



Embracing Effective leadership with Emotional Intelligence: Reflection of Students Organization Leaders in Higher Learning Institutions in Tanzania.

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Abstract

People with strong emotional intelligence who collaborate with assurance, dedication, harmony, and synergy are likely to build prosperous, effective businesses. This study's primary goal was to investigate how students' organizational leaders in Tanzania's higher education institutions relate to emotional intelligence and effectiveness as leaders. Under the direction of Fiedler's contingency theory of leadership, the study specifically identified various leadership efficacy levels among students' organizational leaders, investigated various emotional intelligence levels among students' organizational leaders, and looked at how different aspects of emotional intelligence affect the perceived level of leadership efficacy among leaders of student organizations in Tanzanian higher education institutions. In addition, the study adopted a descriptive research design using quantitative research technique. The population of the study included executive students' organization leaders in 47 Higher Learning Institutions in Tanzania. The rule of thumb theory was used to select 35 universities and university colleges whereby a total of 140 respondents were purposely selected. Furthermore, descriptive statistics, linear regression analysis techniques were employed whereas, various tests including normality test, multicollinearity, and heteroscedasticity were conducted. Further multiple linear regressions with independent t- test, one-way Analysis of Variance methods were employed to analyze data. The findings indicated that, self-awareness, management of emotions, high level of empathy and social awareness significantly predicted the levels of leadership effectiveness among student organization leaders. The study concluded students' organization leaders with high level of emotional intelligence had higher ability to effectively lead their organizations. Basing on the findings, it was recommended that since emotional competencies and leadership are learned abilities; Higher Learning Institutions should develop sound and continuous programmes to improve emotional intelligence and leadership effectiveness aspect of students' organization leaders to avoid chaotic learning environment.

Keywords: Emotional intelligence, Leadership effectiveness, Students' organizations, Leadership traits, Higher learning institution.

INTRODUCTION

Since effective leadership is associated with organizational success, it has remained a highly sought-after quality in many organizations. Thus, studies conducted in the fields of psychology and management, have shown that effective leadership is crucial to an organization's success



(Hackman & Wageman, 2017). According to Gachingiri (2015), successful leadership is about having the authority to inspire others to achieve more than they otherwise would have done on their own. It entails demonstrating virtues like ethics, honesty, integrity, and dependability. According to Bbaola (2017), a lot of companies are shifting away from the conventional top-heavy leadership paradigm in favor of effective leadership to establish a respectful and trusting environment that encourages cooperation and creativity. These changes are the outcome of the corporate environment's upheavals, which include the globalization of markets, technical developments, and an approaching labor scarcity that makes choosing leaders an important choice (Sally, 2013).

Effective leadership, according to Hong et al. (2011), is the capacity to positively impact and uplift a team or group of individuals. Numerous studies have demonstrated that good workplace connections result from successful leadership's ability to boost employee morale (Chukwuemeka, 2016; Babaola, 2017; Griffin, et al. 2020). Various features determine effective leadership, contingent on the needs of the organization. Strong moral convictions, an understanding of change dynamics, intellectual and emotional intelligence, interpersonal skills, a dedication to producing and sharing new ideas and information, and the capacity for coherence in the face of chaos are some examples of these qualities (UNESCO, 2012). Rajah, *et al.* (2011) affirms that traditionally, leadership effectiveness was often attributed to cognitive intelligence or IQ, emphasizing logical reasoning and problem-solving abilities. However, it became increasingly evident that effective leadership transcends mere cognitive abilities. Robinson et al. (2018) emphasize the importance of Emotional Intelligence (EI) in leadership, stating that leaders must not only manage tasks but also inspire and engage individuals.

The report goes on to say that while both forms of intelligence are significant, IQ only accounts for 20% of the variables that affect people's chances of success in life. About 80% is dependent on the abilities that comprise emotional intelligence, i.e., the capacity for effective interpersonal interactions, empathy, controlling emotions in interpersonal relationships, and the ability to influence or guide others. According to Hong et al. (2011), high emotional intelligence leaders can make more informed and logical decisions by identifying and understanding their own emotions. Emotional empathy is a crucial skill that allows individuals to consider their team members' needs and viewpoints when making decisions. Moreover, emotional intelligence (EI) is a crucial component of good leadership because it enables leaders to foster trust, create a supportive team atmosphere, and arouse loyalty in various team members (Garder & Stough 2011). As a result, EI leaders are friendly, receptive to constructive feedback, and sincere in their concern for the success of their group. demonstrates the frequency with which students demonstrate at three HLIs in Tanzania for a range of issues, including not getting enough hands-on instruction, having their student group called off, and not getting their allowances, 43 students were expelled for instigating violence, several of them being leaders of their student organizations.

Further, for year 2014/2015, the number of those who access loans has remained low despite the growing number of students as a result of Higher Education massification policies, which caused a lot of outcry among expected loan beneficiaries (Ally, 2015). Furthermore, in 2022, Tanzania Higher Learning Institutions Leadership Organization (TAHLISO) influenced the



universal payment of Tsh. 50400 for health insurance coverage as opposed to Tsh. 100,000 charged by some institutions for the same service. Therefore, in this case, emotional stability is highly required by students' organizational leaders since they are often responsible for representing the interests and concerns of their peers to the University administration and other stakeholders.

According to Hong et al. (2011), emotional intelligence is becoming more and more crucial in leadership and businesses as it is an emotionally charged activity from the viewpoint of both leaders and followers. It is still up for debate among academics whether emotional intelligence is a theoretical requirement for leadership, despite the abundance of studies on the subject (Antonakis, Ashkanasy, & Dasborough, 2009). Academics disagree about its importance and the accuracy with which different emotional intelligence tests predict. The hypothesis that emotional intelligence and transformative leadership are favorably connected has so far been supported by a growing body of research (Hong et al. 2011). Nevertheless, other researchers are challenging these exaggerated claims and expressing some skepticism regarding the relationship between emotional intelligence and desired leadership outcomes, particularly effectiveness (Lindebaum & Cartwright, 2010; Walte et al. 2012). There are many challenges facing HLIs in Tanzania, including high student enrollment against limited resources for housing and tuition, inadequate instructional facilities, a lack of teaching staff, ambiguous government policy regarding university education, and decreased state funding. These challenges make student leadership in HLIs an incredibly delicate role. As stated by Ishengoma, (2012).

It is required of the student leader in particular to be empathetic and to convince other students to deal with the circumstance as it may be. However, the student leader must withstand pressure from both sides and act as a mediator to reach a compromise (Northouse, 2010). The focus of leadership study shifted as a result of this insight, which showed that highly effective leaders of student organizations have both high levels of emotional intelligence (EI) and intellectual acumen. According to research, emotions are important and may have an impact on leadership performance as well as the culture inside a company. Additionally, because student group leaders are human, they might experience a wide spectrum of emotions, both happy and unhappy. Therefore, leaders of student organizations who possess these qualities—self-awareness, empathy, emotional control, and social skills—are better able to resolve conflicts, forge close bonds with their teammates, and make wise judgments. The study investigated the link between emotional intelligence and leadership effectiveness of student organization leaders in Tanzanian HLIs, focusing on the decline in emotional intelligence.

Hence, despite these reservations, researchers still think that emotional intelligence research is important, especially when it comes to studying emotions and leadership roles (Hong et al. 2011). They suggest that emotional intelligence may help lead effectively (Hur et al. 2011) and that more in-depth research on the topic is needed (Palmer et al. 2001). In order to fill in the underlying gaps, this study looked at the link between emotional intelligence and perceived leadership effectiveness. It also provided insightful information about the leadership practices and emotional intelligence of student leaders at HLIs in Tanzania.



RESEARCH OBJECTIVES

The main objective of this study was to examine the influence of emotional intelligence on leadership effectiveness among students' organizational leaders in Higher Learning Institutions in Tanzania

Specific Objectives:

To examine the different levels of students organization leaders' job effectiveness in HLIs in Tanzania

To determine different levels of students organization leaders' emotional intelligence in HLIs in Tanzania

To evaluate the extent in which different dimensions of emotional intelligence predict the perceived level of leadership effectiveness among students organization leaders in HLIs in Tanzania.

LITERATURE REVIEW

Theoretical Review

Fiedler's Contingency theory, which states that a leader's style must adapt to the environment in order to be effective, served as the study's theory (Fiedler, 1960). This theory states that a person might be a good leader in one situation but ineffective leader in another. According to Gardner & Stough (2011), leaders must be aware of their own leadership style strengths and weaknesses in order to use this theory or any of its models. Someone needs to be honest, reflective, and vulnerable in order to realize how they come across as a leader (Gachingiri, 2015). As a result, the contingency theory can assist leaders in identifying opportunities to improve their effectiveness as leaders. To put it another way, viewing leadership through this lens encourages more people to investigate leadership in their professions and gain a deeper understanding of who they are and the circumstances in which they may be a successful leader.

Leadership Effectiveness

In essence, significant research (Muteswa, 2016; Lam & O'Higgins, 2012) suggests that the word "leadership effectiveness" is ambiguous since no one, globally accepted definition or theory can adequately capture the concept. Palmer et al. (2015) highlights that research criteria for evaluating leadership effectiveness heavily rely on the implicit or explicit definition of leadership, a complex concept that may not apply to all situations. As the description makes clear, leaders provide the other followers guidance, assist them in seeing the future, help them see what is possible, and support and inspire them. Similarly, effective leadership is the exercise of personal influence by one or more individuals in a way that is successful and leads to the achievement of common goals in a way that brings personal fulfillment to all parties involved.



Effective leaders, according to Achua and Lussier (2010), possess strong moral qualities including integrity, ethics, honesty, and dependability.

As a result, emotional intelligence is important in leadership and organizations as, from the views of both leaders and followers, leadership is an emotional activity (Hong, et al. 2011). As Mullins, (2007) indicates, management effectiveness, operational effectiveness, social effectiveness, interpersonal connection effectiveness, and personal effectiveness are all important aspects of leadership effectiveness. Each of these elements offers direction for constructing the distinct qualities and actions included in the leadership assessment framework in order to assess the leader leadership effectiveness dimension. In order to guarantee favorable results, a leader must possess a number of critical qualities and behaviors that are essential to personal success, including dependability, a strong code of ethics, toughness, optimism, and self-aware properties and behaviors. However, Njoku and Adindu (2014) claim that the measure of a manager's effectiveness is the degree to which their teams produce the desired outcomes. This includes the managers' ability to set objectives, make decisions, communicate clearly, inspire and motivate their team, assign tasks, and resolve conflicts. Any method that enables a company or other organization to make the most use of its resources by producing goods more quickly than rivals or by lowering defects falls under the operational effectiveness dimension. In this dimension, leaders are assessed using quantitative metrics such as net profit, return on equity, return on assets, and earnings per share. According to Babaola (2016), these results are the consequence of particular leadership behaviors and traits, such as recognizing consumer demands, fostering relationships, establishing organizational vision, maintaining organizational stability, and raising stakeholder and worker satisfaction. The final factor is societal effectiveness, which is made up of characteristics and actions that benefit external stakeholders including the community, the environment, governments, vendors, and customers. This dimension's characteristics and actions speak to the leader's degree of attention to environmental concerns, public relations, community participation, and environmental stewardship (Muteswa, 2016). On this account, effective leaders create an atmosphere of trust and respect, which in turn fosters creativity and collaboration, enhancing employee morale, leading to stronger workplace relationships (Gardner & Stough, 2011). Furthermore, Palmer et al. (2015) state that questionnaires or interviews are typically used to measure the subjective criteria or perceptions of leadership effectiveness, with a focus on the dimensions of managerial effectiveness, interpersonal relationship effectiveness, and personal effectiveness.

Emotional Intelligence

Goleman (1995) defined emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action." Brock-Utne (2023) defines emotional intelligence as the ability to manage and control one's own and others' emotions, contrasting with traditional leadership qualities like intelligence, toughness, determination, and vision. According to Hong et al. (2011), highly skilled individuals who possess four interconnected but distinct abilities are indicative of truly effective leaders: self-awareness (the ability to recognize and comprehend one's own emotions in the moment), managing emotions (the ability to use awareness of one's emotions to positively direct behavior), empathy (the ability



to recognize and understand the emotions of others), and social skills (the ability to use emotional awareness to manage interactions successfully), (1990; Alovey & Mayer; Rajah et al. 2011). As a result, people with high emotional intelligence (EI) are able to identify their own emotions and the effects they have on other people. They can also manage their emotions in a healthy way, as opposed to let their emotions dictate how they behave. Emotional intelligence (EI) is therefore essential for leaders to inspire and motivate their teams, build stronger relationships, improve communication, and adapt to change more effectively, all of which are beneficial to both professional growth and personal well-being, according to studies like those by Ciarrochi et al. (2010) and Davies et al. (2018).

METHODOLOGY

Study Design and Sampling Techniques

The study adopted a descriptive research design using quantitative research technique. The population of the study included all Students' Organization Leaders in HLIs in Tanzania considered as a bridge between students' community and management. All 47 University Institutions were included in the study's target population, of which Cohen (1988) Rule of thumb theory was used to pick 35 (75%) in which stratified random sampling technique was used to pick four top most leaders of student's organizations in each university. As indicated in CAS (2019) the top most leaders in HLIs students' organizations included the President, Vice president, Prime minister and the University Students Representative Council's Speaker. As Pascarell, & Terenzini, (2015) indicates, this category of leaders has the overall responsibility for the executive management of the institution, and is accountable to the Governing Authority for the exercise of university and student affairs. The study used the Self-Report Measure of Emotional Intelligence (SRMEI) to gather data from 140 respondents from 35 universities, highlighting the importance of higher EI in navigating students-management relationships and understanding their emotional needs.

Data collection Techniques

In this study, data were collected through questionnaire adopted from Hyde, *et al.*, (2002) and Goleman (2002) which were modified to meet the need of the study and responses were made on a five-point Likert scale. Data were collected through questionnaire method which was divided into two sections. The first part of the instrument was a leadership effectiveness made up of twenty questions yielding a score of 20 to 100 (Kehoe, 2016). Kehoe (2016) suggests that Likert scale results can be broken into four broad mean score levels of leadership effectiveness. As a result, according to Bosire (2005), the mean value's degree of interpretation was 1.81 -2.60 (low), 2.61 -3.40 (moderate), 3.41 -4.20 (high), and 4.21 -5.00 (very high). The TEIQue-SF (Petrides, 2009) was a trait emotional intelligence survey that comprised the same degree of Likert scale mean interpretations as the first component. Moreover, pilot study results indicated a Cronbach's alpha value of .87 for all variables which met the minimum threshold as started by Cresswell, (2012) and accepted as a valid tool for further data collection. Furthermore, both descriptive and inferential analysis was done through SPSS version 20 whereas descriptive, correlation and linear regression analysis were done to establish the underlying relationships.

RESULTS AND DISCUSSION



Demographic Analysis

The study collected data from participants ranging in age from 18 to 23 years with an average age of 21.82 (SD = 12.47). The majority of participants were male, (78.6%) and 39.6% of the participants described themselves as holding Presidential position, 29.2% as Vice President position, 21.4% as Prime Minister position and 22.2% as Speakers of the Students' Parliament. The main reason for very low number of female leaders in top most positions could possibly be lack of self confidence among female students or the persistent women underrepresentation in senior management positions in HLIs in Tanzania (Nyoni, & He, 2019). As studies indicates (Grim, 2010, Davies et al. 2018), people's stereotypes play a role in the lack of women occupying leadership positions. The study by Kouzes, and Posner, (2013) emphasizes that in overall university leadership, women are still disproportionately underrepresented. Daz (2018) indicates that universities with higher percentages of women in their governing boards get better academic results in terms of student knowledge acquisition, female empowerment, and closing the gender learning gap.

Interestingly, 86.6% of participants self-reported having more than 7 to 10 years of leadership experience indicating a possibility of long-term experience in leadership since pre-university level, which signifies effective leadership. Grim, (2010) indicates that, long term leadership experience helps them acquire new perspectives, strategies, and tools for problem-solving and decision-making. Furthermore, the study found that 83.6% of participants had bachelor degree as their highest level of academic education indicating high level of academic maturity which is essential for effective leadership.

Research Objective 1: To examine different levels of leadership effectiveness among Students Organization Leaders in HLIs in Tanzania

As indicated in Table 1 below, the overall score on personal effectiveness dimension had an average mean of 2.68 which indicated moderate/ average effectiveness. The results indicated that, majority of respondents (62%) strongly agreed that they tend to lack confidence in their leadership as well as 59% having low personal goal setting ability. This could imply that students' leaders face critical challenges related to self-confidence to deal immediately and directly with problems and conflicts, inability to identify the desired outcomes of their positions and developing a plan for achieving them. Also, interpersonal effectiveness variable scored an average of 4.24 indicating very high level of leadership effectiveness, whereas majority of respondents (63%) strongly disagreed with the statement that they find it difficult to gain others' trust while in a leadership position. This indicates that, students' organization leaders are trustworthy to their colleagues and therefore, they have the potential to influence them. In operational effectiveness dimension, the average mean score was 3.98 indicating high level of operational effectiveness. In this variable, the majority of respondents (79%) indicated a strong ability to delegate their duties effectively as well as ability to enhance team spirit among themselves. In the same table, the overall weighted mean score for all leadership effectiveness dimensions was 3.63 and a standard deviation of 0.61 indicating high level of leadership effectiveness.

Generally, the results indicate that since students organization leaders in HLIs in Tanzania had an overall high score in leadership effectiveness, they had a profound impact on their overall



higher learning environment. The results imply that HLIs have a crucial duty to assist in unlocking the potential of the next generation of leaders by guiding, shaping, and influencing them. Students' organization leaders are important because they are every nation's future, and among other things, they should be optimistic, enterprising, and industrious. They need to be best prepared to meet the leadership challenges likely to face them. As noted by Ngoyani, (2010), HLIs should offer a conducive and abundant environment for students to acquire leadership skills. These skills will help them in overcoming societal and personal challenges in solidarity and eventually contribute to the advancement of society. A study by Haber (2011), giving students leadership experiences helps them develop their critical thinking, time management, task prioritization, and decision-making abilities.

Table 2: Levels of Leadership Effectiveness among Students Organization Leaders in HLIs in Tanzania

Indicators	Average Mean Score	SD. Deviation	Description
Personal Effectiveness	2.68	0.53	Moderate
Interpersonal Effectiveness	4.24	0.69	Very High
Operational Effectiveness	3.98.	0.63	High
Overall Weighted Mean Score	3.63	0.61	High

Source: Research Data, (2023)

Research Objective 2: To determine different levels of Students' Organization Leaders' Emotional Intelligence in HLIs in Tanzania

The results in Table 2 below, indicates different levels of Students' Organization Leaders' Emotional Intelligence under four different dimensions. Under self- awareness dimension, the study found that, student leaders had a moderate mean score of 3.34 whereas majority (51%) strongly agreed that they could not recognize when they are stressed, whereas 48% disagreed that they normally find it difficult to tell if someone has upset or annoyed them. The results imply that Students' Organization leaders had a weak sense of recognizing their feelings and emotions which could help them become better decision-makers and give them more self-confidence. Unfortunately, without self-awareness, leadership effectiveness is likely to be limited since student leaders will be unable to properly balance all the conflicting demands in their settings, or juggle them for the best outcome.

Regarding management of emotions dimension, respondents scored a mean of 2.54 which indicates low ability to manage their emotions. Being unable to manage could imply that respondents tend to be moody, defensive, and easily irritated. In this aspect, 72% of respondents strongly agreed that they always find it difficult to consciously alter their frame of mind or mood, while 49% of respondents agreed that, others individuals can rarely figure out what kind of



emotion they are in. This implies that respondents had weak ability to understand their emotions allowing them to become aware of triggers, so that they can gain insights on how to respond in constructive ways. Being able to manage their emotions could help them to deal with problematic events and difficult situations and come to reasonable solutions. This could possibly result from the fact that, in fulfilling their duties, respondents face conflicting pressure for resources and time hence the quality of relationship among them and among their fellow students become compromised. Supporting these results, Bosire & Chemjor (2015) indicated that without self-awareness skills among leaders, thinking can be distorted by "self-deception," a thought process that can lead someone to be misinformed and cause them to miscommunicate, mislearn, and misinform others.

Furthermore, on examining the empathetic level of student's organization leaders, the study found a relatively high degree of empathy, with a total mean of 4.53 and a standard deviation of 0.62. In this aspect high percent of respondent (63%) strongly agreed that they were excellent at empathizing with someone else's problem whereas 58% of respondents strongly agreed they were always able to see things from the other person's viewpoint. This indicates that student's leaders have higher ability to respond in a way that understands others' needs which increases trust, communication, and a sense of worth for team members. Supporting the results, Eurich, (2018) indicated that, Empathy from teachers is crucial for creating a supportive learning environment, fostering a positive student-teacher relationship that encourages academic growth.

The study's findings on social skills showed a mean of 3.97 and a standard deviation of 0.57, indicating a high degree of social skills. Al Kajeh (2018) suggests that leaders possessing exceptional social skills may collaborate with others to drive change, resolve conflicts, and make sense of matters. Therefore, the results indicate that students' organization leaders had high level of social perceptiveness, demonstrate behavioral flexibility, and social performance. The study further found an overall weighted mean score of 3.59 with standard deviation of 0.58 which is indicates overall high score in leadership effectiveness. The results imply that students organization leaders have the required skills and expertise necessary in leadership, they get the required support from their colleagues and management hence they can effectively manage their responsibilities especially when under pressure

Table 3: Levels of Emotional Intelligence among Students Organization Leaders in HLIs in Tanzania

Type	Average Mean Score	SD. Deviation	Description
Self-Awareness	3.34	0.55	Moderate
Managing Emotions	2.54	0.59	Low
Empathy	4.53	0.62	Very High
Social Awareness	3.97	0.57	High
Overall Weighted Mean Score	3.59	0.58	High

Source: Research data, (2023)



Research objective 3: To examine the extent to which different dimensions of Emotional Intelligence predict the perceived level of Leadership Effectiveness among Students' Organization Leaders in HLIs in Tanzania.

The study assumed that the student leaders who are the focus of this study displays different emotions as they struggle to accomplish the given leadership tasks and in dealing with community they serve and work with.

Self-Management and Leadership Effectiveness

In this dimension, the study found that self-management was the strongest predictor of leadership effectiveness with a standardized coefficient = .57 ($t = 3.82, p < .000$). This implies that at a p -value of 0.000, a unit increase in self-management results to 57% increase in leadership effectiveness among student leaders. Furthermore, regression coefficient as shown in Table 4 indicates that self-management is statistically significant predictor of leadership effectiveness since its p -value is less than 0.000. This implies that student leaders were self-aware of their own strengths, weaknesses, values, and motivations which are fundamental qualities for fostering strong, cohesive teams. The results conform with Downey, (2016) they discovered that leaders who accurately assess their own leadership qualities are more aware of their own leadership shortcomings and unconscious prejudices. Leaders may gain the trust of their team members and enhance their credibility by being conscious of their weaknesses and proactively striving to improve.

Table 5: Influence of Self- Management on Leadership Effectiveness

1	Model	R	R square	Adjusted Square	R	Std Error of the Estimates
		.582 _a	.312	.057		.058

a. Predictors: (Constant), Self-Management

b. Dependent Variable: Leadership Effectiveness

Source: Research Data, (2023)

Social Awareness and Leadership Effectiveness

The study was also interested to find the influence of social awareness on leadership effectiveness of student's organization leaders in HLIs in Tanzania. Surprisingly, the results did not find any substantial influence of social awareness on leadership effectiveness among student leaders. The model summary on Table 5 revealed that the adjusted R squared (R^2) value for the variable was 0.007 an indication that only 7% of leadership effectiveness among student leaders in HLIs in Tanzania is explained by a variance change in social awareness. The remaining 93% is explained by other factors outside social awareness. Furthermore, the results in Table 6 confirm that social awareness has a weak influence on leadership effectiveness of student leaders as evidenced by the unstandardized B coefficient of 0.585. Muijs (2011) found that emotional intelligence dimensions, especially social awareness, do not significantly predict leadership effectiveness or outcomes, despite a 0.07 adjusted R square. This indicates that student leaders did not regard the ability to get along with others and understand their thoughts and feelings as



important factor for their leadership effectiveness. This could imply that most of respondents focus on their own achievements and importance, something which could make them neglect the needs of those who are around them. The outcomes are at odds with the research conducted by Griffin and colleagues in 2020, which proposed that a fundamental tactic for proficient leadership is a leader's ability to empathize with people and comprehend their emotions. This will motivate and inspire people to voluntarily contribute to the accomplishment of the organization's visionary goals. Likewise, the study by Lam & O'Higgins, (2012) indicated that, a leader's ability to influence others is likely related to his or her level of social awareness and thereby emphasizing the need for leaders to understand the importance of social awareness which can help shape their future and the world around them in a positive way.

Table 6: Influence of Social Awareness on Leadership Effectiveness

1	Model	R	R square	Adjusted Square	R	Std Error of the Estimates
		.582 _a	312.	.007		.0585

Source: Research Data, (2023)

Relationship Management

In examining relationship management among students' leaders, the results from Table 6 below demonstrate that relationship management had a stronger prediction role on leadership effectiveness with a standardized coefficient = .61 ($t = 4.71$, $p < .000$). This suggests that at a p -value of 0.000, a unit increase in relationship management results to 61% increase in leadership effectiveness among student leaders. Furthermore, results demonstrated that relationship management was statistically significant predictor of leadership effectiveness since its p -value is less than 0.05 (p -value = 0.000). The results imply that, as top most student leaders' category, they are expected to work with various categories of students leaders in appointed ministries, university students' representative council's leaders students community at large. Therefore, one of the most important aspects of student leadership is their capacity to establish and preserve positive relationships.

Furthermore, the findings may suggest that student leaders establish teams and facilitate significant change by collaborating with and influencing their fellow students and the management team to accomplish shared objectives and forge a common vision. The outcome is consistent with the findings of another study conducted by Bolman & Deal (2013), which showed that relationship-managing leaders may foster a safe and comfortable work atmosphere for their staff members. Chukwuemeka, (2018) also confirmed that positive interactions improve morale, team cohesion, and overall organizational success.

Table 7: Influence of Relationship Management on Leadership Effectiveness

1	Model	R	R square	Adjusted Square	R	Std Error of the Estimates
		.642 _a	408.	0.61		.064

a. Predictors: (Constant), Relationship Management



b. Dependent Variable: Leadership Effectiveness

Source: Research Data, (2023)

CONCLUSION

The study concluded that the majority of students' organization leaders in executive position were male students indicating a higher possibility of male dominance syndrome in students' organizations, likewise, the research indicates that student leaders exhibit superior leadership effectiveness, particularly in terms of interpersonal relationships. Furthermore, on the second question which measured level of emotional intelligence among student leaders, the results indicated that student leaders had high level of emotional intelligence whereas, high score was found under empathy dimension. The study found that social awareness and emotional intelligence did not significantly predict leadership effectiveness among Tanzanian student leaders in HLIs. It is crucial to understand that a poor correlation between social awareness and leadership effectiveness does not imply the absence of these linkages or the denial of the significance of social awareness in shaping effective leadership. The fact that this research did not examine the sufficiency of resources at HLIs only serves to highlight the present resource difficulties in these institutions. Therefore, before using the results in further study and practice, they should be thoroughly and properly assessed.

RECOMMENDATIONS

Universities and University colleges should provide ample opportunity and fertile ground for students to learn and practice leadership. This could create the necessary experience, independence and learning about their own personal leadership skills. Likewise, HLIs should implement affirmative action programs in order to promote more female students into leadership roles. This can be successfully accomplished by implementing procedures and policies that support gender parity and female students' leadership, as well as by creating and funding university services and initiatives that help female students thrive as leaders. Additionally, since it is possible to increase emotional intelligence and improved through training, programming, and therapy it HLIs is recommended to offer specific training programs of EI abilities or add EI competencies as an integral ingredient of curriculum.

The study also recommends that HLIs should implement extensive leadership programs from time to time to impart students' leaders with the necessary leadership skills and knowledge and develop higher self-esteem to lead successfully. This study also suggests that the government of Tanzania should set aside enough funds to support the research institutions to undertake intensive research a qualitative approach to examine the connection between leadership and emotional intelligence. This method might lead to new discoveries or a deeper comprehension of emotional intelligence and leadership effectiveness.

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