EMOTIONAL INTELLIGENCE OF THE UNIVERSITY ADMINISTRATOR FOR EFFECTIVE LEADERSHIP

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Abstract: The highlights about the significant contribution of emotional intelligence (EI) and how it has influenced the effectiveness of leadership in higher education have long been noted. Knowledge of how exactly (EI) relates to effective leadership (EL) could culminate and lead to substantial advancement in leadership training and development programmes as well as the capacity to handpick potentially, effective leaders. The review identified five domains of EI that comprise of 25 competencies. These competencies include self-awareness; self-regulation; motivation; empathy; and social skills which were later collapsed into 20 and the five domains into four: self-awareness; self-management; social-awareness and relationship management. The review illustrated that having high EI among staff can affect the work environment and improve service interaction. It revealed that EI has been recognized for the case of teaching staff and students than administrators who have higher EI and are more effective since they are aware of the fact that their actions and decisions influence learning and behaviour of students. However, limited number of studies have discussed the importance of EI on administrative staff. The study concludes that EI has a substantial effect on leadership effectiveness; therefore, higher levels of EI could help improve leadership performance and effectiveness. It recognizes that EI can be improved with training and development. Therefore, training programmes within an institution could have a positive effect on leadership and leadership performance, thereby driving the institution to success.

Keywords: Administrators, Emotional Intelligence, Higher Education, Leadership Effectiveness

1. Introduction

Rapid population growth, coupled with the desire for Higher Education (HE), led to the proliferation of private institutions of HE in Ghana in the last decade to meet this demand (Atuahene and Owusu-Ansah, 2013). The last two decades have also witnessed a reduction in government's funding of higher education in Ghana (Twene, 2014). Thus, this means that higher education institutions are seriously competing for more students in order to manage the financial challenges and the few infrastructures existing in the University campuses. This calls for a concerted effort to engage with leadership with high EI to provide the necessary customer satisfaction that will lieu more students to make them universities of choice.

Today's HE needs to change rapidly to maintain its competitive edge. Rapid change requires an institution to have employees and leaders who are adaptive, work effectively, constantly improve systems and processes, are customer-focused, and share the need for improvement (Osei-Tutu, 2021). According to Osei-Tutu (2021) This

calibre of employees must be emotionally intelligent and quality leaders because educational systems are transforming globally, leading to immense challenges. According to Bharwaney (2006), countless number of employees are 'sinking' in organisations that employ them without the necessary skills to continuously stay in these organisations. In addition, several authors have identified the shortage of qualified leadership and the lack of managerial capacity as some of the main failures of South African higher education that also delay its effective transformation, of which Ghanaian institutions are not exclusive (Seale, 2004; Jansen, 2004; Kotecha, 2003). As strategic partners in advancing the transformation agenda, several researchers have highlighted the potential for strong leadership to positively influence this process and its impact on students and institutional performance (Hargreaves and Fink, 2003; Brennan, 2005).

According to Jansen (2002), university leaders are not only tried and tested scholars nonetheless but also effective leaders. However, the question about the nature of the personal attributes that underlie effective leadership have

not yet been answered satisfactorily, nor has the potential connection amongst the facades of leadership and the facets of EI is distinct from an ability-based perspective, been satisfactorily investigated. Johnson and Cross (2004) expressed their sentiments that organisations are 'healthy or unhealthy to the extent that individuals in the organization believe that it is a responsive institution'. These authors agreed that people tend to feel ineffective in issues where there is a lack of effective intellectual and academic leadership. They contend that transformation must be a process of scholastic communication and cooperation among interest groups' (Johnson and Cross, 2004).

In a similar assessment, Froneman (2003) expressed his concern about the management acumen in educational leadership. He concurs with Pretorrius (in Froneman, 2003) who condescends that 'the need for dealing transformation in Higher Educational Institutions is enormous' partly, since running higher education institutions focusses mainly on structural changes needed, by and large ignoring challenges posed by the new century. Nolte (2004) after reviewing institutional management trends, confirms that the major obstacle for institutional management may be to find the niche that is most tuned to institutions' inherent strengths, in conjunction with potential chances that could be found in these surroundings. It ought to be clarified from above that that a great need exists to investigate Ghanaian leadership in higher education from a new perspective. The rationale for the review therefore, is to enumerate the complex nature of University Administrators and Academic Leaders and suggest some of the best practices to enhance their emotional competencies

Problem Statement

The complexity and demands of modern HE evoke a number of emotions on administrators and academic leaders. According to Moore (2009), the work of HE institutions can provoke intense turmoil, resistance, stress, anger, frustration and many more types of emotions. In support of these emotions, Beatty (2000) states that "a superior appreciation of the emotions of leadership possibly might be used to develop our capacity to learn and change the educational system (Beatty, 2000: p. 337). Contemporary educational leaders must have a sophisticated skill set that enables them to manage the emotions of various stakeholders and their own feelings. The complexities of work settings demand

that behaviours and decisions of the leader are important at the team level (Koman and Wolff, 2008). Therefore, it would be irresponsible for a leader to ignore the feelings of these teams and other stakeholders during stressful times.

The emotions evoked by this era in HE calls for leaders with a set of skills that are not emphasized enough in current environment. Leaders' ought to have the necessary skills and ability to manage emotions of their subordinates to effectively support the successful functioning of the institution. Humphery (2002) posits that for leaders to persevere during challenging times, they must be good at emotional self-management. Not only do they need to manage the emotions within themselves, they must be able to deal with the emotions of others.

Aside all these, researchers have an interest in linking EI to effective leadership but there is very little published research that has explicitly examined this relationship. Exactly how, and to what extent EI accounts for effective leadership is currently not known. Claims that EI is a potential tool for effective leadership can sometimes be misleading. Especially the Hay Group (2000) claims that more than 85% of high performance amongst topmost leaders can be attributed to emotional intelligence.

The review sought to highlight the significant contribution of EI and how it has influenced leadership effectiveness in HE. Knowledge of how exactly EI relates to effective leadership may lead to momentous improvement in leadership training and development programmes, and the capability of choosing potentially effective leaders.

The daunting issue is that most researchers have the notion that it is critically important for leaders to be emotionally intelligent for organizational success without due cognizance to the human resource support behind it clearly knowing that the education sector plays a pivotal role in national development. Additionally, Mueller et al. (2011) posits that most studies on EI and leadership effectiveness have been conducted in the business or in the industrial setting compared to the educational sector.

The Origin, Evolution and Concept of Emotional Intelligence

Emotional Intelligence (EI) has been studied for several years and continues to be redefined in both theory and understanding (Goleman, 1995). The origin of the idea of EI was first explored by Thorndike in 1920 who coined the concept of 'Social Intelligence' to explain the ability of people to manage and understand their colleagues and to act acceptably when dealing with others (Nelson, 2009: p36). Thorndike (1920) put intelligence activities into three main components: social intelligence, concrete intelligence, and abstract intelligence. Using the term social intelligence, he linked global success in life with wise behaviour (Nelson, 2009; Mayer and Salovey, 1990). Others viewed intelligence as "the cumulative or global capability of people to do things meaningfully, to rationalize, and to effectively manage his environment" (Weschler, 1958, p. 10) or as a "finite set of independent abilities operating as a complex system" (Detterman, 1986, p. 57).

The two constructs (intelligence and emotion) of research were carried out separately until the early 1990's when 'emotional intelligence' was first demarcated as a distinct concept (Salovey and Mayer, 1990). This was originally defined as a "type of social intelligence that encompasses the ability to assess one's own and others' emotions, to distinguish between them, and to use the results to guide one's thinking and actions" (Salovey and Mayer, 1990, p. 189). The linkage of emotion to intelligence was made through the social construct.

Social intelligence was initially conceptualized as "the ability to comprehend and cope with men and women, boys and girls – to behave wisely in human relations" Thorndike, 1920, p. 228). A marginally diverse approach regarded social intelligence within the more general theory of intelligence as "the mental procedures and structures used to reach appropriate success" (Sternberg, 1985, p. 330). The description of multiple intelligences however, (Gardner, 1983), gave the connection for Salovey and Mayer. Gardner (1983) described the interpersonal and intrapersonal intelligence as:

> Interpersonal intelligence is the talent to comprehend other people: what inspires them, how they accomplish jobs, how they work in teams…Intrapersonal intelligence…is a correlative ability twisted inward. It is a capacity to visualize an accurate, vertical model of oneself and to be able

to use that model to operate effectively in life (Gardner 1983: p. 25).

Goleman's (1995) definition of EI equals several diverse theorists including Aristotle, Plato and Socrates. These men termed an intelligence that comprises an "array of non-cognitive capabilities, competencies and skills that influences one's ability to cope with environmental demands and pressures" (Nelson, 2009; p36). Goleman (1995) added a fifth competency to that of Mayer and Salovey's work. "The ability to know one's own emotions, manage emotions, motivate oneself, recognize emotions of others and handle relationships" (p 223-224). Goleman further studied EI in terms of leadership and organisational performance and found out a correlation between emotional strengths of the leader and overall productiveness of the organization.

Salovey and Mayer (2004) provided one of the most popular models of Emotional Intelligence. They suggested a four-arm model. The four arms include identification, using emotions, understanding emotions and managing emotions. However, the concept of EI was popularized by Daniel Goleman in 1995. They first led the intellectual discourse about EI (cited in Aremu and Tejumola 2008) when they described EI as a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions. Lash (2009) also posits that EI as the capacity for identifying our own feelings and those of others, for motivating ourselves, for managing emotions well in us and in our relationships.

Contemporary Understanding of Emotional Intelligence

Caruso (2004) states that finding a definition of EI will depend to a large extent on which theorist is defining it. Although currently there are several definitions of emotional intelligence, there is an overlap (Druskat et al., 2006). Although different definitions and variety of approaches to applying EI at the workplace exist, research indicates that it does have positive effect in the workplace (Cherniss & Goleman, 2001; Caruso & Salovey, 2004). The EI can be a contributing factor to financial success of the organization (Cherniss, 2003). According to Cherniss (2003), companies and organisations such American Express, L'Oreal and the US Airforce have benefited financially from implementing EI programmes (Bradberry & Greaves, 2003). Effective leaders are able to apply their EI to make good decisions and

effectively manage themselves and others (Caruso & Salovey, 2004). Several research studies have shown that effective leaders possess greater EI competencies such as self-awareness and self-management (Boyatzis and Oosten, 2003; Bradberry and Greaves, 2003; Cherniss, 2003).

An emergent body of research suggests that emotional learning has the potential to help individuals of any age to become more emotionally intelligent at work. The process requires commitment, sustained effort, and the implementation of effective models that have been proven effective through research (Cherniss and Goleman, 2001). Mayer and Salovey (1990), revealed a scientific work and introduced the concept of emotional intelligence. In their article they present five elements which outline emotional intelligence:

- Awareness of one's emotions;
- Ability to manage one's own emotions;
- Attentive to the emotions of others;
- Ability to respond to and negotiate with other people emotionally; and
- Ability to use emotions as motivation tool (Mayer and Salovey, 1990).

These components were later improved and clarified as "ability to perceive accurately, appraise, and express emotions; produce feelings when they expedite thought; the ability to comprehend emotion and emotional knowledge; the ability to control emotion to promote emotional growth (Mayer and Salovey, !997; p5). They contend that most of these skills can be improved through education, and they feel that, this holds true for some of the skills related to emotional intelligence.

Domains of Emotional Intelligence

Goleman (2001) conceptualizes EI theory in terms emotional competencies. These competencies otherwise may be defined as learned capabilities based on EI which results in exceptional enactment at work. Additionally, an EI competency is the ability to diagnose, comprehend, and use emotional evidence about oneself or others that lead to greater performance. Goleman (2001) identifies five domains of EI which encompass 25 competencies. These competencies involving self-awareness; self-regulation; motivation; empathy; and social skills were later collapsed into 20 and five domains into now popular four: self-awareness; self-management; social-awareness and relationship management (Boyatzis, Goleman, and Rhee 2000) (Table 1). These are analyzed below.

Table 1: Framework of emotional competences

	Self **Personal Competences**	**Others** **Social Competences**
Recognition	**Self-Awareness** 1. Emotional self-awareness 2. Accurate self-awareness 3. Self confidence 4. Self-motivation	**Social Awareness** 1. Empathy 2. Organizational awareness 3. Service orientation
Regulation	**Self-Management** 1. Emotional self-control 2. Transparency 3. Adaptability 4. Achievement orientation 5. Initiative 6. Optimism	**Relationship Management** 1. Developing others 2. Inspirational leadership 3. Influence 4. Conflict management 5. Teamwork and Collaboration 6. Change catalyst 7. Building bonds

Self-Awareness

Self-Awareness is the aptitude to honestly reflect on and understand one's emotions, strengths, challenges, motives, values, goals and dreams. Self-awareness provides the foundation on which the other three domains (self-management, social awareness and relationship management) build. Without first adequately knowing and understanding self, it is challenging to manage one's emotions, accurately assesses emotion in others, or to use that information to manage one's relationship with others. The competencies facilitate a leader to be aware of personal shortcomings and use personal strong suits to further the work of accomplishing organisational goals. In the model of EI suggested by Goleman et al., (2002), self-awareness comprises three personal competencies such as emotional self-awareness, accurate self-assessment and self-confidence.

Emotional self-awareness means knowing how one feels and why. It is the capacity to meritoriously read how one responds to cues in the situation and be aware of how one's emotions affect performance. Accurate self-awareness refers to one's talents and confines, seeking reaction and to learn from their errors and recognize where they require to make progress while working with others who have complementary strength. Self-confidence means being confident in your own ability to perform a task and selecting an effective approach to a task.

Self-Management

According to Goleman et al., (2002), self-management is likened to an on-going inner dialogue and is the component of EI that liberates us from being captives of our feelings. It is what empowers the clarity of mind and focused energy that leadership demands and what prevents disturbing emotions from diverting us. Without actual self-management, it is tough to reach one's personal goals and dreams let alone lead an organization to realize its goals and dreams. Managing one's emotions and being open to others about one's feelings, beliefs and actions helps to establish trust, integrity and personal capital.

There are key ingredients to developing healthy working relationships and a culture and climate that is conducive to promoting the work of organisational leadership. Self-management encompasses six personal competencies. These are emotional self-control, transparency, adaptability, achievement orientation, initiative and optimism. Emotional self-control could be described as the ability to keep one's impulsive feelings and emotions in check and restrain negative actions when provoked, when faced with opposition or hostility from others, or when working under pressure. Goleman, Boyatzis and McKee (2002) posit that transparency is making an individual's activities reliable with what one says. It comprises interconnecting ideas; expressing emotions openly; directly accepting openness and honesty, even in challenging situations with various parties involved. Adaptability is the capacity to be supple and work effectively within a diversity of changing situations and with various individual groups. Achievement orientation refers to striving to continually improve performance. Achievement is not just undertaking responsibilities effectively but rather accomplishing tasks through one's own efforts, against a clear, challenging standard of excellence. Initiative is the capacity to recognize a problematic situation, complication, or prospect and take advantage in the light of that to resolve existing or forthcoming difficulties or opportunities. Creativity ought to be understood in the circumstances of proactively accomplishing tasks. Those with the initiative competence act before being forced to do so by external events. Optimism is perceived as perseverance to pursue goals notwithstanding difficulties and hindrances.

Social Awareness

Social awareness enables a leader to monitor and adjust strategy, directions, and work toward a shared vision. It helps the leader know when to push forward and capitalize on group momentum and when to step back and encourage collective reflection and re-examination of purpose and priorities. Social awareness is comprised of three social competencies; i.e., empathy, organisational awareness and service orientation.

Empathy gives people an incisive awareness of the feelings, concerns, and desires of others. An empathic person can read emotional actions, identifying on nonverbal cues such as tone of voice or facial expression (Goleman, 2006). Organization awareness of emotional intelligence refers to one's ability to understand and learn the internal and external control relationships in an organization. This is sometimes called political savvy; the organisational awareness competency includes one's ability to ascertain

real decision makers and individuals with influence (Goleman 2006). The ability to read situations objectively, without the distorted lens of their own biases and assumptions, enables individuals to respond effectively. Service orientation is the desire to help or serve others, to meet their needs.

Relationship Management

In the leadership setting, relationship management is building rapport and nurturing the capacity in others to share leadership. Relationship management is about cultivating networks of connections, discovery shared values, and using a shared vision to provoke people to move toward realizing a mission or goal. It comprises seven social competencies which consist of developing others, inspiring leadership, guidance, conflict management, collaboration and relationship, change catalyst and building bonds.

Developing others involves sensing the developmental needs of people's and developing their abilities. Inspirational leadership refers to the desire to lead others. Inspirational leaders are able to articulate and arouse enthusiasm for a shared vision and mission, step forward as needed, direct the performance of others while holding them answerable, and to serve as a role model. Leadership studies have revealed that the more positive the style of the leader, the more positive, supportive, and cooperative are those in the group (Okorie, 2002). Influence is the ability to persuade, convince, or impact others in order to get them to support a specific agenda or course of action.

Conflict Management is the ability to handle difficult people, groups of people, or tense situation with diplomacy and tact. This competency entails finding the best solution to a given problem or disagreement. A talent of those skilled in conflict management competence is spotting trouble as it is brewing and taking steps to calm those involved. Teamwork and collaboration represent the ability to work cooperatively with others, be part of a team, work together rather than working separately or competitively. It means working with others to achieve shared goals, and creating group synergies in pursuing collectively goals. A Change Catalyst is a person with the necessary skills to effectively employ strategies to facilitate change initiatives. The ability to be a cooperative member of one's social group is associated with perceptions of effectiveness in introducing

change. Building bonds is the ability to develop and maintain working relationships with various internal and external parties.

Emotional Intelligence (EI) in Higher Education

Higher education, like any other service context, such as hospitality and healthcare, has emotional requirements. As such, the ability of staff to meet these requirements is essential. When students choose to study at the university, they not only expect an excellent teaching or learning process, but they also anticipate high-quality service delivery. In a university, staff are required to interact in a positive manner with their students to ensure customer satisfaction and positive word-of mouth. To ensure that students are satisfied, staff must manage their emotions and be empathetic to them. As a result, researchers have identified EI competencies as very important for high-quality services in the context of higher education.

Vandervoort (2006) illustrated that having high EI among staff may affect work environment and improve the service interaction. EI has been recognized for the case of academic staff and students. On the other hand, few works have shown the importance of EI on the workforce such as administrative staff. Therefore, this review focuses on administrative staff who deal with students, lecturers, clients, partners and guests from different work environments.

Goleman (2006) points out that administrators with higher EI are more effective since they are aware that their actions and decisions influence students' learning and behaviour. He argues that EI has four protocols: perceiving, facilitating, understanding and managing emotions. The administrator's awareness of these four domains, provides a great advantage for him to process abstract thoughts and directing them properly by adopting to the various settings. Research suggests that synchronization between faculty members and students is central to building rapport in the higher education environment and students and that synchrony is based on the coordination between them (Bernieri et al., 1994). The study correlated, the friendliness, happiness, enthusiasm, interest, and easygoing attitude of administrators and faculty members with how their students feel in the lecture halls. The appreciation of this connection is the basic skill associated with EI (Bernieri et al., 1994).

Nature of Work of the Higher Education Administrators

The successful operation of institutions of HE requires competent and emotionally healthy administrators to lead effectively. HE Administrators provide instructional leadership and manage the day-to-day activities in the institutions. These are the individuals who communicate the culture of the institution to the followers. They put emphasis on the importance of the values imparted within the institution. Hollander and Offermann (1990) described HE Administrators as the role models illustrating the values that need to be shared and have important effects on the institution. Since value is very much connected to emotions (Ashforth and Humphery, 1995), organisational culture can be communicated in an influential and convincing way by administrators who are capable of extorting the emotions from the organisational principles (George 2000). She further affirmed that conveying and creating the culture of the organization is part of leadership effectiveness that have much influenced by emotional intelligence.

Higher Education Administrators, are increasingly expected to be strategic and innovative, whether it be in effective staff management, student success, improving teaching and learning, increasing enrolments, advancing research efforts, serving the community and more. Accomplishing these prospects requires working with a broad range of students, faculty, staff, and various external constituencies. Within the same context, they must navigate the environments, demanding plans, increasing responsibility, anticipations, declining or stagnated resources, and frustrating bureaucratic hurdles. According to Vinci Guerra (2017), these challenges can often lead to a range of emotions for Higher Education Administrators and their teams that can include everything from feeling frustration and disempowerment, to surprise and elation. Leaders from organisational types are coming to understand that working in an emotion-filled context requires special set of skills and have recognized the importance of EI to lead people.

> *"Leaders with high emotional intelligence ways to respect emotions, be authentic, and hold others and themselves accountable"* (Vinci Guerra, 2017: p1)

Higher Education Administrators direct the educational programmes of businesses, set educational standards and goals, establish policies and procedures necessary to achieve them. They also supervise other staff, support staff and teaching staff to develop academic programmes, monitor the academic progress of students, train and motivate teaching staff and administrative/professional staff, manage career guidance and other services for students, manage recordkeeping, prepare budgets and perform many other duties.

HE administrators set the academic tone and actively work with teaching staff to improve and preserve high curriculum standards, frame mission statements, and establish performance goals and objectives. They confer with staff to advise, explain or answer procedural questions. They hire and evaluate lecturers and other staff. Administrators must, therefore, use clear objective guidelines for lecturer appraisals because the continuous growth of the institution highly dependent on the quality of teaching and assessment.

A critical function of the HE administrator is maintaining campus. Therefore, administrators ensure that adequate security is provided on campus to give meaning to academic autonomy. Campus security has become a more prevalent issue in recent years. It essential that every institution has high emotional intelligent administrators to provide the needed level of security to ensure the thousands of students, faculty members and their families are free from theft, threat, danger and crime. The HEIs need guaranteed safety and security measures that will create a conducive environment for teaching and learning, protect lives and property against any harm or danger in the dwellings of students, staff, faculty members and their families.

The physical infrastructure of any institution serves as an attraction for prospective employees and students. It is therefore another function of the HE administrator such that the Works and Physical Development Department is considered an integral part of the university administrative system through the provision of technical services for physical planning and development of the University. The department provides services such as general works and maintenance of existing buildings, management of the university's estates, civil engineering structures and facilities as well as electrical installations and mechanical

equipment, beautification of grounds and gardens through the support of an administrator.

The administrator also performs the audit function to ensure that the maintenance and auditing of financial flows are perform in accordance with the Public Financial Management (PFM) Act 2016, Act 921 of Ghana. This function has always been considered as an integral part of the Financial Management system of all Ghanaian public universities as an instrument to measure performance and serve as a control measure to curb financial mismanagement. The administrator's role in this department includes monitoring, assessing, and analyzing organisational risk and controls; and reviewing and confirming information in compliance with policies, procedures and laws governing financial management. Working in partnership with Management, the internal auditors provide the standing Audit Committee and the Executive Management clear assurance that risks are mitigated and that the institution's corporate governance is stable and effective. The department has the mandate to make recommendations to improve the processes, review policies and procedures to enrich the process. The internal auditor as an administrator works in collaboration with management and external auditors to assess risk within the institution and evaluate the effectiveness of internal controls established to mitigate risks. Risk is classified as financial reputational operational and strategic based on the procedure.

Administrators ensure that students meet national, state and local academic standards. They develop partnerships with local and international businesses. Administrators are sensitive to diverse cultural background, especially in the recent basification of students with the increasing enrolments and overcrowding in some schools and faculties, their emotional welfare is very paramount as well as their academic achievements. Administrators hold leadership positions with significant responsibility. Most of them find working with students exceptionally gratifying, but as the tasks of administrators have increased enormously in recent years, so has the stress. Coordinating and networking with faculty, parents, students and community members, business leaders, and State and local policy makers can be fast paced

and stimulating but also stressful. As a result of all these challenges, HEIs need emotionally competent administrators to effectively handle the current situation.

Emotional Intelligence and Leadership Effectiveness

The definition of effective leadership has evolved over time. Contemporary times call for evolution of this definition to include qualities and characteristic that recognize the need for social effectiveness skills. An empirical study conducted by Prate, Douglas, Ferris, Ammeter and Buckley (2003) uncovered the following finding: "Social effectiveness skills are critical to the performance effectiveness of leaders (Buckley 2003: p. 21). They go on to state that EI is one of the most distinguished social effectiveness constructs, and it is the major element of effective leadership (Prate et al, 2003). The EI is generally, described as the capacity to manage one's own feelings and recognize the feelings of others to stimulate emotional and intellectual growth (Goleman, 1995).

The EI is also the ability to diagnose, comprehend and use the supremacy of emotions to simplify high levels of collaboration and productivity. In essence, it is the ability to effectively manage emotions while leadership is the ability to recognize what motivates others have, relating it to a positive manner through the building of stronger bonds with others in the workplace which inevitably makes those with higher EI better leaders. An effective leader can recognize what the needs of his people are, so that those needs can be met in a way that encourages higher performance and workplace satisfaction (Carver, 2006).

A large body of research recognizes that effective leadership is an integral part of everyday existence; therefore, discovering the attributes that are specific to successful leadership then becomes the unrelenting endeavor. Interpersonal skills have become an essential component to effective leadership (Goleman, 1998b). Leaders today ought to have the capability and tactics to acclimatize to an ever-changing workforce. These human abilities, including emotional intellect, set people apart as successful leaders. EI has become as important as, if not more important than, intellectual quotient (IQ) and cognitive abilities. Results from Lam and Kirby (2002) study show that overall, EI contributed to individual performance over and above the level attributable to general intelligence. Palmer et al. (2001)

provided empirical evidence for relationships between the components of both EI and effective leadership with several significant correlations between transformational leadership and emotional intelligence. Kerr et al. (2005) found that EI scores were a strong predictor of leadership effectiveness. Goleman et al. (2013) provided greater insight into the integration of emotional intelligences attributes in leadership with distinction of resonant and dissonant styles. The writers defined the dissonant leader as one who fails to unite with others, is unresponsive to others' reactions and creates distance between themselves and followers. In the work setting, the organization and the emotional impact of dissonant leader is that people are off balance, separated from leadership and performs poorly (Goleman, et al., 2013). Conversely, Goleman et al., (2013) described the resonant leader as one who is adjusted to people's emotional state and moves them in a positive emotional preference. Additionally, the resonant leader is able to organize a group of associates, making them feel inspired and uplifted (Goleman, et al., 2013). The writers conclude the resonant leadership style depend fundamentally on the attributes of EI to associate with followers in creating a positive and productive work environment.

Goleman (1998. P. 94) argues that effective leaders possess high degree of emotional intelligence. Vroom and Jag (2007) described leadership effectiveness as an act of a leader in influencing and guiding others to achieve desired goals. Goleman (2001) specifies that high EI leaders contribute considerably on organisational success where they possess the capability in accepting the emotional state of their cliques and handling well their own emotions for mutual trust mediate accordingly when difficulties exist, and have extensive understanding of the social environment within the workplace. The notion has also been discovered by Stodgily (1948) and Bass (1990). Thus, the performance of leaders is very much being influenced by their effectiveness to achieving the organisational goals. As pointed out by Kirkpatrick and Locke (1996) on their meta-analyses applying the trait approach significant correlation was established between leadership performance and individual's competence in controlling emotions.

According to Yolk and Van Fleet (1992), to be effective leaders, individuals must be proven in terms of their emotions. They further describe that these types of individuals are the kind of people who are less self-centered and highly likely to have high concern on others, possess significant amount of self-control, high in openness (accepting criticism), and also less predisposed to mood change and less upsurge in their emotions. According to Hogan et al. (1994), emotionally stable leaders depict the characteristics which are calm, composed, self-confident, undisturbed, unruffled and not excessively emotional.at this point, the traits that exist in high emotionally stable individuals were found to be associated with effective leaders and have significant connections to leadership. The works of Wong and Law (2002), Barbuto and Burbach (2006), George (2000), show that there is a difference between leaders and effective leaders from their dominant individual differences.

As George (2000) bluntly puts it, leaders with high emotional intelligent are gifted with the skill of deducing uncertain information which is provided to them where in the end develops a vision that is creative and acceptable to their cohorts. The ability of the leaders to comprehend the emotions of others (a dimension in EI) enables them to craft a magnitude of trust with the followers and to themselves as well. Making decision and creating the culture of organization as reiterated by George (2000), are two further outlooks of leadership effectiveness amplified by individuals who possess high emotional intelligence. Instantly, high EI leaders may decide to prolong the duration of the work timeline a bit in order for them to improve the level of motivation among exhausted workforce. Salovey and Mayer (1990) echoed those insignificant issues could be diverted when a demanding condition is much needed to be attended first by the support of EI specifically in highlighting their demands. In other words, leaders with high EI have the ability to decide which of the task need to be performed first.

Lowe, Crock and Sivasubramaniam (1996) opine that transformational leader are consistently rated by subordinates as being more effective leaders and have been consistently linked with greater performance and success. Kerr et al. (2006) study indicates that an individual's EI could be a key determinant of effective leadership. Goleman (1998) argues strongly that EI is a prerequisite to successful leadership. Sivanathan and Fekken (2002) reports in their

study that leaders who provide greater support for EI are were alleged to be more effective as leaders. According to Gardner and Stough (2002) study, the results of effective leadership will correlate considerably with the components of emotional intelligence. Therefore, leaders with high levels of EI have an aptitude to tap into their cohorts and lead transformationally and as result effectively. George (2000) proposes that EI plays a significant protagonist in leadership effectiveness and one's tenacity to manage moods and emotions and in others, hypothetically contribute to the effectiveness of leaders.

In a study conducted by Sosik and Megerian (1999), they found four connections between EI and transformational leadership, and suggest these components are necessary both to create and to maintain strong emotional relationship with followers:

1) Adhere to professional standards of behaviour and interaction, which relates to idealized influence or charisma;
2) Motivation, which is related to the inspirational motivation component of transformational leadership;
3) Intellectual stimulation; and
4) Individual focus on others, which is related to individualized attention.

Sosik and Megerian (1999) extended the literature by examining the relationship among emotional quotient (EQ), transformational leadership, and managerial performance. The results of the study revealed that self-awareness may offer individuals greater perceived control over interpersonal experience and outcomes in their life. In addition, the study reports that transformational leaders who are self-aware benefit from high levels of self-efficacy and self-confidence, and also provide clear direction.

Rahim and Psenicka (2005) investigated the relationship of two components of emotional intelligence, empathy and social skills, to leader effectiveness. The results indicate that compassion was a negotiator of the relationship amongst social skills and leader effectiveness in the United States. In order to advance their own effectiveness, administrators must develop, use, and advance upon their social skills and empathy as a leader in the organization.

Studies have also established that leaders who steadily overtake their peers not only have the practical skills required, but more prominently, have become proficient at most of the facets of emotional intelligence. In the Harvard Business Review landmark article "What make a leader?", Goleman (1998) states that the five components of EI at work are self-awareness; self-regulation (or management); motivation, empathy (social awareness); and social skills (relation management). There is increasing indication that the range of abilities that make up what is now popularly known as EI plays a significant role in determining success, both in one's personal life and in the workplace. Research by Ruderman, et al. (2001) has uncovered links between specific elements of EI and specific behaviours associated with leadership effectiveness and ineffectiveness.

Enhancing the EI of University Administrators

The Higher Education environment presents a distinct social community, separate from our personal lives, in which there is growing appreciation that higher EI allows a person to understand themselves and other better, communicate more effectively, and cope with challenging situations. Utilizing and developing emotional intelligence in the Higher Education environment can significantly improve the personal and social capabilities of individuals with the work place (Huston, 2022: p; 9).

Huston (2022) perceives that EI forms the juncture at which cognition and emotion meet, it facilitates our capacity for resilience, motivation, empathy, reasoning, stress management, communication and our ability to read and navigate a plethora of social situations and conflicts. EI matters and if cultivated affords one the opportunity to realize a more fulfilled and happier live.

Emotional competencies are learned abilities; moreover, emotional intelligence can be developed and improved through training, programming, and therapy (Khurshid et al., 2018). In a study conducted by Zins, Elias and Greenberg (2007, cited in Ahmad 2012) have asserted that the fundamental purpose of the school, college, and university education that students need not only to get mastery in academics or subject matter but to study and realize how to manage their emotions, be responsible and empathetic, and get practice to make accurate judgments and sound decisions. In a similar way University Administrators taken trough training can make alternative choices and deal

with conflict, and can play a positive role in the University Community as constructive, committed and effective citizens. Hence, the Educationist have suggested that educational institutions may offer particular training programmes of Emotional Intelligence competencies development or add EI competencies as an integral ingredient of curriculum (Vandervoort, 2006).

According to Khurshid, et al., (2018), training, of general skills like communication skills, problem solving and critical thinking skills, leadership and group work skills, moral and spiritual values, and self-management skills may develop the University administrator to face unpredictable situations. Thus, the findings of this study entail that the curriculum and curricular activities of the universities needs to be designed adequately to develop the emotional intelligence of university students, as emotional intelligence is a key capability for managerial success (Malik & Shahid, 2016).

Coco (2011 cited in Stein and Book 2000) contended that emotional intelligence, "Is made up of short-term, tactical, 'dynamic' skills that can be brought into play as the situation warrants. Thus, the individual building blocks of emotional intelligence – and its overall structure – can be improved by means of training, coaching, and experience" (Coco 2011; p. 114). Similarly, Bar-On (2006) stated that "Emotional Intelligence and emotional skills develop over time, change throughout life, and can be improved through training and remedial programmes as well as therapeutic techniques".

Other contributors to emotional intelligence research have focused on the development of people through coaching, counselling, teaching, and mentoring. For example, in a study conducted by Boyatzis, Smith and Blaize (2006) in which they analyzed the importance of relationship building, the authors proposed that aspects of emotional intelligence such as coaching others with compassion reduce employee stress, improve holistic wellness, and enhance organizational leadership.

Huston (2022 cited in Goleman 1995) contended that self-regulation builds on the basis of self-awareness as an integral part of becoming emotionally intelligent by exercising the capacity to liberate ourselves from impulse-driven reaction. Self-management therefore, builds on this further and allows an individual to use knowledge about their emotions to better manage them in order to self-

motivate and to create positive social interactions. Therefore, leaders with the aptitude of self-regulation are far less likely to be aggressively confrontational and make snap decisions. Self-regulation and Self-management however do not pertain to the absence of anger; rather it's about remaining in control of your emotions and not to allow your actions to be emotion-driven.

EI is strongly correlated with individual advancement and performance with evidence suggesting a significant link between one's resilience and one's motivation to achieve (Magnano, Craparo and Paolillo, 2016). Furthermore, it suggests that resilience plays a mediational role between EI and Self-motivated achievement. It posits that emotional intelligence is a prerequisite for resilience, and resilience can lead to greater motivation. Resilience has an underlying perseverance component that motivates endurance in the face of obstacles (Luthans, Avey, Avolio and Peterson, S. J. 2010).

Conclusion
Effective leaders use their EI to not only manage themselves but to effectively manage and direct others within the institutions other than the institution itself. This study proposes that EI has a substantial effect on leadership; therefore, higher levels of EI could help improve leadership performance and leadership effectiveness. EI can be enriched upon with training and development. Therefore, training programmes within the institution could have affirmative effect on leadership and leadership performance, hence driving the institution to institutional success.

The EI is tactical and immediate, and as such reflects a person's 'common sense' and ability to make progress in the world. Interest in EI spins around a number of axes, two of which being its prospective value to forecast success as a leader and to help describe the variance between outstanding and average levels of leadership performance. Traditional estimates of intelligence seem to guess success as a leader to a certain extent. After all, to assume the position of leadership in the 21st century workplace requires a high level of cognitive ability of IQ in order to process the complexity of information that leaders face daily. This is especially true for higher education situation, where given levels of IQ can be viewed as a threshold competency, a marginal

proficiency that all administrators ought to possess in order to preserve their job (Spencer, 1993; McClelland 1973).

The EI is also measured and exists as an emotional knowledge, and knowledge can be imparted and advanced within individuals, thereby improving EI (Mayer et al., 2004). Many experts and researchers believe that EI can be improved upon through development and training programmes (Cherniss and Caplan, 2001).

Higher Education Administrators should use EI skills to assess and to cope with their own emotional responses in addition to emotions of staff members while engaging in collaboration across academic and professional learning communities. Higher Education Administrators should therefore organize in-service professional development for practicing administrators and other staff members on how to use EI to effectively lead collaborative efforts in higher educational institutions.

As Higher Educational administrators, they should seek to transform the institutions, they should consider EI to be among the factors that influence the success of these transformations (Moore, 2009a). Modification does not necessarily provoke emotions and its frequency does not make pleasant as may be purported. Effective leaders understand the EI can be developed (Goleman, 1995; Moore, 2009a). HE administrators can implement these skills to create successful professional and academic learning communities in which stakeholders share ownership and collaborate to achieve.

Acknowledgement

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