KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

EMOTIONAL INTELLIGENCE AND EFFECTIVE LEADERSHIP

EVIDENCE FROM SECOND CYCLE SCHOOLS IN KUMASI.

BY

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A Thesis submitted to the Department of Sociology and Social Work in partial fulfilment of

the requirements for the degree of

MPHIL SOCIOLOGY

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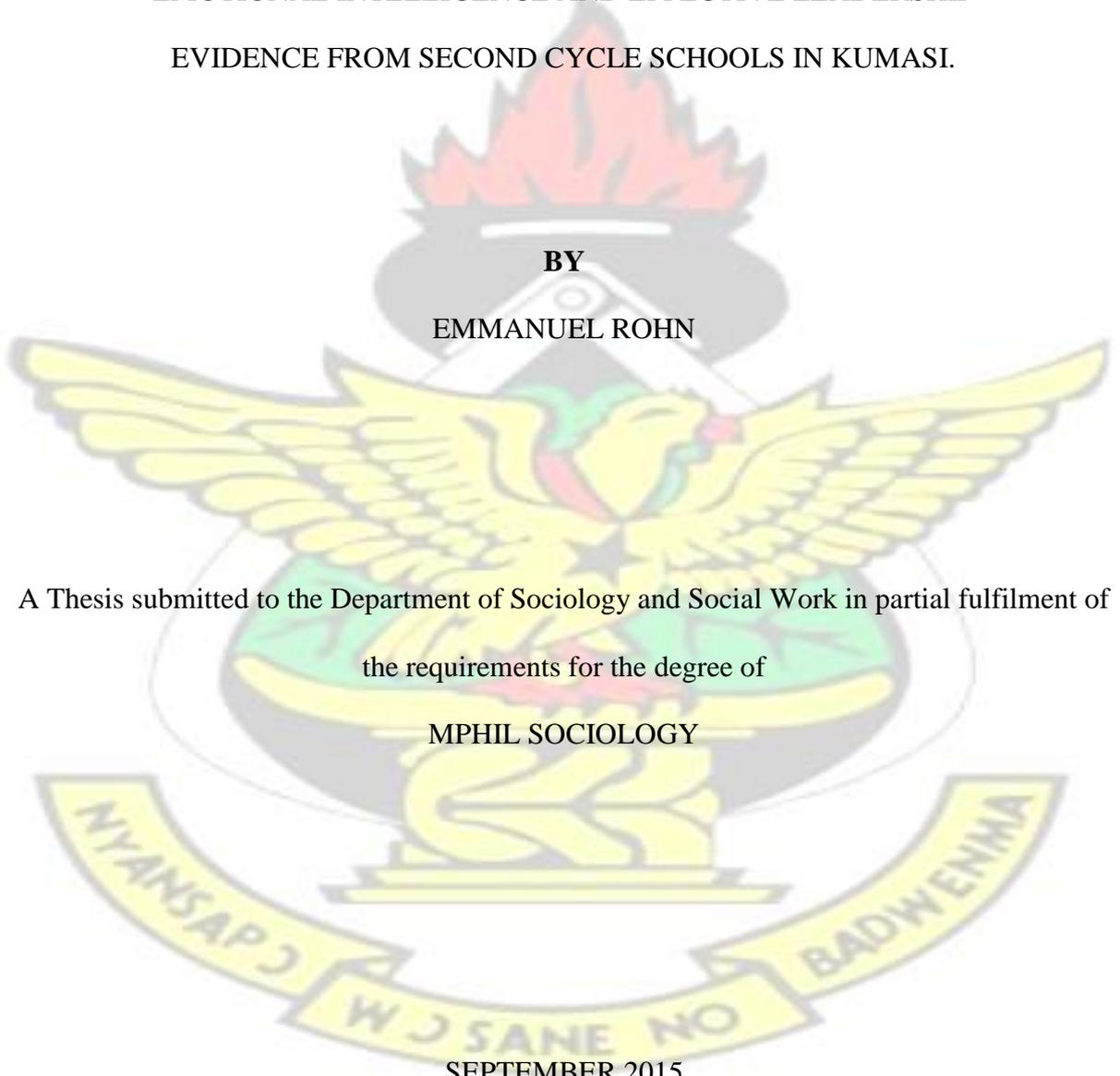
DECLARATION

I hereby declare that except for references to other peoples work which have been duly acknowledged, this work submitted is my own and has neither in part nor in whole been presented else where for another degree.

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DEDICATION

This work is dedicated to all the great leaders in Ghana.

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My first and foremost acknowledgment goes to the Almighty God for giving me strength and guidance throughout the period of this work.

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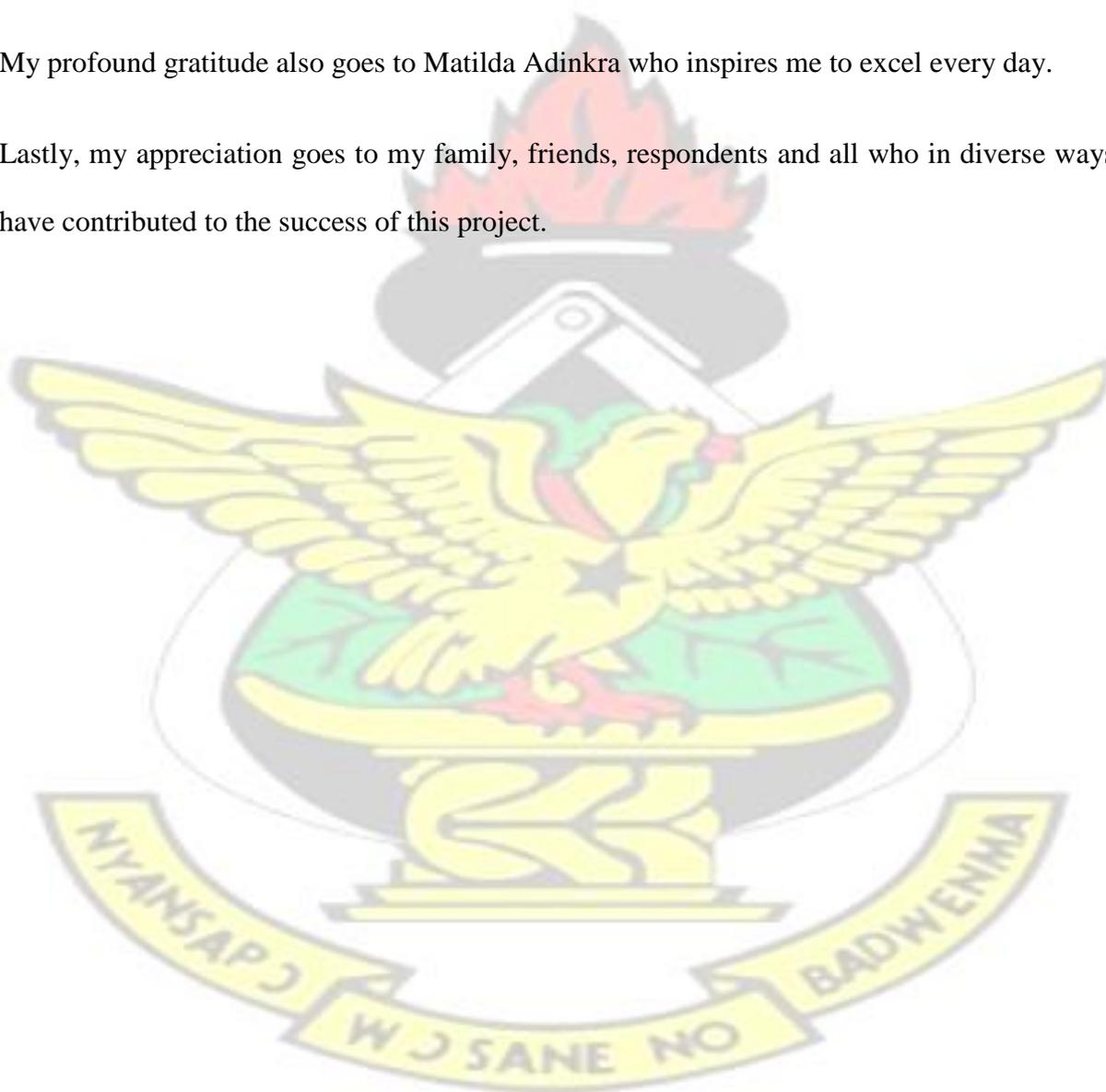
ABSTRACT

This study seeks to contribute to the body of knowledge on organizational behaviour and human resource development literature by empirically examining emotional intelligence as determinant of leadership effectiveness, conflict management, and extra efforts arousal in employees in second cycle educational institutions in Ghana. Data to address this objective were collected using questionnaires from 6 senior high schools in the Kumasi Metropolis. 380 questionnaires were administered and a response rate of 96.39% was attained. Both descriptive and inferential statistical tools and procedures were employed in analysing data collected. Specifically, in estimating the study's proposed model, Ordinary Least Square

(OLS) regression analysis was used by building and testing for series of hierarchical models. In all, after controlling for nine personality disposition variables, the study's proposed model significantly accounted for 5.5%, 3.1%, and 7.1% variations leadership effectiveness, conflict management, and extra efforts respectively. The study's results indicated that emotional intelligence has significant direct effects on leadership effectiveness and extra efforts among followers but its effects on conflict management is fully transmitted through leadership effectiveness. That is, emotional intelligence was found not to significantly relate to conflict management directly. By implication, the study points out that, leaders' ability to manage conflicts well and or arouse extra efforts in followers at the workplace is to a larger extent depended on leaders' level of effectiveness, which could largely be enhanced when leaders are emotionally intelligent. Based on these findings, it is recommended that managements and as well appropriate educational agencies should engage such leaders in activities (e.g. continuous training and counselling) which could improve their emotional intelligence level.

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CHAPTER ONE

INTRODUCTION

1.1   Background of the study

Beginning in the 1980's, many of the conceptions of leadership recognized the importance of emotions as a basis of influence (Yukl, 1998). It is those emotional, value-based aspects of leadership that are believed to influence the achievements of groups and organizations. Though the concept of emotional intelligence and its impact on organizations and its leaders, grew largely through the classic publications of Goleman's (1995) book titled ''Emotional Intelligence'' and his subsequent book: ''Working with Emotional Intelligence'', (Goleman, 1998b), actual scholarly study of emotional intelligence began in the early 1990's when Salovey and Mayer (1990) first defined it as a set of abilities that refer in part to how effectively one deals with emotions both within oneself and others.

Since that early inception, there continues to be refinement, debate and dialogue around the topic of emotional intelligence in the research community. (Yukl, 1998). Practitioners have incorporated the concept of emotional intelligence into performance management systems and training and development programs.

Contemporary leadership requirements have placed new demands on leadership training programs to develop skills to motivate and inspire others, to foster positive attitudes at work, and to create a sense of contribution and importance with and among employees (Hogan *et al.*, 1994). Where leaders were once seen to control, plan and inspect the overall running of an organization, in today's more service-oriented industries, leadership roles demand on leaders and on organizations involve leadership selection that identifies emotional intelligence as a basic trait characteristic in a potential candidate (Fulmer, 1997). As a result, research continues to explore the underlying attributes and behaviours 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, (Ross and Offerman, 1997; Sternberg, 1997; Church and Waclawski, 1998; Pratch and Jacobowitz, 1998). According to Goleman (1998), effective leadership incorporates interpersonal skills which are the subject matter of emotional intelligence.

The concept of emotional intelligence (EI) has a potential underlying attribute of effective leadership (Sosik and Megerian, 1999). It has been proposed that in leadership, dealing effectively with emotions may contribute to how one handles the needs of individuals, how one effectively motivates employees, and makes them 'feel at work' (Goleman, 1998b). Today's effective leadership skills depend, in part, on the understanding of emotions and the abilities associated with EI (Cooper and Sawaf, 1997; Goleman, 1998a; Ryback, 1998).

Although scientific study of leadership has had its prime focus on determinants of leadership effectiveness, the social sciences have looked at leadership through behaviours, traits, abilities, situational influences and sources of power (Yukl, 1998). Researchers in the field of Human Resource Development (HRD) have also looked at the role of emotions and emotional intelligence (Bryant, 2000; Callahan Fabian, 1999; Callahan & McCollum, 2002; Drodge & Murphy, 2002; Jordan & Troth, 2002; Landen, 2002; Leeamornsiri & Schwindt, 2002; Opengart, 2003; Opengart & Bierma, 2002; Short & Yorks, 2002; Turnball, 2002; Weinberger, 2002a, 2002b; Wells & Callahan, 2002).

1.2   Statement of the problem

Despite much interest in relating emotional intelligence to effective leadership there is little research published that has explicitly examined this relationship. Exactly how, and to what extent emotional intelligence accounts for effective leadership is currently unknown. Popular claims regarding the extent to which emotional intelligence accounts for effective leadership skills are sometimes misleading. Exceptionally the HayGroup, (2000) has reported that more than 85 percent of exceptional performance in top leaders can be attributed to Emotional intelligence.

This empirical research seeks to highlight the significant contribution of emotional intelligence by determining the potential relationship between emotional intelligence and effective leadership. Knowledge regarding exactly how emotional intelligence relates to leadership may lead to significant advances in leadership training and development programs, and the ability to select potentially effective leaders. The problem is the recognition that while a significant amount of research on leadership exists, research on emotional intelligence is comparatively minimal (Stogdill, 1974; Yukl, 1998; Yukl & VanFleet, 1992), and the relationship between effective leadership and emotional intelligence is smaller yet. What is most troubling is the notion seen by many as critically important for leaders to be emotionally intelligent for organizational success without the scholarly support behind it. Thus, most empirical research that seek to determine the link between emotional intelligence and effective leadership is exploratory.

Research into the role of conflict within groups shows that dysfunctional or unresolved recurring conflict has a destructive and negative impact on team performance, whereas functional or constructively resolved conflict is conducive to team and organizational performance (Frey, 2002).

Although the role of functional conflict in achieving higher performance is well documented, there is currently insufficient empirical evidence regarding the role of emotional intelligence in achieving better performance during conflict resolution (Pelled et al, 1999).

The purpose of this study is to explore the relationship between emotional intelligence and leadership effectiveness in selected second cycle educational institutions in the Kumasi metropolis. This is in view of the fact that the second cycle educational sector in Ghana has recently become one of the most vibrant sectors in the country with very high student enrolment (International Finance Corporation Report, 2010). The educational sector plays a pivotal role in national development. Additionally, majority of studies on emotional intelligence and effective leadership has been undertaken in the business or in the industrial setting (Muller et al., 1992); comparatively less has been researched within the educational setting.
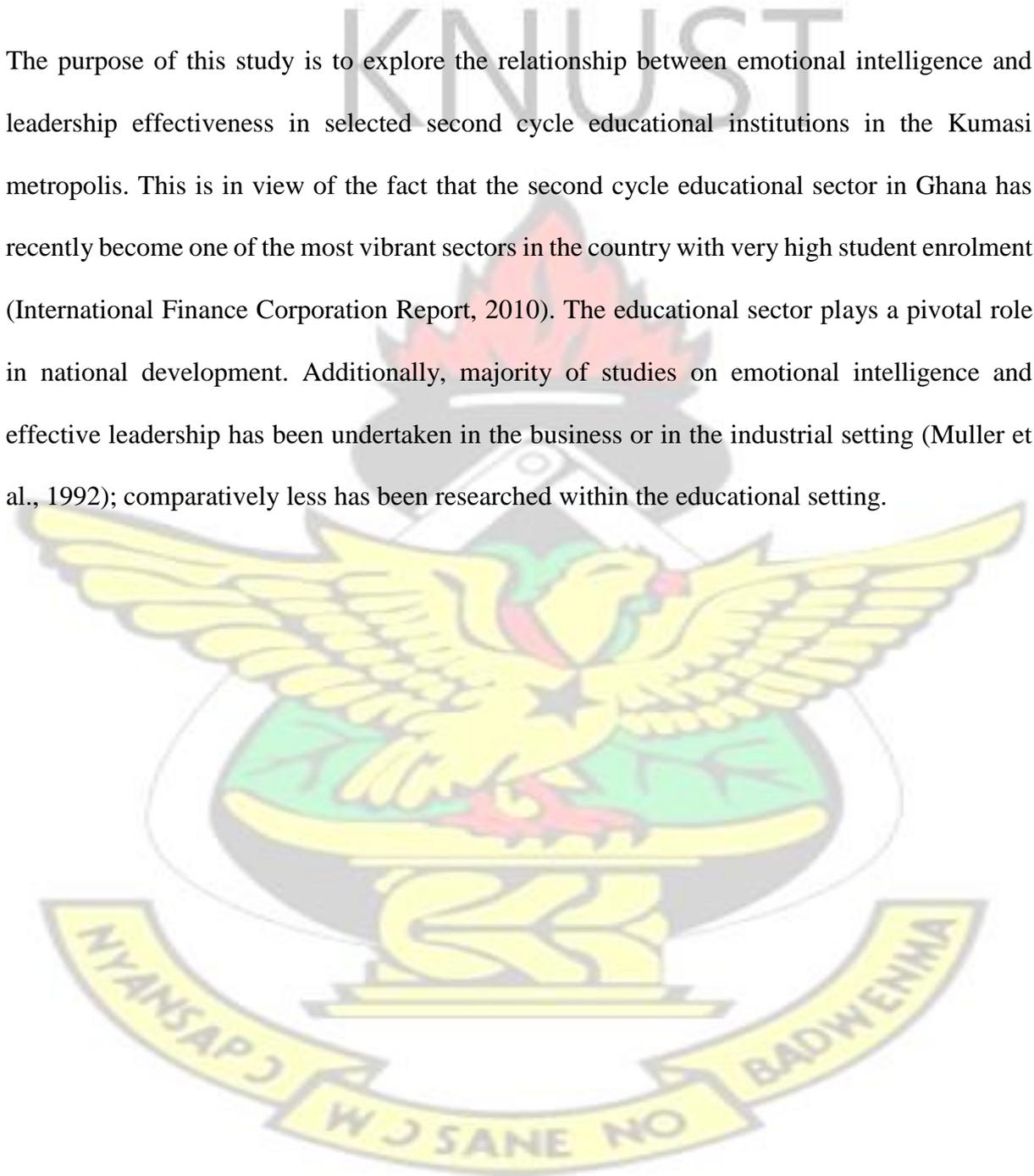
1.3   Research questions

The questions which the study seeks to find answers to are briefly stated as follows:

1. Is there a significant relationship between emotional intelligence and effective leadership?

2. Does emotional intelligence affect management of organizational conflict?

3. Is there a significant link between leadership emotional intelligence and extra effort?

4. Is there a significant relationship between effective leadership and conflict management?

5. Does effective leadership affect extra effort?

1.4   Objectives of the study

General objective

The main objective of this study is to empirically evaluate the effects of emotional intelligence on leadership effectiveness, conflict management and extra efforts by focusing on leaders in second cycle educational institutions (SCEIs) in the Kumasi metropolis.

Specific objectives

Specifically, this study seeks to:

1. Determine the relationship between emotional intelligence and effective leadership.

2. Examine the effect of emotional intelligence on conflict management.

3. Determine the relationship between emotional intelligence and extra effort.

4. Examine the relationship between effective leadership and conflict management.

5. Evaluate the effect of effective leadership on extra effort.

1.5   Scope of the study

This study borders on examining the relationship between emotional intelligence and effective leadership. Its scope in terms of content tested the level of emotional intelligence among leaders in second cycle educational institutions. The core of the study examined evidence of emotional intelligence among leaders in second cycle educational institutions and how this impact on their leadership effectiveness. Furthermore, the role of the emotional intelligence of leaders in arousing extra effort and the management of conflict among followers was also evaluated. The study took place in the Kumasi metropolis.

Apart from the educational sector, other corporate entities such as in the health, finance, sports/entertainment, government and non-governmental organizations where leadership is a major determinant of success can equally make use of the findings of the study.

1.6   Justification for the study

A better understanding of emotional intelligence and its relationship to leadership effectiveness can address the gaps currently existing in the literature today and provide a more informed link between theory and practice. This understanding can also better inform practitioners, and hence their leadership development programs, and staffing within their organizations. This study will contribute to these areas.

Studies on emotional intelligence and its application to leadership are relatively new compared to the general theories and styles of leadership which have been in existence for a long time. Therefore, there is the need for more research into the relationship between emotional intelligence and effective leadership in order to consolidate knowledge in this new terrain.

The role played by public and private schools in realizing education for all which is one of the millennium development goals of government cannot be overemphasized. There is the need for

effective leadership to sustain this effort in providing quality education for all. This is what makes this study justifiable.

1.7   Significance of the study

A study on the role of emotional intelligence in effective leadership will be useful to owners of schools, administrators, heads and teachers of both private and public educational institutions in the country. This is because the findings of the study, if made available to them through publication, can help them recognize the critical place of EI in leadership strategy.

Secondly, this study is significant in as much as its findings will serve as store of knowledge and literature for review by academics and professionals in the field of education in the future. This will, therefore, prevent the situation where foreign material alone is always quoted and evaluated by local researchers in raising and supporting arguments in research.

Finally, apart from the educational sector, other corporate entities such as in the health, finance, sports/entertainment, government and non-governmental organisations where leadership is a major determinant of success can equally make use of the findings of the study. In view of the above, the study is deemed relevant and should be pursued.

1.8   Limitations

The first limitation to this study is the use of a single organization (Educational institutionsecond cycle). Though there are advantages to using a single organization due to its homogeneity and minimizing the impact of external validity concerns, there are disadvantages in that the results are not generalizable for other institutions.

Secondly, answering the questionnaire using follower ratings has inherent weaknesses since there is a certain degree of social desirability bias.

Lastly but no least, this study is cross sectional, investigating the relationship between emotional intelligence, effective leadership, conflict management and extra effort at a certain point in time. A longitudinal study may shed some light to confirm whether the findings remain stable or otherwise over a period of time.

1.9   Organization of the work

The work is organized into five chapters. Chapter One comprises the introductory chapter which includes, the background information, the problem statement, the research questions, objectives of the study, research hypotheses, scope of the study, justification and significance of the study and conceptual definitions.

Chapter Two reviews the concept of emotional intelligence, the components of emotional intelligence, the concept of leadership and what constitutes effective leadership. Finally, the chapter examines the relationship between emotional intelligence and effective leadership thereby evaluating the impact of emotional intelligence as studied empirically by earlier researchers.

The research methodology and methods is described in Chapter Three. These include the research design and sampling procedure, the data collection methods and the techniques of data analysis. Ethical issues in social research that guided the researcher.

The findings of the study are presented in Chapter Four. Discussions of the findings were made and comparisons drawn between the findings and those of earlier researchers on the topic.

The last chapter which is Chapter Five focuses on the summary of the study, conclusion and recommendations for both policy formulation in leadership and for future research.
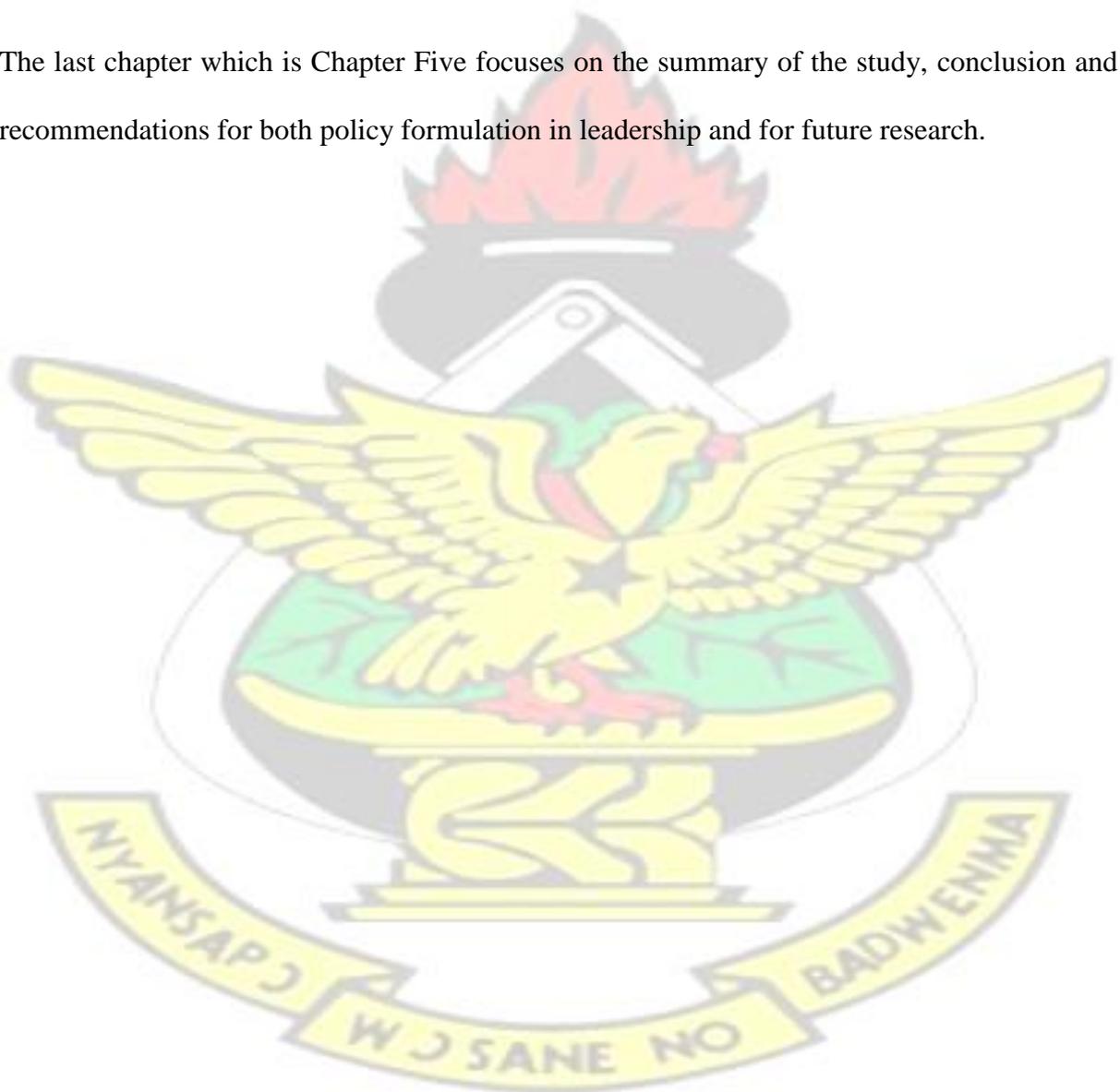
CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

2.1.1   The concept of emotional intelligence (EI)

The term "emotional intelligence" was coined by psychologists Peter Salovey and Jack Mayer in 1990; however, mainstream familiarity with the EI concept is due primarily to the publication of Goleman's books. Goleman, a psychologist and former science writer for the New York Times, became increasingly aware of research that showed the importance of social and emotional abilities for personal success. In his book, ''Emotional Intelligence,'' Goleman reviewed the current literature and presented additional research on emotions, the brain and social behaviour (Mayer, Salovey & Caruso, 2000).

Goleman (1995), defined emotional intelligence as "a set of abilities that include self-control, zeal, persistence, and the ability to motivate oneself." He further categorized these abilities into five main domains, each illustrated by a number of attributes: (1) knowing one's emotions, (2) managing emotions, (3) motivating oneself, (4) recognizing emotions in others, and (5) handling relationships (Goleman, 1995).

Emotional Intelligence is an exciting concept as it seems to hold a great deal of promise for the practice of leadership and the enhancement of individual, group and organizational effectiveness. Unfortunately, the role of emotional intelligence in individual performance outcomes is often understated. While the most widely recognized and available literature on emotional intelligence comes from popular management books and magazines, emotional intelligence is increasingly the subject of scientific research. These results are frequently published in peer-reviewed scientific journals and books.

From the above exposition, many definitions exist explaining the concept of emotional intelligence. The basic ideas, however, are the same, that emotionally intelligent people are

aware of their emotions and the emotions of others. They use that information to guide their thinking and actions. The question here is: What is it that determines whether a person is emotionally intelligent?

2.2   Key Components of EI

There are five components to emotional intelligence: self-awareness, self- regulation, motivation, empathy, and social skills. The first component of emotional intelligence – selfawareness – means, "having a deep understanding of one's emotions, strengths, weaknesses, needs, and drives" (Goleman, 1995). People who have a high level of self-awareness are very honest with themselves and others. They avoid the extremes of being overly critical and unrealistically hopeful. Furthermore, these people know how their feelings affect them, others, and their job performance (Goleman, 1995).

The second component of emotional intelligence is self-regulation. This is an ongoing conversation people have with themselves, which frees them from being prisoners of their feelings (Goldman, 1995). People with a high degree of self-regulation are more capable of facing the ambiguities of an advancing industry than those whose degree of self-regulation is low. They recognize that their feelings, and for that matter, judgement of events surrounding them could be right or wrong. Therefore, there is the need for sober reflection prior to response.

Furthermore, people with a high level of self-regulation can help to enhance the integrity of an organization by not making bad decisions through impulse behaviours. Self-regulation will help individuals stay in control of their feelings and make thoughtful decisions.

The third component of emotional intelligence is motivation. Motivated individuals want to achieve beyond their own expectations and everyone else's expectations. Motivation extends

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to the deep inner desire to achieve for the sake of achievement. Some of the signs that an employer will see in a motivated employee are: passion for his or her work, quest for challenges, desire to learn, and pride in completing a job well. Motivation makes people restless; therefore, they continuously explore new horizons to find better ways of doing their jobs. Highly motivated people constantly raise their performance expectations for themselves, their team, and their organization. One of their greatest qualities, however, is remaining optimistic even though they have experienced failure or a setback. This is a valuable benefit to an organization, because it means that a motivated person is committed to seeing the company succeed in its goals and objectives.

The fourth component of emotional intelligence is empathy. When an individual shows empathy, he or she is aware and considerate of other employees' feelings. The empathetic person combines employees' feelings and other factors in order to make decisions. There are three reasons why empathy is important to leadership in today's business world: "the increasing use of teams, the rapid pace of globalization, and the growing need to retain talent" (Goleman, 1995).

When using teams, empathetic individuals can be astounding leaders because of their abilities to recognize and understand other opinions. Empathetic leaders play a key role when globalization is a factor, because they can understand the importance of others' cultural differences. Empathetic individuals are also effective in retaining talent because they are able to develop personal rapport with new employees or protégés during coaching and mentoring stages. Through these growing relationships, an empathetic leader can provide them with effective feedback, which is essential in retaining employees.

The fifth component of emotional intelligence is social skills. Individuals use their friendliness in order to have people do what they want. Social leaders are able to build a rapport easily by finding some type of common ground with everyone, thus establishing a broad circle of acquaintances (Goleman, 1995). In addition, the social individual is an effective persuader and is able to manage teams effectively. He or she can always strike at the majority's cord in every discourse. Thus, he or she is a good orator.

As described above, the emotionally intelligent leader has many wonderful attributes. He or she is an empathetic person and a great motivator. In addition, an emotionally intelligent leader understands his or her weaknesses and is able to control his or her emotions. He understands and appreciates the emotions of others as well.

2.3   Emotions

Within the realm of leadership and management practices, emotions often have a negative connotation. The term "emotional intelligence" is often discounted as a soft skill that holds a tenuous correlation to predictable outcomes in the workplace. However, before we examine the theory surrounding emotional intelligence, it is important to understand the concepts that make up both emotions, and human intelligence.

Emotions are defined as "internal events that coordinate many psychological subsystems including physiological responses, cognitions, and conscious awareness" (Mayer, Caruso, Salovey, 1999). Emotions appear to have evolved so as to signal and respond to changes in relationships between the individual and the environment (including one's imagined place within it). The term "emotional intelligence," then, implies something having to do with the intersection of emotion and cognition. Thus, emotions lead to thought and thought leads to attitude and or behaviour (Mayer, Salovey & Caruso, 2000).

2.4   Human intelligence

An individual is considered "intelligent" if he or she is able to carry on abstract thinking. However, Mayer, Caruso, Salovey (1999), argue that for a concept such as "emotional intelligence" to be classified as a true intelligence, it must meet three specific criteria. First, it must meet conceptual criteria that it reflects a mental performance versus a preferred manner of behaving. Second, it must meet a correlational criteria based on empirical standards and describe a set of closely related abilities that are similar to, but distinct from, mental abilities already described by an established intelligence. Lastly, the intelligence must develop with age and experience (Mayer, Caruso, Salovey, 1999).

2.5   Models of emotional intelligence

In the field of emotional intelligence, numerous theories, models and views exist (Badenhorst & Smith, 2007). There are several definitions of emotional intelligence, each aiming to conceptualise it according to a particular school of thought. While several alternative models of this construct exist, the three that have generated the most interest in terms of research and application are Salovey and Mayer (1999), Goleman (1997) and Bar-On (1997) (Herbst & Maree, 2008).

Although these models do not necessarily contradict one another, they represent different perspectives (Klem & Schlechter, 2008). The models are explained below:

2.5.1   The Ability Model

The ability model of emotional intelligence is the most theoretically well-clarified, having been developed over a series of articles in the 1990s (Mayer & Salovey, 1993; 1997; Salovey &

Mayer, 1990). This model defines emotional intelligence as a set of abilities that involves perceiving and reasoning abstractly with information that emerges from feelings (Mandell & Pherwani, 2003). Mayer and Salovey's (1997), model presents emotional intelligence as having four branches ranging from the most basic psychological processes (i.e. identifying and using emotions) to higher level mechanisms (i.e. understanding and managing emotions).

The four different abilities (branches) within this model include a) perceiving emotion, b) using emotion to facilitate thought, c) understanding emotion, and d) managing emotions (Caruso, Mayer & Salovey, 2002). These branches can be defined as follows:

- The first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expressions of emotion.
- The second branch, emotional assimilation, is the ability to distinguish among the different emotions being felt and to identify those that are influencing thought processes.
- The third branch, emotional understanding, is the ability to understand complex emotions such as feeling two emotions at once, and the ability to recognize transitions from one to the other.
- The fourth branch, emotional management is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation (Mayer & Salovey, 1997).

This framework conceptualizes emotional intelligence in the traditional sense of consisting of a conceptually related set of mental abilities to do with emotions and the processing of emotional information (Palmer et al., 2001). The ability-based emotional intelligence model

emphasizes that emotional intelligence should be viewed as a type of intelligence that is relatively independent of personality traits (Mayer & Salovey, 1997).

The ability model of emotional intelligence behaves psychometrically just as intelligence should and it demonstrates solid convergent and discriminant validity to support its claims regarding the nature of intelligence (Daus & Ashkansay, 2005). Mayer, Caruso, and Salovey (1999), present evidence and argue convincingly that emotional intelligence meets the standards set for allowing it to be called intelligence. These criteria are that a test of intelligence should have more-or-less correct answers (which the MSCEIT – the ability measure of Emotional Intelligence - does), that the patterns of correlations are similar to those of known intelligences and that it should correlate only modestly with other intelligences and that it should develop with age (Mayer, Caruso & Salovey, 1999).

2.5.2 The Mixed Model

The mixed model defines emotional intelligence as an ability with social behaviours, traits and competencies (Mandell & Pherwani, 2003). Goleman (1995) "popularized Emotional Intelligence and made new and extraordinary claims about its importance, including that it is as powerful and at times more powerful than IQ". However, independent reviews of Goleman's (1995, 1998) popular writings have shown that his claims are unsubstantiated (Mayer et al., 2000). According to Joseph and Newman (2010), mixed model definitions of emotional intelligence are the source of many emotional intelligence criticisms because: (a) they appear to define emotional intelligence by exclusion as any desirable characteristic not represented by cognitive ability; and (b) they are too redundant with personality traits to justify a distinct construct.

Goleman's (1995, 1998) mixed model conceptualizes the emotional intelligence framework and outlines five competencies that are associated with emotional intelligence, these being self-awareness, self-regulation, self-motivation, social awareness (empathy) and social skills (relationship management). According to Goleman (1995):

- Self-awareness is the cornerstone of emotional intelligence, and he defines it as knowing one's internal states, preferences, resources, and intuitions (Goleman, 1995).

- Emotional management or self-regulation is the second of Goleman's core competencies, and enables the individual to manage his own internal states, impulses and controls (Goleman, 1995). Self-regulation also involves self-monitoring, which allows the individual to adjust his behaviour according to external, situational factors. The element of self-regulation includes aspects such as trustworthiness, self-control, conscientiousness, adaptability and innovation (Goleman, 1995).

- The third core competency that Goleman (1995) includes in his theory of emotional intelligence is that of self-motivation. Self-motivation involves the control of emotional tendencies that facilitate reaching one's goals (Goleman, 1995).

- The fourth core competency that Goleman (1995) outlines in his work on emotional intelligence is that of social awareness or empathy, which is an awareness of other people's feelings. This concept of social awareness has been labelled by several authors as being a crucial component of emotional intelligence (Goleman, 1995).

- Lastly, social skills are the fifth competency that Goleman (1995) outlines with regard to emotional intelligence. This skill involves adeptness at handling interpersonal relationships. Goleman (1995; 1998) believes that social skills involve influencing tactics, effective communication, conflict management skills, leadership abilities, change management skills, instrumental relationship management, collaboration and co-operation abilities and effective team membership capabilities.

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Goleman (2001), suggests that there is a difference between emotional intelligence and emotional competence. Goleman's competence model has undergone a number of revisions since it was first developed:

- The first model of emotional intelligence (1998) contained 25 competencies grouped into five clusters (Goleman, 1998), these being self-awareness, self-regulation, self-motivation, social awareness and social skills.

- The model (Goleman, 2001) was revised and changes were made on the basis of statistical analysis conducted by Boyatzis, Goleman and Rhee (2000) and the five clusters were integrated into the following four dimensions which still form the basis of the model:

1. Self-awareness (knowing oneself, knowing how emotions affect the self and others)

2. Self-management;

3. Social awareness; and

4. Relationship management.

The mixed model by Goleman is a competency-based approach to emotional intelligence in the workplace. This model was proposed in terms of performance, abilities, personality and their effects in the workplace (Goleman, 2001). This model was created and adapted to predict effectiveness and personal outcomes in the workplace and in the organizational fields (Goleman, 1998). The model becomes useful in viewing the intrinsic and extrinsic nature of emotional intelligence as individuals do not operate in isolation. It further considers other factors that can influence employee's emotional intelligence within organizations. It is essential to understand Goleman's idea of learned competence, because emotional competencies by themselves represent the level to which a person dominates specific abilities or skills based on

his/her emotional intelligence level and these skills make this person more effective in his/her work (Goleman, 2001).

2.5.3   The Bar-On Model

The Bar-On model of emotional intelligence relates to the potential for performance and success (Bar-On, 2002). Bar-On's non-cognitive model defines emotional intelligence "as an array of non-cognitive capabilities, competencies and skills that influence the individual's ability to be successful in coping with environmental demands and pressures" (Bar-On, 1997). This model is a multi-factorial array of interrelated emotional and social competencies, skills and facilitators that influence one's ability to recognize, understand and manage emotions, to relate with others, to adapt to change and solve problems of a personal and interpersonal nature, and to efficiently cope with daily demands, challenges and pressures (Bar-On, 2006). The Bar-On model outlines five components of emotional intelligence, these being intrapersonal, interpersonal, adaptability, stress management and general mood. Within these components are sub-components. Bar-On (1997), uses 15 conceptual constructs in the operationalization of this model, and these all pertain to five specific dimensions of emotional and social intelligence. These dimensions are:

- Intrapersonal emotional intelligence – representing abilities; capabilities; competencies; and skills pertaining to the inner self;

- Interpersonal emotional intelligence – representing interpersonal skills and functioning;

- Adaptability emotional intelligence – representing how successfully the individual is able to cope with environmental demands by effectively sizing up and dealing with problematic situations;

- Stress management emotional intelligence – concerning the ability to manage and cope effectively with stress; and

- General mood emotional intelligence – pertaining to the ability to enjoy life and to maintain a positive disposition.

The development of the Bar-On Model has been rigorous, and the outcome of this process has produced a valid concept and measure of emotional and social intelligence (Bar-On, 2006). The value of this model is that it is consistent and stable over time and across cultures, but it is also capable of describing the construct it was designed to describe (emotional-social intelligence) (Bar-On, 2006). The importance and usefulness of the Bar- On model has also been demonstrated by examining its ability to predict various aspects of human behaviour and performance (Bar-On, 2006).

Goleman's (1995) and Bar-On's (1997), definitions of Emotional Intelligence are much more inclusive than the ability-based definition of Mayer and his colleagues. These alternative definitions encompass various personal traits, straying from the traditional view of intelligence (Mayer et al., 1999). According to Mayer, Salovey and Caruso (2008), trait models includes little or no justification for why certain traits are included and others not; or why, for that matter, certain emotional abilities are included and others not, except for an occasional mention that the attributes have been chosen because they are most likely to predict success. Mayer et Al. (2008) goes on to say that such approaches are disappointing from a theoretical and construct validity standpoint, and they are scientifically challenging, in that, with so many independent qualities, it is hard to identify a global theme to these lists of attributes.

2.6   Effective Leadership

Spangenberg and Theron (2001) state that the construct of leadership can be defined as a broader influencing process which also includes management. House et al (2002) emphasize that organizational leadership focuses on the process of influencing individuals or groups

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towards the achievement of goals. Leadership effectiveness, on the other hand, refers to the extent to which the leadership process brings about group or organizational success. In other words, it refers to how successful an individual, already in a leadership position is, in influencing, motivating, and enabling others towards achieving group or organizational success, a view supported by Bass (1995). Thus, in essence, leadership represents a process, whereas leadership effectiveness signifies a result (McColl-Kennedy & Anderson, 2002). Research on leadership effectiveness focuses on efforts to explain factors affecting leadership in one way or another. While some researchers focus mainly on the leader's individual traits, value system, morality and authenticity (Avolio & Gardner, 2005; Carey, 1992; Sosik, 2005), others prefer to focus on leadership behaviours and styles, such as task versus people orientation (Kellet, 2006), transformational, transactional, laissez-faire, or servant-leadership behaviour and style (Benjamin & Flynn, 2006; Klein & House, 1995; Sternberg & Zhang,2005).

Leadership effectiveness as a dependent variable has also been linked to a vast number of situational variables, including the role of culture, the attributes of followers, and followers' perceptions (Avolio and Bass, 1995; Avolio and Yammarino, 1990; Hersey and Blanchard, 1982; Silverthorne, 2001; Yammarino and Bass, 1993). Efforts to link leadership effectiveness to specific behavioural patterns such as punishment and reward, communication styles, decision-making styles, distribution of power, and destructive behaviour have also been undertaken (Field and Read, 1990; Puffer, 1990; Winter, 1991).

While leadership effectiveness represents the standards by which leaders are judged, how leaders' effectiveness is determined is not straightforward (Hogan, 1994). Various factors cause complexities in the evaluation of leaders' effectiveness. Often, factors outside the organization or beyond the control of the leader may affect the group or organization's performance (House, 2002).

Hogan (1994), states that, leadership effectiveness is determined at various levels of analysis such as at the individual level (i.e. employee satisfaction; productivity), the team level (i.e. team performance) or the organizational level (i.e. organization culture and climate, and financial success).

Evaluating leadership effectiveness is further complicated by the variety of approaches employed. These evaluation methods can be placed into five broad categories (Hogan, 1994). The first focuses on performance measures, which concentrate on different units of analysis. The second category of leadership research utilizes ratings by others such as subordinates, peers, and superiors. The third focuses on leadership potential as a measure of anticipated leader effectiveness (i.e. interviews, simulations, and assessment centers. The fourth category of the evaluation of leadership effectiveness is that of leader self-rating (Dulewicz and Higgs, 2005; Fleenor, 1996; Spangenberg and Theron, 2002). The last concentrates on the 'downside' or ineffectiveness of leaders; for instance, leaders whose careers are in jeopardy or who have been derailed. Indicators hereof are typically negative performance feedback, being passed over for promotion, demotions, or dismissal (Hogan, 1994).

The current study measured leadership effectiveness by using follower's ratings. The rational is to arrive at an objective measurement of how emotionally intelligent leaders are effective in their positions.

2.7   Effective Leadership and Employee Performance

The success of an organization is reliant on the leader's ability to optimize human resources. A good leader understands the importance of employees in achieving the goals of the organization, and that motivating the employees is of paramount importance in achieving these goals. It has been widely accepted that effective organisations require effective leadership and

that organizational performance will suffer in direct proportion to the neglect of this (Fiedler and House, 1988).

Furthermore, it is generally accepted that the effectiveness of any set of people is largely dependent on the quality of its leadership – effective leader behaviour facilitates the attainment of the follower's desires, which then results in effective performance (Fiedler and House, 1988; Maritz, 1995; Ristow, et al., 1999). Leadership is perhaps the most investigated organizational variable that has a potential impact on employee performance (Cummings and Schwab, 1973).

A large body of empirical evidence has demonstrated that leadership behaviours influence organizational performance that strong leaders outperform weak leaders, and that transformational leadership generates higher performance (Burns 1978; Bass 1990; Hater and Bass 1988; Howell and Avolio 1993). Kirkpatrick and Locke (1996) identified over 35 studies reporting positive relationships between leadership and performance. Transformational leadership or its components have been associated with the increases in individual, unit, and/or organizational performance in a variety of meta analyses (Lowe et al. 1996), historical archival studies (House et al. 1991), laboratory experiments (Howell and Frost 1989; Kirkpatrick and Locke 1996), field experiments (Barling et al. 1996), and field studies (Baum et al. 1998; Curphy 1992; Hater and Bass 1988; Howell and Avolio 1993;

Keller 1992). Recent leadership studies have continued to affirm the positive relationship between transformational leadership and performance at various levels (e.g., Dumdum et al. 2002; Dvir et al. 2002; Howell et al. 2005).

2.8   Emotional Intelligence and Leadership effectiveness

Leaders are often required to be able to drive transformation, lead people and manage performance of their work units effectively. Thus, the range of skills necessary for leaders to lead successfully within public sector institutions has grown (Bass, 1985). On the one hand, it

requires transformational leaders who are able to provide meaning through visioning and the creation of shared values, while eliciting unusual levels of effort from employees to achieve this vision. Again, it requires leaders who are able to ensure that employees meet work requirements, while providing support and work-related feedback (Spangenberg and Theron, 2002).

The concern to predict leadership behavior accounts for the main task of leaders. Leaders are expected to achieve organizational outcomes such as effectiveness, performance, and satisfaction. Effectiveness being critical from organization perspective has received much attention from researchers. Theoretical background supports this notion that emotionally intelligent leaders promote organizational effectiveness at all levels of the organization. (Goleman 1998). Goleman, Boyatzis, and McKee (2002) in their influential book "The new leaders: Transforming the art of leadership into the science of results" proposed that EI is essential for leadership effectiveness.

In a theoretical review George (2000) proposes that since leadership is an emotion laden process both from leader and follower perspective, it is relevant to emotional intelligence domain. He explains that EI has the potential to contribute to leadership effectiveness in various ways. In George's opinion EI contributes to effective leadership by focusing on five essential elements of leader effectiveness: development of collective goals and objectives; instilling in others an appreciation of the importance of work activities; generating and maintaining enthusiasm, confidence, optimism, cooperation, and trust; encouraging flexibility in decision making and change; and establishing and maintaining a meaningful identity for an organization.

Prati et al. (2003) discuss that since EI is the ability to read and understand others in social contexts, to detect the nuances of emotional reactions and to utilize such knowledge to

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influence others through emotional regulation and control; it represents a critically important competency for effective leadership and team performance. Antonakis (2003) in a critical article questions the importance of EI for effective leadership. He argues EI is not needed for leadership effectiveness. Prati et al. (2003b) answer his reservations in another article.

As mentioned above "The recent evidence makes a strong case for concluding that EI is an essential element in leadership effectiveness. As such, it should probably be added to the list of traits associated with leadership" (Robbins 2001, 333). However Brown, Bryant, and Reilly (2006) note that the idea of strong EI being associated with leadership performance has attracted considerable, albeit empirically unsupported, attention.

In recent years researchers have conducted empirical studies to explore these theoretical propositions. Afzalur Rahim and Psenicka (2005) collected questionnaire data on EI from 1'184 employed MBA students, and data on effectiveness of leader role from their colleagues. Out of four countries, data from three countries revealed that empathy was a mediator of the relationship between social skills (an EI component) and effectiveness of leader role.

In another empirical study Rosete and Ciarrochi (2005) established a link between EI and workplace measures of leadership effectiveness, using an objective measure of performance and a 360° assessment tool. Research result showed that executives higher on EI are more likely to achieve organizational outcomes and be considered as effective leaders by their subordinates and direct manager.

Goleman (1998) notes that the most effective leaders are alike in one crucial way, they all have a high degree of emotional intelligence. Great leaders ignite passion and inspire the best in their followers. "When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas. But the reality is much more primal: Great leadership works through the emotions" (Goleman, Boyatzis, & McKee, 2002).

2.9 Emotional intelligence and the leadership process

Leadership is a process of social interaction where the leader's ability to influence the behaviour of their followers can strongly influence performance outcomes (Humphrey, 2002; Pirola-Merlo et al., 2002). Leadership is intrinsically an emotional process, whereby leaders recognize the emotional states of followers, evoke and manage these emotional states. Leaders can increase group solidarity and morale by creating shared emotional experiences (Humphrey, 2002).

EI is a key factor in an individual's ability to be socially effective (George, 2000; Mayer et al., 2000) and is viewed in leadership literature as a key determinant of effective leadership (Ashkanasy and Tse, 2000; Boal and Hooijberg, 2000; George, 2000).

George (2000), argues that emotionally intelligent leaders can promote effectiveness at all levels in organizations. The EI of the leader plays an important role in the quality and effectiveness of social interactions with other individuals (House and Aditya, 1996). Mayer et al. (2000) 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 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. (2000) 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.

2.10   Conflict Management

According to Eren (2001), conflicts are events caused by the problems between individuals and groups in an institutions due to working together and resulting in interruption or disconcert of normal activities. An organization only survives from conflict and the period after the conflict with the least harm by the guidance of its leaders (Aksu, 2009).

Conflict can cause stress, mental damages and can decrease job satisfaction and also can increase voluntarily job quit, reduce productivity and cause ethical Issues. If conflicts are settled down based on just and correct discussion and debate and all the involved people and groups will get the chance to express their opinions and feeling, in that case conflicts will reduce social tensions and stabilized relationships (Hallenbeck, 2010). Therefore, instead of denying and opposing conflict we should seek out some ways to define it and use them toward better shaping the relationships and achieving our goals (Handy, 2001). This is while managers usually have a negative attitude toward conflict and are afraid of it and try to escape it, ignore it and remove it. scholars and researchers of behavioral sciences believe that the aim and objective of a successful system is to create a proper level of conflict and believe that is there is no conflict in an organization, lack of interest, enthusiasm, depression and despair will be created in that organization which in turn reduces the efficiency and productivity of it (Kantek, 2009). Conflict management minimizes the negative outcomes of conflict and promotes the positive outcomes of conflict with the goal of improving learning in an organization. (Rahim, 2002)

Lashkari, Sadhi Isfahani (2012), in their study with the title of "studying the relationship between emotional intelligence and conflict management strategic style in staff managers'' have concluded that there is a positive and significant relationship between mangers'

emotional intelligence and conflict management strategies. It means that increasing managers'
emotional skills improves the conflict management strategies.

2.11   Extra Effort

Enforcement of followers' belief in their own ability to do a great job, builds self- confidence.
Extra effort of a follower is measured by a follower's willingness to try harder, complete more
than they expected to do and has a heightened desire to succeed. It is indeed true that confident
people are more eager and willing to do their best at work. Kinicki & Kreitner (2006) mention
that social capital is productive potential resulting from strong relationships, goodwill, trust and
cooperative effort. A commitment to the leader's vision, and a strong belief in and acceptance
of goals and values, strengthens a willingness to exert considerable effort on behalf of the
organisation and a strong desire to perform above average (Swailes, 2004).

When people work together in a group that sets high standards and cares for one another, they
tend to pitch in and do their best for the sake of the group. Formation of compatible,
self-regulating work groups makes leadership and management much easier.

There are strong associations between commitment and performance. The level of
employee commitment is the driving force behind effective performance. Interestingly,
commitment and involvement have positive effects on other areas such as,
productivity, quality and competitiveness. , Suliman & Iles (1999:407)

2.12   Effective Leadership & Extra Effort

A study conducted by Bass & Avolio (2000) at Malacca Institute in Malaysia about lecturers
perception of their academic heads emotional intelligence and the outcome of extra effort. A
total of 26 male and 67 female lecturers participated in the survey with a response rate of 78%.

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The result indicated a positive (r=0.662), significant correlation (p<0.01) between overall emotional intelligence score of academic heads and extra effort of lecturers. There was a positive (r=0.568), significant correlation (p<0.01) between the academic heads self awareness and extra effort of lecturers" , positive (r=0.642), significant correlation between the academic heads self management and extra effort of lecturers. The academic head's social awareness was positively correlated (r=0.541) with extra effort of lecturers. There was a positive (r=0.613), significant correlation (p<0.01) between the academic heads social skills and extra effort of lecturers.

The results of this study, demonstrates that academic heads reporting higher emotional intelligence results in higher levels of lecturers extra effort.

This is in line with Asforth and Humphrey (1995) postulation that the positive emotion of the leader elevates subordinates emotional state, and inspires subordinates to perform with more enthusiasm. A leader must have high level of emotional intelligence in order to gauge the reactions of subordinates and perform accordingly in order to achieve the desired affective arousal of subordinates (George, 2000).

2.13 Emotional intelligence at the workplace

Emotional intelligence plays an important role in the workplace (Lynn, 2002). Emotions contain vital information that helps managers and employees to be better at what we do (Wolfe & Caruso, 2004). Goleman (1998) realized after a review of 500 organizations worldwide the paramount place of emotional intelligence in excellence on the job. He points out that those with the highest EI measure rise to the top in the organizations and become leaders.

Another important finding from these studies is about star employees. Star employees possess more EI than other employees. Interestingly, EI mattered twice as much as technical and analytic skill for them. Different jobs call for different types of EI. For example, success in sales requires the empathic ability to identify the mood of the customer and the interpersonal skill to decide when to pitch a product and when to keep quiet. By comparison, success in painting or professional tennis requires a more individual form of self-discipline and motivation. Thus EI affects just about everything we do at work (Murray, 1998).

EI is claimed to affect a wide array of work behaviors, including employee commitment, teamwork, development of talent, innovation, quality of service, and customer loyalty. According to Cooper (1997), research attests that people with high levels of emotional intelligence experience more career success, build stronger personal relationships, lead more effectively, and enjoy better health than those with low EI. Why is this so?

First, more emotionally intelligent individuals presumably succeed at communicating their ideas, goals, and intentions in interesting and assertive ways, thus making others feel better suited to the occupational environment (Goleman, 1998).

Second, EI may be related to the social skills needed for teamwork with high EI individuals particularly adept at designing projects that involve infusing products with feelings and aesthetics (Mayer & Salovey, 1997; Sjoberg, 2001).

Third, organizational leaders who are high on EI, in concert with a supportive organizational climate and the human resources team, may affect the relationship in the work setting, which, in turn, impacts upon group and individual EI and organisational commitment (Cherniss, 2001). EI may also be useful for group development since a large part of effective and smooth team work is knowing each other's' strengths and weaknesses and leveraging

strengths whenever possible (Bar-On, 1997).

Finally, EI is claimed to influence one's ability to succeed in coping with environmental demands and pressures, clearly an important set of behaviors to harness under stressful work conditions (Bar-On, 1997). EI has also been claimed to be an important factor in organisational leadership. George (2000) used the Salovey, Mayer, and Caruso four branch model of EI as a heuristic framework for outlining the importance of EI in effective leadership. George asserts that by accurately identifying how followers feel, leaders better appraise and influence followers' emotions so they are supportive of leaders' goals and objectives, thus insuring a shared vision. Leaders can use intense emotions as signals to direct their attention to issues in need of immediate attention, and can use emotions to prioritize demands. They can also better anticipate how well their followers will react to different circumstances and changes. High EI leaders are claimed, according to this model, to generate excitement, enthusiasm, and optimism in the work environment and are said to be able to maintain an atmosphere of cooperation and trust through the development of high quality interpersonal relations. Leaders can also effectively instill in others an appreciation of the importance of work activities and convey the message to their followers that they are optimistic about their personal contributions. Nevertheless, the awareness of negative mood may foster systematic and careful information processing and may be disadvantageous when leaders are dealing with complex problems in which errors carry high risk.

A recent theoretical model proposed by Jordan, Ashkanasy, and Hartel (2002) designates EI as a moderator variable that predicts employee emotional and behavioral responses to job insecurity. According to this model, employees low in EI are more susceptible than employees high in EI to negative emotions resulting from job insecurity. Therefore, they are more likely

to behave defensively and negatively, lowering commitment and increased jobrelated tension in response to their insecurity. These two emotional reactions then lead to negative coping and defensive decision making behaviors. By contrast, high EI employees are better able to deal emotionally with job insecurity and will be able to ameliorate the effect of job insecurity on their commitment to their jobs. This frequently leads to increased work commitment and effort, positive coping behaviors and reframing of perceptions of insecurity as an existing challenge.

2.14 Conclusion

A growing body of research is examining the association between emotional intelligence and leadership effectiveness. Thus, while some researchers claim emotional intelligence, or certain dimensions thereof such as awareness or expression, is a necessity for leadership effectiveness (Bar-On, 2006; Bono and Ilies, 2006; Dasborough, 2006; Dulewicz and Higgs, 2005; Goleman et al., 2003; Humphrey, 2002), others contest such claims as premature or unsupported by scientific research (Cobb and Mayer, 2000). What is important in all of this debate is that emotional intelligence has come to stay and the earlier academics and professionals conduct empirical research to justify its inclusion or exclusion in the fields of leadership and human development, the better. The current study, therefore, seeks to test the significance of emotional intelligence in determining leadership effectiveness in private educational institutions in the country in order to make recommendations for policy and approach in such areas.

2.15   A conceptual framework of the study

Figure 1: Conceptual framework
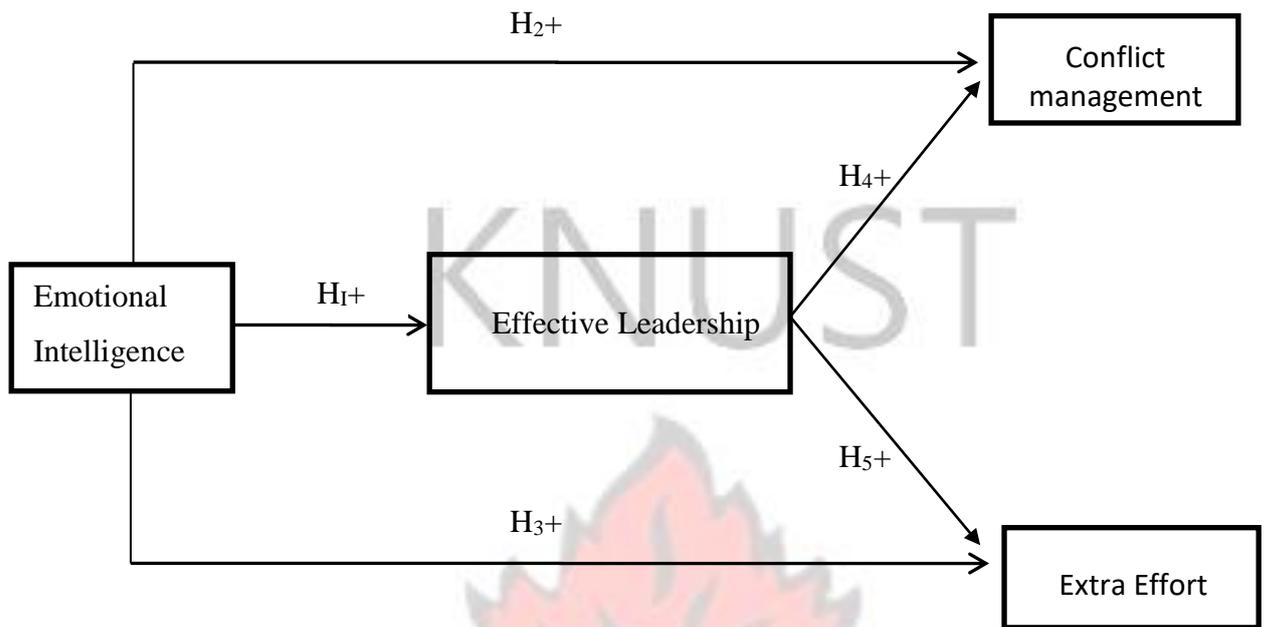
Source: Author's own construct, 2015

Figure 1 indicates that conflict management and extra effort are the seeds of effective leadership which grows from emotional intelligence. Leaders who are emotionally intelligent are aware of their emotions and their effects on others and are equally aware of the emotions of others which leads to better relationship management which promote organizational effectiveness. The relationship seeks to establish that leadership effectiveness is dependent on the level one's emotional intelligence and it takes emotionally intelligent people to better manage conflict effectively and higher performance from followers. The assumption is that people who score high in emotional intelligence should score high in effective leadership.

In line with the reasoning above, the following hypothesis were formulated;

2.16 Research Hypothesis

H_1: There is a significant relationship between Emotional intelligence and Effective Leadership

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H$_2$:   Emotionally intelligence affect management of organizational conflict.

H$_3$:   Emotional intelligence is positively related to extra efforts.

H$_4$:
          There is a significant relationship between effective leadership and conflict
          management.

H$_5$:   Effective leadership is positively associated with extra efforts.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods and specific procedures used for data collection and analysis. It includes a description of the research design, target population, sample and the sampling technique. The justification for the methods and tools used for data collection and analysis formed part of the discussions in the chapter. The concluding part of the chapter is devoted to explaining the research ethics required for this study as well as field problems encountered during data collection and how those problems were surmounted.

3.1 Research Design

The research is a social survey that employs quantitative technique to investigate the relationship between emotional intelligence and effective leadership in second cycle educational institutions in Kumasi. The study used self-answered questionnaire as a data collection technique with a sample size of 374.

3.2 Sampling Procedure

3.2.1 Target Population

The target population for the study comprised teachers of secondary schools in the Kumasi Metropolis. There are fifty-one (51) Senior High Schools (SHS) within the Kumasi Metropolis (Kumasi Metro Education Directorate, 2011) out of which 18 are public schools and 33 are private schools. The total number of teachers in these fifty-one schools is estimated at 4000.

3.2.2 Sample Size and Sample Selection

According to Lewis, Saunders and Thornhill (2007), 10% of a large population is considered representative enough to conduct statistical test of significance about the population. In this study, 374 teachers were sampled to participate in the study.

The sample of public and private second cycle schools was obtained using the stratified random sampling method. 3 public and 3 private schools in each strata were randomly selected from the sample frame. Selecting 3 schools from each strata ensured equal representation. Additionally, the total number of teachers from the 6 schools was considered representative enough to conduct statistical test of significance about the population. Thus, a total of 6 schools were used for the study. 374 teachers were randomly selected from the 6 second cycle schools

to participate in the study. They included men and women of varying ages, levels of education, ethnic and religious backgrounds.

3.3 Development of the research Instrument

A thorough review of related literature on the topic was conducted and variables identified which together informed the choice and development of self-answered questionnaire as the research instrument. The literature review was done using the research objectives, research questions and hypotheses as guide posts. The nature of the variables were ordinal which informed the choice and development of the research tool.

3.3.1 Crafting of the Questionnaire

The major tool for primary data collection in this study was self-administered questionnaire. One set of questionnaire was used to gather data from the teachers about the emotional intelligence of their heads or superiors. Only closed-ended questions were used in order to standardize responses for easy coding, editing and statistical analysis.

3.3.2 Piloting of the Instrument (N = 30)

Pretesting of the instrument was necessitated by scale validity and reliability requirements. Therefore, the questionnaire was piloted to ensure that the questions asked were valid and reliable. It was also to ensure that the questions were understood by respondents and to ascertain their logical sequence. Thus, 30 teachers from Faith Senior High School were accidentally sampled after prior visit to the authorities of the school and the purpose of the study was explained. The pilot respondents were selected because they had similar characteristics with those who were sampled for the study. The feedback obtained from this pretest helped in refining ambiguous and difficult questions.

3.3.3 Determining Internal Consistency and Reliability of Questionnaire

The Cronbach's alpha coefficient is a widely used method of determining internal consistency reliability of research instruments. It contains values ranging from 0 to 1. Higher values are associated with reliability. Thus, the Cronbach alpha coefficient was computed to determine the internal consistency and reliability of the emotional intelligence (EI) survey questionnaire. The consistency of the twenty-six (26) items divided into four subscales of EI is shown in Table 1.

According to DeVellis (2003), the Cronbach alpha coefficient of a scale should be above .70 to be accepted as reliable. However, Cronbach alpha values are known to be quite sensitive to number of items on a scale. Shorter scales with fewer than 10 items sometimes score as low as .50 (Briggs & Cheeks, 1986). In this study, the five subscales measuring EI scored Cronbach alpha values greater than .70 indicating the scale is very reliable for the study.

Table 1: Scale Reliability

Sub-Scales	No. of items	Alpha
Emotional intelligence	7	.843
Effectiveness as leader	8	.870
Conflict management	7	.792
Extra efforts	4	.759

Source: Field survey (2015)

Content validity of a scale refers to the extent to which professionals subjectively agree that a scale measures accurately what it sets out to measure (Zikmund, 2000). To determine the validity of the scale used in measuring the EI of leaders in this study, an extensive review of literature was conducted to identify the variables so far agreed upon by professionals in the area

of emotional intelligence. These included the leader's understanding of his/her emotions, resistance to act on impulse, emotional stability, ability to listen, creative thinking, sociability, and receptivity of differing opinions. The literature again showed that effectiveness of a leader is measured using his/her ability to achieve goals, manage conflicts and arouse extra efforts from subordinates.

3.4 Data Collection

Data collection took place from 1ˢᵗ November to 14ᵗʰ December, 2014. Before the data collection began, prior visits to the selected schools and sought permission from the schools' authorities with a letter of introduction from the Department of Sociology and Social Work, Kwame Nkrumah University of Science and Technology. During these visits, the intent of the study was also explained to the school authorities.

The data for the study were gathered through questionnaire administration. The questionnaires were all hand delivered by the researcher moving from one school to another on daily bases. Respondents to the questionnaire were informed of the objectives of the research and that their participation was voluntary. They were equally assured of confidentiality and anonymity.

There were 44 items on the instrument including socio-demographic characteristics. All the questions were pre-coded and as such it took few minutes for participants to complete the process. The average time taken to complete each questionnaire was 15 minutes.

3.5 Ethical Issues

Ethical issues which were ensured in this study included issues of informed consent, invasion of privacy, anonymity of respondents, voluntarism and plagiarism. The researcher sought the permission of all participants in the research before the conduct of the study (informed consent).

Introductory letters were sent to the management of the selected institutions and their approval received before the research commenced.

Telephone calls and prior visits were made to the selected institutions to pre-arrange days for the data collection. This was to prevent intrusion and invasion of their privacy.

Neither names nor any identifiable information from respondents were taken as a way of ensuring anonymity of respondents in research. This was to prevent possible victimisation of respondents by their heads of departments especially those who feared that answering the questionnaire could jeopardize their relations.

While distributing the questionnaire, respondents were asked to answer the questions as honestly as possible. This was just to ensure that ethical principle of voluntarism to participate in social research was not breached.

Pieces of information used from earlier studies on emotional intelligence and effective leadership in reviewing the literature and which will be used to support analysis of the study were duly acknowledged through both in-text citation and references. This is meant to avoid academic dishonesty or plagiarism.

3.6 Response Rate

The response rate was very high and encouraging. Out of the 388 questionnaires that were distributed, 374 were duly completed and returned. In percentage terms, this was 96.4% response rate as against 3.6% of non-response.

3.7 Field Problems

A number of problems were encountered during the data collection. Some respondents complained of being fed up with answering questionnaires all the time. Others also complained of time constraints because they had lessons to teach or they were marking scripts. To help solve this problem the questionnaires were given to such respondents to carry home to answer at their convenience. Follow-ups were then made to collect the answered questionnaires. A few teachers feared that their participation would lead to victimization. They felt giving unfavourable answers about their superiors could jeopardize their relationships. This problem was, however, resolved when the researcher assured them of anonymity and confidentiality of all information volunteered.

3.8 Data Handling and Analysis

The data were entered into a spreadsheet using the Statistical Package for Service Solutions (SPSS Version 17.0). The data were edited and cleaned of possible errors. The cleaned data were presented in tables and graphs. Descriptive statistics showing frequency distribution of responses were shown.

3.9. Statistical Procedures for the Analysis for Data and Hypothesis Testing

Both descriptive and inferential statistical tools and procedures were employed in analyzing the data collected. Specifically, in estimating the study's proposed model, Ordinary Least Square (OLS) regression analysis was used by building and testing for series of hierarchical models. The choice of (OLS) regression became necessary because the study is intended to find out (in cases where variables were related) the direction and strength of the relationship. In addition to the above, the variables were measured on an ordinal scale, ranked ordered and given numerical values.

3.10. Analytic Techniques

The data was analyzed quantitatively by aid of Statistical Product and Service Solution (SPSS 17) software, since it was very convenient for inputting data and organizing data for clear and easy understanding. It enabled the researcher to come out with the final finding of the research. The data was edited for completeness and consistency after which data extracted was performed. Coding of the data was followed by data entry. Descriptive statistics involving univariate, bivariate was done on the demographic characteristics of the respondents. The data was presented using percentages, tables and interpreted appropriately.

3.11 Statistical Procedure for Evaluating the Study's Proposed Model

In evaluating the study's testable propositions, ordinary least square regression modelling was employed. The model specifications were as follows:

$\hat{E}L\square\square\square X_{1\square 7}CV \square\ X_2 EI\square\square$...........................(1) $\hat{C}M$

$\square\square\square X_{1\square 7}CV \square\ X_2 EI \square\ X_3 EL\square\square$..........(2)

$\hat{E}E \square\square\square X_{1\square 7}CV \square\ X_2 EI \square\ X_3 EL\square\square$..........(3)

Where $\hat{E}L$ = Effective Leader

             $\hat{C}M$ = Conflict Management

             $\hat{E}E$ = Extra Effort

             $\square$ = Constant
             C_{1-7} = Control Variable   i.e.   1.   Appears calm and cool

2.   Speaks with High tone

3.   Displays a sense of humour

4.   Responsive to critical issues

5.   Behaves impulsively

6.   Maintains composure when
       irritated

7.   Passive and unburdering

X superscript = estimated coefficient

EI = Emotional Intelligence

☐ = Residual term

The above assumptions would be checked in chapter four where the actual analysis of
the variables would be done.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1   Introduction

The previous chapter discussed and presented the methodology followed in carrying out the
study. In this chapter however, data collected from the field are analyzed and results obtained
are presented. The findings of the study are also discussed in light of the objectives of the study
and relevant literature.

The main sections of the study are: Demographic Profile of respondents, Descriptive results on
concepts (Emotional Intelligence, Leader Effectiveness, Conflict Management, Extra

Efforts, and Personality Characteristics of leaders), Measurement Model Analysis, and
Structural Model Estimation, and Evaluation of Hypothesis and Discussions of Findings.

4.2   Demographic characteristics

This section of the chapter presents the demographic characteristics of the academic staff who participated in the study. The demographic data were collected on sex, age, level of education, years of work experience, and department.

4.2.1   Sex

The distribution shown in Table 2 indicates that majority (61.2%; n=374) of teachers who participated in the study are males, which is typical of most second cycle schools and other similar work environments, where males dominate in terms of structure of workforce.

Table 2: Sex

	Frequency	Percent
Male	229	61.2
Female	145	38.8
Total	**374**	**100**

Source: Field study (2015)

4.2.2   Age

In terms of age distribution of the informants, closely 47.3% (n=374) and 43.6% (n=374) of them fall within the ages of 20 to 39 years and 40 to 59 years respectively. Less than 10% (n=374) have ages of 60 years or above. This generally shows that within SCEIs in Ghana, the structure of academic staff in terms of age is a close blend of young adults (20 to 39 years) and

older adults (40 to 59 years). Those of 60 years or above are possibly those who have retired and have been reemployed on part-time basis in private schools.

Table 3: Age

	Frequency	Percent
20-39 years	177	47.3
40-59 years	163	43.6
60 years and above	34	9.1
Total	**374**	**100**

Source: Field study (2015)

4.2.3 Educational background

In terms of academic qualification, greater proportion (37.7%; n=374) of the respondents hold 1st Degree (professional). 25.9%, 19%, and 17.4% are post-graduates, from teacher training college, and 1st Degree holders from non-teacher training institutions.

Table 4: Educational background

	Frequency	Percent
Teacher Training college only	71	19
1st Degree (Professional)	141	37.7
1st Degree (Non-professional)	65	17.4
Post-graduate	97	25.9
Total	**374**	**100**

Source: Field study (2015)

4.2.4   Department

Referring to the results shown in Table 5, data collected show that more than one-third (37.7%, n=374) of the respondents are in the General Arts department, 19.8% and 19% in Science department and Mathematics respectively. The rest of them are either staff at the Visual Arts, Business, Home Economics, or ICT departments.

Table 5: Department

	Frequency	Percent
General Arts	141	37.7
Visual Arts	22	5.9
Business	33	8.8
Home Economics	17	4.5
Science	74	19.8
Mathematics	71	19.0
ICT	16	4.3
Total	**374**	**100**

Source: Field study (2015)

4.2.5 Years of service

Data collected show that 48.1% and 47.3% of the respondents have been in the teaching job for 1 to 9 years and 10 to 29 years respectively. 4.5% of them however have been in the job for 30 or more years.

Table 6: Years of service

Years of service	Frequency	Percent
1-9 years	180	48.1
10-29 years	177	47.3
30 years and above	17	4.5
Total	**374**	**100**

Source: Field study (2015)

Generally, the distributions of the demographic characteristics of the respondents gave the researcher the assurance that the sample chosen for the study is a reasonable representation of teachers within the country and sufficient for the various forms of statistical tests performed in the study.

4.3   Descriptive results of concepts understudied

This section of the study provides descriptive statistics on the main concepts being evaluated in this study. They include emotional intelligence, leader effectiveness, conflict management, extra efforts, and personality dispositions of leaders in SCEIs in Ghana. In performing the

assessments, a 5-point scale measuring 1=never through to 3=sometimes to 5=always was employed in each case. The results are presented as follows:

4.3.1 Extent of emotional intelligence among leaders in SCEIs

In this study, the respondents were asked to assess the emotional intelligence of their immediate boss along 7 measures. The results of the assessment are shown in table 4.6.

From the results shown in Table 7, it can be said that leaders in SCEIs in Ghana are emotionally intelligent, given that all mean scores obtained on the 7 items were above the mid-point (i.e. 3.00) of the scale employed to measure this construct.

Specifically, an average respondent stated that his/her leader sometimes has deep understanding of his/her emotions, strengths & weakness (M=3.30; SD=.896), resists the impulse to act immediately (M=3.40; SD=.837), stays composed and positive even in trying moments (M=3.45; SD=.820), and pays attention and listens (M=3.49; SD=.929). Also an average respondents believes that his/her leader usually demonstrates an ability to see things from a different perspective (M=3.56; SD=.829), easily establishes rapport (M=3.59; SD=.933), and finds common grounds with everyone (M=3.57; SD=.934).

Table 7: Extent of emotional intelligence among leaders in SCEIs

	N	Mean	SD
1. Has deep understanding of his/her emotions, strengths, & weakness	374	3.30	.896
2. Resists the impulse to act immediately	374	3.40	.837
3. Stays composed and positive even in trying moments	374	3.45	.820
4. Pays attention and listens	373	3.49	.929

	N	Mean	SD
5. Demonstrates an ability to see things from a different perspective	374	3.56	.829
6. Easily establishes rapport	374	3.59	.933
7. Finds common grounds with everyone	374	3.57	.934

Note: source: Field study (2015)

Scale: 1=never, 2=rarely, 3=sometimes, 4=usually, 5=always

4.3.2   Extent of leadership effectiveness

In examining the effectiveness of leaders in SCEIs, 8 items were employed. The results as shown in Table 8 show that the leaders under consideration in the study are to some extent viewed by their subordinates as effective, in terms of them being able to frequently communicate goals and other issues (M=3.37; SD=1.098), provide room for creativity and innovation (M=3.58; SD=.817), effectively delegate work and authority (M=3.47; SD=.843), adequately involve subordinates in decision making (M=3.52; SD=.873), effectively supervise with standard checks (M=3.56; SD=.873), show good sense of purpose (M=3.49; SD=.878), have the ability to influence (M=3.60; SD=.828), and exercise flexibility in leading (M=3.58; SD=.913).

Table 8: Extent of leadership effectiveness

	N	Mean	SD
1. Frequently communicates goals and other issues	374	3.37	1.098
2. Provides room for creativity and innovation	374	3.58	.817
3. Effectively delegates work and authority	374	3.47	.843
4. Adequately involves members in decision making	374	3.62	.873
5. Effectively supervises with standard checks	374	3.56	.873
6. Shows good sense of purpose	374	3.49	.878
7. Has the ability to influence	374	3.60	.828
8. Exercises flexibility in leading	374	3.58	.913

Note: source: Field study (2015)

Scale: 1=never, 2=rarely, 3=sometimes, 4=usually, 5=always

4.3.3 Leaders' role in conflict management

The results shown in Table 9 relates to the leader's role in managing conflicts in the workplace. The results generally indicate that an average respondent concludes that his/her superior does well in handling conflicts in the workplace.

Table 9: Leaders' role in conflict management

	N	Mean	SD
1. Brings disagreements and grievances into the open	374	2.73	1.038
2. Communicates the positions of those involved in a conflict	374	3.39	.829
3. Focuses on disagreements on the issues rather than on the person	374	3.43	.828
4. Helps de-escalate conflicts	374	3.54	.904
5. Finds a common idea to which all parties in a conflict can endorse	374	3.43	.798
6. Resolves interpersonal conflicts very fairly	374	3.58	.814
7. Promotes attendance of conflicts management scenarios	374	3.55	.823

Note: Field study (2015)

Scale: 1=never, 2=rarely, 3=sometimes, 4=usually, 5=always

Leaders in SCEIs were rated as resolving interpersonal conflicts very fairly (M=3.58; SD=.814), promoting attendance of conflicts management scenarios (M=3.55; SD=.823), and helping de-escalate conflicts (M=3.54; SD=.904). Also, the respondents stated that their leaders sometimes communicate the positions of those involved in a conflict (M=3.39; SD=.829), focus on disagreements on issues rather than on persons (M=3.43; SD=.828), and find a common idea to which all parties in a conflict can endorse (M=3.43; SD=.798).

4.3.4 Leaders' role in arousing extra efforts in followers

The results as shown in Table 10 indicate that on the average, leaders in SCEIs in which this study was carried out make efforts in arousing extra efforts in followers pertaining to their jobs, and this is usually manifest in the leaders' ability to stimulate enthusiasm and making work exciting (M=3.61; SD=.886) and inspire followers to work more than what they believe they are being paid for (M=3.53; SD=.910).

Also, the results show that these leaders sometimes have sense of vision and direction which motive followers to give out their best (M=3.41; SD=.900) and are seen as usually having passion for work which serves as catalyst for followers to work harder.

Table 10: Leaders' role in arousing extra efforts in followers

	N	Mean	SD
1. His/her sense of vision and direction motivates me to give my best	374	3.41	.900
2. Stimulates enthusiasm and makes work exciting	374	3.61	.886
3. Inspires me to work more than what I'm paid for	374	3.53	.910
4. His/her passion for work serves as a catalyst for me to work harder	374	3.55	.975

Note: Source: Field study (2015)

Scale: 1=never, 2=rarely, 3=sometimes, 4=usually, 5=always

4.3.5 Personality Characteristics of leaders

Given that extant literature suggest a potential influence of one's personality characteristics on leadership abilities and capabilities, it became necessary to evaluate the respondents' ratings on their leaders' personality dispositions in order to control for the effects of such factors on the main issues being evaluated for in this study. From relevant literature, 7 personality indicators were chosen for this assessment. The results of this assessment are summarized in Table 10.

Table 11: Personality characteristics of leaders

	N	Mean	SD
1. Appears calm and cool	369	3.54	1.195
2. Speaks with high tone	373	2.82	1.023
3. Displays a sense of humour	374	3.44	1.009
4. Responsive to critical issues	373	3.61	1.108
5. Behaves impulsively	374	2.32	1.060
6. Maintains composure when irritated	371	3.33	.961
7. Passive and unburdering	374	2.72	1.199

Note: Source: Field study (2015)

Scale: 1=never, 2=rarely, 3=sometimes, 4=usually, 5=always

Per results shown in Table 11, it can be said that an average respondent rated his/her leader to be usually appear calm and cool (M=3.54; SD=1.195; n=369) and is usually responsive to critical issues (M=3.61; SD=1.108; n=373). The results further indicated that the leaders sometimes displayed a sense of humour (M=3.44; SD=1.009; n=374) and usually maintained composure when irritated (M=3.33; SD=.961; n=371).

Lastly, it is found that the respondents considered their leaders to behave impulsively rarely (M=3.32; SD=1.060; n=374), sometimes speaking with high tone (M=2.82, SD=1.023; n=373)

and are sometimes passive and unburdening (M=2.72; SD=1.199; n=374). These results obtained in the study generally connote that leaders over academic staff in SCEIs in Ghana have some positive level of personality dispositions which are necessary for effective leadership in most work settings.

4.4   Measurement model analysis

Prior to evaluating the study's proposed model, the measures and the scale employed to measure the respective constructs were assessed and purified to ensure that they were reliable and valid and do not violate basic assumptions underlying the statistical method (i.e. ordinary least square regression modelling analysis). The statistical test performed include reliability test, exploratory factor analysis, normality and linearity tests, and multicollinearity test.

4.4.1   Exploratory factor analysis

In order to obtain items that best explain the underlying concepts of issues being examine on in this study, exploratory factor analysis (EFA) was performed using principal component analysis. Direct Oblimin rotation with Kaiser Normalization was used for the EFA. In all, 26 items were subjected to the analysis. The system was set extract components with Eigenvalues greater than 1 and to suppress loadings below .50. In all the EFA removed poorly performing items from each construct.

Table 12: Exploratory factor analysis results

Construct/measures	Communalities	Variance explained
Emotional intelligence (EI)		
EI2: Resists the impulse to act immediately	.582	
EI4: Pays attention and listens	.707	
EI5: Demonstrates an ability to see things from a different perspective	.635	**31.07%**
EI6: Easily establishes rapport	.663	
EI7: Finds common grounds with everyone	.689	
Effective leader (EL)		
EL1: Frequently communicates goals and other issues	.686	
EL3: Effectively delegates work and authority	.685	
EL4: Adequately involves members in decision making	.614	
EL5: Effectively supervises with standard checks	.664	**7.13%**
EL6: Shows good sense of purpose	.675	
EL7: Has the ability to influence	.699	
EL8: Exercises flexibility in leading	.659	
Conflict management (CM) 31.07%, 7.13%, 5.87%, and 4.20% CM2:		
Communicates the positions of those involved in a conflict CM4:	.687	
Helps de-escalate conflicts	.673	**4.20%**
CM6: Resolves interpersonal conflicts very fairly	.691	
Extra efforts (EE)		
EE1: His/her sense of vision and direction motivates me to give my best EE2:	.749	
Stimulates enthusiasm and makes work exciting	.654	**5.87%**

EE3: Inspires me to work more than what I'm paid for .775

1. Extraction Method: Principal Component Analysis.
2. Rotation Method: Oblimin with Kaiser Normalization.
3. Rotation converged in 16 iterations.

Source: Field study (2015

The system performed 16 iterations. The Kaiser-Meyer-Oklin (KMO) value obtained was .871, which exceeds the minimum cut-off value of .6 and the Bartlett's Test of Sphericity also reached statistical significance, given X^2(DF)=4384.801 (325), p = .001; indicating the factorability of the correlation matrix (Pallant, 2007).

Examination on the communalities showed 25 out of the 26 items with extracted values above .50. Also, the correlation matrix revealed many coefficients with absolute values greater than .30, signifying moderate associations between the components. In all, 7 components were produced which together explained 66.48% of the total variance. However, only components (i.e. 4) with greater loadings and did not have cross loadings with other component(s) were retained (refer to table 4.12). The 4 retained components respectively accounted for 31.07%, 7.13%, 5.87%, and 4.20% of the total variance. The retained items with their respective communalities are shown in table 4.12.

For the purposes of estimating the structural model, single indicant variables were created for each construct by averaging the respective retained items after EFA.

4.4.2 Normality, linearity, and multicollinearity tests

As noted by authors such as Hair et al. (2014) and Pallant (2007), prior to performing regression analysis, variables to be used should be checked to make sure that they do not violate basic underlying assumptions regarding regression analysis. In this study, three of such assumptions: normality, linearity, and multicollinearity; were verified.

In assessing the normality of the variables, histogram was used. The results are shown in figure 4.1. The results generally reveal that all the variables were normally distributed satisfactorily, given that the scores on the variables are clustered around the mean in a

symmetrically, unimodal bell-shape (Hair et al., 2014), and suggesting that the assumption of normality was not violated in the study.

In the case of linearity, scatter plot was used. The plots were conducted for the proposed relationships between the variables. The results as shown in figure 4.2 show most of the points distributed over from the bottom-left to the upper-right for each pair of proposed relationship, and thus indicating that predicted values that fall satisfactorily in a straight line by having a constant unit change of the dependent variable for a constant unit change of the independent variable (Hair et al., 2014). These results also show that the assumption of linearity was met in the study.

Lastly, it became necessary to check for multicollinearity since it is noted its presence does not contribute to a good regression model (Hair et al., 2014).

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Table 13: inter-variable correlational analysis and descriptive statistics

Variables	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
Appears calm and cool±	3.54	1.195											
Speaks with high tone±	2.82	1.023	-.359**										
Displays a sense of humour±	3.44	1.009	.240**	.027									
Responsive to critical issues±	3.61	1.108	.334**	-.179**	.270**								
Behaves impulsively±	2.32	1.060	-.171**	.082	-.180**	-.143**							
Maintains composure when irritated±	3.33	.961	.267**	-.093*	.095*	.111*	-.103*						
Passive and unburdening ±	2.72	1.199	-.152**	.166**	-.145**	-.336**	.271**	-.106*					
Emotional intelligence	3.52	.675	.394**	-.075	.303**	.383**	-.202**	.335**	-.274**				
Effective leader	3.02	.581	.344**	-.007	.450**	.433**	-.184**	.228**	-.225**	.544**			
Conflict management	3.50	.686	.257**	-.013	.313**	.191**	-.045	.062	-.004	.257**	.341**		
Extra efforts	3.52	.750	.381**	-.029	.324**	.320**	-.161**	.130**	-.139**	.463**	.449**	.289**	

Note:

1. ±=control variables
2. **. Correlation is significant at the 0.01 level (1-tailed).
3. *. Correlation is significant at the 0.05 level (1-tailed).

Two methods (correlational analysis and collinearity diagnostics test) recommended by Pallant (2007) were accordingly employed in the study. Correlational analysis was performed to assess the strength of relationship between the predictor variables (including the control variables). The results of this test are shown in table 4.13.

The highest correlation coefficient obtained between the variables was .544 which was below the limit of .70 (Pallant, 2007). This indicate that all shared variance was between each pair of the predictor variables were below .50, indicating that multicollinearity is not sufficiently subscribed to the data collected for the study.

The collinearity diagnostics test performed also confirmed this finding. All Tolerance (T) and Variance Inflation Factor (VIF) values obtained were far off the recommended cut-off limits of T > .10 and VIF < 10 (Pallant, 2007).

4.4.3   Structural model analysis

This section of the study presents the statistical technique and procedures employed in estimating the study's proposed model. It also presents the results as well as the assessments of the hypotheses and the relevant discussions.

4.4.4   Model set-up and results

As indicated earlier, ordinary least square (OLS) regression modelling was employed in evaluating the proposed paths. Given the multiple dependence relationships (with three dependent variables) in the study's model, three OLS regression analysis were performed. The specifications and results for each analysis are as follows:

In analysis one, the dependent variable was effective leader. Two hierarchical models were run. The first model (Model 1) was predicted by the 7 control variables (i.e. personality

characteristics). Together, these variables significantly explained 39.1% variations in effective leader, given F (355) = 32.493. The results also show that 5 of these variables are statistically related to effective leader. The second model of this analysis (Model 2) had emotional intelligence added to the control variables. Adding emotional intelligence led to a significant change in R^2 by 5.5%, given F (354) = 35.477.

In analysis two, the dependent variable was conflict management. The first model (Model 3) of this analysis had the 7 control variables predicting the conflict management. Model 3 significantly accounted for 14.8% variations in conflict management, given F (355) = 8.817. The results indicated 4 out of the 7 control variables to be significantly associated with conflict management. The second model (Model 4) had both emotional intelligence and effective leader added to Model 3. This resulted in a significant change in R^2 by 3.1%, given F (353) = 6.542.

The first of model (Model 5) of analysis three had extra efforts as the outcome variable and was predicted by the 7 control variables. The results produced indicated 4 of these control variables to significantly correlate with extra efforts. In all, the 7 accounted for 25.5% variations in the outcome variable, given F (355) = 17.379. The second model (Model 6) had emotional intelligence and effective leader added to the controls. The yielded a significant change in R^2 by 7.1%, given F (353) = 18.531.

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Table 14: Results of ordinary least square regression analysis

Variables	STANDARDIZED COEFFICIENTS					
	Effective leader		Conflict management		Extra efforts	
	Model 1	**Model 2**	**Iodel 3**	**Model 4**	**M del 5**	**Model 6**
Control paths						
Appears calm and cool	.160 (3.272)**	.098 (2.052)*	.185 (3.197)**	.140 (2.383)**	.293 (5.409)**	.214 (4.031)**
Speaks with high tone	.126 (2.790)**	.101 (2.336)**	.048 (.900)	.018 (.340)	.117 (2.332)**	.075 (1.560)
Displays a sense of humour	.313 (7.032) **	.275 (6.383)**	.244 (4.638)**	.175 (3.160)**	.215 (4.357)**	.132 (2.626)**
Responsive to critical issues	.300 (6.323)**	.229 (4.898)**	.120 (2.138)*	.046 (.779)	.184 (3.520)**	.077 (1.435)
Behaves impulsively	-.058 (-1.318)	-.035 (-.819)	.012 (.221)	.028 (.545)	-.053 (-1.095)	-.024 (-.516)
Maintains composure when irritated	.141 (3.257)**	.068 (1.571)	.023 (.440)	-.021 (-.406)	.026 (.542)	-.059 (-1.232)
Passive and unburdening	-.037 (-.808)	-.008 (-.187)	.121 (2.218)*	.135 (2.495)**	.004 (.078)	.035 (.706)
Hypothesized paths Emotional						
intelligence		.292 (5.956)**		.067 (1.066)		.249 (4.379)**
Effective leader				.193 (2.973)**		.159 (2.711)**
FIT INDICIES						
R2	.391	.446	.148	.179	.255	.326
ΔR2		.055		.031		.071
Adjusted R2	.378	.434	.131	.158	.241	.309
F statistics	32.493	35.477	8.817	6.542	17.379	18.531
DF	355	354	355	353	355	353

Note:

T-values are in the parenthesis

*. Coefficient significant at the 0.05 level (1-tailed).

**. Coefficient significant at the 0.01 level (1-tailed).

Hypothesized path evaluated at 5% significance level (critical value =1.645, 1-tailed)

Source: Field study (2015)

4.5: Hypotheses assessment and discussions

FIGURE 2   Post data analysis model
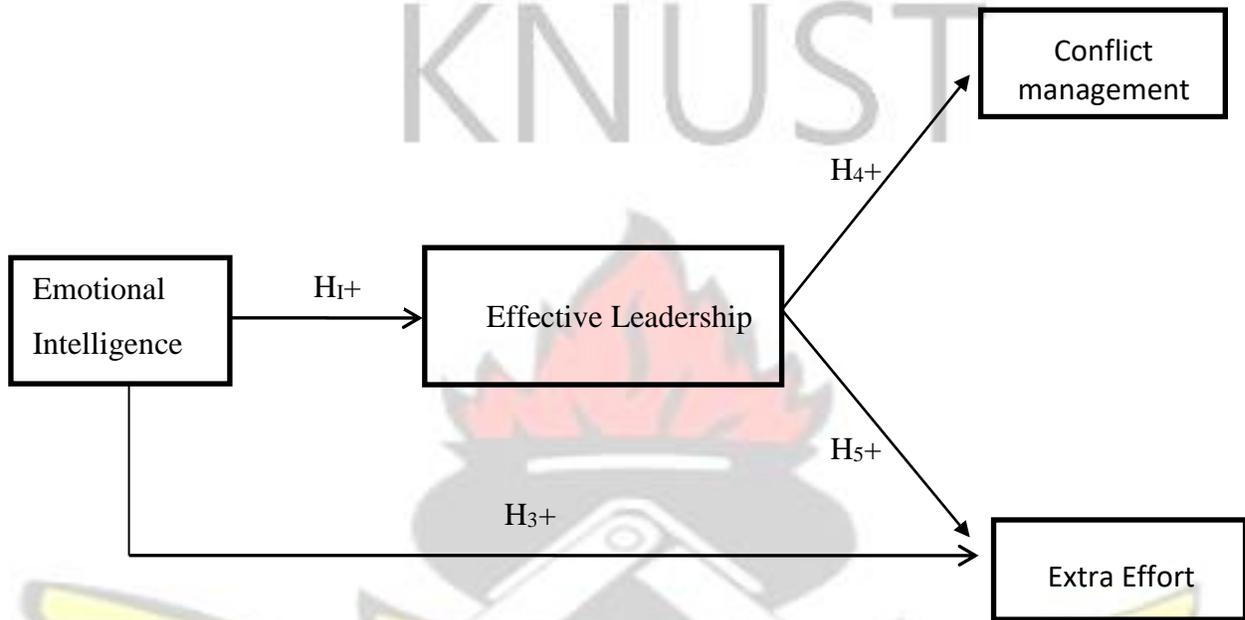
Source: Author's own construct, 2015

In relation to the objectives of the study, five hypotheses were formulated to guide the study. The evaluation of these hypotheses based on the results shown in Table 15 are presented as follows:

Hypothesis one (H_1) advanced that emotional intelligence is positively related to effective leadership in SCEIs. The results of the study confirmed this hypothesis, given β= .292; t=5.956, p < .01. This finding indicates that high levels of emotional intelligence is associated with more effective leadership. By implication, it can be said that, leaders in SCEIs who are more emotionally intelligence are more likely to be effective leaders. The above findings back earlier studies by Goleman (1998). The most effective leaders are alike in one crucial way i.e. they all have a high

degree of what has come to be known as emotional intelligence. Great leaders ignite passion and inspire the best in their followers. "When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas. But the reality is much more primal: Great leadership works through the emotions" (Goleman, Boyatzis, & McKee, 2002).

Hypothesis two (H_2) argued that emotional intelligence is positively related to conflict management is SCEIs; such that high levels of emotional intelligence is required of leaders to manage conflicts effectively. At 5% significance level, the study's results: $\beta= .067$; $t=1.066$, $p>.05$; did not statistically support this hypothesis. Even though the above hypothesis was not supported, the researcher recommends further studies for further insights.

The third hypothesis (H_3) stated that emotional intelligence is positively related to extra efforts in SCEIs; to the extent that leaders who are more emotionally intelligent better arouse extra efforts in subordinates in the workplace. The study yielded results: $\beta= .249$; $t=4.379$; $p<.01$; that statistically support this hypothesis. Similar conclusions were drawn by Suliman & Iles (1999). They postulated that there are strong associations between EI and performance. The level of EI is the driving force behind effective performance. Interestingly, commitment and involvement have positive effects on other areas such as, productivity, quality and competitiveness. , Suliman & Iles (1999:407)

It was further posited (H_4) that leadership effectiveness is positively associated with conflict management in SCEIs. The study provided results that statistically supported hypothesis, given $\beta= .192$; $t=2.973$, $p < .01$. From this finding, it can be said that within SCEIs, leaders who are viewed as more effective better manage conflicts at workplace than those who are less effective.

Earlier studies by Aksu, (2009) supports the above findings. Aksu, (2009) concludes that an organization only survives from conflict and the period after the conflict with the least harm by the guidance of its leaders.

The fifth hypothesis (H_5) stated that leadership effectiveness is positively associated with extra efforts. This hypothesis was supported in the study, given the following results: $\beta= .159$; $t=2.711$, $p < .01$. By implication, it can be said that, arousing extra efforts towards work among employees at the workplace is significantly dependent on the leader(s)' level of effectiveness, to the extent that less effective leaders are more likely to inadequately arouse extra efforts among subordinates. Empirical evidence from the literature reviewed demonstrated that leadership behaviours influence organizational performance, that strong leaders outperform weak leaders, and that transformational leadership generates higher performance (Burns 1978; Bass 1990; Hater and Bass 1988; Howell and Avolio 1993). Additionally, Kirkpatrick and Locke (1996) identified over 35 studies reporting positive relationships between leadership and performance.

4.6   Chapter summary

This chapter focused on data analysis and presentation of results. In details, the chapter reports the demographic characteristics of the informants, their perceptions on the effectiveness of their leaders, their emotional intelligence level, effectiveness in managing conflicts, and the extent to which they (leaders) arouse extra efforts in them (respondents) at the workplace. Also, the chapter reports on the personality dispositions of leaders within the research context.

Furthermore, the chapter presents the various statistical tests were performed to assess the reliability and validity of the measures employed in measuring the concepts/constructs considered in the study.

Lastly, the chapter presented the statistical techniques and procedures employed in testing the study's hypotheses and the results as well as the discussions of the results in relation to the objectives of the study and relevant literature. The next chapter of the study presents the summary of the findings presented in this chapter.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1   Introduction

This chapter presents the summary of the findings as well as the conclusion. Relevant recommendations are suggested and presented in this chapter.

5.2   Summary of findings

This study primarily focused on examining emotional intelligence as precursor to leadership effectiveness, conflict management, and extra efforts. Data to address this objective were collected from 374 academic staff in 6 second cycle educational institutions (SCEIs) in the Kumasi Metropolis (Ghana). The results of the study reveal the following:

5.2.1 Emotional intelligence among leaders in SCEIs

The study's results suggest that leaders in SCEIs within the research context are on the average, emotionally intelligent. This, their subordinates stated were usually manifested in their leaders ability to see things from a different perspective, establish rapport easily, and find common grounds with followers.

5.2.2 The effect of emotional intelligence on leadership effectiveness

The study revealed that within SCEIs, emotional intelligence has significant positive effect on leadership effectiveness, to the extent that, leaders who were rated by their followers as scoring

high on emotional intelligence were found to be described as more effective leaders than those who scored low on emotional intelligence.

5.2.3 The effect of emotional intelligence on conflict management

Although the study revealed that emotional intelligence has positive effect on leaders' ability to effectively manage conflicts within SCEIs, the association between these two constructs were not statistically significant.

5.2.4 The effect of emotional intelligence on extra efforts

The study's results obtained indicated that emotional intelligence has statistically significant positive effect on leaders' ability to arouse extra efforts in followers in the workplace. That is, leaders who are perceived as highly emotionally intelligent better arouse extra efforts in employees in SCEIs.

5.2.5 Summary of hypothesis results and conclusions

In relation to the study's proposed model, five hypotheses were advanced to guide the study.   4 out of the 5 hypotheses were supported with empirical data. The results and the conclusions are shown in Table 15.

Table 15: Summary of hypothesis results and conclusion

Hypothesis	Results	Conclusion
H$_1$: emotional intelligence is positively related to effective leadership in SCEIs	β= .292; t=5.956, p < .01	Supported
H$_2$: emotional intelligence is positively related to conflict management is SCEIs	β= .067; t=1.066, p > .05	Not supported
H$_3$: emotional intelligence is positively related to extra efforts in SCEIs	β= .249; t=4.379, p < .01	Supported
H$_4$: leadership effectiveness is positively associated with conflict management in SCEIs.	β= .192; t=2.973, p < .01	Supported
H$_5$: leadership effectiveness is positively associated with extra efforts	β= .159; t=2.711, p < .01	Supported

Source: Field study (2015)

5.3   Recommendations

Based on the findings obtained from the result, the following recommendations are made; First of all, staff, supervisors, high potentials, managers, and executives of institutions should be made to undergo periodic EI training programs that focuses on:

• understanding the biological basis and business case for emotional intelligence.

• the five core EI skills in work life and relationships.

• specific ways to practice and improve emotional intelligence.

- mastering those emotions that negatively influence decisions and actions.

- high-EI responses to scenarios that are challenging.

- emotional awareness, emotional management, internal relationship management, and external relationship management.

The above EI training program will help staff, supervisors, high potentials, managers, and executives develop and enhance emotional competencies throughout the organization.

Secondly, the study is cross sectional, investigating the relationship between emotional intelligence, effective leadership, conflict management and extra effort at a certain point in time. A longitudinal study should be conducted to shed some light to confirm whether the findings remain stable or otherwise over a period of time.

Last but no least, developments in the emotional intelligence field in Ghana is a relatively new dimension in academia. Further studies linking emotional intelligence, effective leadership, conflict resolution and extra effort needs to be done to get a strong empirical foundation for postulating an association. The present literature gives only insights within a specific context.

5.4   Conclusion

The role of leaders as well as determinants of leadership effectiveness at the organizational level in maintaining order, arousing work-spirits in employees and achieving specified goals have over the years being examined both theoretically and empirically. In this study, however, the researcher focused on examining the concept of emotional intelligence as precursor to leadership effectiveness, conflict management, and extra efforts, and contextualizing the study within second cycle educational institutions (SCEIs) in Ghana as literature reviewed suggested that there exist

inadequate empirical studies on the relationships between these concepts, particularly, within the context in which the study was carried out.

The results of the study indicated that emotional intelligence among leaders over academic staff in SCEIs in the country are moderate. The results confirmed the hypothesis, given $\beta= .292$; $t=5.956$, $p < .01$. Further results indicated that emotional intelligence has significant direct effects on leadership effectiveness and extra efforts among followers but its effects on conflict management is fully transmitted through leadership effectiveness. That is, emotional intelligence was found not to significantly relate to conflict management directly. By implication, the study points out that, leaders' ability to manage conflicts well and or arouse extra efforts in followers at the workplace is to a larger extent depended on the leaders' level of effectiveness, which could largely be enhanced when leaders are emotionally intelligent.

It can be said from the findings of the study that within SCEIs, leaders' ability to excel in their roles is subjected to their level of emotional intelligence. Hence, appointments of leaders in such work environments should be influenced by a prior assessment of their emotional intelligence, and if possible, managements and or appropriate agencies should engage such leaders in activities (e.g. training and counselling) which could improve their emotional intelligence.

Appendix A

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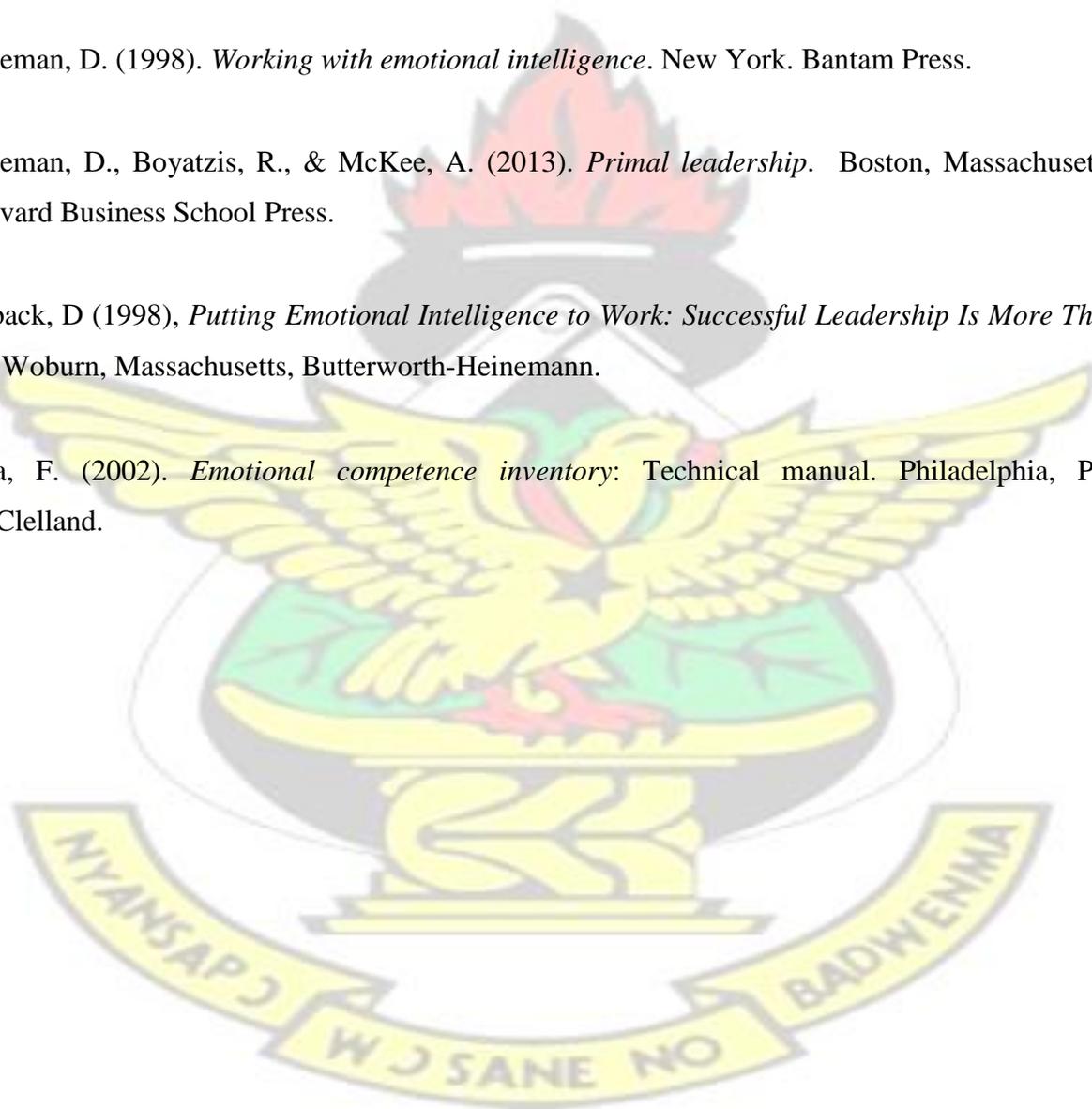
COLLEGE OF ART & SOCIAL SCIENCES
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November 17, 2014

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

This is to introduce to you an MPhil Sociology student from KNUST.

As part of their course requirement, students are to undertake a field study of a chosen institution/organization as their project work.

Mr. Emmanuel Rohn has chosen to undertake his research work in your esteemed organization on the topic **"AN EMPIRICAL EXAMINATION OF EMOTIONAL INTELLIGENCE AS ANTECEDENT TO EFFECTIVE LEADERSHIP, CONFLICT MANAGEMENT AND EXTRA EFFORT; EVIDENCE FROM SECOND CYCLE EDUCATIONAL INSTITUTIONS IN THE KUMASI METROPOLIS."**

It would be greatly appreciated if any assistance needed is extended to him so that his research can advance the frontiers of learning.

Thank you.

Yours faithfully,

……………………….
George Oheneba Mainoo (PhD)

Appendix C: Study Questionnaire

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

Study Questionnaire

This study is solely for academic purposes. The study seeks to examine emotional intelligence as antecedent to effective leadership, conflict management, and extra efforts from Second Cycle Educational Institutions in the Kumasi metropolis. Any response you give will be treated confidentially. Please do not write your name, telephone number or any personal references as your response would be anonymous. You are kindly requested to answer all questions as frankly as you can. Please note that there is no right or wrong answer. Thank you in anticipation for your kind co-operation.

SECTION A   Tick (√) where applicable

Demographic Characteristics of Respondent

Gender: Male   ☐
                   Female   ☐

Age: 20 – 39 ☐   40 – 59 ☐   60 *and Above*
                ☐

Level of Education:
                Teacher Training College ☐   Post-graduate ☐
                Tertiary ☐   Professional ☐

Marital Status:
                Single ☐   Widow ☐
                Married ☐   Widower ☐
                Divorced ☐   Separated ☐
                Remarried ☐

Religious Affiliation:
                Islam ☐   Traditional African Religion ☐
                Christianity ☐   Free thinker ☐

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Ethnicity:

Akan	☐	Ga	☐
Ewe	☐	Bono	☐
Nzema	☐	Dagare	☐
Dagomba	☐	Krobo	☐

Department:

General Arts	☐	Business	☐
Visual Arts	☐	Science	☐
Mathematics		Home Economics	☐
ICT	☐		

Years of work experience:

1-9 years ☐
10-29 years ☐
30 years and above ☐

SECTION B

NB: 1=Never   2= Rarely   3= Sometimes   4= Usually   5= Always

Personality Characteristics of leaders

My head of department…………	Never	Rarely	Sometimes	Usually	Always
1. Appears calm and cool					
2. Speaks with high tone					
3. Displays a sense of humour					
4. Responsive to critical issues					
5. Behaves impulsively					
6. Maintains composure when irritated					

	Never	Rarely	Sometimes	Usually	Always
7. Passive and unburdening					

Extent of leadership effectiveness

My head of department…………	Never	Rarely	Sometimes	Usually	Always
8. Frequently communicates goals and other issues					
9. Provides room for creativity and innovation					
10. Effectively delegates work and authority					
11. Adequately involves members in decision making					
12. Effectively supervises with standard checks					
13. Shows good sense of purpose					
14. Has the ability to influence					
15. Exercises flexibility in leading					

Leaders' role in conflict management

My departmental head…………………	Never	Rarely	Sometimes	Usually	Always
16. Brings disagreements and grievances into the open					
17. Communicates the positions of those involved in a conflict					
18. Focuses on disagreements on the issues rather than on the person					

19. Helps de-escalate conflicts					
20. Finds a common idea to which all parties in a conflict can endorse					
21. Resolves interpersonal conflicts very fairly					
22. Promotes attendance of conflicts management scenarios					

Leaders' role in arousing extra efforts in followers

| My departmental head…………………	Never	Rarely	Sometimes	Usually	Always
23. His/her sense of vision and direction motivates me to give my best					
24. Stimulates enthusiasm and makes work exciting					
25. Inspires me to work more than what I'm paid for					
26. His/her passion for work serves as a catalyst for me to work harder					

Extent of emotional intelligence among leaders

My departmental head…………………	Never	Rarely	Sometimes	Usually	Always
27. Has deep understanding of his/her emotions, strengths, & weakness					
28. Resists the impulse to act immediately					
29. Stays composed and positive even in trying moments					
30. Pays attention and listens					

31. Demonstrates an ability to see things from a different perspective					
32. Easily establishes rapport					
33. Finds common grounds with everyone					

Appendix D: Data analysis outputs

B1: Linearity test results
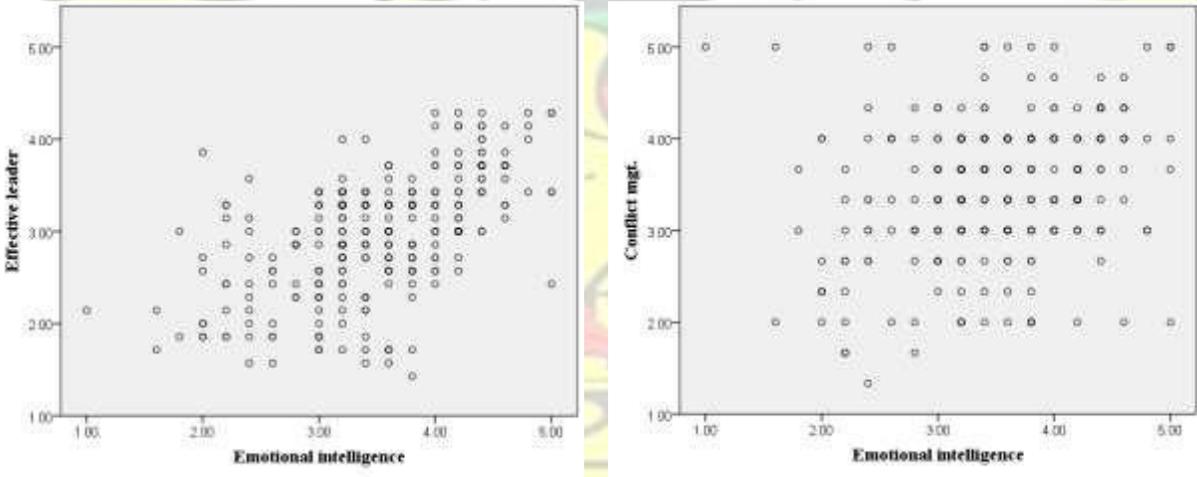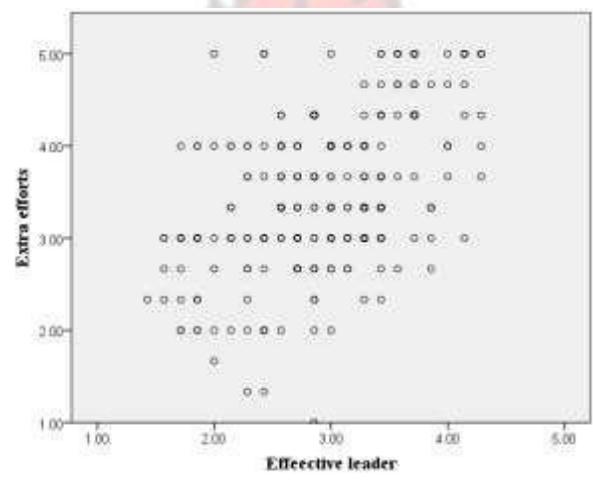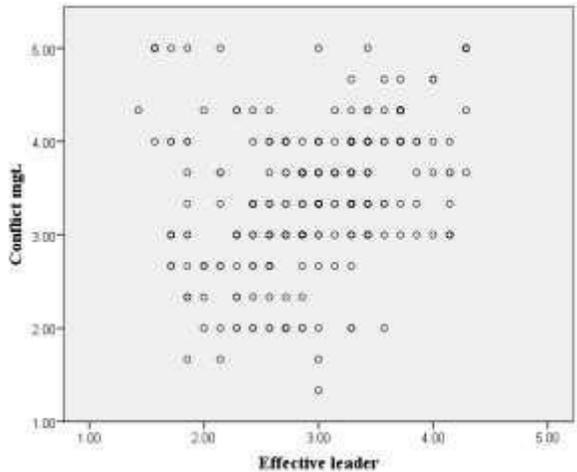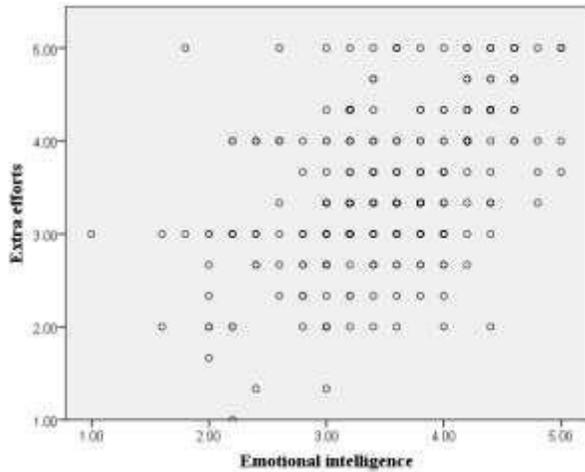
B2: Normality test results