

CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND FULL RANGE LEADERSHIP STYLES AMONG HEAD TEACHERS

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ABSTRACT

Organizations globally are challenging middle-level management and leadership to have multifactor leadership skills. Copious theories and models have been constructed to explain leadership roles and suggest different approaches to leadership in various institutions. Studies have shown that an effective combination of Emotional Intelligence is inherently associated with Leadership Styles. These theories have highlighted the importance of leadership influence on subordinates' and students' performance. The literature reviewed found a gap existing regarding Emotional Competencies Intelligence (ECI) and Full Range Leadership Styles (FRLS) among School Principals. This quantitative research surveyed 50 principals and 300 teachers using the Emotional Intelligence Inventory (EIC Version 2.0) and Multifactor Leadership Questionnaire (MLQ Form 5X Short) to collect data. Using descriptive statistics to determine head teachers' Emotional Competencies Intelligence and FRLS of inferential statistical two-tailed correlations between the two constructs. The findings of the study suggested relationship management as the highest ECI cluster, followed by self-management, social management and self-awareness as the least ECI level. Transformational Leadership Styles as the dominant Leadership Styles, followed by Transactional Leadership Styles and Passive/Avoidant Leadership Styles. ECI is positively significantly correlated with Transformational Leadership Styles and Transactional Leadership Styles but it is negatively significantly correlated with Passive/ Avoidant Leadership Styles. Based on empirical findings, ECI and FRLS should be part of the training and selection process of head teachers. Further research may be conducted in which data should be collected from students, parents, peers and supervisors as well to give a 360-degree leadership assessment.

KEYWORDS: *Emotional Intelligence, Self-Management, Social Management, Self-Awareness Relationship Management, Full Range Leadership Styles, Transformational Leadership Styles, Transactional Leadership Styles and Passive/ Avoidant Leadership Styles*

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INTRODUCTION

Empirical evidence in the 21st Century has shown that the future of every country lies in its educational strategy (Bates, 2013). Given that, Africa embraced the United Nations Millennium Development Goals (MDGs), in particular MDGs 1, 2, 3 and 6, and the International Implementation Scheme for the United Nations Decade of Education for Sustainable Development (UNESCO, 2013) and the Sustainable Development Goal (4). Since then, United Nations Educational, Scientific, and Cultural Organization (UNESCO) continue to work with Sub-Saharan Africa (SSA) in improving education

through technical assistance, policy advice, and capacity-building of school leadership including principals (Joseph, 2005). The 21st-century schools require principals or head teachers with multidimensional leadership approaches like emotional intelligence and full range leadership style to bring about school effectiveness, and high performance among peers and students to achieve set goals (Ayiro, 2014; Goleman, Boyatzis, & Mckee, 2013; Moore, 2009). Emotional intelligence (EI) has proven to make the difference between a high-performing school and a low-performing school (Ayiro, 2014). Leaders with high levels of EI are more skillful in leading change and cultivating commitment among their staff and students (Moore, 2009, Williams, 2008).

Hamidi & Azizi (2012) researched the relationship between emotional intelligence and leadership styles of principals who work in high schools in a city in Iran. The research indicates that emotional intelligence has a positive effect on principals' leadership performance. School principals with high emotional intelligence can achieve various goals in education (Hamidi & Farhad, 2012).

In a Meta-Analytic review of quantitative studies on emotional intelligence and leadership styles. Tang and Yin (2010) concluded that there is some lack of clarity regarding appropriate translation and rigorous validation process between the two constructs before those measures are operationally used in other cultures. Trans-cultural validation of EI assessment tools is therefore required in leadership research to develop more refined measures of the construct utilized to investigate the full potential of EI on leadership practice in different countries (Tang & Yin, 2010).

The role of the principal is more challenging than ever. School reforms in the 21st Century require leaders with high emotional intelligence and full range leadership skills can transform schools into autonomous, systems-thinking organizations, revolving and professional learning communities that can embrace change and create a high-performing learning environment for students and teachers. In a culture of change, emotions frequently run high, and added that emotional intelligence, creating successful relationships and leading change will be the responsibility of all present and future principals (Moore, 2009).

Ayiro (2014) showed that there is a direct significant relationship between emotional intelligence and transformational leadership styles. A better understanding of emotional intelligence and its relationship to leadership style and effectiveness can address a current gap in the literature and provide a more informed link between theory and practice in educational leadership competencies in Africa, for that matter Ghana where the construct of EI and full range leadership styles are relatively new among principals (Danquah, 2014; Danquah & Wireko, 2014).

In short, researchers have shown that effective leaders have high scores in traits associated with emotional intelligence that dominate with transformational leadership styles, a correlation exists between emotional intelligence and transformational leadership styles. This can be a predictor of a leader's ability to engage in effective leadership and high performance (Nath, 2013; Mukhuty, 2013; Wanser, 2012). Researchers over the past decade have shown that there exists a relationship between emotional intelligence and leadership styles (Lam & O'Higgins, 2012; Boyatzis et al, 2012; Stanescui & Cicei, 2012; Wendorf-Heldt, 2009; Williams, 2008; Beeka, 2006; Stone, Parker & Wood, 2005). Helping employees acquire emotional intelligence competencies may have a safeguarding effect on organizational commitment and performance (Adeoye & Torubelli, 2011).

Emotional Intelligence and Full-Range Leadership Style

Many researchers have conducted studies to understand the relationship between emotional Intelligence and Full Range Leadership styles namely transformational, transactional, and Passive/ Avoidant. There have been mixed findings on the relationships. Although some studies have supported the relationship between emotional intelligence and transformational style (Zafra, Rama & Sharma, 2013; Retamero, & Matos, 2012; Clarke, 2010; Sayeed & Shanker, 2009; Vrba, 2007; Burtler & Chinowsky, 2006; Barling, Slate & Kelloway, 2000; Sivanathan & Fekken, 2002), others found no relationship between EI and transformational leadership (Genderen, 2012; Harms & Crede, 2010; Lindebaum & Cartwright, 2010; Brown, Bryant, & Reilly, 2006).

Emotional Intelligence Competencies and Range Leadership Theory have been used with application in business, industry, government, military and education. In educational settings, some key tenets of transformational leadership(TL) have been discussed among teachers and principals. Duckett and Macfarlane's (2003) study also supported the hypothesis that if EI and TL are related then the ideal manager of the company would demonstrate both a high level of EI and TL (Duckett& Macfarlane, 2003). Mandell and Pherwani (2003) and Higgs and Aitken (2003) provided some empirical implications that a person displaying a high EI score had a higher chance of being a transformational leader (Mandell & Pherwani, 2003; Higgs & Aiken, 2003). Higgs and Aitken (2003) argue that EI will be more prone to predicting the emotional and behavioral aspects of leadership with the understanding that the leadership literature can be described as having distinct cognitive, emotional and behavioral sides to it.

Stone, Parker, and Wood (2005) studied the EI and school leadership of 464 principals or vice-principals (187 men and 277 women) from nine different public school boards in Ontario. The researchers discovered that principals and vice principals in the above-average leadership group scored higher than the below-average leadership group on overall EI and EI subscales. The authors concluded by suggesting that professional development programs should promote the development of empathy, emotional self-awareness and flexibility. The authors also suggested the use of emotional intelligence assessment in the process of recruiting new school administrators.

Moore (2007) investigated the perception and effects of emotional intelligence coaching for school administrators in a case study. The data revealed that school administrators experienced an array of emotions in their jobs. The qualitative and quantitative data indicated that there were benefits from emotional intelligence coaching. The school administrators improved their overall ratings from others on their improved emotional intelligence after several weeks of coaching. More importantly, each administrator stressed the importance of emotional intelligence in their jobs. The study suggested that emotional intelligence coaching may prove to be very beneficial to school administrators

Lam & O'Higgins (2012) examine the interrelated influences of managers' emotional intelligence, leadership styles and employee outcomes. In particular, this study aims to explore the potential mediating effects of managers' transformational leadership style on the relationships between managers' emotional intelligence and employee outcomes of: employee performance, job satisfaction, organizational commitment and job stress. The study was conducted in two large organizations in Shanghai, China, with a sample of 323 participants, including both managers and subordinate employees. Emotional intelligence was measured by using the Wong Emotional Intelligence Scale (WEIS), and leadership style, using the Multifactor Leadership Questionnaire (MLQ-5x Short). The results showed that managers' transformational leadership style fully mediates the relationship between managers' emotional intelligence and employee job satisfaction. However, no mediating effect of managers' transformational leadership style is found on the relationship between

managers' emotional intelligence and employee performance, organizational commitment, and job stress (Lam & O'Higgins, 2012).

Aliasgari & Farzadnia (2012) examined the relationship between EI and conflict management styles among high school teachers and identified the styles of teachers' conflict management. 108 teachers went through a quantitative study. Data was gathered by two questionnaires, "Siberia Shrink" for EI, and "Robbins" for conflict management styles. Data were analyzed by descriptive and inferential statistics, including mean, Kolmogorov-Smirnov, and Pearson correlation. The results of the Pearson Product Moment correlation revealed that conflict management styles had a significant and positive relationship with emotional intelligence and cooperation (mean = 3/01) style was the most prominent conflict-handling style among teachers. They concluded that there is a positive relationship between emotional intelligence and conflict management which means that the emotional intelligence of individuals affects their quality of dissolving disagreements and the styles of conflict management (Aliasgari & Farzadnia, 2012)

Boyatzis et al (2012) conducted a study to assess the role of the behavioral level of emotional and social competencies on leader performance. The objective of the study was to test how emotional & social competencies, cognitive intelligence (g), and personality would affect sales leadership. 60 divisional executives (leaders) participated in the study. The performance of the leaders was measured through the recruitment of financial consultants by these participating leaders. The emotional & social competencies demonstrated by each subject were assessed with the Emotional and Social Competency Inventory (ESCI) and the "others" feedback was used in the analysis. The findings of the study showed that emotional & social competencies significantly predicted leader performance (i.e., recruitment) whereas measures of generalized intelligence and personality did not. Adaptability and influence were two competencies distinctively predicting sales leadership performance (Boyatzis, Good, & Massa, 2012).

Nath (2013) studied an examination of the relationship between emotional intelligence, leadership styles and leadership effectiveness. This study examines the relationship between emotional intelligence, leadership styles, and leadership effectiveness. It is argued here that leader's emotional intelligence will influence leadership styles as well as leadership effectiveness. Data were collected from 156 supervisors from 10 software organizations in the national capital region of India. The variables of emotional intelligence, leadership styles, and leadership effectiveness were measured through ratings of subordinates of the participating managers. Each supervisor was rated by 2 subordinates. Emotional intelligence was measured by the Emotional and Social Competence Inventory (ESCI rating version). Leadership styles (Transformational, Transactional, and Passive Avoidant) and Leadership effectiveness were measured through Multifactor Leadership Questionnaire (MLQ Form 5X Short). The values of the mean of emotional intelligence competencies range from 4.2 to 4.7 with standard deviations ranging from range from .38 to .51. Supervisors have high Emotional Intelligence competencies.

According to the study results, a statistically significant relationship exists between EI and transformational leadership style among software supervisors. Consequently, supervisors with high EI scores and transformational leadership skills would be expected to positively influence individuals, teams, and organizations that are experiencing significant organizational change. The transformational leadership model expands the leader's role from simple leader-follower exchange agreements to inspiring and motivating followers to achieve goals beyond their expectations. Transformational leaders can stimulate other leaders, colleagues, and followers to embrace new organizational perspectives, support the vision or mission of the organization, and achieve higher levels of performance. These findings

are in line with prior research studies that have shown a positive relationship between EI and transformational leadership styles. Transformational leaders enhance follower satisfaction and performance by demonstrating idealized leadership, inspirational motivation, intellectual stimulation, or individualized consideration (Nath, 2013).

These findings are in line with prior research studies that have shown a positive relationship between EI and transformational leadership styles (Zafra, Retarnero, & Martos, 2012; Barbuto & Burbach, 2006). Transformational leaders enhance follower satisfaction and performance by demonstrating idealized leadership, inspirational motivation, intellectual stimulation, or individualized consideration (Avolio & Bass, 2004).

The findings of this study indicate that leaders' EI is also impacting transactional leadership style. It means that subordinates saw their supervisors, who were having high scores on the social awareness cluster of emotional intelligence, as expressing satisfaction and also providing assistance in exchange for their efforts. These findings are in line with some prior research studies that have shown a positive relationship between EI and transactional leadership styles (Gardner & Stough, 2002). Transactional leadership may be effective in certain situations; however, it is less effective when the leader does not have oversight of the reward process. Transactional leaders may have a marginal effect on follower performance but are more effective when used in conjunction with transformational leadership (Avolio & Bass, 2002).

Goleman, Boyatzis and McKee (2013) concluded in a recent publication in 2013 that emotional and social intelligence competencies have been shown to predict effectiveness in leadership, management and professional jobs in many countries of the world. To be an effective leader, manager or professional, a person needs to understand and skillfully manage his emotions appropriately based on each person or situation and understand the emotional cues of others to effectively interact with others (Goleman, Boyatzis, & McKee, 2013).

A review of the literature indicated that a relatively small number of studies focused on the relationship between EI and leadership styles have been conducted in Africa for that matter Ghana and more specifically, Ghana Education Service (Danquah, 2015; Adeyemo, Dzever, & Nyananyo, 2015; Danquah, 2014; Opuni & Kwame, 2014; Danquah & Wireko, 2014; Deihl, 2010). The current study addresses this gap in the literature through an examination of the correlation between EI and leadership styles in Ghana Education Service through the Principals of Anglican Schools in Greater Accra Ghana.

The 21st century has awakened the call for new effective leadership to cope with the demands of the rapidly changing world of work to achieve set goals such as the Sustainable Development Goal (SDG) (United Nations, 2015) and Education for All (EFA) agenda (United Nations Educational Scientific and Cultural Organization, 2014). Since then, there have been calls for effective educational leadership in Africa for that matter Ghana. However, what makes educational leadership perform little has been researched in Ghana (Goleman, Boyatzis, & McKee, 2013; Danquah, 2014; Danquah & Wireko, 2014; Beeka, 2006; Nath, 2013; Mukhuty, 2013).

A growing body of studies has shown that high emotional intelligence is associated with transformational leadership style and high performance (Nath, 2013; Stanescui & Cicei, 2012; (Burkham, 2010; Barbuto, Fritz & Matkin, 2007; Spinelli, 2006; Beeka, 2006; Eagley, Johnson-Schmidt & Engen, 2003). Hebert (2011), Keavanloo et al. (2011), Hamidi & Azizi (2012), and Ayiro (2014) showed that there is a direct significant relationship between emotional intelligence and transformational leadership styles. A better understanding of emotional intelligence and its relationship to leadership style can address a current gap in the literature in Africa (Adeyemo, Dzever, & Nyananyo, 2015; Weinberger, 2009).

This research provides a more informed link between theory and practice in educational leadership competencies in Africa for that matter Ghana. In Ghana, there is little research work on emotional intelligence and leadership. However, few studies have been done on communication services (Opuni & Kwame, 2014), banking services (Danquah, 2015; Danquah, 2014; Danquah & Wireko, 2014), and footballers (Deihl, 2010). The current research showed that the constructs of Emotional Competencies Intelligence and Full Range Leadership Theory are relatively new in Ghana for that matter among Anglican School Principals.

There is a regional (Ayiro, 2014), country, and educational (Danquah, 2015; Danquah, 2014; Danquah & Wireko, 2014; Deihl, 2010) gap in the current research. There is a limited study on emotional intelligence as the independent variable and leadership styles as the dependent variable in Ghana more specifically among school principals (head teachers at the basic level) who are in leadership positions at the basic schools. This research will measure emotional competencies bits of intelligence level, and leadership styles, utilizing ECI as an independent variable with leadership styles as a dependent variable forming the correlation between ECI and Leadership Styles among Anglican School principals at the basic level of education.

There is lack of popular empirical evidence about the impact of EI on leadership style effective delivery and school performance. The few types of research available in this regard could not reveal the impact of each element of emotional intelligence and leadership style in Ghana. Meanwhile, information about this is needed by schools to detail and perfect plans for adopting principles of emotional intelligence and leadership styles toward maximizing quality leadership performance in education. Consequently, this study will contribute to the scant body of knowledge about the impact of elements of emotional intelligence and leadership styles on education in Ghana. Hence this research intends to measure ECI, investigate dominant leadership style; find out if there is any correlation between ECI and LS among Anglican School Principals (head teachers at the basic level) in Greater Accra Ghana.

The current study is necessary because of the research gaps in human resource management among Anglican School Principals. The study is necessary and certainly timely since the principal's performance impact on staff and student's academic performance in their schools. For these reasons, the researcher believes that there is a benefit theoretically, empirically and policy-wise in conducting this research by using Emotional Intelligence Competencies (Wolff, 2005) and Full Range Leadership Styles Model (Bass & Avolio, 2004).

The purpose of this study was to attain a better understanding of emotional competencies intelligence level and full range leadership styles, the correlation between emotional competencies intelligence, transformational leadership styles, transactional leadership styles and passive or avoidance leadership styles among Anglican school principals in Greater Accra, Ghana. The higher emotional competencies intelligence and transformational leadership styles principals generally have had to be translated to higher performance. The studies evaluated the constructs of emotional competencies intelligence and Full-Range leadership styles as the basis for principal performance.

RESEARCH HYPOTHESES

A hypothesis is a guiding statement to help the researcher focus his study on certain variables (Heuman, 2007). A hypothesis is a testable proposition (Kumekpor, 2002). It is a prediction concerning the behaviour under investigation. A hypothesis must have only one criterion (Walters & Dekoven, 2008). It must be falsifiable (Heuman, 2007; Kumekpor, 2002). This study will work with the following hypotheses:

- There will be a positive correlation between Emotional Intelligence Competencies of Self-Awareness, Self-Management, Social Awareness and Relationship Management, and Transformational Leadership Styles among Anglican School Principals in Greater Accra Ghana.
- There will be a positive correlation between Emotional Intelligence Leadership Competencies of Self-Awareness, Self-Management, Social Awareness, Relationship Management, and Transactional Leadership Styles among Anglican School Principals in Greater Accra Ghana.
- There will be a positive correlation between Emotional Intelligence Leadership Competencies of Self-Awareness, Self-Management, Social Awareness, Relationship Management, and Passive/Avoidant Leadership Styles among Anglican School Principals in Greater Accra Ghana.

METHODS AND MATERIALS

The scope of this study focused on principals (head teachers) in Anglican Basic Schools in Greater Accra Ghana about their Emotional Intelligence and Full Range Leadership Styles. This was quantitative research and quantitative researchers assumed that cognition and behavior are predictable and explainable (Pence, 2010). In quantitative studies, researchers assume all events, and principles, will relate to one or more variables (Pence, 2010; Curry, 2009). The variables investigated in the current research study are Emotional Intelligence and Full Range Leadership Styles.

The second assumption was that people look at principals as leaders and mentors in education. In education, principals are 360-degree leaders who ensure performance among peers and students. This means principals must pose high emotional intelligence and multifaceted leadership styles to ensure goal achievement and performance in the educational sector.

It is assumed that the self-rate report answers from the principal will be different from the other rate report from the teachers working with the principals. The researchers based validity and reliability determinations of the instruments implemented on reports provided by the individual instrument provider. The researchers have assumed that these validity and reliability values will stand true for this administration of the instruments.

The next assumption is the random sample of teachers to rate principals would be representative of the population. Randomly selected samples are almost always more representative than non-randomly selected samples (Johnson & Christenson, 2008). The representative offers the ability to make conclusions from the sample to the population as a whole such as concluding the findings from the current research study would apply to all principals and teachers participating in this research in Anglican Schools in Greater Accra Ghana (Creswell, 2008). Researchers use sample, such as a purposive sample to select participants with the desired characteristics and to describe the characteristics of a small group of participants in a study (Heuman, 2007). An assumption was the characteristics of the sample in the current research study were representative of the population of principals and teachers in Anglican schools in Greater Accra Ghana.

Another assumption involved the research participants. The current research study intended to ascertain Emotional Intelligence and Full Leadership Styles among Anglican School Principals in Greater Accra Ghana. To find out the correlation between the constructs, the assumption was participants would have the ability to understand the intent of the research, comprehend the concepts of EI and Full Leadership Styles, follow the instructions for completing the quantitative instruments, and respond honestly and sincerely when recording the responses.

Emotional intelligence as measured by the Emotional Competencies Inventory 2.0 Version Test (EIC 2.0) is data that is of an ordinal scale in that a higher number represents a higher level of intelligence (Wolff, 2005). However, the intervals between the numbers on this scale are not necessarily equal. The individual ordinal statements are then added together to create the unique EI constructs. In the creation of these constructs, the summated score is deemed to be an interval in nature. In the statistical analysis of this study, EI scores are considered to be an interval in nature, representing an order and an equal number of units (McEnrue & Groven, 2006).

The MLQ Form 5X Short provided both self and Rater forms. The Self form measures self-perception of leadership behaviors. The Rater form is used to measure leadership as observed by others. By thinking about leadership styles, you can get a sense of your own belief about your leadership style and how others observed your leadership style. The data is of an ordinal scale in that a higher number represents a higher level of intelligence. However, the intervals between the numbers on this scale are not necessarily equal. The individual ordinal statements are then added together to create unique leadership constructs. The last assumption made by the researchers is that all respondents will answer the questions openly and honestly.

Theoretical Framework

The theoretical framework for this research will be based on Emotional Intelligence Competencies and Full-Range Leadership Theory (FRLT). The theoretical bases for this research will base on Emotional Intelligence Competencies (Version 2.0 four clusters) and the Full-Range Leadership Theory (Nine Factor Model of Leadership Styles scales).

Emotional Intelligence Theoretical Framework

Emotional intelligence “is the capacity for recognizing our feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others. Emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work” (Wolff, 2005). Emotional intelligence competencies contribute 80 to 90 percent of the competencies that distinguish outstanding leaders from average leaders (Goleman Boyatzis and McKee 2013]

Emotional intelligence has evolved and has its roots in social intelligence, which was first identified by Thorndike in 1920 (Law, Wong, & Song, 2004). Emotional Intelligence was coined by John Mayer and Peter Salovey in 1990. Daniel Goleman made this concept famous by writing bestselling books in 1995 and 1998 (Goleman, 2010). Since then many models of emotional intelligence have been developed and many studies have been conducted in different parts of the world by using the construct. Since then, researchers recognized the emotional element of intelligence as intrapersonal and interpersonal intelligence as a part of the theory of multiple intelligences (Moore, 2009).

Daniel Goleman (Moore, 2009) advocates for the competency model of emotional intelligence to include four clusters: self-awareness, self-management, social awareness, and social skills (McEnrue & Groven, 2006). Another prominent researcher in the field of EI is Bar-On (2006) refers to his work as a mixed model of emotional and social intelligence model. Bar-On proposed a mixed model is referred to as a trait model consisting of five components of interpersonal, intrapersonal, stress management, adaptability and general mode (Bar-On, 2006). The most recent model is Genos model of EI. It comprises a general factor of overall or total EI which described seven factors including emotional self-awareness, Emotional Expression, Emotional Reasoning, Emotional self-management, Emotional Engagement of Others and Emotional Self-Control (Palmer, Gignac, Ekermans & Stough, 2007). Nevertheless, for the purpose of this research we shall use the Emotional Competence Inventory (ECI) version 2.0 (Wolff, 2005).

These capabilities were in 20 competencies that fall within four separate domains: self-awareness, self-management, social awareness, and relationship management. However, the 20 competencies have been reduced to 18 competencies by the hay group (Wolff, 2005). The Emotional Competence Inventory 2.0 framework (ECI) measures 18 competencies organized into four clusters of Self-Awareness, Self-Management, Social Awareness, and Relationship Management (Wolff, 2005).

- **Self-Awareness** concerns knowing one's internal states, preferences, resources, and intuitions. The **Self-Awareness** cluster contains three competencies:
 - **Emotional Self-Awareness:** Recognizing one's emotions and their effects
 - **Accurate Self-Assessment:** Knowing one's strengths and limits
 - **Self-Confidence:** A strong sense of one's self-worth and capabilities
- **Self-Management** refers to managing ones' internal states, impulses, and resources. The Self-Management cluster contains six competencies:
 - **Emotional Self-Control:** Keeping disruptive emotions and impulses in check
 - **Transparency:** Maintaining integrity, acting congruently with one's values
 - **Adaptability:** Flexibility in handling change
 - **Achievement:** Striving to improve or meeting a standard of excellence
 - **Initiative:** Readiness to act on opportunities
 - **Optimism:** Persistence in pursuing goals despite obstacles and setbacks
- **Social Awareness** refers to how people handle relationships and awareness of others' feelings, needs, and concerns. The Social Awareness cluster contains three competencies:
 - **Empathy:** Sensing others' feelings and perspectives, and taking an active interest in their concerns
 - **Organizational Awareness:** Reading a group's emotional currents and power relationships
 - **Service Orientation:** Anticipating, recognizing, and meeting customers' needs
- **Relationship Management** concerns the skill or adeptness at inducing desirable responses in others. The Relationship Management cluster contains six competencies:
 - **Developing Others:** Sensing others' development needs and bolstering their abilities
 - **Inspirational Leadership:** Inspiring and guiding individuals and groups
 - **Change Catalyst:** Initiating or managing change
 - **Influence:** Wielding effective tactics for persuasion
 - **Conflict Management:** Negotiating and resolving disagreements
 - **Teamwork & Collaboration:** Working with others toward shared goals and creating group synergy in pursuing collective goals.

Leadership Styles Theoretical Framework

Leadership Styles have evolved over the years from great man, trait, behavioral, and situational to Full-Range Leadership models just to mention a few (Wanser, 2009, Nath, 2013, Mukhuty, 2013; Hebert, 2010). Avolio & Bass (2004) suggested: "Full Range Leadership Theory" (FRLT) is the theoretical framework for this study. The construct of the theory has evolved and consists of three types of leadership behavior: transformational, transactional, and avoidance leadership styles (Avolio, 2010). Several researchers (Avolio & Bass, 2004) have used the nine factors version (Sahaya, 2012; Judge and Piccolo, 2004). Bass and Avolio's (2004) nine-factor or the Full Range of leadership model consists of five factors of transformational leadership style as an idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration; two factors of transactional leadership styles as: contingent reward and management-by-exception (active); and two factors of passive-avoidant leadership style as: management-by-exception (passive) and laissez-faire leadership style will form the leadership styles framework (Weinberger, 2004) (Sahaya, 2012).

Transformational Leadership Styles attributes are as follows:

- Idealized Influence (Attributed) goes beyond self-interest for the good of the group
- Idealized Influence (Behavior) consider the moral and ethical consequences of decision
- Inspirational Motivation talks optimistically about the future
- Intellectual Stimulation reexamines critical assumptions to question whether they are appropriate
- Individualized Consideration helps others to develop their strength

Transactional Leadership Style: The transactional leadership styles comprises of two variables. The details of transactional leadership style are following:

- Contingent Reward makes clear what one can expect to receive when performance goals received were achieved
- Management-By-Exception (Active) keeps track of all mistakes.

Passive-Avoidant Leadership Style: Passive-avoidant leadership styles comprise two factors. The details are as follows:

- Management-By-Exception (Passive) waits for things to go wrong before taking action.
- The Laissez-Faire Leadership style avoids making decisions.

The MLQ is a Full-Range Leadership assessment tool that yields scores for transformational, transactional and Passive-Avoidant Leadership Style types of behaviors (Avolio and Bass; 2004) The MLQ Form 5X-Short measures the Full-range leadership behaviors from the most effective to the least effective (Sahaya, 2012).

CONCEPTUAL FRAMEWORK

Figure 1 is a Conceptual Framework for Correlation between Emotional Intelligence Competencies and Leadership Styles Key Variables of the Study

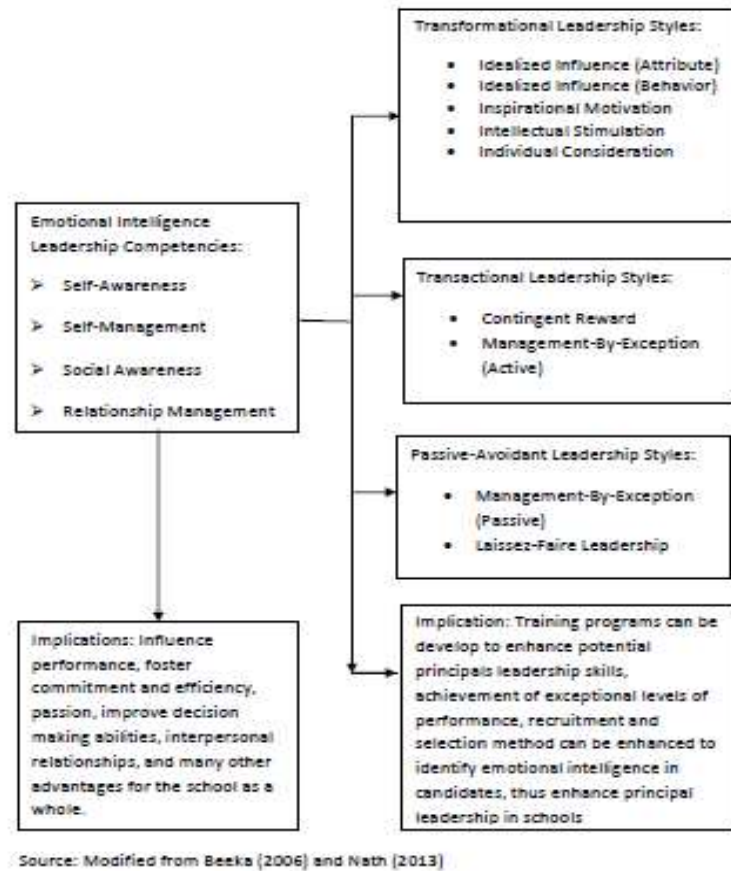


Figure 1: Conceptual Framework

RESULTS OF INFERENTIAL STATISTICS

Inferential statistics of Pearson Correlation matrix was used to test hypothesis 1, hypothesis 2 and hypothesis 3. Hypothesis 1 predicted a correlation between Emotional Competencies Intelligence and Transformational Leadership Style of head teachers. The hypothesis stated a positive relationship between Emotional Intelligence and Transformational Leadership Style among head teachers. Hypothesis 2 was supported as Emotional Intelligence clusters Social Awareness, and Relationship Management were found to be positively and significantly correlated with Transformational Leadership style. However, hypothesis 3 predicted a negative correlation between Emotional Competencies Intelligence clusters Social Awareness and Relationship Management were found to be negatively correlated with Passive/Avoidance Leadership Styles as shown on table 1 as summary of the Correlations of EI and FRLS.

Table 1: Summary of Correlations of Emotional Competencies Intelligence and Full Range Leadership Styles

| Leadership Styles | Transformational Leadership Styles | | Transactional Leadership Styles | | Paasive/Avoidant Leadership Styles | |
|------------------------|------------------------------------|-------------|---------------------------------|-------------|------------------------------------|-------------|
| | Self-Rater | Other-Rater | Self-Rater | Other-Rater | Self-Rater | Other-Rater |
| ECI | | | | | | |
| Self-Awarenes | .379** | .597** | .452** | .339** | -.571** | -.234** |
| Self-Mangement | .406** | .538** | .366* | .363** | -.439** | -.177** |
| Social Awareness | .214* | .477** | .247* | .310** | -.372** | -.267** |
| Relationship Mangement | .485** | .530** | .378** | .319** | -.461** | -.349** |

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

* . Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 1: There will be a positive correlation between Emotional Competencies Intelligence Leadership of Self-Awareness, Self-Management, Social Awareness, and Relationship Management and of Transformational Leadership Styles.

The correlation results revealed significant positive correlations among all four clusters of ECI and five factors of FRLS among head teachers. The results revealed some positive correlations between EI competencies and Transformational Leadership Style of Idealized Attributes (IA), Idealized Behaviour (IB), Inspirational Motivation (IM), Individualized Consideration (IC), and Intellectual Stimulation (IS) of. Table 2 depicts the correlation results among the four clusters of EI and five scales of transformational leadership style.

Table 2: Correlations between Emotional Competencies Intelligence and Transformational Leadership Styles

| Emotional Competencies Intelligence Clusters | Transformational Leadership Styles Clusters | | | | | | | | | |
|--|---|-------------|---------------------|-------------|------------------------------|-------------|--------------------------|-------------|--------------------------|-------------|
| | Idealized Attribute | | Idealized Behaviors | | Individualized Consideration | | Inspirational Motivation | | Intellectual Stimulation | |
| | Self-Rater | Other-Rater | Self-Rater | Other-Rater | Self-Rater | Other-Rater | Self-Rater | Other-Rater | Self-Rater | Other-Rater |
| Self-Awareness | .402* | .522** | .204* | .519** | .283** | .368* | .272* | .501** | .008 | .363* |
| Self-Management | .382** | .437** | .094* | .412** | .265 | .323** | .380** | .481** | .190 | .333** |
| Social Awareness | .345** | .330* | .106* | .440** | .067 | .283** | .100 | .426** | .402* | .324** |
| Relationship Management | .427 | .344** | .238* | .379* | .303* | .335** | .391** | .429** | .162 | .487*** |

**Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed)

Hypothesis 2: There will be a positive correlation between Emotional Intelligence Leadership Competencies of Self-Awareness, Self-Management, Social Awareness, and Relationship Management and of Transactional Leadership Styles among Anglican School Principals in Greater Accra Ghana.

Hypothesis 2 predicted a correlation between Emotional Intelligence Competencies and Transactional Leadership Styles of leaders. The hypothesis stated a positive correlation between Emotional Intelligence and Transactional Leadership Style. Hypothesis 2 was supported. Emotional Intelligence cluster Social Awareness was found to be positively and significantly correlated with Transactional Leadership style.

Correlations results revealed significant positive correlations among all four clusters of EI and two factors Contingent Reward (CR), and Management by Exception Active (MA) of transactional leadership style. Table 3 depicts the correlation results among four clusters of factors of transactional leadership style.

The correlation was also tested. The measurement model of Emotional Intelligence and Transactional Leadership style was valid as all the fit indices were in the recommended range. Measurement Model ECI & Transactional Leadership Style is shown. Emotional Competencies Intelligence and Transactional Leadership Styles are shown in Table 15. ECI and Transactional leadership style was a good fitting model as all the fit indices were in the recommended range. Social Awareness cluster of EI has positive effects on Transactional leadership styles. Emotional Intelligence and Transactional Leadership are shown in Table 15.

Table 3: Correlations between Emotional Competencies Intelligence and Transactional Leadership Styles

| Emotional Competencies Intelligence Clusters | Transactional Leadership Styles Clusters | | | |
|--|--|-------------|----------------------------------|-------------|
| | Contingent Reward | | Management by Exception (Active) | |
| | Self-Rater | Other-Rater | Self-Rater | Other-Rater |
| Self-Awareness | .377** | .341** | .335* | .190** |
| Self-Management | .373** | .291** | .223 | .256** |
| Social-Awareness | .193 | .299** | .203 | .179** |
| Relationship Management | .314* | .299** | .291* | .179** |

**Correlation is significant at the.0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed)

Hypothesis 3: There will be a positive correlation between Emotional Competencies Intelligence Leadership Competencies of Self-Awareness, Self-Management, Social Awareness, Relationship Management, and of Passive/Avoidant Leadership Styles of management by exception (passive) and laissez-faire.

Hypothesis 3 predicted a negative correlation between the Emotional Competencies Intelligence and Passive Avoidant Leadership Style of leaders. The hypothesis stated a negative relationship between Emotional Competencies Intelligence and Passive/Avoidant Styles. Hypothesis 4 was supported. Emotional Intelligence Cluster Relationship Management was found to be negatively and significantly correlated with Passive/Avoidant style. The correlations results revealed negative correlations among all four clusters of EI and two scales Exception Passive (MP), and Laissez-Faire (LF) of passive leadership style. Table 14 depicts the correlation results among four clusters of EI and two scales of passive avoidant leadership style.

Table 4: Correlations between Emotional Competencies Intelligence and Passive/Avoidant Leadership Styles

| Emotional Competencies Intelligence Clusters | Passive/Avoidant Leadership Styles Cluster | | | |
|--|--|-------------|---------------|-------------|
| | Management by Exception (Passive) | | Laissez-Faire | |
| | Self-Rater | Other-Rater | Self-Rater | Other-Rater |
| Self-Awareness | -.558** | -.189** | -.408 | -.191** |
| Self-Management | -.577** | -.156 | -.208 | -.130* |
| Social Awareness | -.377** | -.248** | -.253* | -.162** |
| Relationship Management | -.437** | -.395** | -.333* | -.204** |

**Correlation is significant at the.0.01 level (2-tailed). *Correlation is significant at the 0.05 level (2-tailed)

IMPLICATION OF THE STUDY

The study tested Emotional Competencies Intelligence and Full Range Leadership Styles to ascertain the correlations between Emotional Competencies Intelligence Clusters and Full Range Leadership Styles such as Emotional Competencies Intelligence clusters and Transformational Leadership Style, Emotional Competencies Intelligence Clusters and Transactional Leadership Styles, Emotional Competencies Intelligence Clusters and Passive/Avoidant Styles. The findings of the study suggest the various ECI level as relationship management, self-management, self-awareness and social management in that order. The dominant leadership style is Transformational Leadership Styles, ECI is positively significantly correlated with Transformational Leadership Styles, and Transactional Leadership Styles among head teachers. However, ECI is negatively correlated with Passive/Avoidant Leadership Styles.

In hypothesis 1, the studies indicated a positive correlation between ECI and Transformational Leadership Styles (Sayeed & Shanker, 2009; Barbuto & Burbach, 2006; Goleman, 1995). Transformational leaders enhance follower satisfaction and performance by demonstrating idealized leadership, inspirational motivation, intellectual stimulation, or individualized consideration. The findings are in line with Nath (2013), Zhang & Fan (2013), Boyatzis et al (2012), Lam & O'Higgins (2012), Wendorf-Heldt (2009), Williams (2008), and Moore (2007). Emotional Competencies Intelligence predicts some Transformational behaviors in different ways for people with different amounts of age, experience, education and gender (Mukhuty, 2013; Herbert, 2011; Craig, 2009; Barbuto, Fritz, & Matkin, 2007; Webb, 2005; van Engen & Willemsen, 2004; Mandell, and Pherwani, 2003; Byrne, 2003; Eagly, Johannesen-Schmidt, & van Engen, 2003; Kazan, 2000). Emotional Competencies Intelligence could predict transformational leadership style (Mills, 2009). Even though there is a significant positive correlation between ECI and Transformational Leadership Styles upon the correlation of social awareness and self awareness of the principals to improve on performance.

Again in hypothesis 2, results revealed significant positive correlations among all four clusters of ECI clusters and two factors of Transactional Leadership Styles of Contingent Reward (CR), and Management by Exception Active (MA). The findings of this study indicate that leaders ECI are also impacting transactional leadership styles. It means that subordinates saw their superiors, who were having high scores on self-awareness and self-management cluster of emotional intelligence, as expressing satisfaction and also providing assistance in exchange for their efforts (Syndell, 2008). These findings are in line with some prior research studies that have shown a positive correlation between ECI and transactional leadership styles (Zafra, Rama & Sharma, 2013; Retamero, & Matos, 2012; Clarke, 2010; Genderen, 2012; Harms & Crede, 2010; Lindebaum & Cartwright, 2010; Sayeed & Shanker, 2009; Vrba, 2007; Burtler & Chinowsky, 2006; Brown, Bryant, & Reilly, 2006; Barling, Slate, & Kelloway, 2000; Sivanathan & Fekken, 2002). Others found no relationship between EI and transformational leadership (Srivastava & Bharamanaikar, 2004; Gardner & Stough, 2002). Transactional leadership may be effective in certain situations; however, it is less effective when the leader does not have oversight of the reward process. Transactional leaders may have a marginal effect on followers' performance but are more effective when used in conjunction with transformational leadership behaviours (Avolio, Bass, & Zhu, 2004; Avolio & Bass, 2004; Avolio & Bass, 2002). Emotional Competencies Intelligence could predict some transformational behaviors in different ways for people with different amounts of tenure (Mills, 2009).

However, in hypothesis 3 there is a significantly negative correlation between ECI and Passive/Avoidant Leadership Styles. The results confirmed other research work like Nath (2013), Zhang & Fan (2013), Boyatzis et al (2012), Lam & O'Higgins (2012), Stanescu & Cicei (2012) Wendorf-Heldt (2009), Williams (2008), Moore (2007) and Butler & Chinowsky (2006).

The findings suggest a refined focus for training and development activities in educational institutions (Hebert, 2011) to address the shortfalls. To develop principals into effective leaders, educational institutions could develop training, assessment, development and coaching activities to help them develop and practice Emotional Competencies Intelligent behaviors and Full Range of Leadership Styles (Andoh, 2014; Mukhuty, 2013; Sadri, 2012) for high performance among teachers and pupils. Educational leadership programs should include Emotional Competencies Intelligence (ECI) and Full Range Leadership Theory (FRLT) (Sahaya, 2012; Brackett, Rivers, & Salovey, 2011; Barbuto, Fritz, & Matkin, 2007). Programms of head teachers have been focusing on the development of course content and how to teach the content; the time has come to embrace the research on ECI and FRLT to provide a balanced approach to educational leadership in Sub-Saharan African and for that matter Ghana (Danquah, 2015; Danquah & Wireko, 2014; Hamidi & Aziz, 2012).

Further research may be conducted in which data is collected from students, parents, peers and supervisors as well. It is suggested that future research might use Emotional Competency Inventory and Leadership Practice Inventory to collect data. It is also suggested that future research might use a longitudinal design. Further studies may use a research approach that allows Emotional Competencies and Intelligence to be assessed with other leadership styles to enhance the performance of head teachers and teachers.

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