings and what I think, do, and say	☐	☐	☐	☐	☐

2. I recognize how my feelings affect my performance I have a guiding awareness of my values and goals ☐ ☐ ☐ ☐ ☐

- **Accurate Self-Assessment**:

1. I am aware of my strengths and weaknesses ☐ ☐ ☐ ☐ ☐

2. I am reflective and try to learn from experience ☐ ☐ ☐ ☐ ☐

3. I am open to candid feedback, new perspectives, continuous learning, and self-development ☐ ☐ ☐ ☐ ☐

4. I am able to show a sense of humor and perspective about Myself ☐ ☐ ☐ ☐ ☐

- **Self-Confidence**:

1. I present myself with self-assurance; I have "presence" ☐ ☐ ☐ ☐ ☐

2. I can voice views that are unpopular and go out on a limb for what is right ☐ ☐ ☐ ☐ ☐

3. I am decisive and able to make sound decisions despite uncertainties and risks ☐ ☐ ☐ ☐ ☐

Self-Management

- **Self-Control**:
1. I manage my impulsive feelings and distressing emotions well ☐ ☐ ☐ ☐ ☐

2. I stay composed, positive, and unflappable even in trying moments ☐ ☐ ☐ ☐ ☐

3. I think clearly and stay focused under pressure ☐ ☐ ☐ ☐ ☐

4. Trustworthiness: Maintaining standards of honesty and integrity. ☐ ☐ ☐ ☐ ☐

5. I consistently act ethically and am considered to be above reproach ☐ ☐ ☐ ☐ ☐

6. I build trust by being reliable and authentic

☐ ☐ ☐ ☐ ☐

7. I admit my own mistakes and confront unethical actions in others

☐ ☐ ☐ ☐ ☐

8. I take tough, principled stands even if they are unpopular

☐ ☐ ☐ ☐ ☐

- **Conscientiousness:**

1. I meet commitments and keep promises

☐ ☐ ☐ ☐ ☐

2. I hold myself accountable for meeting my objectives

☐ ☐ ☐ ☐ ☐

3. I am organized and careful in my work

☐ ☐ ☐ ☐ ☐

- **Adaptability**:

1. I smoothly handle multiple demands, shifting priorities and rapid change

☐ ☐ ☐ ☐ ☐

2. I adapt my responses and tactics to fit fluid circumstances

☐ ☐ ☐ ☐ ☐

3. I am flexible in how I see events

☐ ☐ ☐ ☐ ☐

- **Innovativeness**:

1. I seek out fresh ideas from a wide variety of sources

☐ ☐ ☐ ☐ ☐

2. I entertain original solutions to problems

☐ ☐ ☐ ☐ ☐

3. I generate new ideas

☐ ☐ ☐ ☐ ☐

4. I take fresh perspectives and risks in my thinking

☐ ☐ ☐ ☐ ☐

B. **Social Awareness**

- **Empathy**:

1. I am attentive to emotional cues and am a good listener

☐ ☐ ☐ ☐ ☐

2. I show sensitivity and understand others' perspectives ☐ ☐ ☐ ☐ ☐

3. I help out based on understanding other people's needs ☐ ☐ ☐ ☐ ☐

4. Service Orientation: Anticipating, recognizing, and meeting customers' needs. ☐ ☐ ☐ ☐ ☐

5. I understand customers' needs and match them to services or products ☐ ☐ ☐ ☐ ☐

6. I seek ways to increase customers' satisfaction and loyalty ☐ ☐ ☐ ☐ ☐

7. I gladly offer appropriate assistance ☐ ☐ ☐ ☐ ☐

8. I grasp a customer's perspective, acting as a trusted advisor ☐ ☐ ☐ ☐ ☐

- **Developing Others**:

1. I acknowledge and reward people's strengths, accomplishments and development ☐ ☐ ☐ ☐ ☐
2. I offer useful feedback and identify people's needs for development ☐ ☐ ☐ ☐ ☐
3. I mentor, give timely coaching, and offer assignments that challenge and grow a person's skill ☐ ☐ ☐ ☐ ☐

- **Leveraging Diversity**:
1. I respect and relate well to people from varied backgrounds ☐ ☐ ☐ ☐ ☐
2. I try to understand diverse worldviews and be sensitive to group differences ☐ ☐ ☐ ☐ ☐
3. I see diversity as opportunity, creating an environment where diverse people can thrive ☐ ☐ ☐ ☐ ☐

4. I consistently challenge bias and intolerance ☐ ☐ ☐ ☐ ☐

- **Political Awareness**:

1. I Reading a group's emotional currents and power relationships. ☐ ☐ ☐ ☐ ☐
2. I am good at accurately read key power relationships ☐ ☐ ☐ ☐ ☐

3. I can usually detect crucial social networks ☐ ☐ ☐ ☐ ☐

4. I have a good understanding of the forces that shape the views and actions of clients, customers, or competitors ☐ ☐ ☐ ☐ ☐

5. I usually accurately read situations and organizational and external realities ☐ ☐ ☐ ☐ ☐

Relationship Management
- **Persuasive**

1. I am skilled at the art of persuasion ☐ ☐ ☐ ☐ ☐

2. I make sure I fine-tune presentations to appeal ☐ ☐ ☐ ☐ ☐

3. I am able to use complex strategies like indirect influence to build consensus and support I can orchestrate dramatic events to effectively make a point ☐ ☐ ☐ ☐ ☐

- **Communication:**
1. I am good at give-and-take, and am able to attune my message according to the emotional cues I pick up ☐ ☐ ☐ ☐ ☐

2. I deal with difficult issues straightforwardly ☐ ☐ ☐ ☐ ☐

3. I listen well, seek mutual understanding, and fully welcome sharing of information ☐ ☐ ☐ ☐ ☐
4. I foster open communication and stay receptive to bad news as well as good ☐ ☐ ☐ ☐ ☐
- **Leadership**:
1. I am articulate and able to arouse enthusiasm for a shared vision and mission ☐ ☐ ☐ ☐ ☐

2. I step forward to lead as needed, regardless of position ☐ ☐ ☐ ☐ ☐

3. I guide the performance of others while holding them accountable ☐ ☐ ☐ ☐ ☐

4. I lead by example ☐ ☐ ☐ ☐ ☐

- **Change Catalyst:**
1. I recognize the need for change and remove barriers to it ☐ ☐ ☐ ☐ ☐

2. I acknowledge the need for change and challenge the status quo ☐ ☐ ☐ ☐ ☐
3. I champion the change and enlist others in its pursuit ☐ ☐ ☐ ☐ ☐

4. I model the change expected of others ☐ ☐ ☐ ☐ ☐

- **Conflict Management:**

1. I handle difficult people and tense situations with diplomacy and tact ☐ ☐ ☐ ☐ ☐
2. I spot potential conflict, bring disagreements into the open, and help deescalate the conflict ☐ ☐ ☐ ☐ ☐

3. I encourage debate and open discussion ☐ ☐ ☐ ☐ ☐

4. I orchestrate win-win solutions ☐ ☐ ☐ ☐ ☐

- **Building Bonds:**
1. I cultivate and maintain extensive informal networks ☐ ☐ ☐ ☐ ☐

2. I seek out relationships that are mutually beneficial ☐ ☐ ☐ ☐ ☐

3. I build rapport and keep others in the loop ☐ ☐ ☐ ☐ ☐

4. I make and maintain personal friendships among work associates ☐ ☐ ☐ ☐ ☐

Collaboration and Cooperation:
1. I balance a focus on task with attention to relationships ☐ ☐ ☐ ☐ ☐

2. I collaborate, sharing plans, information, and resources ☐ ☐ ☐ ☐ ☐

3. I promote a friendly, cooperative climate

4. I spot and nurture opportunities for collaboration

5. Team Capabilities: Creating group synergy in pursuing
    collective goals.

6. I model team qualities like respect, helpfulness, and
    cooperation

7. I draw all members into active and enthusiastic
    Participation

8. I build team identity, esprit de corps, and commitment

9. I protect the group and its reputation, and share credit
    with the group

Organizational Culture

- **Involvement**

1. Empowerment.

Individuals have the authority, initiative, and ability to manage
their own work.

2. **Team Orientation.**
Value is placed on working cooperatively toward common goals for
which all employees feel mutually accountable.

3. **Capability Development.**
The organization continually invests in the development of employee's
Skills.

- **Consistency**

1. Core Values.
Members of the organization share a set of values which create a sense of identity and a clear set of expectations.

2. Agreement. Members of the organization are able to reach agreement on critical issues. This includes both the underlying level of agreement and the ability to reconcile differences when they occur.

3. Coordination and Integration.

Different functions and units of the organization are able to work together well to achieve common goals. Organizational boundaries do not interfere with getting work done

- **Adaptability**

1. Creating Change.
The organization is able to create adaptive ways to meet changing needs.

2. Customer Focus.
The organization understands and reacts to their customers and anticipates their future needs.

3. Organizational Learning.
The organization receives, translates, and interprets signals from the environment into opportunities.

- **Mission**

1. Strategic Direction and Intent.
Clear strategic intentions convey the organization's purpose and make it clear how everyone can contribute and "make their mark" on the industry.

2. Goals and Objectives.
A clear set of goals and objectives can be linked to the mission, vision, and strategy, and provide everyone with a clear direction in their work.

3. Vision.

The organization has a shared view of a desired future state.
It embodies core values and captures the hearts and minds of
the organization's people, while providing guidance

☐ ☐ ☐ ☐ ☐

Section C: Effective Leadership

Please judge how frequently each statement fits you, using the following key:

1=Not at all;

2=Once in a while;

3=Sometimes;

4=Fairly often;

5=Frequently, if not, always.

S/N	Statement/opinion	1	2	3	4	5
1	I am hardworking and enthusiastic about my assignments.					
2	I exhibit consistency in behavior when it comes to my set of core values.					
3	I involve each member of my group in striving toward the group's common goal.					
4	I encourage others to solve problems independently.					
5	I recognize the fact that different people need to be treated differently.					
6	I am the epitome of confidence, whatever the situation.					
7	I coordinate well between multiple factions or subgroups.					
8	I show others the bigger picture behind all actions.					
9	I make others question the assumptions they make, for even the simplest of things					

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10	I recognize competence in others and encourage them to build on the same.				
11	I lead from the front.				
12	I lead by example, by practicing what I preach.				
13	I set goals that enhance others' desire to achieve them.				
14	I promote free and radical thinking.				
15	I bring the best out of every individual.				
16	I am charged with energy to do more.				
17	I am clear in my thoughts and actions.				
18	I utilize every opportunity to talk about the vision of the group or organization.				
19	I nurture creativity by not imposing too many processes.				
20	I am sensitive to others' personal needs.				
21	I have the courage to take bold decisions and stick to them.				
22	I live up to my commitments, no matter what.				
23	I am persistent in achieving the targets.				
24	I make others come up with more and more ideas regarding any issue.				
25	I encourage others to discuss personal issues with me.				
26	I make personal sacrifices while working towards the group's common goal.				
27	I influence each person not to be selfish, but to think about the comfort of others.				
28	I have a fantastic sense of visualization of future outcomes.				
29	I encourage others to throw away conventional thinking.				
30	I ensure that others get all possible support so that they can pursue other interests of life.				

Appendix III: List of County Governments in Kenya

Bungoma	Baringo
Garissa	Bomet
Homa Bay	Busia
Isiolo	Elgeiyo-Marakwet
Kajiado	Embu
Kilifi	Kakamega
Kirinyaga	Kericho
Kisii	Kiambu
Kisumu	Kitui
Kwale	Laikipia
Lamu	Marsabit
Machakos	Mombasa
Makueni	Nairobi
Mandera	Nakuru
Meru	Narok
Migori	Nyandarua
Muranga	Nyeri
Nandi	Samburu
Siaya	Tana River
Taita Taveta	Taraka Nithi
Trans Nzoia	Uasin Gishu
Turkana	Vihiga
Wajir	West Pokot