

LEADERSHIP STYLES AMONG HEAD TEACHERS AS PREDICTED BY HEAD TEACHERS AND TEACHERS

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ABSTRACT

Institutions worldwide are demanding and developing more effective middle level leadership. In view of this numerous leadership theories and models have been constructed to explain leadership functions and recommended different approaches to leadership in various institutions. This highlights the influence of leadership on subordinates and followers in performance to achieve mission and organizational development. Literature reviewed found a gap existing regarding Full Range Leadership Styles (FRLS) among School Head Teachers (Principals) as predicted by head teachers and teachers in Greater Accra, Ghana.

This is a quantitative research with a survey of 50 head teachers and 300 teachers using Multifactor Leadership Questionnaire (MLQ Form 5X Short) to collect data. Using descriptive statistics of mean and standard deviation to determine the dominate Leadership Styles among head teachers. The findings of the study suggested that the Transformational Leadership Styles as the dominate Leadership Styles, followed by Transactional Leadership Styles and Passive/Avoidant Leadership Styles in that order. Based on empirical findings, FRLS should be part of training and selection process of head teachers and teachers. Further research may be conducted in which data should be collected from students, parents, peers and supervisors as well to give a 360 degree leadership assessment.

KEYWORDS: Full Range Leadership Styles, Transformational Leadership Styles, Transactional Leadership Styles, Passive/Avoidant Leadership Styles

INTRODUCTION

Leadership has evolved and continues to evolve (Batas, 2013). Varied leadership theories, styles and models continue to receive attention in academia and business globally in the area of great man, trait, behavioral, contingency, situational, leaders and followers, private sector, public sector, providing governance, contemporary and full range leadership styles (; Ayiro, 2014; Bates, 2013; Wanser, 2012; Syndell, 2008). This makes leadership one of the most studied areas in human resource management and still one of the most complex and complicated area of inquiry (Adeyemo, Dzever, & Nyananyo, 2015). Leadership can influence followers and peers to improve on performance and achievement of an organizational mission and the development of that organization (Goleman, Boyatzis, & Mckee, 2013; Spinelli, 2006). This means increasing knowledge in various leadership techniques may make leaders successful, effective and perform better than people with less knowledge in leadership (Tang & Yin, 2010).

In education, leadership theories and models such as effective school leadership practice (Marzano, Waters, & McNulty, 2005), learning organization (Yang, Watkims, & Marsick, 2004), instructional learning (Hallinger, 2003),

transformational leadership in education (Leithwood & Jantzi, 2006) and growing great school models (Gene, 2007) among others have received attention in education. Nevertheless, Full Range Leadership Styles (FRLS) has received little empirical attention in education among teachers in sub-Saharan Africa for that matter Ghana (Adeyemo, Dzever, & Nyananyo, 2015; Andoh, 2014; Gyan & Tandoh-Offin, 2014; Oyekan, 2010; Avolio, 2010). Literature reviewed suggested that further research can be carried out about leadership styles within different environment more specifically in Sub-Saharan Africa (Ayiro, 2014; Nath 2013; Stanescui & Cicei, 2012; Folarin, 2013; Sahaya, 2012; Spinelli, 2006).

Hence, this researcher will use the Full Range Leadership Styles (FRLS) by Avolio and Bass (2004) to study Leadership Style among head teachers as predicted by head teachers and teachers in Anglican Education Unit of Greater Accra, Ghana.

LITERATURE REVIEW

The Full Range Leadership Styles (FRLT) started as transformational leadership styles by Burns in 1978 (Mukhty, 2013). Later, he distinguished between characteristics of transformational and transactional leadership (Bates, 2013). In 1985 Bass originated the concept of six-factor model of leadership styles (Nath, 2013). Avolio and Bass later suggested “Full Range Leadership Styles” (FRLS) (Nath, 2013; Sahaya, 2012; Avolio, 2010; Avolio & Gardner, 2005; Avolio, Bass, & Zhu, 2004).

The theory has evolved from four transformational leadership styles to seven leadership factors to eight factors of leadership (Nath, 2013; Hebert, 2011; Avolio & Gardner, 2005). Bass and Avolio (2004) again modified the theory to nine factors version based on several researches while some researchers had recommended additions or deletions of items of factors from nine factors model for their studies (Sahaya, 2012; Barbuto, 2005; Avolio & Bass, 2004; Bass, Avolio, Jung, & Berson, 2003). Bass and Avolio (2004) nine-factor or full range of leadership styles was developed. The nine factor FRLS consists of five factors of transformational leadership styles, two factors of transactional leadership styles and two factors of passive-avoidant leadership styles. The transformational leadership styles consist of idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration. The two factors of transactional leadership styles consist of contingent reward and management-by-exception (active). The two factors of passive-avoidant leadership style is made up of management-by-exception (passive) and laissez-faire leadership style (Staneseu & Cicei, 2012; Spinelli, 2006; Avolio & Bass, 2004). These are discussed below:

Transformational Leadership Styles

The roots of transformational leadership are found in the works of James MacGregor Burns who is generally considered the founder of modern leadership theory (Burns, 1978). Burn’s work is primarily found in the political realm, and he identifies leadership as the action of leaders persuading followers to work towards certain goals that represent the values, needs, aspirations, and expectations of both leaders and followers (Hebert, 2011). Burns believes that leaders are able to persuade followers through their teaching role of leadership. Additionally, he believe that the brilliance of leadership lies in the way leaders view and act upon their own values and motivations, as well as those of their followers. He confirms that there is a moral aspect of leadership and believes transformational leadership is grounded in conscious choice among real alternatives. The followers must have the opportunity to experience and understand the different options or actions the leader may be prescribing (Avolio, Bass, Berson, & Jung, 2003). Burns further contends that the leadership role is most powerful if leaders help to develop their followers into leaders. In other words, the transformational leader is

constantly supporting the evolution of leaders within the organization, and in doing so; these transforming leaders affect real change in the organization (Mukhuty, 2013; Avolio, 2010).

Transformational leadership theory has been the subject of much research, both in the business world and academic circles (Wendorf-Heldt, 2009). In educational settings, transformational leadership behaviors reduced employees' cynicism about organizational change in educational settings, reaching the same conclusions about the positive effects of transformational leadership (Hebert, 2013). Transformational leadership had a positive and significant effect on students' engagement and organizational conditions (Ayiro, 2014).

Transformational leaders are able to stimulate and motivate the followers to perform beyond expectation of the working's standard (Barbuto & Burbach, 2006). Transformational leaders not only exchange between rewards and the leaders' requirement but also motivate the followers to transcend their self-interests for the goals (Ayiro, 2014). Moreover, they are able to change peers and followers behaviors to encourage their visions for achievement. Peers and followers understand and share their interests to leaders when they trusted and have respect for leaders. Leaders derive influence on followers to transform and develop organization. The degree of influence from leaders to followers is as a result of followers' reactions (Mukhuty, 2013). These reactions will assess and select the styles of leaders which are appropriate or not for them. Moreover, transformational leaders are excellent motivators because they emphasize on the people more than results. The behaviors of transformational leadership are consistently developing, solving problems, creating promotions, building confidence, achievement focusing, common benefit focusing, optimistic focusing, enthusiastic focusing, and self-actualization focusing (Avolio & Bass, 2006).

Transformational leadership styles of the full range leadership model are the culmination of many leadership theories (Sahaya, 2012). Transformational leadership styles in full-range leadership mode comprises of five I's factors of *Idealized Influence*, *Idealized Influence (Behavior)*, *Inspirational Motivation*, *Intellectual Stimulation* and *Individualized Consideration* (Bass & Avolio, 2004). The details are following:

Idealized Influence (Attributed) leaders have charismatic character such as support and instill pride in followers. They go beyond self-interest for the advantage of group and organization. They encourage, build trust, respect and exhibit the sense of self-confident and direction (Avolio & Bass, 2003). Idealized influence is the characteristic of transformational leadership as defined by Avolio and Bass (1990) and focuses on the vision and sense of mission the leader conveys to others. It is within this characteristic that leaders create leaders by showing others that they can accomplish their goals (Avolio & Bass, 2002; Avolio, Bass, & Jung, 1999).

Idealized Influence (Behavior) leaders have charismatic actions such as highlight on the sense of purpose and performance, emphasizing on moral ethics for decisions making at all time (Avolio & Bass, 2003).

Inspirational Motivation come from leaders who encourage their followers to view optimistically accomplishment in the future, communicate clearly with their vision and reveal certainly toward the goals that they will be reach (Bass & Avolio, 2004). Inspirational motivation was once considered to be synonymous with the charisma a top-level leader would exhibit. It is now recognized as being much more than charisma and is seen at all levels of organizations. The potential for inspiring others can lie in personal accomplishments, improved communication skills, and the role mentoring plays in motivating others (Avolio & Gardner, 2005). The leader is particularly able to improve his/her level of inspirational motivation when the vision and goals are shared by other employees. This leader is proactive in seeking to minimize errors,

but when mistakes occur, the situation becomes a learning experience instead of an opportunity to punish or criticize (Tang & Yin, 2010). This leader remains optimistic during times of crisis, sets an example of being a hard worker, and searches for the means to reduce barriers and improves working environment (Hebert, 2011).

Intellectual Stimulation refers to leaders who stimulate the sense of logic and analysis of followers to creative notions for problems solving. Intellectual stimulation focuses on creativity and innovation. The leader encourages others to take a new look at old problems and barriers. The follower learns to analyze situations and problems so that he/she can create his/her own strategies to solve issues (Leithwood & Jantzi, 2006). Ultimately, followers become problem solvers without the leader's assistance. The leader is also open to and intellectually stimulated by thoughts and ideas of the followers. Through intellectual stimulation, followers are able to conceptualize, comprehend, and creatively generate solutions that lead to higher productivity and satisfaction (Hebert, 2011).

Individualized Consideration refers to leaders who take into consideration in advising, encouraging, teaching, coaching, and paying attention to the individual talents and needs of follower rather than as a member of the group. Individualized consideration, the second characteristic, involves the leader diagnosing and evaluating the individual needs of the followers as opposed to treating all followers as having the same needs (Avolio & Bass, 2002). Leaders who exhibit this characteristic provide feedback while coaching and advising followers, giving them the ability to take on more responsibilities (Tang & Yin, 2010). These responsibilities do not stop at job duties, but they also include the personal responsibility for their own learning and development. These leaders are known for removing roadblocks within the system so that employees can reach full potential. Individualized consideration leads to the empowering of individuals who can make a difference in an organization (Mukhuty, 2013).

Transactional Leadership Styles

Transactional Leadership is exchange-oriented, whereby transactions form the bulk of the leader-follower relationship. Here, the leader exchanges products or services of value with the followers, such that their own as well as the followers' agenda is advanced (Avolio & Bass, 2004). They are able to influence their subordinates through exchange process. The subordinate does what the leader asks in return (Spinelli, 2006). This leadership styles comprises of 'contingent reward' and 'management-by-exception' (Adeyemo, Dzever, & Nyananyo, 2015; Tang & Yin, 2010).

Contingent reward is the exchange process whereby specific rewards from the leaders are exchanged for the satisfactory follower efforts (Avolio & Bass, 2004). Here, the leader agrees on tasks with the follower and the rewards they will receive in return, including rewarding good performance and achievements and punishing bad performance (Staneseu & Cieci, 2012).

Management-by-Exception may be active or passive. This encompasses corrective criticism, negative feedback and negative reinforcement (Syndell, 2008). In its active form, leaders closely observe subordinates in order to identify their errors or breach of rules and thereafter employ corrective action. In its passive form, the leader intervenes only if and when problems occur and targeted standards are not achieved. Essentially active and passive management-by-exception are considered to adopt negative reinforcement techniques while contingent reward is perceivable as a positive reinforcement technique (Mukhuty, 2013; Avolio & Bass, 2004).

Passive-Avoidant Leadership Styles

The Passive-avoidant leadership styles comprised of two factors of management-by-exception and laissez-faire

leadership (Bass & Avolio, 2004). The details are as follows:

Management-By-Exception (Passive) leaders have behaviors of waiting until a problem become serious, wait for things to go wrong before taking action (Avolio & Bass, 2004). These behaviors were no leadership.

Laissez-Faire Leadership style is when leaders have behaviors of avoiding responsibilities, lack direction and decisions, loss of influence, fail to communicate, and lack of any kind of leadership (Sahaya, 2012).

Thus the Full Range Leadership Styles manifest itself as a single continuum encompassing leadership styles model for scientific research. Hence, this study will investigate FRLS model within the changing environment of the educational system among Anglican Education Unit head teachers in Greater Accra Ghana.

Leadership styles have been studied by many scholars with varied results. Spinelli (2006), found that the more the subordinates predict the leader as exhibiting transformational behaviors, the greater he or she reported exerting extra effort, expressed satisfaction with the leader, and believed the leader to be more effective. The relationship between transformational leadership and the outcome factors were more positive than the transactional styles and laissez-faire. Contingent reward correlated less positively with the outcomes; management by exception (active and passive) and laissez-faire correlated negatively with the outcome factors. According to Spinelli (2006), these findings are consistent with the hierarchal patterns reported by Avolio, Bass and Jung, Bass, Bass and Avolio, Hater and Bass, and Seltzer and Bass (Spinelli, 2006).

Sahaya (2012) in a study of a learning organization as mediator of leadership style and firms' financial performance to examine and identify the influence of learning organization as a mediator on the relations between leadership styles (transformational, transactional and passive-avoidant) using multifactor Leadership Questionnaire (MLQ Form 5X Short) for learning organization testing were used in this study with data of 400 respondents from 100 firms in The Stock Exchange of Thailand 100 (SET100). Among other results, the research reviewed passive-avoidant leadership styles as the dominated leadership style followed by transactional and transformational leadership styles.

Stanescui & Cicei (2012) exploratory research on leadership styles of Romanian Public Managers manifested that transformational leadership style at the level of the five components of transformational leadership being higher than the national normative sample. Leaders investigated tend to inspire power and pride in their followers, by going beyond their own individual interests and focusing on the interests of the group and of its members, to manifest positive and highly valued behaviors that tend to provide visions of what is possible and how to attain it.

Nath (2013) studied an examination of leadership styles. Each supervisor was rated by 2 subordinates. Leadership styles (Transformational, Transactional, and Passive Avoidant) were measured through Multifactor Leadership Questionnaire (MLQ 5x-rating form (Avolio & Bass, 2004). The values of mean of transformational leadership styles scales range from 3.04 to 3.25 with standard deviations ranging from range from .50 to .61. The mean values of transactional leadership styles scales range from 3.02 to 3.15, with standard deviations .51 in both scales. The mean values of passive avoidant leadership styles scales range from .46 to .81 with standard deviations .66 in both scales. The dominate leadership style is transformational leadership style over transactional and avoidance leadership.

RESEARCH HYPOTHESIS

Based on the above theoretical and empirical literature review, this paper seeks to test the following hypotheses:

H01: The dominate Leadership Style will be Transformational Leadership Styles over Transactional Leadership Styles and Passive/Avoidant Leadership Styles among Anglican School Head Teachers in Greater Accra Ghana as predicted by Head teacher and staff teachers.

H02: The dominate Leadership Style will not be Transformational Leadership Styles over Transactional Leadership Styles and Passive/Avoidant Leadership Styles among Anglican School Principals in Greater Accra Ghana as Ghana as predicted by Head teacher and staff teachers.

METHODS AND MATERIALS

This study adopted a quantitative case study research technique. The use of the quantitative research made way for using descriptive statistics in hypotheses testing (Tang & Yin, 2010). The main rational for using the quantitative approach is to provide adequate basis for estimating reliability and validity of the findings with the need for the generalization of the result in mind (Nath, 2013). The study focused on the education sector, with objective of making in-depth investigation of the research problem.

The population of this study was head teachers and teachers of Anglican Education Unit of Ghana. The specific population was employees of Anglican Education Unit of Ghana who have been working with the unit. The entire population of principals (head teachers) is 65 (17 males and 48 females), number of teachers is 998 (337 males and 661 females) with a student population of 23224 (12, 3892 girls and 10, 332 boys). The principal is supposed to develop others, inspire others, be change agents, influence peers and students, management conflict and collaborate through adopting the appropriate leadership style.

A sample size of 50 for head teachers and 292 for teachers was used. Construct of FRLS was measured with head teachers and teachers' questionnaire, which served as medium of measuring head teachers leadership styles with FRLS by using Multiply Leadership Questionnaire (MLQ Form 5X-Short). the MLQ Form 5X Short is composed of 9 items and assesses the five components of transformational leadership (Idealized Influence (Behavior), Idealized Influence (Attributed), Inspirational Motivation, Intellectual Stimulation, Individualized Consideration), two components of transactional leadership (Contingent Reward, Management by-Exception (Active), two passive/ avoidant leadership components (Management by-Exception (Passive), Laissez-faire leadership), The MLQ Form 5X Short version of MLQ is available in two forms: the self-rating form and the rater form (where associates rate their leaders), in the current study used both self and other rating form (Stanescu, and Cicei, 2012; Nath, 2013; Avolio & Bass, 2004).

The survey measures nine factors. Transformational leadership includes these factors: idealized influence (attributed) idealized influence (behavior), inspirational motivation, intellectual stimulation, and individualized consideration. Transactional leadership includes these factors: contingent reward, management-by-exception (active), management-by-exception (passive). Laissez-faire is the final measure and considered a non-leadership style.

Construct validity of the MLQ 5X-short has been assessed through numerous studies that illustrated support through factor analysis (Yukl, 2006). According to Avolio and Bass (2004) the MLQ 5X-Short has been developed, enhanced, and validated over the past 20 years. The validation process has demonstrated both factorial and convergent validity, as well as internal consistency, test-retest-reliability, and interpreter agreement. Transformational leadership works best in a crisis and when ambiguity is high (Fox, 2009). After examining various leadership instruments it was determined that MLQ Form 5X-Short should be the best instrument to examine the leadership styles among head teachers

(Kearney & Gebert, 2009).

Date analysis was done through the use of descriptive statistics to test Mean and Standard Deviation of the hypothesis. The statistical tools were used owing to the fact that continuous data were involved in these studies. Generally, continuous ratio and interval level data are analyzed with parametric statistical tools.

Ethical regulations outlining professional guidelines for the conduct of research were adhered to in this study. First and foremost, informed consent was received from the regional manager of Anglican Education Unit. Participants also agreed to participate and were made aware that information gathered would be used for which it was collected and published in a scientific journal for academic purpose and for policy makers to assist in policy formulation and implementation.

RESULTS

The results showed in table 1, is a summary of leadership style as predicted by head teachers and and teachers. In table 2, we have detailed results of leadership styles as predicted by head teachers and teachers.

In table 1, we have the mean scores obtained on the MLQ ranges from 15.93756 of self and 15.0319 of rater on the transformational leadership with standard deviation 2.70859 on the self rate and 3.65063 of rater. Transactional Leadership Styles mean ranges on self 5.9592 and rater 5.6617 with standard deviation of self 1.49943 and rater 1.66417, Avoidance/Passive mean of self 1.5000 and rater 1.96393 with standard deviation of self rate 1.60675 and rater 1.96393. This indicate that the dominate leadership style is transformational leadership styles followed by transactional leadership styles and the list leadership styles displayed is Avoidance/Passive leadership styles.

Table 1: Summary Descriptive Results of Full Range Leadership Styles

Total LS	Mean		Std Deviation	
	Self-Rater	Other-Rater	Self-Rater	Other-Rater
Transformational	15.9375	15.0319	2.70859	3.65053
Transactional	5.9592	5.6617	1.49943	1.66417
Passive/Avoidant	1.5000	1.33821	1.60675	1.96393

Table 2: Detailed Descriptive Results of Full Range Leadership Styles

Leadership Styles	Leadership Styles Scales	(Self-Rater)		(Other-Rater)	
		Mean	SD	Mean	SD
Transformational Leadership Styles	Idealized Influence (Attributes)	3.28	.882	2.93	1.004
	Idealized Influence (Behavior)	2.98	.820	2.91	1.037
	Inspirational Motivation	3.32	.844	3.05	.967
	Intellectual Consideration	2.88	.918	2.94	.942
	Intellectual Stimulation	3.48	.684	3.19	.923
Transactional Leadership Styles	Contingent Reward	3.24	.894	3.06	1.004
	Management by Exception :Active	2.73	1.016	2.64	1.149
Passive/Avoidant Leadership Styles	Management by Exception: Passive	.32	.794	.53	1.104
	Laissez-Faire	1.18	1.1172	1.104	1.288

The hypothesis revealed that the dominate leadership style predicted by head teachers and teachers is transformational leadership styles, followed by transactional leadership styles and the list exhibited leadership style is passive/avoidant leadership styles (Avolio & Bass, 2006). This showed that head teachers are able to influence ideas,

influence behavior, and give inspirational motivation, intellectual consideration and intellectual stimulation. This result is in line with previous findings like Nath (2013), Mukhuty (2013), Syndell (2008), Beeka (2006). Where subordinate perceived their leaders as exhibiting transformational behaviours, the greater he or she reported exerting extra effort, expressed satisfaction with the leader, and believed the leader to be more effective and perform better in the interest of the organization and society as a whole (Stanescui & Cicei 2012; Spinelli, 2006).

Although transactional leadership can be effective in certain environments, research has shown that transformational leadership positively influences commitment, and performance (Bass, 1985). Avolio & Bass (1990) assert that the two actually complement each other. According to Bass and Avolio (2004) transactional behaviors have come to represent the managerial aspects of leadership (Avolio & Bass 2004). Transactional leaders define, communicate, and reward the work (Avolio & Bass, 1990). These leaders organize the work and decrease job ambiguity. Bass and Avolio (2004) maintain that while transformational leadership is needed to bring about change, the transactional aspect of leadership is also vital and cannot be ignored more especially in an educational institution.

Among other results, the research reviewed passive-avoidant leadership styles as the third dominated leadership styles among head teachers. This is in contrast to the research of Sahaya (2012) where leaders exhibited passive-avoidant leadership styles as dominate leadership. Head teachers need not to wait before things go bad before they intervene more especially in educational institution.

IMPLICATIONS OF THE STUDY

According to the findings of the study, the dominate Leadership Style being Transformational Leadership Styles followed by and Transactional Leadership Styles and Passive/Avoidant Leadership Styles which affirms the research hypothesis 1. Consequently, educational leaders may want to place an emphasis on developing comprehensive leadership development programs by inculcating Full Range Leadership Styles into the training of teachers and selection of head teachers in Sub Saharan Africa (SSA) (Nath, 2013; Sahaya, 2012; Avolio, 2010; Avolio & Bass, 2004). This will go along way to help solve the contemporary teething educational leadership challenge in SSA (Ayiro, 2014; Folarin, 2013). This will allow principals and teachers to learn and share FRLS skills (Sahaya, 2012; Hebert, 2011).

Transformational Leadership Styles scales training (Nath, 2013; Amram, 2009) encourages leaders to explore, identify, understand, learn, and apply the skills and behaviors essential for effective leadership (Hebert, 2011). Transformative learning model includes an emotional learning process that integrates self-directed coaching, relationship-focused learning, and actively performing positive on job behaviors (Nath, 2013).

The development of effective leaders is recognized as a high priority for both business organizations and the educational sector. This understanding can also better inform practitioners, and enhance their leadership development programs as well as staffing within their organizations (Tatro, 2011; Zajda, 2005; Joseph, 2005). The outcomes of this study are of value to the re-engineering of school management not only in Ghana but also in Sub-Saharan Africa where the constructs of Full Range Leadership Theory are relatively new even though they predict job performance (Ayiro, 2014; Joseph, Jin, Newman, & O'Boyle, 2014).

CONCLUSIONS

The findings suggest a refined focus for training and development activities in FRLS to develop principals into

effective leaders. Educational institutions could develop training, assessment, and coaching activities to help develop and practice Full Range Leadership Styles (Mukhuty, 2013; Sadri, 2012; Sahaya, 2012; Barbuto, Fritz, & Matkin, 2007). For far too long programs have been focusing on the development of course content; the time has come to embrace FRLT in training of head teachers and teachers to provide a balanced approach to educational leadership in Sub-Saharan Africa and for that matter Ghana (Hamidi & Aziz, 2012).

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