



**THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND
EFFECTIVE LEADERSHIP OF FEMALE HEADTEACHERS IN
MANAGEMENT OF HUMAN RESOURCE IN SELECTED SECONDARY
SCHOOLS OF LUSAKA DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT OF THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN EDUCATIONAL MANAGEMENT OF THE
UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY**

2017

DECLARATION

I Agness Malama Mwila, hereby declare that this submission is my own work toward the Master of Education in Educational Management and that to the best of my knowledge contains no material previously published by another person nor material which has been accepted for the award of any other degree of the university, except where due acknowledgement has been made in the text.

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APPROVAL

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

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DEDICATION

My research work is dedicated to my husband James and my sons James Junior, Bertwell, Lenox and Ronald for their inspiration, encouragement and morale support during my study and ultimate attainment of my Master's Degree.

I further dedicate my work to the entire Mwila family- my beloved mother Jerise Ngandwe Mwila, my beloved brother Muma, my sisters Kenah, Betty, Priscilla, Anastazia, Monica and Sarah.

ACKNOWLEDGEMENTS

My first and foremost gratitude goes to the Almighty Jehovah God for his care and protection and the good health he granted me during the entire study.

I would also like to thank my Supervisor, Dr. F. Hambulo, for his guidance and mentorship throughout my research.

My gratitude further goes to the Programme Co-ordinator, Dr. G. Masaiti, for his endless encouragement and professional manner he handled the programme to our benefit.

I would also like to thank my workmates and course mates especially Mr J. Tembo and Mrs. Faith Chilembo for their support, and all my research participants for whom my research would not have been possible.

And lastly my husband James, my sons James Junior, Bertwell, Lenox and my little Ronald, for their endurance and continuous support as they were robbed of my attention which was dedicated to my study.

ABSTRACT

Female leaders are thought to be emotional by nature and that emotions affect their performance. Female head teachers who run secondary schools are not left out. This study was therefore carried out to establish the relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district. The research was guided by the following general question; ‘Is there a relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district?’

The research was qualitative in approach and a descriptive survey design was used. Research instruments that were used included interviews, questionnaires and focus group discussions. The area of study was Lusaka district, particularly Lusaka urban. Both purposeful and random sampling methods were used in the selection of participants. Six (6) secondary schools were sampled. Sample size was 43 comprising of six (6) female head teachers, six (6) teachers and thirty (30) pupils, and the District Education Standards’ Officer (DESO).

The findings of the study were that most female head teachers of Lusaka district were aware of the term emotional intelligence and how emotional competencies contributed to effectiveness in terms of management of human resource. These competencies included self awareness, social skills, self regulation, motivation and empathy. The conclusion

from the study is that there is a relationship between emotional intelligent and effective leadership of female head teachers in management of human resource in selected secondary schools of Lusaka district. Recommendations are that the MOE should introduce compulsory training on development of emotional intelligence competencies to female head teachers.

Key terms: Emotional intelligence, Effective leadership, Female head teachers, Human resource.

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ABBREVIATIONS

EI:	Emotional intelligence
EL:	Effective leadership
FH:	Female head teacher
DESO:	District Education Standard Officer
DH:	Deputy Head teacher
HD:	Head teacher
TR:	Teacher

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Overview

This chapter gives the background to the study. The study looked at the relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district. This chapter looks at the background to the study, statement of the problem, the general objective and specific objectives. It further looks at the general research question, specific research questions, delimitation of the study and the limitation of the study. The chapter also discusses the significance of the study, the theoretical and conceptual framework, ethical consideration and definition of key terms. All these aspects give the backbone of the study as all other issues discussed in the study have their backing from this chapter.

1.1 Background to the Study

By nature, females are known to be emotional in the way they react or perceive matters. In homes or away from home, a female is thought to be emotional. With this background, female leaders are thought to be emotional in the way they dispense their duties. In the education circles, female head teachers running secondary schools have not been spared in this debate. The populace thinks that female head teachers cannot be effective head teachers because of the emotional aspect.

Emotions and leadership are perceived to be related. This has also affected female leaders in the education sector like head teachers. The aspect of management of emotions is termed 'emotional intelligence'. Goleman et al (2002) define emotional intelligence as the capacity for recognizing one's feelings, and those of others, for motivating oneself and for managing emotions well in our relationships. Effective leadership on the other hand is defined by Luthans (1998) 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. Interestingly, both male and female are affected by emotions and how effective they are in leading others. However, there is a lot of debate on whether females can be effective leaders. To add to the debate, this researcher singled

out female head teachers in secondary schools of Lusaka district by researching on whether there is a relationship between emotional intelligence and effective leadership.

Globally, a number of studies have been done on emotional intelligence and leadership. One of the studies was done by Goleman (1995) who discovered that there is growing evidence on the aspect of emotional intelligence playing a key role in determining success both in one's personal life and in the work place. Goleman's research uncovered links between specific elements of emotional intelligence and specific behaviours associated with leadership effectiveness and ineffectiveness. Looking at this discovery by Goleman, there is clear evidence that it is not directed at female leaders only but that generally, both males and females are affected.

Studies by Goleman (1995) further stipulates that there is growing evidence that the range of abilities that constitute what is now commonly known as emotional intelligence plays a key role in determining success, both in one's personal life and in the workplace. Goleman's research uncovered links between specific elements of emotional intelligence and specific behaviours associated with leadership effectiveness and ineffectiveness.

Goleman (1998) mentions the four (4) components of emotional intelligence at work and these are; emotional awareness which is the ability to accurately perceive one's emotion and remain aware of them as they happen including the ability to manage one's response to specific situations and people. The second one is self management which is the ability to be aware of one's emotion and have the flexibility to positively direct one's behaviour in response to those emotions to manage emotional reaction. There also follows social emotional awareness which is the ability to accurately identify the emotions of other people and thus understand the effects of those emotions. The fourth one is the relationship management or social skills which are the ability to use awareness of one's own emotions and those of others to successfully manage interactions, that is, to provide clear communication and effectively handle conflict. Goleman's assertion was that a person's ability to perceive, identify and manage emotions can reflect social and emotional competencies that are essential for success in a work place.

Another study done by Careless (1998) revealed that males and females are not the same in personality characteristics that are significant indicators of leadership. This in itself does not prove that male head teachers are more effective in running schools compared to those run by female head teachers. The perception most have regarding the issue of leadership is that only the male folk make good leaders. Many debates and research have been done by scholars to establish whether leadership involves the use of emotional intelligence. Nevertheless, from whichever angle one is leading, some are termed effective leaders and others ineffective leaders. Initially, one's temperament makes the kind of leader they eventually become. The question therefore that one may ask is, what makes one an effective or ineffective leader?

Furthermore, studies by Coleman (1996), points out that emotions in school leadership are recognized and that the personal qualities which are brought to the head teachers' role play a significant part in establishing the culture and the efficiency of the school. There is so much to manage and as a result, any leader regardless of their gender is expected to use their emotional intelligence as they dispense their duties.

Studies by Cook (2006) in Montana focused on the effects of emotional intelligence on principals' leadership performance. Cook established that emotional intelligence has a positive effect on principals' leadership performance and that effective leadership requires a wide range of skills and emotional intelligence is one skill that may assist principals as they strive to more effectively meet the needs of teachers and students. This being the case, female head teachers in Lusaka district need to develop the emotional intelligence competencies in order to achieve effective leadership.

In Africa, studies by Baale (2010) in Uganda focused on the relationship between emotional intelligence and effective leadership. Baale established that there is a low relationship between emotional intelligence and effective leadership as head teachers of secondary schools in Rugaba South paid a little attention to non-cognitive factors in their leadership function.

Cliff (2011) also did some studies and in his study stipulates that female head teachers are sometimes affected in the manner they handle both their emotions and those of their subordinates. Female leaders in learning institutions can be better leaders only when they use their emotional intelligence appropriately. On areas in which they require to use their emotional intelligence is in the management of human beings who in this case are the teachers and learners. Teachers and learners need effective management in the sense that teachers are the resource used to teach the learners. This resource requires leadership, and the kind of leadership used affects both the staff and the learners either positively or negatively. If they are affected positively, the learners benefit greatly. If the opposite is true, then the learners suffer academically and this is not good. The bad results point to the leadership of the institution. Performance of a teacher lays in the manner he or she is motivated by the leadership style of the head teacher.

According to Cliff (2011), stereotypical beliefs such as women inability to be competitive, inability to be decisive and inability to be emotionally stable continue to plague women managers. Women are generally seen as being unable to control their tempers, thus throwing temper tantrums. In a highly charged emotional situation, women are unable to manage the situation. Women are also seen to be having attitudes, such as bearing grudges and not forgiving and forgetting when hurt. This research is yet to prove whether that is the case with female head teachers in selected secondary schools of Lusaka district.

Emotions if not properly nurtured or controlled can either make a leader an effective one or not. Teachers are a complex lot because they have different ways in which they behave. Pupils too have their own kind of behaviour, which need intervention by the head teacher or the teachers for good behaviour and academic results. The main core business in the whole affair, are good results. This therefore requires emotional stability from the leader. It does not segregate on gender and this is no wonder that female head teachers need to prepare themselves to meet the challenges ahead of them. An effective leader should use emotional intelligence in the way they manage human resource in a school.

1.2 Statement of the Problem

According to Goleman (1995), emotional intelligence plays a key role in determining success, both in one's personal life and workplace. Female head teachers are leaders too and are expected to be effective in their leadership. Management of human resource in a school requires skills and competences of an effective leader. These are emotional awareness which is the ability to accurately perceive one's emotions and remain aware of them as they happen. Secondly is self management which is the ability to be aware of one's emotions and have the flexibility to positively direct one's behaviour to those emotions to manage emotional reaction. There is also the social emotional awareness which deals with the ability to identify other people's emotions and empathize with them and the forth one is relationship management which is the ability to use one's emotions and those of others to successfully manage interactions and communication. This is related to how they use their emotional intelligence in the way they behave in matters involving teachers and students. This therefore implies that for a school to achieve its goals as an organization, effective management of resources like human beings, is cardinal. Effective leadership goes with how one uses emotions. According to the study by Grewel and Salovey (2005), female head teachers in schools fail to use their emotional intelligence effectively when dealing with human resource. They state that due to other responsibilities like domestic affairs, kids' nurturance and household matters, females are more linked up to emotional issues, so the experiences regarding positive and negative emotions often occur. However, this study wishes to establish whether Grewel and Salovey (2005) claim is true by establishing whether there is a relationship between emotional intelligence and effective leadership among female head teachers with regards to the management of human resource in selected secondary schools of Lusaka district.

1.3.0 General Research Objective

To establish whether there is a relationship between effective leadership and emotional intelligence of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

1.3.1 Specific Research Objectives

1. To establish whether female head teachers understand the concept of emotional intelligence in their roles as school managers in selected secondary schools of Lusaka district.
2. To investigate whether emotional management competencies enhance effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.
3. To establish how social emotional awareness competencies contribute to effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

1.3.2 General Research Question

Is there a relationship between effective leadership and emotional intelligence of female head teachers in the management of human resource in selected secondary schools of Lusaka district?

1.3.3 Specific Research Questions

1. Are female head teachers in selected secondary schools in Lusaka district aware about the concept of emotional intelligence in their roles as school managers?
2. Do emotional management competencies enhance effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district?
3. How do social emotional awareness competencies of female head teachers contribute to effective leadership in the management of human resource in selected secondary schools of Lusaka district?

1.4 Delimitation of the Study

The study was conducted in Lusaka district and covered six secondary schools headed by females.

1.5 Limitations of the Study

Every research study has its own challenges and this study met some challenges too. Interviewing head teachers was not any easy as they claimed they were busy people and kept postponing meeting them. This delayed the progression of data collection. Coupled to this challenge was the financial aspect as every step in the study especially the movement from one school to another, involved finances.

1.6 Significance of the Study

- 1.6.1 The study is going to contribute to the knowledge by establishing whether there is a relationship between emotional intelligence and effective leadership of female head teachers in managing human resource in selected secondary schools of Lusaka district.
- 1.6.2 The study will also point out to female head teachers the significance of using emotional intelligence in the dispensation of their duties for effective leadership in their respective secondary schools in Lusaka district
- 1.6.3 To enable female head teachers enhance effective leadership in the management of human resource in selected secondary schools of Lusaka district using emotional management.
- 1.6.4 To help out female head teachers establish social awareness competencies that will contribute to effective leadership in the management of human resource in selected secondary schools of Lusaka district.

1.7.0 Theoretical Framework

The research used two models namely, Goleman's theory of emotional intelligence and Weber's transactional and transformational leadership theory.

1.7.1 Goleman theory of emotional intelligence

Daniel Goleman (1995) was among the scholars who wrote on emotional intelligence. His discovery has been written in his publication titled, "Emotional Intelligence: Why it can matter than IQ? Goleman (1998) appreciated the significant role emotional intelligence played especially among those in top leadership. He defined emotional intelligence as "... the capacity for recognizing our feelings and those of others, for

motivating ourselves and for managing emotions well in ourselves and in our relationships.”

Goleman (1995) wanted to determine the behaviours that make people effective leaders. Goleman’s emotional intelligence is sometimes characterized as an emotional quotient. Goleman felt that intelligence was not enough to define a leader but that there was something more that separated leaders from more intellectuals, that is, their emotional intelligence. Goleman’s emotional intelligence theory is possibly the most widely recognized and known of those available. More recently the construct of emotional intelligence in education, specifically the emotional intelligence of students, teachers, and leaders, have become topics of research.

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. The three main components of emotional intelligence as described by Goleman et al (2002) are self-awareness, self-management and social awareness. Below is the illustration of Goleman’s model of emotional intelligence.

Goleman’s emotional competencies



Adopted From “Understanding Emotional Intelligence” (2014)

In later publications, Goleman et al (2002) defines effective leadership as leaders developing emotional intelligence or resilience in themselves and others. It is therefore, the capacity for recognizing one's feelings, and those of others, for motivating oneself and for managing emotions well in our relationships. Against pressures and challenges that may deter an organization from attaining their goals or getting their job done through high quantity and quality standard of performance and getting the job done through people, requiring their satisfaction and commitment.

Higher intrapersonal skills exist in women than men. Goleman (1998) measured intelligence to the unprocessed facts and emotions to the ability of practical use, of this knowledge .They suggested that effective leadership is a blend of traditional intelligence and emotional intelligence. Earlier, Dyer (2001) opined that successful leaders are those who have a strong set of interpersonal skills and behave according to the situation. Mandell and Pherwani (2003) conducted a study to explore the relationship between emotional intelligence and transformational leadership style and the gender differences within each variable. They further studied the relationship between gender and emotional intelligence. They reported emotional intelligence as a significant predictor of transformational leadership. Leaders who own positive transformational leadership traits can be identified by their emotional intelligence.

There are three theories that link emotional intelligence to effective leadership one of which is Weber's (1948) leadership theory. Later on Webb (2004) conducted a study to examine the extent to which emotional intelligence is related to transformational leadership within mentoring relationships. He reported that several aspects of transformational leadership like charisma and motivation can be predicted by emotional intelligence.

1.7.2 Weber's Leadership Theories

Weber (1948) was one of the leadership theorists to recognize that leadership itself was situational in nature and that true leaders need to move dynamically from one type of

leadership style to another to remain successful. Nikezie (2012) further wrote that Weber believed that there were two paradigms within which leaders worked, that is, transactions and transformation. Transactional leaders according to Weber 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 to get things done.

A transformational leader being a charismatic leader is not afraid to approach things from entirely a different perspective. This kind of leader used personal charm and charisma to help them achieve their goal. This view is shared by Nikezie et al (2012). Transformational leadership draws attention to a broader array of school and classroom conditions that may need to be changed if learning is to improve. Weber (1948) states that a transformational leader stimulates interest among colleagues, inspires a different outlook on the work, generates an awareness of the goals of the organization, develops others to higher level of ability and motivates others to consider the interests of the group over their own interests.

Weber's works were then followed by Burns (1978) who first introduced the concept of transforming leadership in his descriptive research on political leaders, but this term is now used in organizational psychology as well. According to Burns, transforming leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation". Burns related to the difficulty in differentiation between management and leadership and claimed that the differences are in characteristics and behaviors. He established two concepts namely transforming leadership and transactional leadership.

According to Burns, the transforming approach creates significant change in the life of people and organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals.

Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transformational and transactional leadership were mutually exclusive styles. Transactional leaders usually do not strive for cultural change in the organization but they work in the existing culture while transformational leaders can try to change organizational culture.

Another researcher, Bass (1985) extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming and transactional leadership; Bass also used the term transformational instead of transforming. Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. The extent, to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence earlier referred to as charisma, intellectual stimulation and individual consideration. In addition, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership

Bass and Avolio (1994) states that transformational leadership is said to comprise of the following four dimensions: idealized influence, inspirational motivation, intellectual stimulation and individual consideration. They further state that a transactional leader is one who rewards or disciplines staff on the basis of their performance. They emphasize work standards, task completion and employee compliance while relying heavily on organizational rewards and punishments to influence employee performance.

Researchers investigating the effects of transformational and transactional leadership like Bass and Hater (1994) found that transformational leadership predict higher ratings of effectiveness and satisfaction higher group performance. This is also supported by Keller (1995), who states that higher amount of effort is needed on the part of subordinates compared to transactional leadership.

According to Bass (1990), transformational leadership is characterized by several patterns of behavior. First, transformational leadership employs the charisma of leaders in order to gain the respect and trust of stakeholders and to instill pride in the latter. In addition, charisma underlines the provision of a common vision and sense of mission necessary for the transformation. The second characteristic is inspiration through which leaders employ symbols to redirect followers' efforts; they express in a simplistic manner the fundamental purpose of the transformation process, and clearly communicate the accompanying higher expectations. The third characteristic is intellectual stimulation. Leaders intellectually stimulate employees by emphasizing rationality and creativity in problem-solving situations. Finally, transformational leadership offers individualized consideration: leaders treat employees individually offering them personal attention and, whenever necessary, they provide coaching and advise to those employees.

Bass (1990) was redesigned by Leithwood and Jantzi (2005) who wrote that the model for transformational leadership in education contains four categories namely; a) Setting directions, which includes building school vision, developing specific goals and priorities and holding high expectations; b) Developing people, which refers to providing intellectual stimulation, offering individualized support and modeling desirable professional practices and values; c) Redesigning the organization which includes developing a collaborative school culture, creating structures to foster participation in school decisions and creating productive community relationships; and d) Managing the instructional programme which is the establishment of stable routines, structures and procedures to support change.

Leithwood and Jantzi (2006) further state that, the impact of transformational leadership in education is explored by several studies. The findings suggest that it influences teacher job satisfaction, and their classroom practice.

Wang and Howell (2010) argue that transformational leadership can be focused on the individual and group levels. In the first instance, the aim is to empower individuals in order to “develop their full potential, enhance their abilities and skills, and improve their self-efficacy and self-esteem.” The influence of the leaders is strengthened by their interest in the followers as individuals. Transformational leaders strive to understand employees’ abilities, skills, and needs, and offer them coaching and mentoring to overcome any weaknesses. At the group level, transformational leadership develops common values and beliefs, and inspires unity in order to reach group goals. In this situation, leaders behave equally toward all members of the organization, and the latter have a common perception about the leader’s behavior.

Grant (2010) stipulates that transformational leaders are able to articulate the organization’s common purpose in a way that emphasizes the social dimension of the process which is the impact of one individual’s actions on the greater group beyond the firm. The vision thus clearly accentuates the meaningfulness of the consequences of each action for the organization and its stakeholders. In so doing, the transformational leader encourages others to adopt the transformation process as their-own and thus allows for the attainment of the targeted transformation. To put it sharply, as Geib and Swenson (2013) points out, the success of the transformational leaders is defined by their ability to offer others something that goes beyond self-interest which is to provide others with an inspiring mission and vision and give them an identity.

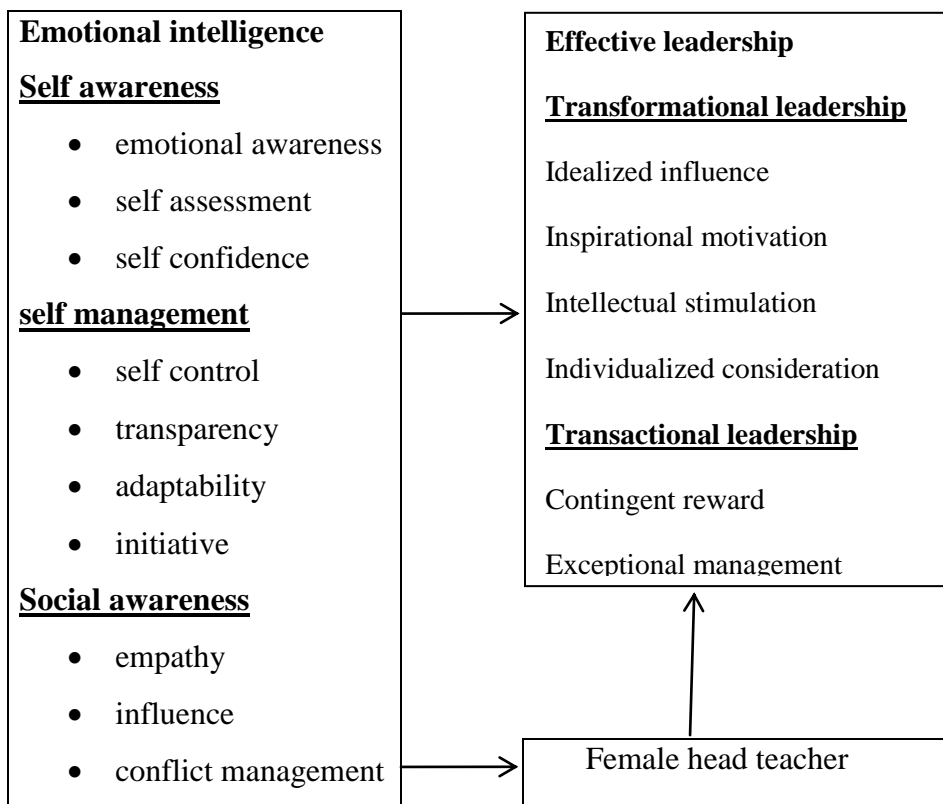
Burns (1978) articulate by stating that transformational leadership is substantially interactive. Leaders and followers reach a high degree of interconnectedness from which they are able to achieve the desired changes. Transformational leaders strive to nurture the best in their employee and work-teams by showing authentic concern and respect for individuals. Leaders build an organizational culture of collaboration based on values such

as integrity and fairness. Transformational leaders continuously invest in the development of themselves and others; they instill in their employees the need for achievement and encourage them to reach self-actualization.

Recent studies have also shown that energetic, exciting, and emotionally appealing expressions of charisma created positive moods in followers. This is according to Bono and Ilies (2006) who additionally mentions that these moods lessened the emotion-related phenomena of burnout and stress in the workplace. A conducive teaching and learning environment can be created by a charismatic leader who energizes the mood of both the teachers and the learner.

1.7.3 Conceptual Framework

Independent variable



Adopted from Goleman (1998) and Weber's (1948) concepts on emotional intelligence and effective leadership

Conceptually, the above diagram is a representation of how emotional intelligence competencies enhance effective leadership thereby presenting a relationship. Studies on the relationship between the two has linked Goleman's emotional intelligence competencies to Weber's leadership styles. There is also enough research that indicates that leaders who are successful in dealing with their emotions and the emotions of others are successful in creating a positive culture. Goleman (1998) states that, emotional intelligence and leadership effectiveness have demonstrated that leaders who consistently outperform their peers not only have the technical skills required, but more importantly, have mastered most of the aspects of emotional intelligence. Emotional intelligence is a combination of competencies. This means that for an individual to be effective, they should not just be tolerant to their staff, they also need to be understanding. They should know why they themselves are acting in such a manner and they should equally understand why the next person is behaving the way they are behaving. According to Caudron (1999), 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.

1.8 Ethical Considerations

The study dealt with ethical issues according to Mukenda and Mukenda (1999) who defines ethics as that branch of philosophy which deals with one's conduct and serves as a guide to one's behaviour. The researcher took into consideration the issue of ethics as she carried out the research. According to De Vos et al (1998:259), to set the foundations for a contractual relationship between the researcher, subjects, and gatekeepers, the researcher must create an atmosphere of equality, where the parties enter into the research agreement as equals. This researcher managed to create an atmosphere for her participants.

Participants were not coaxed in taking part in the study but rather, participants were explained to regarding the topic. Participants were further guaranteed that their participation was purely academic and that no names were to be published. Furthermore, all those who took part in the study were assured of no harm emotionally or physically. Their privacy was guaranteed that whatever they said was entirely and purely for

academic purposes. Permissions to carry out discussions with the students at the various schools was sought from the school administration and were explained to that, their views were to be treated confidentially and that no one would be victimised.

To avoid suspicion, the researcher used the introductory letter from the school and even introduced her in person whenever she sought audience of her participants.

1.9 **Definition of Key Terms**

Female head teachers: Head Female teachers' in charge of running secondary schools.

Emotional intelligence: the ability to be aware of one's emotions and the emotions of others and use that knowledge to help manage situations.

Effective Leadership: The term effective leadership is getting the job done through high quantity and quality standards of performance, and getting the job done through people, requiring their satisfaction and commitment.

Human resource: teachers and pupils in a school

1.10 **Summary**

This chapter looked at the background to the study which was done to establish whether there was a relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource of selected secondary schools of Lusaka district. The chapter included the statement of the problem and the objectives of the study. It also discussed the delimitation and limitations of the study. Additionally, the chapter also discussed the theoretical and conceptual frameworks and ended with the ethical consideration and the definition of key terms. The next chapter focuses on literature review.

CHAPTER 2

LITERATURE REVIEW

2.0 Overview

This chapter reviews literature related to emotional intelligence and effective leadership and particularly that which involves female leadership. Various scholars have been cited from a global perspective and the study has established that no study has been done locally, hence presenting the gap for this study.

2.1 Definition of emotional intelligence

Emotional intelligence is defined differently by many authors. However, what is common among all the different definitions is similar to what Salovey and Mayer (1990) state. They have described emotional intelligence as a type of social intelligence that involves the ability to monitor one's own and others emotions, to discriminate among them and to use the information to guide one's thinking and actions. Similarly, Goleman (1998) described emotional intelligence 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.

Sean (2010) further defines emotional intelligence as the ability to be aware of one's emotions and the emotions of others and then to use that knowledge to help manage the expression of emotions so that they foster success instead of causing roadblocks. He further states that those who have high levels of emotional intelligence are able to understand the physical, mental and social impact that negative emotions have on their bodies, minds, relationships, and the ability to pursue and achieve goals. They then are able to moderate their own emotions so that these emotions support their activities and enhance the quality of work.

In the above definitions, the scholars bring out emotions as key and it is how one uses emotions that stipulate whether they are acting intelligently or not. Goleman (1998) spells out that studies have shown that emotional intelligence impacts a leader's ability to be effective.

2.2 **Emotional intelligence and leadership**

Moore (2009) state that while some may argue that there is still little empirical justification on the influence of the emotional intelligence of school leaders on school effectiveness, they must be reminded that one cannot confuse scientism with science. He further says that the research is very clear that leadership and school culture can have a direct and or indirect effect on student achievement. There is also enough research that indicates leaders who are successful in dealing with their emotions and the emotions of others are successful in creating a positive culture. In addition, years of documented futile attempts of restructuring and redesigning our schools may be a strong indication that many of our school leaders may not be skilled enough to deal with the stress, anxiety, anger, frustration, role strain and conflicts associated with school reform or to be effective change agents. Learning about the change process is inferior to developing the skills to lead change.

Research has identified successful practices to increase student achievement and improve school effectiveness. The successful implementation of these practices may be dependent on the emotional intelligence of the school leader. Moore (2009) stipulates that the business world has accepted the importance of honing and developing emotional intelligence competencies in its leaders; education must now do the same. Emotional intelligence is important for school administrators and it is time to implement training programmes for school administrators to develop these skills to deal with the emotions associated with school reform.

Social scientists and psychologists have recognized that leaders and managers who have high emotional intelligence compared with their counterparts who are average or below average intelligence in the managerial and leadership tasks are much better. This is true and no wonder there is a different in the outlook or perception on the image of the school by the public. Schools are viewed differently and in some instances, change in top management speaks for itself in that certain head teachers perform far much better and bring a lot of changes in a particular environment which their colleague failed to run and blames it all on the infrastructure or even lack of support from the staff and the

community. This is according to Peretomode (2012) who further state that, those who have higher intelligence have greater business success and the ability to trust and be trusted by others.

Additionally, Sean (2010) says that leaders who have developed emotional intelligence can use their emotions as clues to what their body and mind are trying to tell them. And they can use their emotional intelligence to truly understand others and their points of view. When they wield this kind of tool, they can overcome the kinds of emotional obstacles that tend to stop us all. They can understand why others feel and why they do what they do, and use that knowledge to help others perform at their best. Emotionally intelligent people including head teachers male or female are not challenged by circumstances. Instead the challenges they face motivate them to do or even work hard at solving problems they encounter in their day to day activities. Some even become more proactive in the event of finding solutions to the challenges at hand. Sean (2010) adds that such leaders can resolve conflict quickly and recover from setbacks with self-confidence. They are good in a crisis, strong at communication, and successful while others fail. This is yet to be proved with Female head teachers in Lusaka.

Scholars like Leithwood and Jantzi (2006) and Waters et al. (2003) point out that principals or head teachers, play a pivotal role in the school settings. In fact, some low-performing schools have been successfully turned around under strong principal leadership as Duke et al. (2007). Therefore, it is logical to anticipate that the leadership of school administrators may be an important factor for school effectiveness. The lack of effective ways to select and build the capacity of promising school leaders may eventually undermine the performance of schools.

Cliff (2011) says that various experimental tools have been developed to test for emotional intelligence some of which are conceptually weak and oriented more toward commercial exploitation than toward increasing psychological understanding. Sternberg (2001) on the one hand, notes that emotional intelligence can impact upon people's lives

and explains that emotional intelligent skills are an important aspect of wisdom which he believes can be measured. What this means is that the outlook of issues can determine how much wisdom is applied by an individual.

2.3 **Emotional intelligence and educational leadership**

Laban (2014) states that, a growing body of studies has shown that emotional intelligence is inherently associated with transformational leadership whose theory has highlighted the importance of leaders' influence on followers' emotional states. The school of the 21st century requires a leader who will embrace a multidimensional approach to leadership so as to bring about school improvement and effectiveness.

Research according to Leithwood and Jantzi (2003) is very clear that leadership has a direct effect on school organization, school ethos, teacher efficacy, staff morale and satisfaction, staff retention, teachers' commitment, teachers' extra effort, and teachers' attitude toward school reform and change which do have a direct effect. Research about the impact of school leadership on pupil outcomes is associated with studies by Leithwood and Jantzi (2003) who describe the way leaders mobilize and work with others towards shared goals. This has the following implications: leaders do not merely impose goals on followers, but work with others to create a shared sense of purpose and direction leaders primarily work through and with other people; they help to establish the conditions for others to be effective; leadership encompasses a set of functions that may be performed by many different people in different roles throughout a school.

Effective leadership is very cardinal in any successful organization like a school. The term effective leadership has been defined by Luthans (1998) 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. Usually this may not be the case if emotions come by. Quantity and quality standards of performance as stated by Luthans (1998) above, takes good and effective leadership of a head teacher. Subordinates, in these case teachers, dispense good performance that comes from a highly effective leader who displays good leadership that has nothing to do with emotions. Effective leadership is highly appreciated when subordinates see potential in

their leader. Mostly such leaders are relied upon for leadership and highly supported because teachers see a vision in them. This may be the opposite if they see an ineffective leader in their head teacher.

Peretomode (2012) among other scholars draws the term leadership to the Anglo-Saxon *lador laedan*, which means a path, away, to lead or give a sense of direction. On this basis, leadership can be said to imply “the one who shows others the way”. As Peretomode (2012) rightly argued, this explanation derived from the root word gives insight into what leadership is all about. Leadership, therefore, according to Peretomode (2012) can be defined as an art or process by which a member of a group or organization persuades, inspires, influences, the attitudes, behaviour and actions of others. It directs their activities so that the group or organization members work willingly, cooperatively and enthusiastically toward the accomplishment of set goals and a new and improved position.

According to Green (2002), there has necessary been a shift in emphasis in the role of the head teacher from administration to management and now leadership in order to support effective teaching and learning. Head teachers do not only administer or manage, but also provide leadership in school. A situation where they want to administer or manage without leadership may prove chaotic. Green further stated that the effective head teacher has been able to establish a culture of improvement in their school and having analyzed the school’s performance identified areas of weakness to be addressed. These areas may require change to take place and depending on how the head teacher handles the situation, some teachers may want to resist this kind of change.

According to Sigilai and Bet (2013), effective managers need to be effective leaders. There is widespread belief that leadership and management are critical for an organization to flourish. In a workplace like a school, with human resource to manage, research indicates that emotional intelligence is a significant predictor of the success of leaders. This is as indicated by Goleman (1998). Wango (2009) too, states that in a school, the tendency is to view leadership and management as a major determining factor

essential in improving school management and thus raising educational attainment and standards of education.

Research has found that the most effective leaders integrate four or more of the six styles regularly, substituting one for another more appropriate style depending on the leadership situation. McBer (2000) attests to the above and indicates that dependence on various leadership styles has been found to be the case in studies of insurance companies, where leaders were adept at all four of the positive styles of leadership and at schools where heads of schools who used four or more of the leadership styles experiences superior performance among students compared to comparison schools. Performance was poorest in those schools where only one or two styles of leadership were used.

2.4 Gender and Emotional Intelligence

Gender specific viewpoint has been adopted in many theoretical and empirical researches for exploring gender differences in working environment as well as observing their emotional intelligence. Gender differences present in how male and female perceive and provide leadership. Carless (1998) among other scholars conducted researches on leadership styles and attributes in perspective of gender. They all agreed that females implement more social, consulting, and transformational approaches to leadership than males.

Gender differences are indicated by leadership behavior, leadership styles, and overall perspectives of leadership. Male and female are not same in personality characteristics that are significant indicators of leadership. This however does not prove that male head teachers are more effective in running schools compared to those of female head teachers. Despite differences in their leadership styles females can equally prove to be effective leaders. This researcher is yet to prove this point.

Forster (2001) viewed female's personality characteristics as those that depict friendliness, tenderness, encouraging emotions, extraversion, and sincerity to thoughts, while male's personality characteristics show boldness. Furthermore, Carless (1998) reported gender difference in leadership style as females do more democratic leadership

while male practice more autocratic leadership. They further concluded that female's leadership styles are dependent on the environment and the specific position for which they are performing their job. In male-dominated institutions, females may exhibit autocratic leadership.

Funk (2004) states that in educational management, women have been noted to exhibit characteristics such as empathy, compassion, supporting, patience, attention to detail and ability to integrate people to listen to them and to motivate them through non-monetary incentives. Based on the above knowledge, female head teachers perform very well in motivating teachers, maintaining good staff relation and they participate in the staff welfare decisions making. This may be true about the research that was done in Bondo District of Kenya but yet to be proved by this researcher in the case with Female head teachers in Lusaka.

A Female head teacher like any other leader need to be assertive and this kind of leadership is recommended. According to Okumbe (1998), leadership styles means the patterns of behaviour a leader adapts to plan, organize, motivate and control. It is the extent to which he or she listens, sets goals, and standards, develops action plans (short long range) directs others and give feedback. This means that a leader should not be stagnant in how they lead others but should be able to use various leadership styles as they plan how they will work with others. A leader should be able to be organized in their various aspects of leadership. This organization will stipulate or spell out what kind of leaders they are. A leader who is disorganized is demotivating to his or her subordinates. And an organized leader will always be in control.

Each organization, a school included, has its leader but with the increasing emphasis on the role of leadership in school improvement the sharing of the leadership responsibilities assumes increasing importance. Green (2002) consolidates the above by stating that leadership responsibilities involve all staff in discussions and decision making. In an event that the head teacher fails to recognize and consult lower organs like that of the deputy head, the Heads of departments and even members of staff, then they are bound to

be ineffective. This creates a sense of team work and increases the likelihood of consistency because those involved in decision making are likely to be more committed to implementing the decisions. The feeling of being a member of a team is likely to help a school through periods of change.

Communication is very important in a well run organization and contributes to effectiveness. Studies by Nikezic et al (2012) state that the quality of communication within and between groups and individuals is one of the essential criteria of success and effectiveness on the part of the Head teacher. In reaching this position, the leader will have needed to develop the self- confidence embedded in one's dealing with emotional intelligence. Head teachers who are emotionally challenged may not see this as cardinal and may fail to dispense their duties effectively because they will lag behind as they keep to themselves splendid ideas. This may cost the performance of both teachers and Learners.

Effective leadership is seen in learner performance. When it comes to learner performance, effective education leadership makes a difference in improving learning. Studies by Leithwood et al (2014) state that effective or successful leadership is critical to school reform. Beavers (2005) additionally states that emotional intelligence can be the difference between a high performing school and a low performing school, and leaders who possess high levels of emotional intelligence are more skillful in leading change and cultivating commitment among their staff. Commitment on the part of teachers in any school is driven by a highly effective head teacher who sees academics as key to learner performance. Studies that have been done indicate that schools that have good learner performance are those that are run by so called effective leaders as Leithwood et al (2014). It is no wonder that those head teachers who are consultative earn good performance of learners in their learning institutions.

Emotional intelligence is seen in how leaders relate with human resource in a school George (2000) explains that the central role of moods and emotions in leadership process and contribution of emotional intelligence leads to effective leadership. He identified the

five essential elements of leader effectiveness as influenced by emotional intelligence which are; development of cooperative goals and objectives; instilling in staff a positive reception of the importance of job behavior; enhancing passion, confidence, hopefulness, collaboration, and trust; cheering liveness in judgment and adjustment; and developing a significant affective personality for an institution.

A good and effective leader is one that has been described in the above statement. Studies by George (2000) outlines that, a leader who collaborates with teachers and ready to listen and trusted will always prosper as a leader. And both the learners and the teachers will work hard for better performance. The ultimate goal is achievement of the set goals. George (2000) further states that worker's affective job performance can be achieved when they have trust in their leadership, motivated and satisfied under specific working environment. The consequences of this emotional intelligence of leaders lead to enhance the job performance and effectiveness of followers at all levels of an organization. In a secondary school, levels like departments and sections with a highly motivated staff, enhance learner performance. Emotionally intelligent leaders, always motivate its staff as a way of fostering learner performance that is appreciated by the community.

A report published by Center for Creative Leadership (2003) narrate that higher levels of emotional intelligence is coupled with enhanced performance in following categories: sharing management, providing healthy working environment to followers, self responsiveness, balance between personal life and work, openness and self-control, developing new relationships and restoration of previous one, determination, authority, facing and handling problem faced by subordinate, and adjust management. Developing new relationships in a work place creates a healthy teaching and learning environment. Head teachers who do not keep grudges with subordinates restore good leadership. In an event that differences arise with the teaching fraternity, a good leader will not show resistance in trying to amend the broken relations, rather coming together to sort out the differences Will Foster Development.

2.5 Transformational and Transactional Leadership

Effective leading and application of emotional intelligence have brought on board debate on whether the two are related. Numerous theories outline characteristics which compose the most effective leader into transformational and transactional type of leadership.

Studies by Leithwood et al (2014) point to different forms of leadership using adjectives such as instructional, participative, democratic, transformational, moral, strategic and the like. These labels capture different stylistic or methodological approaches to accomplishing the same two essential objectives critical to any organization's effectiveness such as helping the organization set a defensible set of directions and influencing members to move in those directions. Leadership is both this simple and this complex.

Recent studies have also shown that energetic, exciting, and emotionally appealing expressions of charisma created positive moods in followers. This is according to Bono and Ilies (2006) who additionally mentions that these moods lessened the emotion-related phenomena of burnout and stress in the workplace. A conducive teaching and learning environment can be created by a charismatic leader who energizes the mood of both the teachers and the learners.

Peretomode (2012) among other scholars draws the term leadership to the Anglo-Saxon *lador laedan*, which means a path, away, to lead or give a sense of direction. On this basis, leadership can be said to imply "the one who shows others the way". As Peretomode (2012) rightly argued, this explanation derived from the root word gives insight into what leadership is all about. Leadership, therefore, according to Peretomode (2012) can be defined as an art or process by which a member of a group or organization persuades, inspires, influences, the attitudes, behaviour and actions of others. It directs their activities so that the group or organization members work willingly, cooperatively and enthusiastically toward the accomplishment of set goals and a new and improved position.

Early researchers like Brookover (1979) found that effective schools include strong leadership, a climate of expectation, an orderly but not too rigid atmosphere, and an effective communication. On the research done by Leithwood et al (2014) on how leadership affects student learning, evidence suggested that successful effective leadership can play a highly significant and frequently underestimated role in improving student learning. If in a school set up are greater challenges, the impact would also be greater on the learning. This researcher and others suggest that the presence or absence of a strong educational leader, the climate of a school, and the altitudes of the teaching staff, can directly influence student achievement.

Blake and Mouton (1985) indicate that leaders who fully understand leadership theory and improve their ability to lead are able to reduce employee frustration and negative attitudes in their work environment. As educational leaders, head teachers can foster an understanding of the school vision, facilitate implementation of the mission, and establish the school climate.

According to Commonwealth Secretariat (1997), an effective head teacher demonstrates professional competence and has wide-ranging and up-to-date knowledge and skills including the ability to initiate, direct, communicate and delegate. Such head teachers demonstrate good relations and work for the development of the school through teamwork. And according to Sigilai and Bet (2013), successful head teachers are expected to develop and use leadership styles, personal qualities, knowledge and skills that will enable them achieve their effectiveness

The high correlation between emotional intelligence and leadership effectiveness indicate that higher levels of emotional intelligence are associated with higher leadership effectiveness. Supervisors having high Emotional Intelligence will influence their subordinates in putting extra efforts and these subordinates will perceive their supervisors more effective and will be satisfied with them.

Emotions can be intense, disruptive, de-motivating, motivating, exhilarating, positive, and negative, and they can challenge the leadership abilities of any person. Those who are skillful in dealing with emotions are referred as to having high emotional intelligence. Palmer (2003) suggested that emotions are not just something that we feel; they are a source of information.

Additionally on the same matter, George (2000) states that, with emotional information, leaders can build trust and cooperation, display empathy to employees, display social awareness, develop collaboration, understand the loss that people experience during the change process and display skill in addressing issues and solving problems. Effective leaders possess the ability to understand and manage moods and emotions in themselves and in others.

Fullan (2002), states that for the Principal's impact to be lasting, the following are necessary components of their leadership; have a moral purpose, understand the change process, understand the importance of relationships, share knowledge, and coherently blend these together. The word Principle and a head teacher are synonymous and in this case what Fullan mentioned of the impact to be lasting can apply to a head teacher of a secondary school.

2.6.3 Emotional intelligence competencies

Goleman (1998) states that the four components of Emotional Intelligence at Work are: (i) Emotional awareness which is the ability to accurately perceive one's emotions and remain aware of them as they happen, including the ability to manage one's response to specific situations and people. (ii) Self-Regulation (or management) is the ability to be aware of one's emotions and have the flexibility to positively direct one's behaviour in response to those emotions, to manage emotional reaction. (iii) Social awareness which is the ability to accurately identify the emotions of other people and thus understand the effects of those emotions, that is, to understand what other people are thinking and feeling even though the perceiver does not feel the same way in all situations and with all people. And (iv) Social Skills also referred to as relationship management. Relationship management is the ability to use awareness of one's own emotions and those of others to

successfully manage interactions, that is, to provide clear communication and effectively handle conflict. Goleman's assertion was that a person's ability to perceive, identify and manage emotions can reflect social and emotional competencies that are essential for success in the workplace.

2.6.3.1 Emotional awareness and effective leadership

According to Sean (2010), Goleman's competencies, self-awareness is the building block of all others and involves three skills namely; emotional self-awareness, accurate self-assessment and self-confidence. Sean further states that one must be aware of the emotional state and then assess it. By having a firm grasp on emotions and by understanding of how they manifest, the feeling of self-assurance and in control with boost self-confidence

Salovey and Mayer (1990) inspired Goleman's interest in emotional intelligence and he began to study the concept focused largely on emotional intelligences impact on leadership. He states that emotionally intelligent leaders are aware of their emotions, perceptive and understanding of others emotions, utilize and manage emotions for rational behaviour and thought, understand appropriate actions and words in given situations, know the importance of relationships and how to cultivate them, and make correct decisions that get results without negative emotional interference. A well and mature head teacher will know when and what to say to subordinates using his or her emotions carefully. This may result in good leadership that is accepted by both teachers and learners.

The chart above outlines Goleman's emotional intelligence domain. The first two competencies deal with personal emotions. As stipulated by Sean (2010), the first one is that head teachers need to know their own emotions. This falls in the self awareness and self management category. Goleman (1995) outlines this aspect as one knowing how they feel in a moment and then using those feelings to help drive decision making having a realistic understanding of abilities and a strong sense of self confidence. Sean (2010) citing Goleman (1995) further explains that those who have a highly developed level of

self confidence understand that what they learn about their strengths and weakness is not an indicator of their value or worth as a person. Rather, they have certainty about their own value and capabilities; have a strong presence as well as a high level of self assurance. This feeling according to Goleman further ignites in a person to be able to make quick decisions even in uncertain circumstances and are able to control the direction of their lives.

2.6.3.2 Emotional management and effective leadership

Emotional management also referred to as self-management is managing one's emotions and is related to one's conscientiousness. This is a good attribute as it leads to one handling their emotions. Sean (2010) explains that conscientiousness as related to self management and emotional intelligence means to remain alert and committed to the practice of self management and this means that one takes responsibility for work and the quality that one produces work and the quality that you produce even if your emotional reactions are strong. This quality according to Goleman (1995) requires self control, trustworthiness, conscientiousness and adaptability. Others include achievement orientation as well as initiative. Schools that have head teachers who are aware of their own emotions help them manage them for better action and this reduces on emotional stress.

2.6.3.3 Social emotional awareness and effective leadership

The next two categories of competencies are social in nature and worth considering for leaders like head teachers. These are social in nature because they relate to understanding and working with emotions of others. Social awareness as Sean (2010) alludes to, translates into sensing what others are feeling; being able to understand situations from others' perspective; cultivating relationships with a diverse range of people. These involve traits like empathy, organizational awareness and service oriented. As one recognizes and knows other people's emotions, then such skills according to Goleman's (1995) theory is able to read the intricacies of social interaction; able to use this skill set to influence persuade, negotiate and lead. This skill requires one to influence, to provide leadership, develop others communicate to be a change catalyst and be able to manage conflict. Further skills are building bonds as well a steam work and collaboration.

2.6.3.4 Relationship management and leadership

Managing other people's emotions is one competence that may seem so difficult to achieve as dealing with other people's emotions may be a challenge. This is also termed as relationship management. Relationship management according to *Understanding Emotional Intelligence (2014)* means using awareness of your own emotions and those of others to build strong relationships. Further, it includes the identification, analysis, and management of relations with people around you. It goes on to state that relationship management requires a leader to incorporate the ability to communicate, persuade and lead others whilst being direct and honest without alienating people. It is at this point in time that a leader need be cautious not to allow emotions flair.

On whether emotional competencies led to emotional intelligence, scholars like Cherniss and Goleman (2001) and Mayer and Salovey (1997) have come to agree. Cherniss and Goleman (2001) for example, assert that emotional learning has the potential to help people of any age become more emotionally intelligent at work. This they stated takes commitment, a sustained effort and the implementation of effective models. In other words, not only people above the age of fifty would make good leaders. Even young men and women with the knowledge and potentially developed emotional intelligence can make good head teachers. In the same vein, Mayer and Salovey (1997) vie that most skills can be improved through education and they felt that this holds true for some of the skills that are related to emotional intelligence. Even where some head teachers may not have gone to train to become as such, well arranged refresher courses, workshops and many other forums may help head teachers to develop certain skills that that require in the day to day running of their activities.

As stated by Luthans (1998), the job of a manager is to achieve business and personal objectives through the use of other people. The head teacher just like in a business firm achieves good performance in a school, only when he works with teachers and pupils. The head teacher to be able to achieve the objectives, emotional intelligence is required. Business and personal achievements even for head teachers can only be realized if by way of using other people, in this case teachers and learners, the head teacher is ready to

work with such a resource. If no achievement is made in relation to the objectives of the organization, then checks and balances need to be set in which further scrutiny about oneself as a leader should be done. In this way, leaders may achieve the intended goal.

Emotional intelligence also applies during times of change in a school. Sometimes there maybe change of staff or change in the curriculum which may come with a lot of challenges or generally change in the management of affairs in the school. This is inevitable and Moore (2009) supports it all when he stated that changes in life are expected and the process has emotional implications he says ‘In a culture of change, emotions frequently run high’. Maulding et al (2010) also states that emotionally intelligent leaders can help manage the emotions involved in change and help facilitate desired outcomes in organizations. During this phase, loss and fear are emotions that typically manifest themselves as Moore (2009) alludes to.

A number of studies as highlighted in the literature review above have shown that emotional intelligence is associated with effectiveness in all fields including education. This study particularly looked at the relationship between emotional intelligence and effective leadership of female head teachers in management of human resource in selected secondary schools of Lusaka district.

2.7 Summary

This chapter looked at various literature review related to emotional intelligence and effective leadership. It has brought out studies of various scholars on the topic under review. The next chapter focuses on the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

The previous chapter looked at the various literature related to the study. This chapter outlines the research methodology which was qualitatively designed. Purpose of this inquiry was to establish the relationship between emotional intelligence and effective leadership of female head teachers in management of human resource. Specific objectives included; to establish whether female head teachers understand the concept of emotional intelligence in their roles as school managers in selected secondary schools of Lusaka district; to investigate whether emotional management competencies enhance effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district; to establish how social emotional awareness competencies contribute to effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district in selected secondary schools in Lusaka district.

3.1 Research Design

The research was qualitative in approach. Descriptive survey design was used in which the researcher used preliminary and exploratory studies to gather information. This is as supported by Sidhu (2002) who outlines some characteristics of qualitative research as; a research that requires on-going analysis of data and that it incorporates room for description of the role of the researcher's own biases of ideological preferences. The data that was collected was analyzed using themes. The research established a number of responses to various themes and content. This is according to Orodho (2004). The research design was deemed suitable for this study because the researcher was interested in the state of affairs already existing. Furthermore, De Vos (1998) states that qualitative design involves the use of a wide range of strategies. These strategies vary depending on the purpose and nature of research questions as well as skills available for the researcher. The researcher therefore used interviews, questionnaires and focus group discussion to obtain information from Female head teachers, the District Standards Officer (DESO), teachers and the students.

3.2 Area of Study and Study Population

The area of study was Lusaka district, particularly Lusaka urban. There are 14 secondary schools in Lusaka urban that are headed by females.

3.3 Sample Size

Samples of 6 secondary schools in Lusaka Urban were studied. This totaled 6 Female head teachers. Of the 6 secondary schools, 2 Girls' schools, 2 boys' schools and 2 co-education schools were sampled. 30 students were sampled from the 6 secondary schools. This translated into 10 students from the Girls' schools, 10 students from the Boys schools, and 10 students from the co-education schools. Furthermore, 6 teachers were sampled, 1 from each school. The District Education Standards' Officer was sampled. This brought the total to 43 people who were sampled in this research. This was enough to make deductions about the whole population as supported by Amin (2004).

3.4 Sampling Techniques

There are 6 schools which were purposively sampled as these are headed by Female head teachers. The 6 female head teachers were picked using the purposeful sampling. This was to allow each member of the population an equal chance of being selected according to Msabila and Nalaila (2013). Furthermore as outlined by Lemmer (2002), purposeful sampling aims at locating information-rich individuals. This researcher aimed at female head teachers and the DESO as they were knowledgeable and informative about the topic the researcher was investigating on. On the other hand, teachers and students were selected using the simple random sampling technique.

3.5 Research Instruments

Data was collected from the field using the following instruments: interviews, questionnaires and focus group discussion.

3.5.1 Interviews

Semi-structured interviews were used in this research. This type of interview allows new ideas to be brought up during an interview. An interview is a data-collection technique that involves oral questions of respondents. This is as stated by Elmusharaf (2012). An interview goes hand in hand with an interview guide. An interview guide according to Orodho (2004) is a set of questions that an interviewer asks when interviewing respondents. Answers to the questions posed during an interview can be recorded by

writing them down or by recording. This researcher just wrote down the responses. Interviews were used in this research because they are able to answer in depth questions. Other than that, as Patton (1990) outlines, interviews have the following advantages which the researcher equally benefited from; it permits face-to-face contact with respondents, it provides an opportunity to explore topics in depth, and it also allows the interviewer to explain certain concepts not easily understood by the interviewee. In this research female head teachers and the DESO were interviewed.

3.5.2 Questionnaires

The researcher in this study used semi structured questionnaires. These comprised a mixture of closed and open questions. Study by Patton (1990), states that people feel more comfortable to give information over the telephone or face-to-face. Questionnaires in this research were used on female head teachers and teachers as some head teachers said there were too busy to be interviewed on a one on one schedule.

3.5.3 Focus Group Discussions/Interviews

According to Elmusharaf (2012), a focus group discussion is a qualitative method and its purpose is to obtain in-depth information on concepts, perceptions and ideas of a group. The researcher carefully chose participants of the focus group who were willing to give their own views and opinion freely as supported by Newby (2010).The study incorporated the focus group discussion because it centred on a question and answered interaction as the idea is that group members discuss the topic among themselves, with the guidance from the facilitator. This method was used on learners with the facilitator being the researcher herself. Written list of topics to be covered were done which were formulated as a series of open-ended questions.

3.6 Data Analysis Instruments

After collection of data, the data was corded into themes according to the following general and specific research objectives of the study: to establish whether there was a relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource in selected schools of Lusaka. Specific objectives were: to establish whether female head teachers in selected secondary schools of Lusaka district understood the concept of emotional intelligence; to establish whether female head teachers understood the concept of emotional intelligence in their roles as

school managers in selected secondary schools of Lusaka district; to investigate whether emotional management competencies enhance effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district; and to establish how social emotional awareness competencies contributed to effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district. Thereafter, data was cleaned to improve the quality of the responses. This was by editing and handling of blank responses.

3.7 **Validity and reliability**

Truthfulness of a research lies at the heart of issues. Validity determines whether the research truly measures what it is intended to measure and how truthful the research results are. This is according to Amin (2004). The researcher carried out measures to validate the research results. To make sure that the findings were credible and reliable, the research instruments that were constructed to solicit data from the respondents were given to the supervisor.

Reliability refers to the level of dependability of the questions in the research. To make sure that the data collected was reliable, the researcher interpreted the meanings from the data obtained from the interviews and questionnaires which were authenticated.

Procedure- the researcher was given a permission letter by the school to carry out the research. Further permission was sought from the DEBS office to carry out the study in selected secondary schools of Lusaka district. At school level, permission was sought to interview teachers and pupils and in certain incidences, appointments were made with a number of head teachers for their time. In some cases, research instruments were given and collected at later times.

3.8 **Summary**

This chapter looked at the research methodology. The research design was qualitative in nature and used the descriptive survey design and the area of study was Lusaka district. Of the 14 secondary schools managed by female head teachers, 6 secondary schools were sampled. The sample size comprised of 6 female head teachers, 6 teachers, DESO, and 30 pupils and the research instruments that were used were interviews, questionnaires and the focus group discussion.

CHAPTER FOUR

PRESENTATIONS OF FINDINGS

4.0 Overview

The previous chapter looked at the methodology that the study used and this chapter presents the findings of the study. The findings of the study are presented the way they were obtained from the participants who in this case include the Female head teachers, the teachers, the pupils and the DESO all from selected secondary schools of Lusaka district. The findings are based on the following objectives:

- General objective of this study was to establish whether there was a relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource in selected secondary schools in Lusaka.
- First specific objective was to establish whether female head teachers understood the concept of emotional intelligence in their roles as school managers in selected schools of Lusaka district;
- Second specific objective was to investigate whether emotional management competencies enhanced effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district;
- The third specific objective was to establish how social emotional awareness competencies contributed to effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district in selected secondary schools in Lusaka district.

The data is presented in parts with the first part looking at the demography of the participants who are female head teachers, the DESO, teachers and pupils. The second part looks at the findings that were obtained from questionnaires and are followed by the part of findings that were obtained from interviews and the last part are findings that were obtained from the focus group discussions.

4.1 Social demographic characteristics

The demography of the participants is shown in the diagram below.

Table 2: bio-data of respondents

Position	Number	Percentage
Female head teachers	6	14.28%
Teachers	6	14.28%
Pupils	30	71.4%
DESO	1	2.3%
Total	43	100

The research targeted 6 secondary schools headed by female head teachers which were represented by 14.28% of the total participants. Six (6) teachers who participated were represented by 14.28% of the total participants and was equivalent to that of female head teachers. Thirty pupils (30) who were involved in the study gave a 71% of the total participants and the DESO was represented by 2.3% of the total participants.

4.2 PRESENTATIONS OF FINDINGS (QUESTIONNAIRES)

Questionnaires were used to collect data from participants who in this case were six (6) female head teachers and six (6) teachers from six (6) secondary schools in Lusaka district. Female head teachers were given the Quick emotional intelligence assessment sheet that was suitable to the themes of the study whilst teachers too were used to assess the emotional competencies of female head teachers.

Objective 1: To establish whether female head teachers understood the concept of emotional intelligence in their roles as school managers in selected secondary schools of Lusaka district.

4.2.1 Emotional awareness competencies

Clear feelings

2 out of the 6 female head teachers responded that they often had clear feelings whilst 4 responded that they always had clear feelings.

Emotions in life

2 out of the 6 female head teachers responded that they rarely had emotions, 3 responded that they often had emotions whilst 1 out of the 6 indicated that she always had emotions in dealing with others.

Impact of moods on people

On whether the moods impacted on people, 4 female head teachers indicated that they often did and 2 indicated that they always did.

Refrained when provoked

2 of the female head teachers said that they sometimes sensed when they were getting angry, 1 held that she often sensed, whilst 3 held that they always sensed when they were getting angry

Open to others

Of the 6 female head teachers, 1 held that she sometimes did, 3 said they often told other their true feelings, and 2 held that they always told others their true feelings.

Feelings easily described

The findings were that 1 of the 6 head teachers held that she sometimes described her feelings easily. 2 held that they often did, whilst 3 held that they were able to describe their feelings always.

4.2.2 Objective 2: To investigate whether emotional management competencies enhance (improve) effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

Emotional management competencies are skills which according to Goleman (1998) involve the ability to be aware of one's emotions and have the flexibility to direct one's behaviour in response to those emotions to manage emotional reaction. In response to those competencies, the following were the responses from female head teachers and

teachers in reaction to whether emotional competencies of female head teachers enhanced effective leadership of human resource in selected secondary schools of Lusaka district.

4.2.2.1 Emotional management competencies

Accept critical comments

Findings on whether female head teachers accepted critical comments from people, 5 respondents held that sometimes they did, 4 held that they often did and 3 responded that they always accepted critical comments.

One of the teachers said that *“she listens to the teachers especially during staff meetings or briefings and then we make a decision as a school.”*

Goals easily made

3(teachers) held that FH rarely made goals, 5 held that sometimes she did, 2 responded that it was often and 3 held that they always formulated goals and easily followed them.

One teacher responded by saying that *“goals are set but they are not strictly followed and then everyone forgets about them.”*

Emotionally balanced

7 held that they were often emotionally balanced and 3 held that they always balanced their emotions whilst 2 held that they were sometimes emotionally balanced.

One teacher said that *“sometimes we are greeted by a moody head teacher.”*

Patience

Patience is an attribute that enables one to manage emotions. Of the six 12 participants, 1 held that she was patient with others sometimes, 6 held that they were often patient, whilst 5 held that they were always patient with others.

Restrain when angered

Asked whether they restrained when angered, 4 responded that sometimes they did. 2 held that they often restrained whilst 6 responded that they always restrained when angered

Creativity

Of those asked whether they were creative, 5 held that they often were creative and 5 responded that they were always creative whilst 2 held that sometimes they did.

- 4.2.3 **Objective 3:** to establish how social emotional awareness competencies contribute to effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

Social emotional awareness competencies translates into sensing what others are feeling and be able to understand situations from others' perspective. These responses were obtained from female head teachers and teachers.

4.2.3.1 **Social emotional awareness competencies**

Considerate and sensible

3 held that FH were sometimes considerate.4 held that they were often considerate and 5 held that they were always considerate.

Supportive and helpful

On being supportive and helpful, 1 held that sometimes they did. 4 held that they were often supportive of their human resource whilst 7 said that they were always supportive.

Understanding other people's feelings

On whether they understood other people's feelings, 2 held that sometimes they did, 4 held that they often did and 6 held that they always understood other people's feelings.

Trustworthy

1 held that FH were rarely trusted by others. 5 answered that they were often trusted and 6 held that they were always trusted.

Empathetic and caring

4 held that they were often empathetic and caring and 8 held that they were always empathetic and caring with other.

Related to the social awareness competencies are the relationship management competencies which include showing affection, making friends, motivating others, helpful and dependable. The responses to each one of these were as follows;

Affectionate

Of the 12 participants who were asked on whether FH showed affection to others, 3 held that they rarely did, 4 held that they often did and 5 held that they always showed affection

Motivating to others

1 held that sometimes they did. 7 of the respondents held that they often did and 5 held that they always motivated others.

Teachers who were asked to mention the type of leadership style the FH applied. 4 held that it was democratic, 1 said it was autocratic and 1 held that it was Laize faire.

Cheerful and sociable

1 held that they are often cheerful and sociable, 3 of the respondents held that they were often cheerful and 8 held that they were always cheerful.

Helpful and dependable

On whether the FH were helpful and dependable, 1 held that sometimes they did. 3 responded that FH were often helpful and dependable whilst 8 held that they were always helpful.

4.3 PRESENTATIONS OF FINDINGS (INTERVIEWS)

Semi-structured interviews were used in the study on the six (6) female head teachers and the DESO.

4.3.1 **Objective 1:** To establish whether female head teachers understood the concept of emotional intelligence in their roles as school managers in selected secondary schools of Lusaka district.

The six head teachers who already were briefed on the essence of the interview gave the following answers:

4 of the FH were aware of the concept of EI in their roles as school managers while 2 of them did not clearly understand what it really meant. Of the 4 who knew what it really meant had this to say

“Yes I am, and it can be explained as ability to reason even when your emotions are high.”

Examples of abilities that were mentioned by the majority of the participants included the following, clear feelings, avoid being moody, refraining when provoked.

Asked how they reacted when provoked by a teacher, one of the head teachers said that:

“First, I withdraw from the provocation, then internal situation and then make a decision on the best approach to take.”

Another head teacher said that *“I invite an independent person then we sort out the issue,”*

Asked on how to deal with emotions, 5 of the FH stated that they made sure they were open to others and this is what some of them said;

“It depends on the situation; I communicate to them at individual and group levels. The other way is through HODs.”

Another Female head teacher said, *“There is a ladder of communication and always gets feedback if communication has been received.”*

4.3.2 **Objective 2:** To investigate whether emotional management competencies enhanced effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

On whether their emotional management competencies enhanced effective leadership, most female heads said there was and this is how it was explained by some female head teachers;

“I believe so because a leader is both human and on the other side a leader. As a human, she has emotions.”

“Yes there is. Decisions made out of emotions are usually bad. Leadership decisions are made with considerations to the situation. One needs to exercise patience, be composed and sometimes ready to accept criticisms from teachers”

Asked on whether being a female hindered them from being effective, all the FH disagreed to that notion. Some of the sentiments that were put forward were as follows;

“No, I function in a proper manner like any sane human being without gender considerations.”

Another female head teacher said, *“No, because what men can do effectively in an institution, I can do also and besides, we possess the same qualifications.”*

In an interview held with one female head teacher on whether being young had an effect on how she led others, she said, *“Despite being younger than some of the teachers I lead, I have no fear because I have what it takes to be a leader.”*

4.3.3 **Objective 3:** To establish how social emotional awareness competencies contribute to effective leadership of female head teachers in management of human resource in selected secondary schools of Lusaka district.

Female head teacher were asked whether they were sociable. 4 of the respondents held that they were, and explained that being social drew them close to teachers and even learnt of their problems.

Respondents were asked to explain how they dealt with problems that teachers faced. Most of them stated that they faced them as they came. They said that knowing each teacher was of great help.

On empathy, most FH stated that they felt for their teachers and tried to help and fit in their problems.

When asked what type of a leader they were, most of them stated that they enjoyed the democratic type but also advocated for the autocratic type in dealing with those teachers who were problems.

When asked whether they experienced conflict in school, most teachers said they did especially with job allocation and resource finance. One FH said,
“Yes I have, in job allocation, finance resource allocation and in a number of school activities.

Another said, *“Yes, when teachers wanted to be provided with beverages of their choice tea time. I engaged them and we settled for one.”*

On demonstration of passion for student learning, most FH held that they did by providing learning and teaching.

One FH said, “They should be the core of why decisions are made.”

Other than the FH, DESO also stated that most female heads were all responsible head teachers in the management of human resource as no major case had been reported to her office.

4.4 PRESENTATIONS OF FINDINGS (FOCUS GROUP DISCUSSIONS)

Focus group discussions were held with the 30 pupils, 10 from each school were met at different times with permission from their head teachers.

Most pupils said that they knew their head teachers from the corridors and at assembly.

On whether their head teachers were emotional in nature, some said their head teachers were always confined to their offices.

One pupil said, "The only time I met her was when I was enrolling in grade 10."

Asked whether it really mattered having a female for a head teacher, most of the pupils said it did not matter because even where there was a male head teacher, some schools still performed poorly. One pupil said, *"Both male and female are equal, so school performance is not dependent on whether male or female."*

4.5 Summary

This chapter specifically looked at the presentation of findings. Findings were categorically presented using the research tools namely questionnaires, interviews and focus group discussions. The questionnaires and interviews were administered to the female head teachers and the teachers whilst the focus group discussion used a guide that had questions that probed pupils to bring out information that was in line with the objectives. The general objective was to establish whether there was a relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource of Lusaka district. Specific objectives included; to establish whether female head teachers understood the concept of emotional intelligence in their roles as school managers in selected schools of Lusaka district; to investigate whether emotional management competencies enhanced effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district; to establish how social emotional awareness competencies contributed to effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district in selected secondary schools in Lusaka district. The findings in this chapter are discussed in the proceeding chapter.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.0 Overview

This chapter discusses the findings that were done in the research. The study used research instruments to gather information on the subject. These were questionnaires which were administered on Female head teachers who were the main focus and the teachers who helped in supplementing on the information that was obtained from female head teachers. Also used as research tools were semi structured interviews on the female head teachers and the DESO. The other research tool that was used in the study was the focus group discussion which was used to obtain information from pupils. This chapter therefore discusses the findings in line with the research objectives that were set. The findings of the study were obtained using the set objectives. The research objectives were as follows:

General research objective was to establish whether there is a relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource in selected secondary schools in Lusaka district.

The first specific research objective was to establish whether female head teachers understood the concept of emotional intelligence in their roles as school managers in selected secondary schools of Lusaka district.

The second specific research objective was to investigate whether emotional management competencies enhanced effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

The third specific research objective was to establish how social emotional awareness competencies contributed to effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

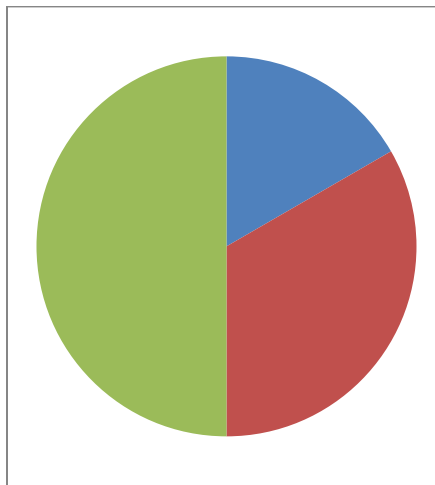
Data collected from female head teachers on the age and marital status is presented below.

Table 1: Age of female head teachers

Years	Number	Percentage
30-40	1	16.7
41-50	2	33.3
51-60	3	50

The above information is illustrated in the chart below

Figure 2: chart showing the distribution of age of female head teachers



The age range that was used by the researcher was 30-40 years with 1 respondent and is represented by the blue colour and the scoring was 16.7%. The 41-50 years range, with 2 respondents gave a 33.3 % and is represented by the red colour. The 51-60 range gave a 50% response and is represented by the green colour.

Table 2: Distribution of the Marital Status of FH

Status	Number	Percentage
Married	3	50
Single	1	16.7
Divorced	2	33.3

50% of the respondents in the category of female head teachers were married while 33.3% were those who were divorced and 16.7% represented the single ones respectively.

Table 3: Years of experience of FH

Years	Number	Percentage
1-5	3	50
6-10	2	33.3
11-15	1	16.7

50% of the female head teachers had served as head teachers between 1-5 years. 33.3% represented those who had served for 6-10 years and 16.7% represented those who had served for 11-15 years.

Table 4: Distribution of Gender of teachers

	Male	Female
Sex	xxx	xxx
Total	3	3

The researcher deliberately balanced the number of teachers that were sampled to avoid biasness. This therefore means that there was a 50% presentation of both the female and male teachers who participated in the study.

Table 5: Distribution of age of teachers

AGE	31-35	36-40	41-45	46-50	Above 50
	1		3		2
Total	1	0	3	0	2
Percentage	16.7	0	50	0	33.3

5.2 FINDINGS FROM OBJECTIVE 1: To establish whether female head teachers understand the concept of emotional intelligence in their roles as school managers in selected secondary schools of Lusaka district. Competencies that helped bring out the fact that FH were aware of the concept of emotional intelligence included components like clear feelings, emotions in life, impact of moods on people, putting words to feelings, moods easily affected by external events, able to refrain when provoked, open to others, and able to describe one’s feelings. The findings are illustrated in the table below;

Table 6: Responses from Participants on Emotional Awareness Competencies

Aspect	Clear feelings	Emotions in life	Impact of moods on people	Putting words to feelings	Moods easily affected by external events	Refrain when provoked	Open to others	Describe feelings easily
Rarely(1)		2(33%)		1(17%)	2(33.3%)			
Sometimes(2)					2(33.3%)	2(33%)	1(17%)	1(17%)
Often(3)	2(33%)	3(50%)	4(67%)	3(50%)	2(33.3%)	1(17%)	3(50%)	2(33%)
Always (4)	4(67%)	1(17%)	2(33%)	2(33%)		3(50%)	2(33%)	3(50%)
Totals	6	6	6	6	6	6	6	6

➤ Female head teachers were aware of the term emotional intelligence and the associated competencies. The responses that showed that they were actually aware of their emotions were:

- 67% of the FH held that they had clear feelings which are an indication that they were able to discern on what was going on around them.
- 50% held that emotions did not play an important part in their lives. This
- 67% of the FH declared that moods did not impact the people around them. This is an indication that even when FH were moody as human beings, they took care that it did not affect those around them.
- 50% of FH held that they easily sensed when going to be angry
- 50% held that most of them were able to describe their feelings easily
- 50% declared that they were open to others.

From the findings above female head teachers held that they were aware of the term emotional intelligence. They further stated that they had what it took to lead others. This included professional knowledge and education they had acquired and suitable experiences as a result of holding various occupations including that of head of department, deputy head teacher and then head teacher.

Furthermore, female head teachers acknowledged that emotions are present in any living human being and that what was important was how a person perceived matters to do with emotions.

5.3 FINDINGS FROM OBJECTIVE 2: To investigate whether emotional management competencies enhance effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

The findings from this study indicated that emotional management competencies enhance effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

Emotional management competencies include self control, transparency, adaptability, achievement orientation and initiative. This is as stipulated by Goleman (1998). The findings on whether such competencies enhanced effective leadership were brought out in questionnaires that were administered to female head teachers. This is as illustrated in the table below;

Table 7: Responses from Participants on the Emotional Management Competencies

Aspect	Accept critical comments	Goals easily made and followed	Emotionally balanced	Patient person	Restrain when angered	Creative
Rarely (1)		3(25%)				
Sometimes (2)	5(42%)	5(42%)	2(17%)	1(8.3%)	4(33%)	2
Often (3)	4(33%)	2(17%)	7(58.3%)	6(50%)	2(17%)	5
Always (4)	3(25%)	3(25%)	3(25%)	5(42%)	6(50%)	5
Totals	12	12	12	12	12	12

There was a relationship between emotions and effective leadership. They held that a leader was both human and a leader on the other hand. They also held that as a human being, they also had emotions but that this did not largely affect their leadership decisions.

- 42% of the participants held that they accepted critical comments whilst 33% said they often accepted and 25% declared that the FH always accepted critical comments. This can mean that FH were sceptical of receiving negative comments.
- On whether goals were made and followed 42% held that FH found it easy to make goals and stuck with them. However, even where they were made, they never achieved them.

Other findings included that FH:

- were emotionally balanced people
- were patient people
- accepted critical comments from others without becoming angry
- maintained composure even during stressful times
- restrained themselves when angered
- were able to control urges that were damaging
- directed their energies into creative work

Most female head teachers in relation to the above stated that emotional management enhanced effective leadership because if one accepted responsibilities for their actions then it would be easy to manage emotions if they arose as they dealt with others. Although not all the respondents agreed that they stuck to their goals once made, most of them said they did.

On patience as an emotional competence, 50% of the respondents agreed that they were. This was further supported by teachers who equally held that their head teachers were patient as they dealt with certain matters that otherwise would raise their tempers.

Furthermore, on accepting critical comments from others, most participants represented by a 42% held that they did. This was stated in the affirmative in that a leader arguing with subordinates openly shows lack of self control. On maintaining composure during

stressful times, most respondents from the female head teachers' category held that they did. This is in line with Goleman (1998) who in his studies indicated that emotionally balanced people become effective leaders in that they maintain their composure even when they are stressed.

5.4 FINDINGS FROM OBJECTIVE 3: To establish how social emotional awareness competencies contributed to effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district?

Social emotional awareness competencies are social in nature and relate to how someone understands and works with emotions of others. The findings from the study indicated that most female head teachers agreed that social emotional awareness competencies contributed to effective leadership in the management of human resource. These were derived from questionnaires that were administered to both the female head teachers and the teachers.

Table 8: Responses from Participants on the Social Emotional Awareness Competencies.

Aspect	Considerate and sensible	Supportive and helpful	Understanding other people's feelings	Trustworthy	Empathetic and caring	Affectionate	motivating	Cheerful and sociable
Rarely				1(8.3%)		3(25%)		
Sometimes	3(25%)	1(8.3%)	2(17%)				1(8.3%)	1(8.3%)
Often	4(33%)	4(33%)	4(33%)	5(42%)	4(33%)	4(33%)	7(58%)	3(25%)
Always	5(42%)	7(58%)	6(50%)	6(50%)	8(67%)	5(42%)	5(42%)	8(67%)
Total	12	12	12	12	12	12	12	12

From the female head teachers, most of them held that they showed affection; motivated others and that they were cheerful persons. 42% of the participants held that FH were actually considerate and sensible. This can be translated to mean that FH are approachable and this in the long run makes them effective in the management of human resource.

The findings also revealed that FH were supportive and helpful when it came to being there for teachers who had problems. This is supported by the score of 58% of the total score of the participants as indicated in the table above. An effective head teacher who makes use of such competencies works with others and this ultimately makes them popular. They used the engagement technique in dealing with emotions of their human resource. They stated that they engaged one another in solving various conflicts ranging from finance issues, duty allocation and other school activities. They further stated that they provided teaching and learning materials as these were core of why decisions were made.

Further findings from the focus group discussions on the same objective were that: Most students held that even if they did not interact with the head teacher so often, they liked the way the school was managed the school.

On the head teachers' effective leadership in terms of discipline, most pupils held that Female head teachers were firm in that area and that those pupils who behaved badly were usually punished or even suspended.

School performance is not dependent on the gender of the head teachers. Most students said that sex of the head teacher did not matter so much on the school academic performance as most of the female head teachers did exactly the same as male head teachers.

Of the three types of leadership namely democratic, autocratic and laissez-faire, the female head teachers preferred the democratic type of leadership and this they said they valued and respected other peoples' views in the decisions they made.

Another competence that was brought out to establish whether there is a relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource was the relationship management. The dimension of relationship management include developing others, inspirational leadership, influence,

conflict management teamwork and collaboration. Instruments that were used for these findings included questionnaires and focus group discussions. It was discovered that:

Most female head teachers showed that they were not hindered from effective management of their schools by virtue of being female. They held that they could do all duties that male counterparts did. They said that they also possessed the same and higher qualifications as most men.

On the Leadership style of female head teachers, teachers liked the female head teachers' flexibility and that most of them were democratic. This they said was seen by the way the female head teachers involved teachers in decision making.

Teachers held female head teachers were neither democratic nor flexible in their leadership style. On the effectiveness of female head teachers in performance of their duties towards the management of human resource, most teachers held that it was good and fair.

On the issue of consultation when it came to making decisions affecting the school, most teachers held that their head teachers consulted them during meetings. Those who held that they did said they did that through meetings with the deputy head teacher and HODs to plan for the school and also consulted teachers during staff meetings.

When asked whether female head teachers attended to teachers' problems promptly, teachers held that they did.

On delegation, most teachers held that female head teachers were good at delegation and that where available teachers were put in various committees to help run the school as a team.

5.6 **Summary**

The chapter discussed the findings of the study based on the objectives that were set. Using the research questions, the study used interviews, questionnaires and focus group

discussion as research tools to obtain information. The next chapter looks at the conclusion and recommendations of the study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

6.0 Overview

The preceding chapter discussed the research findings and addressed the research objectives. This chapter looks at conclusions and recommendations of the study to help out in the academics on emotional intelligence. The study was based on the following objectives:

6.1.1 General research objective was:

- To establish the relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

6.1.2 Specific research objectives were;

- To establish whether female head teachers understood the concept of emotional intelligence in their roles as school managers in selected secondary schools of Lusaka district.
- To investigate whether emotional management competencies enhance effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.
- To establish how social emotional awareness competencies of female head teachers contributed to effective leadership of human resource in selected secondary schools of Lusaka district.

The above formulated questions from the objectives were used to carry out the study using a qualitative method. The research instruments that the study used included interviews, questionnaires and focus group discussion. Data that was collected was screened and tabulated in themes.

Furthermore, the researcher picked on 6 secondary schools out of the 14 secondary schools run by females in Lusaka district. Participants were picked using two methods namely purposeful and random sampling to choose participants. Participants that were picked to help with the study included female head teachers, teachers and pupils.

6.1.5 **Conclusions of the study**

In line with the general objective of the study which was to establish whether there is a relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district, the study revealed that emotional intelligence is linked to how effective one is in management of emotions. This is according to studies by Goleman (1998). Goleman's model on emotional intelligence outlines a number of competencies which this study used to investigate whether there is a relationship between emotional intelligence and effective leadership. These competencies are; emotional management competencies, social emotional competencies, and relationship management competencies. These competencies are innate and only require one to develop them for better results in effective management of emotions.

With the above foundation therefore, this study has proved that effectiveness of an individual does not depend on gender as any person whether male or female can be effective

In line with the first specific objective, female head teachers of Lusaka district are aware of the term emotional intelligence. This was revealed in the manner the respondents assessed the way they used certain competencies that they may have not been aware about that contribute to them being effective in management of human resource. Among these competencies are clear feelings of oneself which determines awareness, there are also emotions in life, impact of moods on other people, refraining when provoked, being open to other people and one who is able to describe feelings easily. The study has established that female head teachers are actually aware of these emotions.

The second specific objective was to investigate whether emotional management competencies enhance or improve one's performance. The study has established through the responses that were given by the participants that when certain abilities are well managed by female head teachers, it helps in improvement of the working relationships. These competencies include accepting critical comments, setting goals and easily following them, being emotionally balanced, being patient with matters, refraining oneself when angered, and being creative. It came to the fore that how these are managed actually enhances effective leadership.

The third specific objective was achieved because the study was able to show how both the social emotional competencies and the relationship management competencies contribute to effective leadership. This translates into the fact that if female head teachers knew how to manage their own emotions, then it would be very easy to identify emotions of others and ultimately harmonize the two.

It is therefore right to conclude that this study has proved that there is a relationship between emotional intelligence and effective leadership of female head teachers in management of human resource in selected secondary schools of Lusaka district.

6.2 Recommendations of the study

To improve effectiveness of female head teachers in the management of human resource in selected secondary schools of Lusaka district, the following are the recommendations:

- Compulsory management training on emotional intelligence and effective leadership should be introduced to all females appointed to the position of head teacher by the Ministry of General Education.
- More workshops and seminars must be held for female head teachers to help strengthen their emotional competencies to enhance effective leadership.
- Female head teachers meeting regularly with their teachers and pupils to socialise to help develop their social emotional competencies for effective leadership. This can be done through school assemblies for pupils and staff meetings, briefings and mere informal social gatherings with teachers.

6.3 Suggestion for further research

The researcher suggests that further studies are done to establish how the uses of emotional intelligence by female teachers affect learner performance.

6.4 Summary

The chapter being the concluding chapter looked at the overview of the whole study and highlighted how the stated objectives were achieved by the study. This chapter also stipulated the recommendations of the study and also suggestion for further research. It is therefore hoped that the study will add value to the already existing debate on emotional intelligence.

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APPENDIX 1

INTERVIEW GUIDE FOR FEMALE HEAD TEACHERS.

Dear respondent,

This interview is part of the study to establish if there is a relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

Your school happens to be among the schools in Lusaka district I chose to sample for my study. Am merely soliciting for information in relation to the stated objectives. The information I will obtain from you will be used purely for academic purposes and shall be treated confidential. Please feel free.

Objective 1

1. Are you aware of the term emotional intelligence and how it affects your role as a manager?
2. In connection to the above, cite examples of these abilities.
3. Do you think there is a relationship between emotions and effective leadership? If the answer is yes, how so?

Objective 2

4. Do you think how you manage your emotions enhances your leadership as a female head teacher?
Explain your answer above.
5. Does being a female hinder you from being an effective school manager? Explain your answer.
6. How does managing your emotions affect your effectiveness in leading other people?
Explain your answer above.

Objective 3.

7. Are you a social person? If the answer is yes, how do you relate with your teachers and pupils?
8. How do you deal with problems that teachers present to you?
9. Do you empathize with some of your teachers who undergo difficult situations?
10. What kind of leader are you of the following;

- a. Democratic
- b. Autocratic
- c. Laize faire
- d. All the above

Kindly explain your answer above.

11. Do you think you motivate those you lead them?

APPENDIX 2

QUESTIONNAIRE FOR FEMALE HEAD TEACHERS

Dear respondent,

I humbly request you to answer the questions in this questionnaire to enable the researcher accomplish her study. Whatever information you give will be treated confidential and used solely for academic purpose.

SECTION 1: DEMOGRAPHIC INFORMATION

1. Age

- (a) 30 - 40 years (b) 41 - 50 (c) 51 - 60

2. Marital status

- (a) Married (b) Single

3. How long have you been head teacher?

- (a) 1-5 years (b) 6-10 years (c) 11-15 years
(d) 16 and above years

4. Academic Qualification

- Diploma ()
Degree ()
Master's Degree ()
Ph D ()

5. How long did you serve as Deputy Head teacher?

- (a) 1-3years (b) 4-6years (c) 7-10years (d) above 10

6. How long did you serve as Head of Department?

- (a) 1-3 years (b) 4-6 years (c) 7-10 years (d) above 10 years

SECTION B: EMOTIONAL INTELLIGENCE APPRAISAL QUESTIONS

Emotional intelligence (referred to as **EQ**) is your ability to **be aware of, understand and manage your emotions.**

Rank each statement as follows: 1(rarely) 2(sometimes) 3(often) 4(always). Tick your response

Emotional Awareness

1	2	3	4	My feelings are clear to me
1	2	3	4	Emotions play an important part in my life
1	2	3	4	My moods impact the people around me
1	2	3	4	I find it easy to put words to my feelings
1	2	3	4	My moods are easily affected by external events
1	2	3	4	I can easily sense when I am going to be angry
1	2	3	4	I readily tell others my true feelings
1	2	3	4	I find it easy to describe my feelings
1	2	3	4	Even when I am upset, I'm aware of what's happening
1	2	3	4	I am able to stand apart from my thoughts and feelings and examine them

Emotional Management

1	2	3	4	I accept responsibility for my reactions
1	2	3	4	I find it easy to make goals and stick with them
1	2	3	4	I am an emotionally balanced person
1	2	3	4	I am a very patient person
1	2	3	4	I can accept critical comments from others without becoming angry
1	2	3	4	I maintain my composure, even during stressful times
1	2	3	4	If an issue does not affect me directly, I don't let it bother me
1	2	3	4	I can restrain myself when I feel anger towards someone
1	2	3	4	I control urges to overindulge in things that could damage my well being
1	2	3	4	I direct my energy into creative work or hobbies

Social Emotional Awareness

1	2	3	4	I consider the impact of my decisions on other people
1	2	3	4	I can tell easily if the people around me are becoming annoyed
1	2	3	4	I sense it when a person's mood changes

1	2	3	4	I am able to be supportive when giving bad news to others
1	2	3	4	I am generally able to understand the way other people feel
1	2	3	4	My friends can tell me intimate things about themselves
1	2	3	4	It genuinely bothers me to see other people suffer
1	2	3	4	I usually know when to speak and when to be silent
1	2	3	4	I care what happens to other people
1	2	3	4	I understand when people's plans change

Relationship Management

1	2	3	4	I am able to show affection
1	2	3	4	My relationships are safe places for me
1	2	3	4	I find it easy to share my deep feelings with others
1	2	3	4	I am good at motivating others
1	2	3	4	I am a fairly cheerful person
1	2	3	4	It is easy for me to make friends
1	2	3	4	People tell me I am sociable and fun
1	2	3	4	I like helping people
1	2	3	4	Others can depend on me
1	2	3	4	I am able to talk someone down if they are very upset

APPENDIX 3

QUESTIONNAIRE FOR TEACHERS

Information given on this questionnaire will be treated with confidence. Do not indicate your name or school nor put any other form of identity. Please put a tick (V) reflecting your response opinion. Where the questions require an explanation, write in the space provided for the purpose.

SECTION A: DEMOGRAPHIC INFORMATION.

1. Sex: Male () Female ()
2. Marital status: Married () Single ()
3. Age bracket
25-30 years () 31-35 years ()
36-40 years () 41-45 years () Above 50 years ()
4. Academic qualifications
Diploma ()
Degree ()
Master's ()
Postgraduate ()
Any other (specify).....
5. Work experience
a) As a teacher
Between 1-3 years ()
Between 4-6 years ()
Between 7-9 years ()
Above 10 years ()

b) As a head of department.
Between 1-3 years ()
Between 4-6 years ()
Between 7-9 years ()
Above 10 years ()

SECTION B: FEMALE HEAD TEACHERS AND EMOTIONAL MANAGEMENT

1. Does your head teacher accept critical comments from teachers?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain your answer above.....
.....

2. Is your head teacher good at setting goals for the school?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain the answer above.....
.....

3. Is your head teacher a patient person when dealing with issues affecting management of human resource?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain your answer above:
.....

4. Does your head teacher refrain herself when angered by others?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain the answer above.....
.....

5. Is your head teacher a creative person?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain your answer above.....
.....

FEMALE HEAD TEACHER'S SOCIAL EMOTIONAL AWARENESS AND EFFECTIVE LEADERSHIP.

1. Do you think your head teacher is sensible and considerate when dealing with your emotions?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain your answer above.....
.....

2. Does your head teacher render support and help you out in times when you have problems?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain your answer above.....
.....

3. Can you describe your head teacher as an understanding person?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain your answer above.....

.....
4. Can you trust your head teacher?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain your answer above.....
.....

5. Is your head teacher empathetic and caring?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain your answer above.....
.....

6. Are you motivated by the leadership style of your head teacher?

Rarely ()

Sometimes ()

Often ()

Always ()

7. What type is it?

Democratic ()

Autocratic ()

Laize faire ()

Combination of all the above.

Explain your answer above.....
.....

8. Is your head teacher cheerful and sociable?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain your answer above.....

.....

9. Can you depend on your head teacher for anything?

Rarely ()

Sometimes ()

Often ()

Always ()

Explain your answer above.....

.....

APPENDIX 4

QUESTION GUIDE FOR FOCUS GROUP (PUPILS)

1 Do you have access to your head teacher?

Explain your answer above

.....

2 Do you have any problems with your head teacher?

Explain your answer

.....

.....

3 What kind of leader is your head teacher? Is she democratic, autocratic or Laize faire

Explain your answer in above

4 Does the school performance dependent on the gender of your head teacher
whether male or female?

Explain your answer above

.....

12. Suggest how the problems you have mentioned above can be solved?

.....

.....

APPENDIX 5

INTERVIEW GUIDE FOR DESO

This interview is part of the study to establish if there is a relationship between emotional intelligence and effective leadership of female head teachers in the management of human resource in selected secondary schools of Lusaka district.

Your office has been included in this study to give your stance as the supervisor of head teachers in Lusaka district. The information you will give will be treated confidential and will only be used purely for academic purposes only.

1. How long have you been DESO?
2. How many secondary schools do you have in Lusaka district?
3. How many of these are headed by females?
4. How do you perceive the management of female head teachers in your district?
 - (a) Above average ()
 - (b) Average ()
 - (c) Below average ()
5. Do you think female head teachers face any challenges in dealing with human resource in their schools?
Yes ()
No ()
Explain your answer above
.....
.....
6. Do female head teachers complete important tasks on schedule?
Yes ()
No ()
Explain your answer above
6. Suggest any ways female head teachers can be helped in dealing with emotional challenges they face with human resource at school.