THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EFFECTIVE LEADERSHIP OF HEADTEACHERS IN SELECTED SECONDARY SCHOOLS OF RUBAGA SOUTH, KAMPALA DISTRICT

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SEPT 2010
DECLARATION

I Baale Richard, hereby declare that this is my original work and has never been presented to any institution of higher learning for the ward of a diploma or degree.

Signed: ……………………………………… Date…………………………

BAALE RICHARD
APPROVAL

This dissertation was supervised and approved for submission by the undersigned university supervisor.

Signed: .................................................  Date: ........................................

DR. J. L. NKATA

SUPERVISOR
DEDICATION

This research work is dedicated to all my children especially the young ones Kate and Benita who always asked for my report whenever I would come back from the university.
ACKNOWLEDGEMENT

I wish to extend my sincere thanks and gratitude to the following people who have helped me either directly or indirectly with this work.

Am, particularly grateful to my supervisor Dr. Nkata James who was always caring and supportive by correcting my repeated mistakes time and again until he was satisfied with my final presentation.

I would also like to thank all the respondents who provided me with the data without which this study could not be accomplished.

I cannot conclude my acknowledgement without expressing my sincere appreciation to my wife who looked after our children in my absence.

May God bless you.
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ABSTRACT

This study aimed at determining the relationship between emotional intelligence and effective leadership for head teachers of secondary schools of Rubaga South, Kampala District. The study was incited by high levels of non performance of schools despite adequate consideration of cognitive factors in leadership. Hence there was need to study the effect of non cognitive factors and particularly emotional intelligence.

The study was conducted using a cross-sectional survey design to collect data from a pre-determined population of students, teachers and head teachers. A total sample of 310 respondents was studied and this was selected using random and purposive sampling techniques. The views from the respondents were captured using questionnaires, interviews to head teachers and observation of teachers, students and head teachers’ ways of conduct in relation to each other. The SPSS to analyse data and the Pearson product-moment correlation coefficient was used to measure both the degree and direction of the relationship between the variables.

Study findings revealed a low relationship between emotional intelligence and effective leadership which was interpreted and concluded to mean that head teachers of secondary schools in Rubaga South pay a little attention to non cognitive factors in their leadership function. Based on the findings and conclusions, several recommendations were suggested but basically, it was recommended that the Ministry of Education and Sports should include emotional intelligence competencies among the course content for all teachers and in higher institutions of learning, since these will later be the leaders of tomorrow.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Emotional Intelligence has become a vital part of how today's leaders meet the significant challenges they face. Emotional Intelligence can help leaders in an evermore difficult leadership role, one that fewer and fewer people seem capable of fulfilling. And in the middle of the "Talent War", especially at the highest levels in organisations, emotional intelligence can give developing leaders a competitive edge. In 1980, while researching the qualities that lead to success, Bar-on showed that there was much more than traditional Intelligence or IQ and developed the concept of Emotional Intelligence.

Historically, according to Bar-On and Handley (1999) and Goleman (1998) the term emotional intelligence was first coined after 15 years of research attempting to identify factors that may affect one’s ability to be successful in life, indicated that these factors were not directly related to the traditional view of intelligence as measured by intelligence quotient, but were competencies that determined whether people would be successful in their relationships with their families, their partners, and with others in the workplace. Gardener’s intrapersonal and interpersonal intelligence as cited by Goleman (1995) as indicative of the importance of non-intellective and social intelligence skills one one’s ability to work well with others.

In 1985 an influential psychologist called Howard Gardener also challenged the current view of intelligence and proposed seven multiple intelligences which included social intelligence. The
idea that success in both life and in work (at least where managing people is a significant factor) became highly credible and organisations have recognised how their best leaders and managers need to develop their understanding of themselves and others. In 1995 Goleman published the best seller "Emotional Intelligence" which has done a great deal for popularising the concept as one of the important model for effective leadership today (Childs, 2004).

Conceptually, Goleman as cited by Armstrong (2001) defined emotional intelligence as “the capacity for recognising our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships. According to Mayer and Salovey (1993) emotional intelligence involves abilities of identifying emotions, understanding emotions, using emotions, and regulating emotions. The three main components of emotional intelligence as described by Goleman (2001) also known as components of resilience are self awareness (to recognize one’s emotions and their emotions and their impact on others), self management (to think before you act and not be impulsive), and social awareness (to be empathetic). Emotional intelligence has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills (Goleman 1998) where effective leadership relates to developing power to deal with pressure and challenging situations to in order to attain organizational goals and objectives (Bass, 1998). Goleman (2001) defines effective leadership as leaders developing emotional intelligence or resilience in them selves and for others against pressures and challenges that may deter organisations from attaining their goals or "getting the job done through high quantity and quality standards of performance, and getting the job done through people, requiring their
satisfaction and commitment. This implies a direct linkage between emotional intelligence and effective leadership.

Conceivably, there are three theories that link emotional intelligence to effective leadership. In Weber's (1948) leadership theory he wrote about three types of leaders - bureaucratic, charismatic and traditional. Weber was one of the first of the leadership theorists to recognize that leadership itself was situational in nature and that true leaders needed to move dynamically from one type of leadership style to another to remain successful. Weber also believed that there were two basic paradigms within which leaders worked transactions and transformation. Weber believed that transactional leaders were those that worked within the existing systems or environment to achieve results. For example, Weber theorized that the bureaucratic leader was a transactional leader that was effective in using their knowledge or legal authority to get things done. Charismatic leaders were transformational leaders in Weber's model. These types of leaders were almost divine in nature and were often compared to heroes. A transformational leader was not afraid to approach things from an entirely different perspective and in Weber's theory of leadership they used personal charm and charisma to help them achieve their goals.

Burns (1978) theory of leadership aligns with some of the thoughts of Weber and added to them his own insights into leaders and how they operated. While both theories of Weber and Burn recognized transactional and transformational leadership types. Among the transactional leadership styles, Burn's went on to describe five different types of leaders: Opinion Leaders - those leaders with the ability to sway public opinion, Bureaucratic Leaders - those that hold position power over their followers, Party Leaders - leaders that hold political positions or titles in a particular country, Legislative Leaders - political leaders that are at work behind the scenes
and Executive Leaders - often described as the president of a country, not necessarily bound to a political party or legislators. Transformational Leaders, in addition to the five transactional leaders mentioned above, Burns’ theory went on to describe four transformational leaders including: Intellectual Leaders - transforms society through clarity of vision, Reform Leaders - changes society by addressing a single moral issue, Revolutionary Leaders - brings about changes in society through sweeping and widespread transformation. Charismatic Leaders - use personal charm to bring about change.

Goleman (1995) theory of emotional intelligence attempted to answer the question what elements that characterize a leader. This was more of a behavioral approach to describing leadership than some of the previous work just described. Goleman (1995) wanted to determine the behaviors that made people effective leaders. Goleman's emotional intelligence is sometimes characterized as an emotional quotient or EQ versus that stood in contrast to an intelligence quotient or IQ. Goleman (1995) felt that intelligence was just not enough to define a leader but that there was something more that separated leaders from mere intellectuals - their emotional intelligence. Goleman (1995) has 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. He emphasises that:

“We are being judged by a new yardstick not just how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other.”

While these theories are based on different settings, they all suggest that Emotional Intelligence does not fit the classic historical models of leadership. The latter are usually associated with great figures of military history and conjure up charismatic and sometimes despotic images.
However, people often use the same language for leadership today - bold, brave and tough with a strong sense of purpose and resolve. However, this does not fit today's needs, because: today's workforce does not accept the autocratic style often adopted by leaders following historical models of leadership, leadership has had to evolve to match a growing sense of democracy and independence in the workforce and employees now have far more options and choices than the foot soldiers of yesterday (Bar-On and Handley, 1999).

The theories further suggest leaders now need to manage and lead an "empowered" workforce and go beyond the consultative, co-operative and democratic styles of today. These new demands include: consultation and involvement but leaders still get criticised for not having and communicating a compelling vision and purpose, autonomy and freedom. Leaders are still expected to take full responsibility when things go wrong, opportunities for growth, challenge and glory and they must be on hand to coach and mentor us so that we develop our potential and inclusion and team spirit. The theories further recognise that we still want our leaders to give us individual recognition and acknowledgement. Although there not enough talented (super-human) individuals who can meet all these demands, Emotional intelligence as a concept has recently gained much popularity as a potential underlying attribute of effective leadership (Sosik and Magerian 1999).

Perhaps the most widely recognised publication related to emotional intelligence was produced by Goleman (1995). In his classic work, Goleman credits Thorndike (1920) thoughts on social intelligence as being crucial in human relations. McClelland (1999) studied the relationship between the emotional intelligence and business success in family business in Israel. The intent of the study was to determine whether the mean emotional quotient of the management team
was a determiner of family business success or failure. The study revealed that there was a high and significant business success that was determined by the mean emotional quotient.

In a study of a large international industrial controls firm, Bar-on (1997) found that outstanding leaders i.e. those whose sales performance put them in top 10 to 15 percent in the organisation, exhibited unique strength in emotional intelligence competencies not exhibited by average performers, but no technical or purely cognitive competency was identified as significant. Furthermore, when a group of branch managers was trained in these competencies and evaluated on improving these competences, their performance significantly improved to the point that their branches provided an additional $1.5 million in profit for that year.

During the last decade leaders were once seen to control, plan and inspect the overall running of an organisng, in today’s move survive-oriented industries, leadership roles are also to motivate and inspire others to foster positive attitudes at work and to create a sense of contribution and importance with an among employees. These contemporary leadership requirements have placed new demands on leadership training, programs to develop these skills in evolving leaders and on organisations involved in leadership selection to identifying them in potential candidates. As a result research has been exploring the underlying attributes and behaviours or leaders who successfully perform this contemporary leadership selection and training criteria for the recruitment and development of effective leaders (Church and Wackawski 1998)
Despite the success of application of the concept Emotional Intelligence in leadership revealed by the above studies, in Rubaga South, Kampala Division, anecdotal evidence shows that many secondary schools had for many years’ registered poor performance and high labour turnover. This was not because such schools did not have well qualified staff but there were other factors which were non-cognitive other than cognitive intelligence which the head teachers ignored that could be leading to poor performance.

According to Kirungi (2008) many head teachers in Rubaga South seem to ignore the skills of self awareness, self management and social awareness skills. Yet, the importance of self awareness, self management and social skills was emphasised by McClelland (1999) in his research which was carried out in a large beverage firm. The firm in this case used standard methods to hire division leaders and 50 percent left within two years, mostly because of performance. Later when selection of leaders was based on emotional competencies such as self control, self confidence, cooperation, communication, only 6 percent left in two years and the performance improved a lot. This implies that emotional intelligence has a positive impact on leadership which many leaders in Rubaga South Secondary Schools have not realised. The study therefore is high the effect of Emotional Intelligence to these leaders which may be a foundation for improved leadership performance.

1.2 Statement of the Problem

Emotional intelligence impacts a leader’s ability to be effective getting the job done through high quantity and quality standards of performance, getting the job done through people, requiring their satisfaction and commitment” (Luthans, 1998). Despite its importance, many schools leaders either undermine the importance of such intelligence or are not aware of its
importance in their routine leadership work. In Rubaga South in particular, Kirungi (2008) suggests that leaders in most schools have registered poor performance and getting work done through teachers is a problem, teachers are not convinced by their leaders as is reflected through high levels of labour turnover in their schools. This has in turn resulted into low grade schools and reduced enrolment. While cognitive factors such payment of teacher’s salaries and allowances are given due attention, the low levels of teachers’ satisfaction depicted by high levels of labour turnover and poor performance reflected through low grades imply that non cognitive factors such as self awareness, self management and social awareness are ignored as part of leadership. This is likely for schools in Rubaga South not to achieve their intended objectives. The study therefore aims to clearly identify the relationship between emotional intelligence and effective leadership of Headteachers of Rubaga South secondary schools in Kampala District.

1.3 Purpose of the Study

This study aimed at determining the relationship between emotional intelligence and effective leadership for headteachers of secondary schools of Rubaga South, Kampala District.

1.4 Objectives of the study

The research was intended to achieve the following objectives:

(i) To find out whether self awareness competencies contributed to effective leadership of headteachers of secondary schools in Rubaga South, Kampala District.

(ii) To establish whether self management competencies contributed to effective leadership of headteachers of secondary school in Rubaga South, Kampala District.
To find out whether social awareness competencies contributed to effective leadership of head teachers of secondary schools of Rubaga South, Kampala District.

1.5 Research Questions

The study intended to answer the following questions:

(i) Do self awareness competencies contribute to effective leadership of headteachers of secondary school in Rubaga South, Kampala District?

(ii) Do self management competencies contribute to effective leadership of headteachers of secondary schools in Rubaga South, Kampala District?

(iii) Do social awareness competencies contribute to effective leadership of head teachers of secondary schools of Rubaga South, Kampala District?

1.6 Scope of the study

The study was confined in 10 selected secondary schools of Rubaga South, Kampala District where the researcher investigated the relationship between emotional intelligence and effective leadership. Information was obtained from selected students, teachers and headteachers who constituted the study sample.

1.7 Significance of the study

The findings of the study will:

i. Enable policy makers in the Ministry of Education and sports to provide additional selection criteria for identifying potentially effective leaders using aspects of underlying attributes of emotional intelligence presented.
ii. Enable headteachers of schools to always be conscious about their emotions and others emotions in guiding them in their daily thinking and decision making so as to positively achieve in their schools.

iii. Enable the Ministry of Education to identify new sets of emotional-based skills which could be used in leadership training and development programs to enhance leadership effectiveness.

iv. Stimulate further research since areas that calls for investigation is presented.
2.1 Introduction

In this chapter the researcher reviews related literature on the relationship between emotional intelligence and effective leadership. The researcher begins with the conceptualization of variables together with the theory that links them after which the conceptual framework is derived. The review of literature follows thereafter based on the contents on the conceptual framework.

2.2 The Conceptual review

Emotional intelligence is defined as a person’s self-awareness, self-confidence, self-control, commitment and integrity, and a person’s ability to communicate, influence, initiate change and accept change (Goleman, 1998). Studies have shown that emotional intelligence impacts a leader’s ability to be effective (Goleman, 1998). Three of the most important aspects of emotional intelligence for a leader’s ability to make effective decisions are self-awareness, communication and influence, and commitment and integrity. Managers who do not develop their emotional intelligence have difficulty in building good relationships with peers, subordinates, superiors and clients (Goleman, 1998).

Emotional intelligence is a combination of competencies. These skills contribute to a person’s ability to manage and monitor his or her own emotions, to correctly gauge the emotional state of others and to influence opinions (Caudron, 1999; Goleman, 1998). Goleman describes a model of five dimensions. Each area has its own set of behavioral attributes as follows: Self-awareness is the ability to recognize a feeling as it happens, to accurately perform self-
assessments and have self-confidence. It is the keystone of emotional intelligence (Goleman, 1995). Self-management or self-regulation is the ability to keep disruptive emotions and impulses in check (self-control), maintain standards of honesty and integrity (trustworthiness), take responsibility for one’s performance (conscientiousness), handle change (adaptability), and be comfortable with novel ideas and approaches (innovation). Motivation is the emotional tendency guiding or facilitating the attainment of goals. It consists of achievement drive (meeting a standard of excellence), commitment (alignment of goals with the group or organization), initiative (acting on opportunities), and optimism (persistence reaching goals despite set backs). Empathy is the understanding of others by being aware of their needs, perspectives, feelings, concerns, sensing the developmental needs of others. Social skills are fundamental to emotional intelligence. They include the ability to induce desirable responses in others by using effective diplomacy to persuade (influence); listen openly and send convincing messages (communicate); inspire and guide groups and individuals (leadership); nurture instrumental relationships (building bonds); work with others toward a shared goal (collaboration, cooperation); and create group synergy in pursuing collective goals.

The term effective leadership can be defined as "getting the job done through high quantity and quality standards of performance, and getting the job done through people, requiring their satisfaction and commitment" (Luthans, 1998). According to Bass (1998) effective leadership is either transformational or transactional. Transformational leadership is the leader’s ability to motivate followers to achieve beyond what was originally thought possible. According to Bass (1998) transformational leaders have the following characteristics: Idealized influence, Inspirational motivation, Intellectual stimulation and Individualized consideration. Bass (1998) besides defines a transactional leaders as leaders thought to have an exchange based
relationship with their follower. Bass categories such leaders into two; contingent reward leaders who encourage or discourage the performance of their subordinates by either rewarding or punishing them appropriate to performance and management by exception leaders where employees are motivated and directed to achieve expected standards of performance.

2.3 Theoretical Review

The study can be based on three theories that link emotional intelligence to effective leadership. The first theory is by Max Weber's (1948) who stated three types of leaders - bureaucratic, charismatic and traditional. Weber theorized that the bureaucratic leader was a transactional leader that was effective in using their knowledge or legal authority to get things done. Charismatic leaders were transformational leaders in Weber's model. These types of leaders were almost divine in nature and were often compared to heroes. A transformational leader was not afraid to approach things from an entirely different perspective and in Weber's theory of leadership they used personal charm and charisma to help them achieve their goals. Secondly is the theory by Burns (1978) who aligns with some of the thoughts of Weber and added to them his own insights into leaders and how they operated. While both theories of Weber and Burn recognized transactional and transformational leadership types, Burns created an overarching dimension of moral leaders versus amoral leaders - the latter of which he felt were not true leaders. This study is based on Goleman (1995) theory of emotional intelligence which attempted to answer the question what elements that characterize a leader. This was more of a behavioral approach to describing leadership than some of the previous work just described. Goleman (1995) wanted to determine the behaviors that made people effective leaders. Goleman's emotional intelligence is sometimes characterized as an emotional quotient or EQ.
versus that stood in contrast to an intelligence quotient or IQ. Goleman (1995) felt that intelligence was just not enough to define a leader but that there was something more that separated leaders from mere intellectuals - their emotional intelligence. Goleman (1995) has 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.

From the above theoretical review, the following conceptual framework is derived:

**Figure 1.1: The Conceptual Framework**

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent Variable</th>
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<tbody>
<tr>
<td><strong>Emotional intelligence</strong></td>
<td><strong>Effective leadership</strong></td>
</tr>
<tr>
<td><strong>Self awareness</strong></td>
<td><strong>Transformation leadership</strong></td>
</tr>
<tr>
<td>- Emotional awareness</td>
<td>- Idealised influence</td>
</tr>
<tr>
<td>- Accurate self assessment</td>
<td>- Inspirational motivation</td>
</tr>
<tr>
<td>- Self confidence</td>
<td>- Intellectual stimulation</td>
</tr>
<tr>
<td><strong>Self management</strong></td>
<td>- Individualised consideration</td>
</tr>
<tr>
<td>- Self control</td>
<td><strong>Transactional leadership</strong></td>
</tr>
<tr>
<td>- Transparency</td>
<td>- Contingent reward</td>
</tr>
<tr>
<td>- Adaptability</td>
<td>- Management by exception</td>
</tr>
<tr>
<td>- Initiative</td>
<td><strong>Extraneous Variable</strong></td>
</tr>
<tr>
<td><strong>Social awareness</strong></td>
<td>- Male</td>
</tr>
<tr>
<td>- Empathy</td>
<td>- Female</td>
</tr>
<tr>
<td>- Influence</td>
<td></td>
</tr>
<tr>
<td>- Conflict management</td>
<td></td>
</tr>
<tr>
<td>- Inspirational leadership</td>
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</table>

The above framework depicts that emotional intelligence construed as self awareness, self management and social awareness affects effective leadership measured as either transformational or translational leadership through extraneous variables of sex.

Identifying these concepts in practice, a Pennsylvania State University study done by Sosik and Megerian (1999) looked at the self-awareness component of emotional intelligence and transformational leadership. The results of the study provided empirical support for emotional intelligence being the foundation of other aspects of leadership. The data for the study were collected from 63 managers, 192 subordinates, and 63 management superiors. Managers reported their assessment of their emotional intelligence and leadership behavior; the subordinates reported their view of their manager’s transformational leadership behavior and performance outcomes; and each manager’s superior rated managerial performance. The study tried to answer two questions. The first question tried to find "what aspects of [emotional intelligence] differentiate those leaders who are in agreement with others concerning their transformational leadership qualities from those who are not in agreement". The second question asked "how do non-military leaders who are in agreement with others regarding their transformational leadership qualities differ in terms of performance from those who are not in agreement".

Leaders who underestimated their leadership were positively linked to social self-confidence while leaders who overestimated their abilities were negatively related to sensitivity. The results also suggested "self-awareness may provide individuals with greater perceived control
over interpersonal events and consequences in their life…transformational leaders who are self-aware possess high levels of self-confidence and self-efficacy and provide orientation for followers”. The authors suggest that self-awareness may enable leaders to understand the emotional implications of their own feelings and thoughts. For example, before a manager uses a 360-degree feedback assessment, they must "understand what depositional attributes and leadership behaviors are associated with managerial effectiveness”. Managers who maintain accurate self-awareness have more attributes of emotional intelligence and appear to be more effective to their superiors and subordinates. Interviews of three senior executives revealed that "managers ‘who played the game’ according to established norms were looked upon favorably by superiors in performance evaluations and promotion considerations. However, those interviews also revealed that ‘fast-track’ candidates and the ‘darlings’ of senior management are often seen as self-serving, duplicitous and uncaring by their subordinates”. The high public self-consciousness aspect of emotional intelligence may be useful for managers who are interested in success (to maximize performance appraisal ratings), but "this does not guarantee high ratings of transformational leadership and effectiveness by one’s subordinates".

2.4 Review of related literature

2.4.1 Self Awareness Competencies and Effective Leadership

This dimension consists of knowing one’s internal emotions and their effects; knowing one’s strengths and limits, having strong sense of self worth and confidence. George (2000) contends that a leader’s awareness of feelings, how they impact the leaders personally, and how they impact subordinates in crucial to effective leadership in organisations.
Goleman (1995) asserts that one of the basic emotional skills involves being able to recognise feelings and put a name on them. It is also important to be aware of the relationship between thoughts feelings and actions. What though sparked off that feeling? What feeling was behind that action? Boyatzis (1982) found out that accurate self assessment, one of the foundations of emotional competence, was associated with superior performance among several hundred managers from 12 different organisations. Having the above in mind, this study therefore sought to find out how self awareness competencies of head teachers of Rubaga South impacted on their leadership in secondary schools.

Kerr, Garvin, Heaton and Boyle (2006) assert self-awareness describes those managers who have an accurate understanding of their strengths and weaknesses. Ratings on self-awareness were related to impulse control and stress tolerance. If you find that you explode into anger easily, it is likely that others don’t see you as very self-aware. In addition, it appears that others may draw conclusions about your self-awareness from how you handle difficult and challenging situations. If you get anxious, others may interpret this as a lack of self-awareness. The study also set out to establish how leaders in Rubaga South manage themselves in such cases.

According to Feldman (1999), organizations benefit more from leaders who take responsibility for what they do not know than from leaders who pretend to know it all. The scholar further asserts that although it is probably one of the least discussed leadership competencies, self-awareness is possibly one of the most valuable. Self-awareness is being conscious of what you are good at while acknowledging what you still have yet to learn. This includes admitting when you do not have the answer and owning up to mistakes.
In our highly competitive culture, this can seem counterintuitive. In fact, many of us operate on the belief that we must appear as though we know everything all the time or else people will question our abilities, diminishing our effectiveness as leaders. But if you are honest with yourself, you will admit that really the opposite is true. Because whether you acknowledge your weaknesses or not, everyone still sees them. So rather than conceal them, the person who tries to hide weaknesses actually highlights them, creating the perception of a lack of integrity and self-awareness. Probably, this is could be the case with head teachers of Rubaga South secondary schools and the study set out this establish if this is so.

Berr, Church and Waclawski (2000) assert that it is easy to see how pretending to know everything when you do not. The scholars state that this can create situations that can be problematic for your entire organization as a leader. On the other hand, when you take responsibility for what you do not know, you benefit both yourself and your organization. On an interpersonal level, self-awareness of your strengths and weaknesses can net you the trust of others and increase your credibility both of which will increase your leadership effectiveness. On an organizational level, the benefits are even greater. When you acknowledge what you have yet to learn, you are modeling that in your organization it is okay to admit you do not have all the answers, to make mistakes and most importantly, to ask for help. These are all characteristics of an organization that is constantly learning and springboards to innovation and agility two hallmarks of high performing organizations. The extent to which these are applicable in Rubaga South Secondary schools leadership was subject to this study.

Childs (2004) asserts that for social awareness to be effective, the leader has to know when strength might be played out. The scholar states that most likely, your strengths are what got
you to this point in your career. As your role in your organization changes, you must be careful not to overplay a former strength to the point that it actually becomes a weakness. For example, let us say you are great with detail and have done good things for your organization as an individual contributor and get rewarded with a management role. Continuing to delve in the details once you are responsible for projects and people will cause you to lose ground with your reports, who will feel unnecessary; and your superiors, who may rethink your readiness for managerial responsibility. It was not clear whether leaders in secondary schools in Rubaga South recognize such changes. This was part motive of this study.

Dyer (1999) while supplementing (Childs, 2004) states that acknowledging the need to become better at anything is only the beginning, and it is often the most difficult step in the whole process. In many cases, individuals successfully come to the realization that some things are not working but have no clue how to change it into something that works. This difficulty to see in yourself what others see so easily is what makes the path to self-awareness so challenging. One way to get started is by soliciting and listening to feedback from those who work with you.

Dyer (1999) states that there are several ways you can get feedback about your work performance. Formally, you can get it through 360 multi-rater assessments. In a 360, peers, superiors and reports anonymously provide feedback on all aspects of your behavior. Informally, you can make time once a day to reflect on the day's events, for instance, how people reacted to you, how fluidly you were able to work with or manage others, etc. To do this effectively on your own requires a high degree of emotional intelligence. Emotional Intelligence, or EQ as it is often called, is defined as awareness of your own and others'
emotions, and how they are impacted by situations. Some people are simply born with a high EQ but with diligent introspection it can be cultivated to a degree in everyone.

If you fall into the latter category, another more practical method that falls somewhere in between the formality of a 360 and the informality of quiet daily reflection is to get in the habit of doing regular post-mortems on every project in which you are involved. In order to do this effectively however, you must learn to do two things: ask good questions, and listen without justifying or defending your actions. The extent to which leaders in Rubaga South secondary schools attempt to do these was not know and it was part intent of this study to identify this.

Goleman (1995) in complement to Dyer (1999), states that the skill of asking good questions can be invaluable to you and your organization. When the question is about your own performance however, it can be harder to be objective about negative feedback. When you show that you are equally open to all types of feedback, you demonstrate self-awareness and the willingness to learn. Plus, asking questions models a solid, transparent approach to problem-solving and decision-making that benefits everyone in an organization. But perhaps most importantly, it models that it is okay not to know everything, which encourages everyone that it is okay to be constantly learning. Some leaders however, think that it is a shaming to disclose such, which could be the case with Rubaga South Secondary schools leaders. It was part of this study to disclose establish the extent to which these leaders acknowledge transparency and continuous learning for effective leadership.

Luthans (1998) complements that by modeling habits of good self-awareness you help to create a more self-aware organization. An organization that is self-aware is open to learning and better equipped to adjust quickly to changes as the marketplace dictates. This ability is the defining
characteristic of a learning organization and possibly the most compelling reason all managers at all levels should include self-awareness in their development goals.

McClelland (1999) states the leaders has solicited feedback, it is crucial that you listen without justifying your actions or people will stop giving you feedback. Moreover, when you are busy defending your actions, you miss what the person is trying to tell you. McClelland (1999) further states that if on the other hand you listen and accept feedback without defending yourself, you are more likely to hear what you need to hear, increasing your credibility with the person giving you feedback and creating a trust bond that will enable them to continue providing useful feedback in the future. The extent to which leaders in Rubaga South put this into practice was subject to this study.

Walter (1997) states that after all these; the question is how self-aware we are as leaders. No doubt most of us would answer with confidence that we are pretty darn self-aware. Before you take self-awareness off your development radar screen, consider this: According to research by Armstrong (2001) on management styles, you as a leader you are more likely to be unaware of your behaviour and how it impacts others if you normally tend to operate at the extremes. For example, at one extreme are the "Originators." Originators tend to be quick decision-makers who are not afraid of confrontation or taking risks. On the other end of the spectrum you will find "Conservers." Conservers are much more rule-bound and conflict- and change-averse. Most people fall somewhere in between these two extremes and are aptly labelled as "Pragmatists." Pragmatists do not either seek out or avoid confrontation. More practical and flexible, they tend to focus on issues in the order in which they need to be resolved. Therefore if a leader identifies more with the descriptions of the Originator or Conserver, this may be an
indicator that you are not as self-aware as you think you are. No matter where you fall on the spectrum of management styles, the benefits of greater self-awareness should be incentive enough to consistently seek (and listen to) as much feedback as possible on your performance at work. The study here set out to find the category where leaders in Rubaga South secondary schools fell.

In conclusion, when a leader pretends to know it all and never admits mistakes, he/she models behavior that can have negative consequences for him/her self and entire organization. Conversely, when you are self-aware enough to openly admit missteps and concede that you still have plenty to learn, you turn mistakes that are learning opportunities and give people permission to be collaborative without fear of appearing unqualified. To begin to increase your self-awareness, seek feedback on your performance from others by asking good questions and listening without justifying or defending your actions. Remember, organizations benefit far more from leaders who take responsibility for what they do not know than from leaders who pretend to know it all.

2.4.2 Self Management Competences and Effective Leadership

Childs(2004) states that until 2001 organizations seemed to have a pretty good handle on what it takes to be a leader or manager. Then, economies and industries tumbled as it obviously has once again and our fast changing environment demanded a greater sense of urgency and raised questions about traditional beliefs in what makes a good leader. Also around the millennium, in terms of a changing and diverse workforce, we began to realize that we could not only talk about generational diversity - the Baby Boomers, Gen X, and Gen Y (the millennials) but that we had to understand, communicate, engage, and inspire all of these generations. Childs(2004)
states that: the Coleman's concept of applying emotional intelligence to leadership remains the definitive reference on the subject. Bill concludes that Goleman's concepts could not be more applicable for managers of office products dealerships who strive for great performance.

In 2002, Goleman (1995) and two co-authors published the book "Primal Leadership: Learning to Lead with Emotional Intelligence." In this book, Goleman argues that the dimensions of self management play a far greater role in performance and leadership than intellect or technical skills. "When he calculated the ratio of technical skills, IQ, and self management as ingredients of excellent performance, self management proved to be twice as important as the others for jobs at all levels." When he compared star performers with average ones in leadership positions, nearly 90 percent of the difference in their profiles was attributable to self management factors rather than cognitive abilities.

Goleman (1995) states that: self-management is a combination of factors and leaders should always value these factors. The first is self control; thinking before you act and staying calm and clear-headed under stress, crisis, or difficult conditions and situations. Goleman identifies the second factor of self-management as one of transparency; displaying honesty, integrity, and trustworthiness. (Transparency has obviously become a major issue in government and big business, and it is the title of a recent book by Goleman and three authors including leadership guru Warren Bennis). Other factors of self-management include your adaptability (flexibility); personal ambition; and commitment in areas such as achievement, initiative, and optimism.

Berr, Church and Waclawski (2000), asserts that there is a myth that leaders are born, not made, having entered the world with extraordinary genetic endowment. Some traits may be inherent; however, self management and competencies in leading and managing can definitely
be learned and enhanced, resulting in improved skills that can drive exceptional performance. Some leaders may however, fail to recognize such and could contribute to their poor leadership skills. Whether this is the case with Rubaga South leaders was subject to the study.

Childs (2004) asserts leaders in business do not recognize that the world is in a crisis. The scholar states that today's workforce is highly differentiated and extremely challenging. In today's environment, long-term success among dealerships will result only when managers - and ultimately the entire workforce - have an understanding of self management and when there is commitment to work together and significantly improved performance. In terms of potential effectiveness in leadership and management, Childs (2004) strongly urges leaders to evaluate their behavior and performance, taking the time to assess the level of social leadership they have in their leadership by evaluating the questions, Goleman and the Hay Group have posed about empathy, attainment, organizational awareness, influence, inspiration and teamwork. These are some of the questions that the researcher set for respondents in this study.

George (1996) states that leaders who feel excited, enthusiastic, and energetic themselves are likely to similarly energize their followers as leaders who feel distressed and hostile. The latter are more likely to negatively activate their followers.

A study of 130 executives found out that, the way people handled their own emotions, determined how much people around them preferred to deal with them. Bar-On (1997) Still, Goleman, Boyatzis et al (2001) proposed that the first and most important role of a leader was to drive emotions and bring out the best in everyone. They referred to this role as “primary leadership” and asserted that it relates to how a leader’s emotional intelligence travels from the leader through the organisation and affects performance.
The authors examined the effect of emotionally intelligent leadership and concluded that the leader’s mood and its attendant behaviours were the leadership traits that most influenced these variables. In addition that, Goleman, Boyatzis and Mckee (2001) noted that, the leader’s mood and behaviours drive the moods and behaviour of everyone else. They proposed a “science of moods” theory and contended that their research showed that a leader who was inspirational and inclusive had a tremendous positive impact on the organisation and its members whereas, a leader who was negative, difficult and ruthless created a toxic organisation filled with negative personalities and poor performance.

George (2000) found that the positive mood of a group leader positively affected the group’s level of behaviour and was negatively related to group turnover. Another study by George (2000) indicated that work groups led by sales managers who demonstrated positive moods at work provided higher quality customer service than groups whose managers did not tend to experience positive moods in the workplace. Having realised those self management competencies had an influence to effective leadership among the reviewed literature, this study therefore sought for find out how self management competencies of Rubaga South head teachers influenced their leadership.

Caruso and Salovey (2004) that self management in leadership calls for balance between personal life and work. That this measures the degree to which work and personal life activities are prioritized so that neither is neglected. High ratings from bosses on these behaviours were associated with the emotional intelligence measures of social responsibility, impulse control,
and empathy. Giving your bosses the impression that you are balanced is connected with your feelings of being able to contribute to a group, controlling your impulses, and understanding the emotions of others. High ratings from direct reports are also associated with impulse control. The extent to which leaders put such balance into practice was part objective of this study.

Fitness (2000) asserts that straightforwardness and composure, which refers to the skill of remaining calm in a crisis and recovering from mistakes, is related to several self-management measures and effective leadership. Not surprisingly, ratings from bosses, peers, and direct reports on this scale are related to impulse control. Direct report ratings are also associated with stress tolerance, optimism, and social responsibility. Boss ratings are related to happiness. Thus it appears that being rated highly on straightforwardness and composure has to do with controlling impulses during difficult times, being responsible toward others, and having a satisfied disposition. However, for the case of Rubaga South secondary schools leaders, the practicability of this is not known hence prompted this study to take place.

Ruderman, Hannum, Leslie and Steed (2001) relate building and mending relationships to self-management in leadership. They state that this is the ability to develop and maintain working relationships with various internal and external parties. Ratings from bosses on this scale were related to only one measure of self-management: impulse control. This is not surprising because poor impulse control manifests itself as an inability to control hostility and explosive behaviour. Obviously, this tendency will not translate into strong relationships with bosses. Similarly, scores on stress tolerance are related to direct report ratings. Difficulties handling stress may reveal themselves to direct reports as problematic relationships or the stress may
result from troubled relationships with direct reports. The state of such case in Rubaga South was not clear and this prompted this study.

2.4.3 Social Awareness Competencies and Effective Leadership

This dimension includes sensing other’s feelings; being concerned (empathy); possessing a service orientation, organisational awareness and group dynamics; developing others (sensing other’s needs and bolstering their abilities). Feldman (1999) describes emotionally intelligent leadership as developing and applying emotional social skills to positively influence the efforts of others. He contended that social awareness skills were crucial ingredients to effective leadership.

Similarly Dyer (2001) suggested that leaders with a high level of emotional intelligence would instil in their organisations a sense of enthusiasm, excitement and optimisms, in addition to an atmosphere of trust and cooperation through the development of quality interpersonal relationships with their subordinates. Bass (1990) identified interpersonal skills as important to leadership and defined those skills as “empathy, insight, heightened awareness, and the ability to give and receive feedback. An empirical study conducted by Berr, Church and Wachawski (2000) reported that managers who regularly considered others’ feelings and emotions in the decision making process were rated by subordinates as being more highly skilled at change management behaviours than were supervisors who did not. Similarly, lack of communication and lack of respect from one’s supervisor have been found to contribute significantly to employee cynicism regarding organisational change.
Caruso and Salovey (2004) characterise emotionally intelligent leaders as empathetic persons and greater motivators who understand their weaknesses and are able to control their emotions. Therefore, for leaders to be influential, they need to have empathy, and motivate their employees and control their responses to actions. The case of Leaders in Rubaga South is not clear and this was part cause of this study.

Salovey and Mayer (1993) assert that a person with good social skills will be able to interact comfortably with others, persuade, lead, negotiate and settle disputes or grievances. The scholars also suggest that emotional intelligence is a major predictor of leadership success and creates lasting relationships with customers, suppliers and employees. Ideally, Rubaga South leaders should possess such traits, but it is not clear if it is so. Hence the study set out to establish this.

Salovey and Mayer (1993), state that participative management reflects the importance of getting buy-in at the beginning of an initiative. It is an extremely important relationship-building skill in today’s management climate in which organizations value interdependency within and between groups. Of all the skills and perspectives measures on Benchmarks, participative management had the largest number of meaningful correlations with measures of emotional intelligence. In other words, managers who are seen as good at listening to others and gaining their input before implementing change are likely to be assessed as good at cooperating with others, able to find pleasure in life, able to foster relationships, control impulses, and understand their own emotions and the emotions of others. The extent to which leaders in Rubaga South secondary schools put this into practice was part cause of this study.
Fitness (2000) state that putting people at ease gets at the heart of making others relaxed and comfortable in your presence. From the perspective of direct reports, putting people at ease was related to impulse control, which is defined as the ability to resist or delay the impulse to act. This finding suggests that being able to behaviourally put people at ease has to do with controlling your own impulses with regard to anger or other emotions. Boss ratings of putting people at ease are related to happiness, suggesting that your disposition is related to how comfortable others are in your presence. The question was, do leaders in Rubaga South secondary schools behave that way?

According to Dyer (2001), one of the great leadership skills is the ability to 'read' the culture and emotional climate of the organization successfully and to communicate and act in ways that are appropriate to that context. Successful leaders act in ways that are consistent with the 'narrative' that their followers have constructed (if this is a positive view) or that change the terms of the narrative (if it needs to be changed). This consistency does not mean that the leader's actions have to be predictable - the best leaders can surprise their people from time to time, but the surprises will be positive ones - just that the followers can make sense of them in terms of the organization's 'story'. Without this empathy for organizational culture and the feelings of the people who are part of it, anything that the leader does is liable to backfire and be misinterpreted. The practical implication of this is that the better you understand the culture of the organization you work in and the feelings of the people you lead the more effective you will be as a leader. Therefore, whether the leaders of Rubaga secondary schools behave understand their organizational culture was part objective of this study.
2.5 Conclusion

Goleman (1995) has shown the important contributions of emotional intelligence competencies of self-awareness, self-management, and social awareness competencies to effective leadership in organisations. However, it is important also to realise that the magnitude of each competency is different in the same person. Thus a person with high cognitive intelligence would tend to have high emotional intelligence as well, but it is also possible that his emotional intelligence level is below average. Hence the researcher intended to find out if there were relationships between these emotional intelligence competencies and effective leadership of head teachers of secondary schools in Rubaga South, Kampala District.
CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology which was used in gathering the data needed in the study. This comprised of research design, area of the study, selection of the subjects, description of research instruments, validity of reliability of instruments, procedure and how data was analysed.

3.2 Research Design

The study was conducted using a cross-sectional survey design to collect data from a pre-determined population of students, teachers and head teachers. This design was chosen because cross-sectional surveys are carried out to obtain information about preferences, attitudes, practices and concerns or interests of a particular group and the results can then be extrapolated to the entire population which allows the researcher to make inferences and general conclusions as stated by Amin(2004).

3.3 Area of the study and study population

The study was conducted in Rubaga South, Kampala District. According to Kirungi (2008) the division has approximately 20 secondary schools each with 2000. This implies 4000 students. On average, each school is estimated to have 2 teachers per each of the 2 streams on average for 6 classes in 20 schools which make it 480 teachers. Plus 1 head teacher and 1 deputy head teacher (40), the total population 4520 people. The area was chosen because of the following reasons: The researcher had worked in Rubaga South for over ten years and had observed that there was poor performance and high labour turn over of teachers in secondary schools of
Rubaga South. Most of the schools which were used in the study were close together and were easily accessible to the researcher.

3.3 Sample size and sampling techniques

3.3.1 Sample size

A sample of 310 respondents was studied. The study was confined in 10 selected secondary schools of Rubaga South, Kampala district which represented 50% of the total population of secondary schools in the division. Twenty students and ten teachers were randomly selected from each school and the head teacher for each the schools constituted the sample size. The sample represented significant proportion of the study population and was enough to make deductions about the whole population (Amin, 2004).

3.3.2 Sampling Techniques

Random and purposive techniques were used on respondents who frequently interacted with the head teachers.

Random sampling technique was applied in the selection of students and teachers given that the target respondents had related characteristics hence no need for purposive intentions. This means that responses required could be obtained from any respondents as long as belonged to that category (Kreijcie and Morgan 1970).

Purposive sampling was however, applied in selection of head teachers because they are unique hence there was a need to identify who specifically is the headteacher

3. Research instruments

In this study, the following research instruments were used:
3.4.1 Questionnaire

Questionnaires were used to collect data in this study. These were administered to all the respondents. Both closed and open ended questions were used. Close ended questions were economical in terms of time and were easily analyzed using the computer. Open ended questions helped to clarify close ended questions. The method of administration of questionnaires was by mail since they could give the respondents’ ample time to understand the questions and fill at his/her own time which enabled completeness of the instrument. However, to some other respondents and particularly, the questionnaires were self administered since there was need for more clarification about the contents of the instruments.

3.4.2 Interview Guide.

These were conducted to headteachers who were key respondents to the study. The reason was to solicit detailed view on the responses given in the questionnaire.

3.4.3 Observation

Observation as a method of data collection was used where necessary to minimize bias and prejudice. Observation mainly focused on teachers to find whether they had a sense of belonging and committed to their work as a result of the headteacher’s emotional skills because his could easily be depicted from their faces.

3.5 Validity and Reliability

3.5.1 Validity

Validity determines whether the research truly measures what it is intended to measure or how truthful the research results are (Amin 2004)
To ensure reliability in research, examination of trustworthiness is crucial. While establishing good quality studies through liability and validity in research, (Amin 2004) States that the trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability.

To ensure validity of research instruments, the researcher constructed instruments that were used to solicit data from the sample of respondents. The instruments were given to two selected lecturers to ascertain the truthfulness and clarity of the questions and to find out whether they seek the information that would answer the questions in the study. Content validity index (CVI) was then used to establish validity of the instruments using the formula below (McGartland and Rauch, 2003)

\[
\text{Content validity index (CVI)} = \frac{\text{Sum of agreement on every relevant judgment} \times 100}{\text{Total number of items (questions)}}
\]

After the results, recommendations were incorporated and validity re-determined until an appropriate index was achieved.

The resultant index was above 0.5 implying the contents of the instruments were valid as asserted by Messick (1989). Refer to appendix.c.

3.5.2 Reliability.

Reliability refers to the level of dependability of the questions in the research instruments. To ensure this, the tests reliability and Brikman method was used where instruments were tested twice on a sample of respondents in selected secondary schools. Thereafter, the Cronbach alpha coefficient (\( \alpha \)) (Cronbach, 1951) for testing reliability was computed as follows,
\[ \alpha = K \frac{(1 - \sum SD^2_i)}{K-1 \sum SD^2_t} \]

Where \( \alpha = \) Alpha coefficient

\( K = \) Number of items in the instrument

\( \sum = \) summation sign

\( SD^2_i = \) standard deviation squared within each item

\( SD^2_t = \) Total

Standard deviation

The resultant coefficients are above 0.5 implying the contents of the instruments were reliable as asserted by Cronbach. Please see appendix C for details.

3.6 Procedure:

The researcher sought permission from the relevant university departments and made contacts with the schools. A formal appointment was made with head teachers of selected secondary schools. Instruments were then delivered to respective respondents and data collected. Data was analyzed and the final report written.

3.7 Data analysis

The responses of participants were edited coded and entered into SPSS computer package for analysis. Frequency distributions and percentages were derived and formed a basic part in data analysis. The Pearson product-moment correlation coefficient was used to analyses data as this measured both the degree and direction of the relationship between the two variables.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The general objective of this study was to determine whether there was a significant relationship between emotional intelligence and effective leadership of head teachers of Rubaga South secondary schools, in Kampala District. In order to achieve the above, the following specific objectives were used: to find out whether self awareness competencies contributed to effective leadership of head teachers of secondary schools in Rubaga South, Kampala district; to establish whether self management competencies contribute to effective leadership of head teachers of secondary schools in Rubaga South, Kampala District, to find out whether social awareness competencies contribute to effective leadership of head teachers of secondary schools in Rubaga South, Kampala District.

This chapter presents findings of the study and interpretation and these are organised around the specific objectives of the study incorporating whatever is shown in the conceptual framework. The above is done to ensure systematic flow of issues and to avoid repetition. Data was analysed both qualitatively and quantitatively to allow triangulation. Tables and graphs and relationships between variables were used to make the presentation clear.
4.2 Socio-demographic Characteristics

In order to put findings into context, presentation of socio-demographic characteristics of respondents was attempted first. Socio demographic characteristics were considered necessary in this study because they were predicted to affect the respondents’ emotions which in turn affected leadership most especially for head teachers and for other respondents. These characteristics tended to affect the way they perceived others actions which were as a result of emotional intelligence.

Table 1: Shows the distribution of the respondents’ socio-demographic characteristics by position.

<table>
<thead>
<tr>
<th>Position</th>
<th>Male</th>
<th>Female</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td>10</td>
<td>-</td>
<td>10</td>
<td>3.2</td>
</tr>
<tr>
<td>Teacher</td>
<td>55</td>
<td>45</td>
<td>100</td>
<td>32.3</td>
</tr>
<tr>
<td>Student</td>
<td>100</td>
<td>100</td>
<td>200</td>
<td>64.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>165</strong></td>
<td><strong>145</strong></td>
<td><strong>310</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field data

Table 1 above shows that more males (165) were interviewed compared to females (145) female respectively. While distribution across positions differed because only ten schools were included in this research so it was automatic that only ten head teachers were interviewed since each school had one head teacher. For teachers, made were 55 and female were 45 this was because male teachers were many in one school compared to female teachers however each group had experience, needs and emotions which were of great importance towards this study. Students were also considered in equal numbers allowing both male and female to participate
since each sex had enough number in a school hence gave required information towards the topic.

4.3 Emotional intelligence and effective leadership of head teachers in secondary schools

This was divided into three major aspects, that is; self awareness, self management and social awareness.

4.3.1 Self awareness and its effect on leadership

The aspects of self awareness were emotional awareness, accurate self assessment and self confidence. Respondents Including head teachers were requested to rate the existence of these dimensions in head teachers. The results were as follows: The question was whether the head teachers of Rubaga South secondary schools possessed traits of self-awareness in their leadership activities. Results were as follows:

Table 2: Self awareness and its effect on leadership by aspects

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Headteachers</th>
<th>Teachers</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>2 (20.0%)</td>
<td>9(9.0%)</td>
<td>29(14.5%)</td>
<td>40(12.9%)</td>
</tr>
<tr>
<td>Agree</td>
<td>1(10.0%)</td>
<td>23(23.0%)</td>
<td>20(10.0%)</td>
<td>44(14.2%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>3(30.0%)</td>
<td>32(32.0%)</td>
<td>40(20.0%)</td>
<td>75(24.4%)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4(40.0%)</td>
<td>36(36.0%)</td>
<td>111(55.5%)</td>
<td>151(48.7%)</td>
</tr>
<tr>
<td>Total</td>
<td><strong>10 (3.2%)</strong></td>
<td><strong>100(32.3%)</strong></td>
<td><strong>200(64.5%)</strong></td>
<td><strong>310(100.0%)</strong></td>
</tr>
</tbody>
</table>

Source: Field data
Results in Table 2 show that respondents disagreed that self awareness existed as traits in head teachers in Rubaga South secondary schools. This is implicated by 75(24%) respondents who disagreed and 151(48.7%) respondents who strongly disagreed. Head teachers criticised their counterparts for lack of respect to others and commented that they don’t believe they can respect the employees or students.

Teachers and students criticised head teachers of losing their tempers easily, and claimed that some are not perspective and they do not give respect to themselves and lack self confidence, all which contravene the Goldman’s (1995) definition of self-awareness.

4.3.2 Relationship between self-awareness and effective leadership

This was determined by using Pearson products moment correlation coefficient. Results were as follows:

**Table 3: Relationship between self-awareness and effective leadership**

<table>
<thead>
<tr>
<th></th>
<th>Self-awareness</th>
<th>Effective leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-awareness</td>
<td>Pearson Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>310</td>
</tr>
<tr>
<td>Effective leadership</td>
<td>Pearson Correlation</td>
<td>-246**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>310</td>
</tr>
</tbody>
</table>

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

There was a negative weak correlation between head teachers’ recognition of their emotions and ability to analyse their emotions at - 246. This meant that despite identification of their emotions, head teachers couldn’t analyse them. That’s why some misused them and in return negatively achieved as already seen above.
To supplement on the above, under this study, on the side of accurate self assessment, it was found out that some of the head teachers knew their strength but few knew their limits. Those who knew their strength that resulted due to emotional intelligence included head teachers capability to use sympathy emotion towards their teachers which in turn helped teachers to have a sense of identification to the school due to sympathy showed by head teachers in case of any problem and these in turn helped teachers to effectively execute their roles and responsibilities. Similarly sympathy helped head teachers to gain trust from others including teachers, parents and students hence increased numbers of students in their schools, high retention levels for teachers and outstanding commitment exercised to achieve a common goal.

Headteachers who were humorous, reported to be approachable by both teachers and students and used that opportunity to pass on desirable information like counselling and guidance on what was expected of them hence change for better results. This not only helped to retain the good name of the school but also to move towards success. Similarly Boyatzis and Mckee (2001) said that a leader’s mood and behaviour, drive the moods and behaviour of every one, for example a leader who is inspirational and inclusive had a tremendous positive impact on the organisation and its members where as a leader who is negative, difficult and ruthless creates toxic organisation filled with negative personalities and poor performance.

Headteachers who were principled managed to make their subordinates to execute their roles and responsibilities in time, even payment of school fees was done on time, students tended to
abide by the rules and regulations set by the school administration. Hence smooth operation of
the school.
On the contrary, some of the head teachers who knew their limits as a result of their emotions
had this to say: that they were short tempered, harsh, slow to respond to problems because they
lacked advisory element/inability to counsel subordinates, inability to make concrete decisions
and these negatively affected execution of their roles and responsibilities. A case in point, one
of the reserved head teachers noted that he was not approached by the teachers and neither did
he personally approach them. Rather, he had to delegate to some one to talk to them and later
gives him feed back to make final decisions. However, this led to slow decision making.
Despite that negative effect, one of the head teachers with such emotion, didn’t realise any
problem with it but rather said it helped him to keep others a distance which helped him not to
fully be understood since they would have concentrated on his weakness to disorganise him.

In view of the above, despite of the havoc that some unregulated emotions in some head
teachers were causing negative effect to their leadership and final success of their schools,
some of these effects went unnoticed. Still such a comment revealed lack of confidence and
knowledge to handle certain issues by some head teachers which was as a result of failure to
analyse their emotions. Yet Mayer and Salovey (1993) assert that a person with good social
skills is able to interact comfortably with others, persuade, lead, negotiate and settle
disputes/grievances.

For the hers/sad, short tampered head teachers reported low retention levels for both students
and teachers in their schools but claimed not to have realised it at first but they later recognised
the negative results of their emotions and reported that they had changed and the situation seemed to have changed to. In view of the above, head teachers with such emotions didn’t have prior knowledge of what their emotions could cause but just used try and error which is not a good exercise in today’s leadership and the stiff competition in businesses; for the scarce resources used to recruit and sustain both students and teachers in school were lost in just a point in time due to ignorance.

Study results further disclosed that controlling emotions and feelings by head teachers was exercised differently. Some head teachers managed to balance their emotions for better results but for others it seemed difficult to put disruptive emotions and impulses in check, for example when using sympathy, some head teachers realised that too much of it costed them hence some times delegated to others to handle, or became tactful by using a convincing tongue to those who had come for school fees reduction, extension of school fees payment period, and those demanding salary etc. However, other head teachers failed to control their impulses and practiced segregative sympathy favouring some staff and leaving others unattended to. For the case of sadness emotion, some head teachers managed to control it by taking their time to react to situations as they cooled down mean while looking for solutions and eventually responded to it. On the other hand some head teachers failed to put this emotion under control when they openly shouted at defendants i.e. teachers in case of any mistake in presence of the students which not only reduced teachers confidence but also made them to loose morale to execute their roles and responsibilities.
Headteachers, who were reserved, reported that this emotion was difficult to control, since it normally surfaced nearly all times. They however, reported that it helped them to carry out their administrative work by keeping others a distance. However, it costed them a lot since some workers were scared away, they couldn’t approach such head teachers and head teachers too couldn’t directly approach workers in case of any thing. This made it difficult to share ideas from both sides. In an attempt to put up means to reach the desirable situation, such head teachers delegated to others like deputy head teachers to approach other teachers and talk to them and later feed back passed on to head teachers for a final decision to be made.

On the same issue some teachers reported that, their head teachers may not be naturally reserved but they are not confident of themselves, they were just scared of their immediate subordinate that’s why they tended to conceal nearly all administrative matters. In view of the above, this remained risky for the concerned schools because in case of any thing like head teachers becoming sick, transferred etc such schools cant ran smoothly since deputies on taking over for some time they have to start from scrap. However, head teachers reported that in an attempt to control their disruptive emotions and impulses under check they introduced mechanism that helped them to remain transparent so as to maintain their integrity as they related with others. This in turn helped others including teachers, students, support staff and parents so know how the school was operated and what was expected of them hence smooth flow of activities.

Mechanisms deployed included the following: Use of record books in which taught topics were recorded by the teachers, scheme of work/work plan for teachers for a full year, duty rota which
had a column for comments, duty book, arrival book, teachers code of conduct which guided teachers in their profession, group employee code of conduct for support staff, setting up different offices like examination office, directors office to handle certain issues, special assignment to teachers, internal and external workshops, direct supervision, staff dialogue during meetings, study tours to other schools, existence of notice boards, assemblies, government policies, letters and phones, and of term circulars to parents and classroom talks where class teachers, senior three students and their parents sit to discuss about choice of subjects to be offered. Teachers and students also supplemented on the above and said that also suggestion boxes were in place school rules and regulations, disciplinary committee and prefectorate body. Different head teachers used varying mechanisms in their schools to ensure transparency which in turn made it easy for others to know what was expected of them and how the school was run.

4.3.3 Self management and effective leadership

The aspects of self management were self control, transparency, adaptability and initiative. Respondents including head teachers were requested to rate the existence of these dimensions in head teachers. The question was whether the head teachers of Rubaga South secondary schools possessed traits of self management in their leadership activities. The following results were obtained:

Table 4: Self management and its effect on leadership

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Headteachers</th>
<th>Teachers</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>3(30.0%)</td>
<td>11(11.0%)</td>
<td>32(16.0%)</td>
<td>46(14.8%)</td>
</tr>
<tr>
<td>Agree</td>
<td>2(20.0%)</td>
<td>23(23.0%)</td>
<td>26(13.0%)</td>
<td>51(16.5%)</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>Strongly disagree</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>-------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2(20.0%)</td>
<td>3(30.0)</td>
<td>10(100.0%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>33(33.0%)</td>
<td>33(33.0%)</td>
<td>100(100.0%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>37(18.5%)</td>
<td>105(52.5%)</td>
<td>200(100.0%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>72(23.2%)</td>
<td>141(45.5%)</td>
<td>310(100.0%)</td>
<td></td>
</tr>
</tbody>
</table>

**Source: Field data**

Results in Table show that respondents disagreed that traits of self management exist in head teachers of Rubaga South secondary schools. Respondents stated that head teachers always tend to pay attention to disruptive emotions and have no self control at times, abusing teachers and students and at times even fight with students. That several cases have been reported to police relating to head teachers abuses of students and mostly involving in sexual relationships with girl students. That in turn these students do not respect the head teachers who in turn transfer anger to other functional levels.

### 4.3.4 Relationship between self management and effective leadership

This was determined using Pearson products moment correlation coefficient. Results were as follows:

**Table 5: Relationship between self management and effective leadership**

<table>
<thead>
<tr>
<th>Self management</th>
<th>Self management</th>
<th>Effective leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>-273**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>-</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>310</td>
<td>310</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**
There was a very weak positive correlation between head teachers’ recognition of emotions and transparency to subordinates at .273. This can be attributed to the fact that, despite existence of all the above mentioned mechanisms, and as already discussed in previous sections, some of these were for formality since some head teachers were found to carry out some of the administrative work secretly and eventually teachers including deputy head teachers just see things happen or introduced or even hear them in rumours from others. This feeling of being insecure eventually negatively affected their leadership and achievement.

Other aspects of self management were qualitatively rated as follows:

**Adaptability:**

This emotion calls for flexibility in handling change since change is inevitable. In Rubaga South secondary schools a lot of change was reported and experienced. This include increase in students’ population, death of some good teachers, change of curriculum, some good students and teachers leaving the school etc. Whenever such happened, they had an effect on the school that called for action. As head teachers, this called for flexibility in handling change so as to keep the school operational.

In an attempt to adapt to change different head teachers used different techniques depending on the kind of change faced although some were common and these included the following means. First they reported that they had to accept change and where need arise start afresh, in case of change of curriculum teachers were taken for refresher courses and head teachers themselves learnt new methods. For increased students’ enrolment, construction of more structures so as to accommodate all students was done.
However, it was not easy to adapt to change since it required resources yet these were always inadequate or scarce, even teachers themselves tended to resist some changes for example handling big numbers of students in one class yet the pay remained the same. Still teachers also complimented that, on bringing a new head teacher, these tended to bring in new legacies to which they were not comfortable which some teachers tended to resist in their initial stages where as some pretended to be so obedient when the head teachers had just taken over and later change against such legacies after getting used to such head teachers.

In view of the above, head teachers should note it that, change can be either internal or external but whatever the case, most people tend to resist change because their inner intuitions put them in a state of uncertainty and think of personal loss since change might threaten what they had already achieved for example loss of friends, status, authority, property etc. So head teachers have a role to clearly communicate and educate others to enable them appreciate the logic of a proposed or any occurring change. However, if change is self initiated, where possible even other parties like teachers should be allowed to participate. This will not only enable them to identify themselves with new developments or reduce resistance but also ensure commitment to what was reached hence attainment of positive results.

**Initiative:**

This calls for readiness to act on opportunities. Headteachers Rubaga South reported that they used any window of opportunity that rose for a specific action to be executed for example, during parties, some head teachers through their speech encouraged hand work, gave prizes to best performers which in turn encouraged both students and teachers to be committed in execution of their roles and responsibilities.
Still incentives were given to some teaches so as to encourage them to achieve; for example in some schools all teachers on duty in a given month were at the end of the month given some thing however little it would be, during special exams like mock, final exams each teacher was given some cash for the papers marked. Every sector/department was supervised, projects like agriculture were introduced at school and the produce after harvest given to students and teachers hence encouraging hard work next time, teachers were given special meals and those teachers with best done subjects were awarded prizes. Every teacher had to be appraised every term to enable corrective action by counselling and guidance for poor performers.

Similarly, the innovative emotional of head teachers was also used to enable students also to achieve. For example to enable students to concentrate on their books, support staff were employed to clean the compound, classes and toilets hence students getting enough time to read their books with out disturbances. Students who attained position 1-3 were paid for the next term fees and given certificates of merit. Still those students who excelled in co curricular activities were also given prizes and certificates. Prefects were given special uniforms. On big days students were given special meals. Trial tests were given to students at the beginning, mid and end of term and for candidate classes’ pre-mock was given.

Still, some opportunities were deployed when students deviated form normal, for example wrong doers were asked to sweep, slash or even punished so as to discourage others from doing the same. Similarly, Goleman (1998) noted that effective leadership i.e. transactional leadership in terms of contingent reward is all about encouraging or discouraging the performance of
subordinates by either rewarding or punishing so as to achieve appropriate performance. All the above techniques were used by head teachers differently but the overall intention was to achieve positively through acting on existing opportunities from different dimensions.

4.3.5 Social awareness and effective leadership

This dimension includes empathy, influence, conflict management and team work. The findings are presented and discussed below. Respondents including head teachers were requested to rate the existence of these aspects in head teachers. The question was whether the head teachers in Rubaga South secondary schools possessed traits of social awareness in their leadership activities. Results were as follows:

Table 6: Social awareness and effective leadership

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Headteachers</th>
<th>Teachers</th>
<th>Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1 (10.0%)</td>
<td>11 (11.0%)</td>
<td>34 (17.0%)</td>
<td>35 (11.3%)</td>
</tr>
<tr>
<td>Agree</td>
<td>(20.0%)</td>
<td>9 (9.0%)</td>
<td>38 (19.0%)</td>
<td>40 (12.9%)</td>
</tr>
<tr>
<td>Disagree</td>
<td>3 (30.0%)</td>
<td>(29.0%)</td>
<td>80 (40.0%)</td>
<td>83 (26.8%)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4 (40.0%)</td>
<td>51 (51.0%)</td>
<td>148 (74.0%)</td>
<td>152 (49.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>10 (3.2%)</td>
<td>100 (32.3%)</td>
<td>200 (64.5%)</td>
<td>310 (100.0%)</td>
</tr>
</tbody>
</table>

Source: Field data
Results in Table 6 show that most respondents disagreed that head teachers of Rubaga South secondary schools possessed social awareness traits. This is implicated by 83(26.8%) and 152(49.0%) who disagreed. Respondents justified their statements by explaining that head teachers in most cases do listen to their views, but instead use a commanding language and threats which are typical traits of a leader without social consideration.

4.3.6 Relationship between social awareness and effective leadership.

This was determined for individual aspect. The results were as follows:

Empathy and effective leadership

This involves sensing others feelings and perspectives and taking an active interest in their concerns.

Table 7: Relationship between Empathy and effective leadership

<table>
<thead>
<tr>
<th></th>
<th>HM’s recognition of emotions</th>
<th>Existence of team work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of empathy</td>
<td>Pearson Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>310</td>
</tr>
<tr>
<td>Existence of team work</td>
<td>Pearson Correlation</td>
<td>-151**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.008</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>310</td>
</tr>
</tbody>
</table>

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

There was a very weak negative correlation between head teachers’ possession of empathy and existence of team work at -151. This meant that both sensing others feelings, perspectives and taking an active interest in their concerns was low and team work low too.
Some head teachers of Rubaga South in an attempt to sense others feelings and in turn acting towards them. They deployed different mechanisms to do so. For example some took time to know out for example through reports from different departments, staff meetings, during parties as dialogs went on, head teachers got to know what teachers felt and their perspectives on different issues. It is upon the above that some head teachers advised means to address/or react to different situations. All the above was done to ensure smooth running of the school hence achievement of success.

For the case of students, some head teachers used suggestion boxes, calling students on assemblies to air out their problems as far as the school was concerned. Here it was found out that students mostly complained of poor meals and some teachers who dodged lessons, or who were not clear when teaching etc. the above was done to ensure favourable environment for students which in turn helped them excel in academics and co-curricula activities. However, some head teachers were reluctant to sense others feelings and perspectives and taking on active interest in their concerns. These in most cases were the head teachers who didn’t also know how the subordinates perceived them. Despite inability of some head teachers to know how others perceived them. Teachers and students took time to know their head teachers and commented on them as principled, short tampered, cooperative, approachable, confident, not confident, reserved, frank, pretender.

Having the above in mind, comments like head teachers being a pretender, not confident might be one of the factors for failure to marry both empathy and team work, had head teachers been aware of these, they would use this information to cross check themselves and use the strong
points to influence others into required actions to benefit the school and weak points to change or control for better results. However, some head teachers knew their weaknesses like those who reported that they lacked advisory element to their subordinates and also knew the havoc this caused to their leadership however, they lacked means to do a way with such. With the above, head teachers are encouraged to put at the back of their minds some of the theories for example content theory for it is all about understanding individual needs, because individual needs explain the behavioural attitudes of people at work. Similarly, Durkheim Emile (1982) emphasised that rewards should also be given according to workers personal needs since these influenced workers behaviour. And this rhymes well with an effective leader who has individualised consideration of subordinates. For that matter therefore, head teachers to effectively utilise their empathy emotion, they must be able to understand individual needs if they are to get best use of their teachers and students. However, this can only be achieved if both interpersonal and analytical skills are employed for this effect and training on how to handle certain issues is carried out.

**Influence:**

It involves wielding effective tactics for persuasion.

**Table 8: Influence and effective leadership**

<table>
<thead>
<tr>
<th>HM’s recognition of emotions</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>HM’s recognition of emotions</th>
<th>Mechanisms for encouraging hard work</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM’s recognition of emotions</td>
<td>Pearson Correlation</td>
<td>Sig. (2-tailed)</td>
<td>N</td>
<td>1.000</td>
</tr>
</tbody>
</table>

| HM’s recognition of emotions | Pearson Correlation | Sig. (2-tailed) | N | 310 | .000 | 310 |

52
<table>
<thead>
<tr>
<th>Mechanisms for encouraging hard work</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>.000</td>
<td>310</td>
</tr>
<tr>
<td></td>
<td>-202**</td>
<td>1.000</td>
<td>310</td>
</tr>
</tbody>
</table>

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

There was a weak negative correlation between head teachers recognition of their emotion and use of effective tactics to persuade others to execute their roles and responsibilities as expected at -202, this might be attributed to the fact that in an attempt to improve performance, head teachers might not have clarified goals, provide performance feedback and didn’t properly administer rewards.

However, head teachers of Rubaga South reported that they advised means to achieve success through use of effective tactics to persuade others to execute their roles and responsibilities as expected. The tactics were used for both teachers and students. Headteachers reported that, they made sure that school equipments were availed to users including text books, well equipped library and laboratory etc. Headteachers also applauded teachers during staff meetings by verbal thanks giving, giving them allowance however little they were, awarding of certificates to those who excelled, promotion and demotions and special assignments. Uniquely, head teachers of private schools, also reported that they increased salary for hard working teachers to enable others learn from them.

Some head teachers also reported that they responded to teachers’ problems promptly so as to make teachers feel that there is always some one who cared for them which in turn made teachers committed to their work. Still some head teachers kept around the school during
working days to enable them carry out direct supervision on how teachers executed roles and responsibilities. This reduced on teachers absenteeism and dodging lessons. Also head teachers, encouraged team work at school as discussed in next sections but summarily this was done through encouraging formation of discussion clubs in which teaches came together to help the students on how to go about certain topics and questions. This not only helped teachers to work as a team but also helped students to increase on their performance levels.

In the same line, students were also considered and tactfully persuade to perform better by giving them routine tests; beginning, mid and end of term exams. They were also encouraged to join debating clubs, giving out scholarships and half bursaries to for best performers, display of marks for all students on notice boards including UCE, UACE results. Announcement of both best and poor performers on end of term assembly, giving back marked scripts, issuing end of term reports, gifts for best done subjects, guiding and counselling , encouraging research on taught topics, special program and after classes in the morning and evening, provision of study material like test papers, well facilitated library and laboratory, existence of constant power and water supply to the school, enrolment of talented students for co-curricular activities, morale boosting during co-curricular activities, encouraging students to do revision and set time for preparations and students willingness to engage in co-curricular activities.

Following the above findings, wielding effective tactics for persuasion of others to execute their roles and responsibilities remained an important element of emotional intelligence competencies and lead to effective leadership. However, to ensure that an action is taken on by
others, head teachers had to use persuasive, coalition building and credibility enhancing strategies.

These were deployed on different occasions when they interacted with others for example during meeting by dialoguing, on parties to convince others to take on their point of view. This also acted as a window of opportunity to encourage hard work, persuade wrong doers to reform, demonstrating that proposed solutions were feasible, encourage team work, find out and define problems in subordinates’ perspectives hence finding long lasting solutions. However, this can only be achieved if both analytical skills and value clarification skills are deployed.

In the same line, in Stoner et al (1995), Skinner in his reinforcement theory emphasised that, in an attempt to improve performance, managers should clarify goals, provide performance feedback and properly administer rewards. He however emphasised use of both positive and negative reinforcement since positive reinforcement increase frequency of behaviour and negative reinforcement leads to avoidance of undesirable behaviour.

On the centrally, Maxwell (1999) cautioned leaders with out passion in their life that, they were in trouble, since they can never lead something they didn’t care passionately about and they cannot start a fire in others unless one is first lit in leaders themselves.

**Conflict management**

It involves negotiation and resolving disagreements. Conflict is inevitable as long as there are interactions among people. Still conflict can improve internal operations of the organisation for
example conflict can reveal members who have been working to expectations, lead to modification of goals if they were poorly set, lead to resolution of outstanding problems especially those that were not considered as crucial, brings about cohesion among workers to fight for a common goal. However if not resolved, conflict fan distort perceptions about certain issues, and increase negative stereotype of handling issues. Following that, the headteachers should keep conflict in their schools in amounts that can be dissolved to avoid negative effects.

Table 9: Conflict management and effective leadership

<table>
<thead>
<tr>
<th></th>
<th>HM’s recognition of emotions</th>
<th>Skills for managing others emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM’s recognition of emotions</td>
<td>Pearson Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>310</td>
</tr>
<tr>
<td>Skills for managing others emotions</td>
<td>Pearson Correlation</td>
<td>-261**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>310</td>
</tr>
</tbody>
</table>

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

There was a negative weak correlation between head teachers recognition of their emotions and their skills for managing others emotions at -.261, this was attributed to the fact that head teachers possessed these skills naturally, through experience, during interactions and some few in seminars.
In Rubaga South secondary schools, the situation was not also different; it was reported that on different occasion’s conflict surfaced, but these varied in different schools. Conflict was sometimes experienced between teachers themselves between teachers and headmaster, between teachers and students, between the school and the parents, among students themselves and students against the schools codes of conduct.

Such conflicts included religious differences of head teachers, teachers and parents/founders of the school; the school being on Muslim, Catholic foundation, uncooperative director of studies, over untimely meals, untimely payments, school bursar loosing funds, students wrangle about inter house competitions, new head teacher s with new legacies, founders of the school refusal to pay their children’s school fees, students failure to abide by the school codes of conduct i.e. .escaping from school, boy girl relationships, vandalism,, fighting over small issues, petty theft, drug use, smoking, adamant refusal to carry out an activity, diversion of school fees for personal use, dodging communal work.

With the above, head teachers reported that they used different techniques to resolve conflict so as to keep their schools operational. But it should be booted that the techniques used varied according to the conflict at hand. Techniques used included the following: Isolating ring leader and punish in case of group case, counselling and guidance, this was mostly used by head teachers and senior woman teachers, issuing of punishments, dialoguing with teachers during staff meeting, asking for accountability and refund for those who possessed school funds, punish and report to parents for misbehaved students.
Fines for petty theft, damaging school property and meeting fixing costs, warning and suspension from school for at least one week for disobedient students, writing apologies, employing security keepers at school to discourage theft and escaping from school, ignoring some small issues plus the director of studies, use of disciplinary committee to handle students cases, for those whip disliked teachers or head teachers basing on religion were ignored and stick to professional ethics. Teacher and teacher cases were handled by the head teacher and gave a final ruling. For curbing religious difference wrangles had remained un dissolved despite attempt to solve it.

Despite all the above techniques used to resolve problems in Rubaga South secondary schools, it was found out that the way criticism to the defendants was carried out varied and different people had different views on this issue as presented below: answers were obtained from head teachers, teachers and students. Some head teachers reported that when carrying out criticisms they were normally conscious about the way they did it, however some head teachers reported that they were over powered by their impulses and made criticisms any how which they later regretted. Headteachers criticisms towards teachers ranged from calling for staff meeting in case of group misconduct, face to face for individual basis to dialogue about the issues, counselling and guidance and as a last resort, head teachers had to write memos which were also put on personal files. In case of funds the defaulter had to repay or his/her salary reduced.

For those head teachers over carried by impulses, they openly criticised teachers in presence of their fellow teachers or even students even if the case at hand was personal. This not only led
to teachers feel unhappy but also some teachers had to leave for other opportunities else where this in turn affected the way these schools operated and students who were taught by such teacher lagged behind. Empathising the same issue, when teachers and students were asked if they were satisfied with the way their head teachers carried on criticisms they had this to say:

Those who were not satisfied with the way head teachers carried out their criticisms gave the following reasons: that their head teachers openly shouted at the defendant and called them by name in presence of students threatening that don’t even come near me, he there after asked the defendant to stand in front of the office to write a statement for nearly a whole day by accepting the case without defence, still some teachers reported that some head teachers tended to favour students as compared to the teachers in case of any case at hand, still despite existence of protocol to be observed some head teachers tended to engage in every criticism even if it was a minor issue not giving others chance to handle e.g. deputies, teachers and prefect body.

Those satisfied with the way head teachers carried on their criticisms gave the following reasons; that their head teachers secretly called them face to face and counselled them on individual basis, that no one had ever complained, those dealt with tended to improve, before head teachers calling any one to answer for a given case, head teachers first carried out thorough investigations.

However, criticism for students was carried out in a different way, and head teachers had reasons for doing so as explained below: students were mostly criticised on assemblies openly
even if it was a personal issue; this was done to let others learn from them. However, some
times defendants were counselled and guided, sent to prefectorate body, given punishments
expelled from school depending on case handled.

Some students like teachers, had mixed fillings on the way their head teachers carried out
criticisms and gave the following reasons: for those who were contented with the way head
teachers carried out criticisms said they were contented because misbehaviour can’t go an
attended to, punishments were issued for their better future but not to hurt them. On the other
hand for those who were not happy with the away their head teachers carried on criticisms said
that their head teachers gave similar punishments to different cases even when they were not of
the same weight, head teachers openly shouted at teachers when students were present for
example one students lamented that the head teacher once shouted at the teacher saying

Arnold (not real name) come here, do you want to recruit me in the army of
fools, now stand in front of the office and quickly write a statement…

Immediately the head teacher left, students came in a group and started imitating the head
teacher directing sharp words towards the teacher since the teacher had to remain in front of
the office of the head teacher writing statement.

The above not only indicated poor critiquing by some head teachers since this didn’t give the
defendant chance to reform but reduced them to no sense hence loosing their dignity and also
made students not to respect such teachers which in turn affected their performance as they no
longer take teaches serious even in classes or even when they criticised them when doing wrong.

Still doesn’t mean that whoever keeps quiet `is satisfied of the ruling, for that matter therefore despite expected positive results after punishment, if poorly administered, it may end up bringing negative results for example publicly embarrassing teachers by punishing them in front of others, failure to match the magnitude of the punishment with the degree to which misbehaviour is undesirable might do more harm than good as defendants might not change.

Similarly, Kreitner, Robert (1983) urged that, despite the fact that every person can solve a problem. But this does not mean that all of us are good problem solvers or even that we known how to solve problems systematically. He noted that, most daily problem solving is done on a somewhat haphazard, intuitive basis i.e. When some difficulty arises, we quickly look around for an answer; jump at the first workable solution to come along and move on to other things in a primitive sense. He noted that although this sequence of events qualifies as a problem solving process and it works quite well for informal daily activities. But in the world of management, a more systematic problem solving process is required for tackling difficult and unfamiliar non programmed decision situation. The above however, can only be achieved if analytical skills are utilised.

**Inspirational leadership**

This involves inspiring, guiding individuals and groups. It attempts to ensure team work and collaboration by working with others towards a shared goal.
In an attempt to create group synergy in pursuing collective goals, head teachers of Rubaga south secondary schools, used different techniques to achieve positively. This was after realising that nothing much could be achieved if individualism was applauded in such schools. Headteachers encouraged command work like farming where students with help of teachers had gardens to grow crops, both internal and external seminars were encouraged, inter house competitions were common, different committees were set up like academics committee, disciplinary committee, students clubs like YCS, zaverians were formed, drama clubs were encouraged, assigning responsibility to people in groups, set up of different departments/sectors, treating staff equally and dialoguing during meeting how to achieve team work by showing advantages of doing so.

The above interactions not only lead to sharing of ideas and experiences but also team work helped to create a sense of identification of both teachers and students as members of one family hence cohesion.

With the above, it showed that members of the same secondary school, although they had different roles and responsibilities; head teachers, teachers and students had to work for the well-being and achievement of a common goal. Similarly, Durkheim (1982) through his structural functionalism theory, emphasised that, for any group to live together cooperatively, they had to be with some common agreements.

However, head teachers are cautioned about the communication net works they employee in their schools since ability to communicate effectively is very crucial to head teachers’ success.
and team work since all important managerial functions depend upon effective communication. But as seen before, if chance is given to other workers to communicate through grapevine networks; pass on information through rumours which has its limitations and eventually harm the way tasks are accomplished.

In the same line Berlo (1960) noted that during use of verbal communication, some receivers tend to misunderstand and misinterpret what is being communicated to them, this is because the receiver in an attempt to interpret the message given to them, they tend to hear what they want to hear and also perceiving the information depends on some ones level of education. For that matter therefore, head teachers of secondary schools must provide networks that allow free flow of new ideas and support the efforts of people who want to make their ideas work by regulating their emotions like being reserved so as to interact with others to get their views, perspective, concerns and needs. This will not only help them to achieve positively but also to become effective leaders.
CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this chapter is discussion of findings, conclusions and recommendations of the study in order to achieve effective leadership in secondary schools. The general objective of the study was to determine whether there was any relationship between emotional intelligence and effective leadership of head teachers of Rubaga south secondary schools, Kampala district.

5.2 Discussion of findings

5.2.1 Self awareness

This dimension consists of emotional awareness, accurate self assessment, and self confidence.

The findings are summarised below.

Emotional awareness

Some head teachers were found to be aware of their emotional intelligence competencies and feelings which included happiness, sad, slow decision making, tactful, principled, reserved and sympathy etc and these were reported to surface at different situations. However, each head teacher had a range of emotions but some emotions tended to out compete others depending on conditions at hand.

Accurate self assessment

Despite efforts to identify the emotions some head teachers didn’t take time to analyse their effects hence some of the emotions were used for positive achievements and others instead impulsively used their emotions negatively for example some head teachers who were short
tampered, sad, harsh, reserved practiced segregative sympathy, criticised teachers openly in presence of students, were not approachable hence poor results like low retention levels of both teachers and students, slow decision making and lack of commitment and trust. This eventually led to a negative weak correlation at -.246 between head teachers’ recognition of their emotions and analysing them.

For those who used them positively for example, sympathy earned them trust, increased numbers of students in school and commitment from teachers to execute their roles and responsibilities. The happy and humorous head teachers were approachable which enabled them to guide and counsel subordinates as they approached them hence reform. The principled head teachers managed to make subordinates execute roles and responsibilities on time, payment of school fees on time and students to abide by the rules and regulations.

**Self confidence**

It was found out that some head teachers were confident where as others were not confident in execution of their roles and responsibilities which negatively affected subordinates performance. Those who were confident reported that they were unique and out standing leaders because they were social, with a listening ear, religious, hardworking, consistent, and presentable and development. This in turn helped them to achieve positively for example development head teachers were loved by both parents and directors/founders of the school hence increased students’ numbers, and easy decision making.
For those who were not confident of themselves, had limits due to their emotions which they failed to control. However, failure to control them was attributed to not getting trainings about emotional intelligence since most head teachers reported that their emotional intelligence competences were gained naturally.

Conclusively, headteachers had varying emotions but some out competed others. These were interchangeably used although some times with out the knowledge of the user and these eventually helped them either to achieve positively although some achieved negatively due to impulsive use of their emotions.

5.3 Self management

This dimension is comprised of self control, adaptability and initiative. The findings are summarised below.

5.3.1 Self control

Some headteachers managed to keep their disruptive emotions and impulses in check and in turn achieved positively by interchangeably using their emotions tactfully for example, in case of too much sympathy, headteachers avoided it by delegating to immediate subordinates to handle, for those who were sad, took their time to first cool down and later handled the case.

However, some headteachers really found it difficult to control their emotions hence openly criticised their subordinates like teachers in presence of students hence lack of respect from students which in turn affected execution of roles and responsibilities by teachers as some lost morale, others left for greener pastures.
Despite the above, headteachers put up mechanisms to help them remain transparent and these included notice boards, teachers’ code of conduct, direct supervision, workshops, staff meetings etc. However, as earlier reported some remained for formality in some schools as headteachers remained all knowing and whatever happened at school was just seen happening which threatened continuity of such schools in case headteachers leave or fall sick. The above can be evidenced by the weak positive correlation at +146 between headteachers emotion recognition and control.

5.3.2 Adaptability

Change was handled differently by headteachers, some flexibly handled it where as others really faced it difficult to adapt to change. Change realised in Rubaga south secondary schools included increase in students population, change of curriculum,. Change of headteachers etc. Amidst such change, different headteachers used different mechanisms to react/adapt to such change. First they accepted change and looked for solutions which included increase of infrastructure, taking teachers for refresher courses. All in all adapting to change was not easy since it required resources which were limited, still other people in school like some teachers tried to resist change like handling increased numbers of students in their classes this was because change put them in a state of uncertainty.

5.3.3 Initiative

Headteachers acted on rising opportunities differently for positive achievements in their schools and these include provision of incentives, supervision of different sectors, enrolment of talented students in co curricula activities, introduction of agricultural projects etc. All mechanisms were intended to influence subordinates to help realise success but what had been
so far realised was still below standards. This however, was attributed to the fact that some headteachers were not sensitive to others feelings, perspective and eventually did not take active interests in their concerns and where some headteachers showed concern; they practiced segregative concern which not only led to loss of morale to execute their roles but also threatened team work.

5.4 Social awareness

This dimension includes empathy, influence, conflict management and team work. These are summarised below.

5.4.1 Empathy

In an attempt to sense others feelings and perspectives and taking on active interest in their concerns, head teacher of Rubaga south secondary schools deployed a number of mechanisms for example some headteachers tried to know how others perceived them and in turn filled the gaps through staff meetings, on parties. For students, suggestion boxes, calling assemblies where they aired out their problems were some of the mechanisms used.

Despite the above, some headteachers were reluctant to sense others feelings and perspectives. Such headteachers didn’t mind about how others perceived them and used emotions impulsively without minding how others would feel hence negatively affected subordinates.

5.4.2 Influence

Headteachers use of effective tactics for persuasion of subordinates to execute their roles and responsibilities was carried out from different dimensions and these included equipping both laboratory and library, verbal thanks giving, allowances, awarding certificates, promotions and
demotions, salary increase, quick response to problems, close supervision, encouraging team work etc.

5.4.3 Conflict Management

Conflict was found to be inevitable and purposeful when kept in controllable amounts and resolved in time. Conflict in Rubaga south secondary schools manifested in several ways and some conflict was between teachers and students, students versus students, teachers versus parents, school workers versus founders of the school especially those on religious basis. The conflicts included uncooperative director of studies, untimely payment, untimely meals, students’ failure to abide by the school codes of conduct etc.

Due to the above, different techniques were deployed to counteract the exiting conflicts which included isolation of the ring leader and punish, counselling and guidance, dialoguing during staff meeting, asking for refund, punish and report to parents, writing statements, ignoring and stick to professional ethics. The religious conflict remained unsolved despite efforts to do so.

In addition to the above, actual criticisms of the defendants by some headteachers was reported to be carried out consciously and in turn those criticised for example teachers reported satisfaction of the way it was carried out by giving the following reasons that their headteachers called them secretly face to face and criticised them. Thorough investigations were first made before calling the defendant to answer, still no one had ever complained about the way they were criticised, and those criticised used to reform. For the satisfied students said, wrong acts could not go unattended to; still punishments were for well-being of their future.
On the other hand, some teachers and students were not satisfied with the way their
headteachers criticised subordinates and gave the following reasons for that, headteachers
openly shouted at defendants in presence of students, some headteachers failed to match the
weight of conflict and the eventual penalty/decision hence not giving the defendants an
opportunity to reform. Punishments and criticisms upon misconduct, was not corrective but
rather than punitive in some schools.

5.4.4 Inspirational leadership

In an attempt to create group synergy to achieve a collective goal, headteachers of Rubaga
south secondary schools used different techniques like emphasising team work through
couraging communal work like agriculture projects, internal and external seminars,
formation of commitments like academics committee, formation of students clubs like YCS,
drama clubs, set up of different departments, treating staff equally were some of the initiatives
to create group synergy. The above in turn led to sharing of ideas, experience and eventually
cohesion of members as a one family.

5.5 Conclusion

From the findings of the current study, it is observed that emotional competencies of self
awareness, self management and social awareness have significant association with effective
leadership of Head teachers of Rubaga South. Understanding precisely how emotional
intelligence relates to effective leadership may have several implications for human resource
practitioners, particularly in the area of selection criteria for identifying potential head teachers
and other leadership development.
The conclusion from the current research is supported by those of Goleman (1998). The knowledge gained from this study may increase the understanding of effective leadership and help produce powerful tools for the selection, training and development of head teachers / leader’s, potentially enhancing organisational/ school climates and performance.

5.6 Recommendations

To improve effective leadership in Rubaga south secondary schools, the following recommendations are suggested:

5.6.1 It was found out that, headteachers learnt about emotions and their effects naturally without any training. The Ministry of Education and Sports, therefore, is encouraged to include emotional intelligence on the course content of all teachers who are still under training and also design trainings for those already in the field most especially those of Rubaga South Secondary Schools if they are to achieve fruits of effective leadership.

5.6.2 Head teachers of schools should always be conscious when managing their emotions and emotions of others in guiding their daily thinking and decision making so as to positively achieve their schools.

5.6.3 Policy makers in the ministry of education and sports should provide additional selection criteria for identifying potentially effective leaders/ teachers using aspects of underlying attributes of emotional intelligence.
5.7 Future research area

Future research in this area also needs to explore the relationship between emotional intelligence and transformational leadership.
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APPENDIX A

HEAD TEACHERS QUESTIONNAIRES

Dear respondent,

I am a Master of Science student in Human Resource Management of Makerere University and doing a study on the relationship between emotional intelligence and effective leadership of headteachers in selected secondary schools in Rubaga South division. I humbly request you to answer the questions in this questionnaire to enable the researcher accomplish his study. Whatever information you give will be treated confidential and used solely for academic purpose. Please tick the most appropriate choice to give your answer.

Signed ……………..
Baale Richard
(Researcher)

Part I: Measuring emotional intelligence

1a. You recognise your feelings and emotions as they happen.
   
i. Strongly agree
   
ii. Agree
   
iii. Strongly disagree
   
iv. Disagree

1b. what are those feelings and emotions you are referring to above?
   ……………………………………………………………………………………………………………………………
   ……………………………………………………………………………………………………………………………
2a You are aware of how others perceive you.
   i.  Strongly agree
   ii.  Agree
   iii. Strongly disagree
   iv.  Disagree

2b. How do others perceive you?
   i.  Strongly agree
   ii.  Agree
   iii. Strongly disagree
   iv.  Disagree

3a. You analyse your own emotions in different situations.
   i.  Strongly agree
   ii.  Agree
   iii. Strongly disagree
   iv.  Disagree

4a You are aware of how you speak to you self
   i.  Strongly agree
   ii.  Agree
   iii. Strongly disagree
   iv.  Disagree

5a You know how to control your own feelings and emotions.
   i.  Strongly agree
   ii.  Agree
iii. Strongly disagree
iv. Disagree

6a You manage your anxiety in times of change.
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
   iv. Disagree

6b. How do you manage your anxiety in times of change?

........................................................................................................................................................................
........................................................................................................................................................................

7a. You use your emotional states to facilitate problem solving.
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
   iv. Disagree

7b. How do you use your emotions to facilitate problem solving?

8a You handle subordinates feeling and emotions sensitively.
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
   iv. Disagree

8b How do you handle your subordinates feelings and emotions?
9a. You are always conscious on how you give criticisms.
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
   iv. Disagree

9b How do you criticise others?
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

10a You are satisfied with the way you give criticisms.
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
   iv. Disagree

11a You have empathy
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
   iv. Disagree

12a You are skilful in managing the emotions of others
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
iv. Disagree

13a. How did you obtain these skills for managing others emotions?

14a. Means to enable others to know how this school is operated exist in this school.
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
   iv. Disagree

14b. What means are in place?

15a. Mechanisms to encourage hard work exist in this school?
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
   iv. Disagree

15b. What mechanisms exist?

Part II: Effective leadership

16a. This school is unique compared to others?
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
   iv. Disagree

16b. What makes this school unique?

17a. You use your feelings and emotions to reach positive achievements?
i. Strongly agree
ii. Agree
iii. Strongly disagree
iv. Disagree

16b. How do you use your emotions to reach positive achievements?

17a. You initiate activities to achieve positively?
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
   iv. Disagree

17 b. What initiatives are in place to enable you achieve positively?

18a. You have ever experienced conflict in this school?
   i. Strongly agree
   ii. Agree
   iii. Strongly disagree
   iv. Disagree

18b. What conflicts have you experienced?

19a. You have clear communication networks in this school?
   v. Strongly agree
   vi. Agree
   vii. Strongly disagree
   viii. Disagree

19. b. What are these communication networks?
20a. There is team work in this school?

i. Strongly agree

ii. Agree

iii. Strongly disagree

iv. Disagree

20b. What shows that there is team work in this school?

End
APPENDIX B

TEACHERS/STUDENTS QUESTIONNAIRE

Dear respondent,

I am a Master of Science student in Human Resource Management of Makerere University and doing a study on the relationship between emotional intelligence and effective leadership of headteachers in selected secondary schools in Rubaga South division. I humbly request you to answer the questions in this questionnaire to enable the researcher accomplish his study. Whatever information you give will be treated confidential and used solely for academic purpose. Please tick the most appropriate choice to give your answer.

Signed ……………..

Baale Richard

(Researcher)
Part I: Measuring emotional intelligence

1. a. Your head teacher recognises his/her feelings and emotions as they happen.
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree

1b. What are those feelings and emotions you are referring to above?

1c. When do these feelings and emotions normally surface?

2. Your head teacher is aware of how you perceive him.
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree

2b. How do you perceive him/her?

3. Your head teacher analyses his/her own emotions in different situations.
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree

4. Your head teacher is aware of how he/she speaks to him/herself
   - Strongly agree
   - Agree
   - Strongly disagree
Disagree

5. Your head teacher knows how to control his/her own feelings and emotions.
   Strongly agree
   Agree
   Strongly disagree
   Disagree

5b. How does he/she control his/her own feelings and emotions?

6. Your head teacher manages his/her anxiety in times of change
   Strongly agree
   Agree
   Strongly disagree
   Disagree

6b. How does he/she manage his/her anxiety in times of change?
   Strongly agree
   Agree
   Strongly disagree
   Disagree

7. Your head teacher uses his/her emotional states to facilitate problem solving
   Strongly agree
   Agree
   Strongly disagree
   Disagree

7b. How does your head teacher use his/her emotions to facilitate problem solving?
8. Your head teacher handles subordinates feelings and emotions sensitively.
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree

8b. How does he/she handle subordinates feelings and emotions?

9. Your head teacher is always conscious on how he/she gives criticisms.
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree

9b. How does he/she criticise others?

10. You are satisfied with the way you head teacher gives criticisms
    - Strongly agree
    - Agree
    - Strongly disagree
    - Disagree

11. Your head teacher has empathy
    - Strongly agree
    - Agree
    - Strongly disagree
    - Disagree
12. a. Your head teacher is skilled in managing the emotion of others
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree

13. a. Means to enable others to know how this school is operated exist in this school?
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree

13b. What means are in place?

14. a. Mechanisms to encourage hard work exist in this school?
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree

14b. What mechanisms exist?

**Part II: Effective leadership**

15. a. This school is unique compared to others?
   - Strongly agree
   - Agree
   - Strongly disagree
   - Disagree
16. a. Your head teacher uses his/her feeling and emotions to reach positive achievements?
   Strongly agree
   Agree
   Strongly disagree
   Disagree

16b. How does your head teacher use his/her emotions to reach positive achievements?

17. a. Your teacher initiates activities to achieve positively?
   Strongly agree
   Agree
   Strongly disagree
   Disagree

17b. What initiatives are in place to enable positive achievement?

18. a. You have ever experienced conflict in this school?
   Strongly agree
   Agree
   Strongly disagree
   Disagree

18b. What conflicts have you experienced?

19. a. You have clear communication not works in this school?
   Strongly agree
   Agree
19b. what are these communication networks?

20. a. There is team work in this school?

   Strongly agree
   Agree
   Strongly disagree
   Disagree

20b. what shows that there is team work in this school?
### APPENDIX C

#### RELIABILITY AND VALIDITY OF INSTRUMENTS

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