



A STUDY ON EMOTIONAL INTELLIGENCE AND LEADERSHIP BEHAVIOUR AMONG MURAJI DESAI RESIDENTIAL SCHOOL STUDENTS

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Abstract:

This study aimed at investigating the relationship between emotional intelligence and leadership behaviour among Muraji Desai residential school students. The research method was descriptive. Simple random sampling method was used and Sample of the present study was selected randomly from schools located in Davanagere and Shivamogga districts of Karnataka state. Sample comprised of both male and female adolescents studying in 10th class (Total 600 subjects). Emotional intelligence was measured by Emotional Intelligence Scale by Hyde, Pethe and Dhar and Leadership Behaviour scale by Karabasanagouda. Data was analyzed by SPSS software and Mean, Standard deviation and t-test. The results indicated that the mean difference in emotional intelligence of low leadership behavior boys and low leadership behavior girls come out to be insignificant. Low leadership behavior girls were slightly more emotionally intelligent than the low leadership behavior boys.

Key words: Emotional intelligence, leadership behavior, Residential school

1. Introduction:

Emotional intelligence is an asset, particularly in today's age and it is hailed as paramount. It is the mental ability we are born with, which gives us our emotional sensitivity and our potential for emotional learning management skills, which can help us, maximizes our long-term health, happiness and survival. It builds up the ability in self-adaptation for solving the stress problems and pressure of life in competing status of an individual.

The concept, "emotional intelligence", refers to how intelligently we can control our emotions. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing our emotions well (Goleman, 1995).

Salovey and May (1990) defined emotional intelligence in terms of being able to monitor and regulate one's own and others' feelings and to use feelings to guide thought and action. While they have continued to fine-tune the theory, Goleman (1995) has adapted their model into a version which he found most useful for understanding how these talents matter in working life. His adaptation includes the following emotional and social competencies: Self - Awareness, Self-Regulation, Motivation, Empathy, Social Skills, Personal Decision-Making, Managing Feelings, Handling Stress, Communications, Self-Disclosure, Insight, Self-Acceptance, Assertiveness, Personal Responsibility, Group Dynamics and Conflict Resolution.

According to Hyde, Pethe and Dhar (2001), Emotional Intelligence may be defined in terms of self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation and social skills.

2. Leadership Behaviour:

Persons in different leadership positions engage themselves in different specific behaviors. Leadership behaviour means the behaviour will create inspiring and stimulating climate for the workers so that they will can enjoy a high level of morale, are motivated to receive new ideas, and are always ready to venture into new goals. The behaviour of a leader in the inspiring force that begets healthy climate, high moral in the context of educational institutions as well.

The role that a leader plays should be flexible and adaptable to the problems at hand. Neither a role devoted to maintenance of complete stability nor a role totally change oriented will serve every purpose.

The leader should be adapted to both the role and should be skilled in judging which role is suited to any given set of circumstances. It goes without saying that he should never be so flexible as to appear unreliable to his subordinates his peers, and his superiors. A sudden transition from one role to another even if skillfully accomplished will usually upset the expectations of those working with him. Sometimes such on upset may be needed to shock others so as to respond to changed circumstances but if the shift in style is seem as insincere the results may be flexibility into styles of role from the very beginning and to avoid sweeping changes concept when absolutely necessary. According to Marksheparnd (1970) president, Texas Institutional Instruments Limited (U. S. A.), involvement of people in the planning and controlling, as well as in the doing of their work must be understood not of an act of good human relations nor a means of exploitation, but rather as a sound business practice that benefits both the organizations and its members.

Participants leadership offers exciting possibilities for executives seeking to increase organizational effectiveness. There are also unexpected pitfalls when used improperly.

By leadership behavior, we usually understand an activity resulting in some new products of a definite social value. It is not so, that only a person who invents a new technical device is creative. A person is considered creative if he solves a problem, which is new to him.

In educational system of today, leadership behavior in students is mostly neglected, though it is badly required. Teachers in the schools are so busy in their academic routine oriented hard pressed work that they find little time to think of leadership behavior and the means to foster it, which is the dire need of the hour.

3. Review Of Related Literature:

Soni (2005): concluded that there exists no relationship between emotional intelligence and different dimensions of rigidity and total rigidity of adolescents.

Ciarrochi, Chan and Bajgar (2001): examined the concept of emotional intelligence in adolescents. It was found that emotional intelligence in Adolescents was higher for females than males and was positively associated with the skills of identifying emotional expressions. amount of social support, extent of satisfaction with social support and mood management behaviors.

Pradhan et al (2005): conducted a study o emotional intelligence and personal effectiveness The study reported that these exists a positive relationship between emotional intelligence and Personal Effectiveness.

Ford (1978): states effective leaders take the important decisions and delegate rest. Participative leadership Includes workers at all levels in the decision making process. Allen Says (1974) motivation to accomplish results tends to increase as people are given opportunity to participate in decisions affecting them.

Bennishopiness (1969): people tend to work more effectively and with more commitments when they have a part in determining their own fates and have a stake in Problems Solving.

Patel, B. N. (1974): H studied the leadership behaviour for improving instruction in high school of selected districts in Gujarat. Concluded that leadership organizational climate, teachers' morale and supervisory practices were significantly related to the progressive characteristics of high schools.

Singh, H. M. (1978): He studied leadership behaviour of heads of secondary schools in Haryana and its correlates. Study found that, the leadership behaviour of the heads was not related to sex, except on integration in which women heads exceeded much heads.

4. Need and significance of the study:

Today's Global economy where outsourcing, downsizing and acquisitions are common place, companies must compete to find, attract, develop, and retain the best talent. Since personnel turnover can directly impact a corporation's bottom line, it has now become an important concern of organizational leaders. Strong leadership is the backbone of an organization. Leaders create the vision. support the strategies, and are the catalysts for developing the individual bench strength to move the organization forward In the past decade many studies of emotional intelligence and leadership have been conducted using different constructs of emotional intelligence and of leadership effectiveness. The review of literature gives a mix of findings of relationship between EI and leadership effectiveness and between EI & leadership styles. Some

researchers have found significant positive relationships between these variables. And other researchers are doubtful about the predicting ability of emotional intelligence construct. Despite widespread application, there are few published studies of the empirical link between emotional & social competencies and performance. In India a few studies have been conducted using these variables. As concluded by Srivastav et al. it will be premature to draw any conclusion about emotional intelligence research in India. it will require many more researches to be conducted in India in different industries to reach to any specific conclusions. The study is significant to two fields of study leadership and EI. The study provided an opportunity to add new knowledge to the emotional intelligence concept as it applies to organizational leadership. Development of effective leaders is a high priority for business organizations. The issue of leadership effectiveness is core to the field of human resource development. The understanding may be of use for organizational leadership development practitioners to integrate EI with transformational / transactional behaviors in the design and development of their leadership development programs. If EI is, an important entity for effective leadership having an understanding of the behaviors in which EI leaders engage may help leadership development practitioners refine and perfect their leadership development programs. In addition to leadership development benefits, the study may also add important knowledge to the continued emergence of the EI construct in academic, psychology, and business applications. The significance of the study to leadership is that it might provide a baseline for linking emotional intelligence to transactional leadership behaviors, which may complement the existing knowledge concerning emotional intelligence and transformational leadership behaviors. The role that emotional intelligence plays in the transformational and transactional-leadership behaviour be better understood in this study.

5. Objectives Of The Study:

- a. To find whether significant differences exist in emotional intelligence between high and low leadership behavior of Muraji Desai Residential secondary school students.
- b. To find whether significant differences exist in emotional intelligence among high leadership behavior of Muraji Desai Residential secondary school students.
- c. To find whether significant differences exist in emotional intelligence among low leadership behavior of Muraji Desai Residential secondary school students.

6. Hypothesis:

- a. There will be no significant difference in emotional intelligence between high and low leadership behavior of Muraji Desai Residential secondary school students.
- b. There will be no significant difference in emotional intelligence between high leadership behavior boys and high leadership behavior girls.
- c. There will be no significant difference in emotional intelligence between low leadership behavior boys and low leadership behavior girls.

7. Method:

In the present study, descriptive survey method of investigation was employed. In the present study high and low, leadership behavior students were identified on the basis of quartile deviation on leadership

behavior test. Those students, who scored above Q3 were considered as high leadership behavior and on the other hand, those who scored below Q 1, were considered as low in leadership behavior.

7.1.Sample:

Sample of the present study was selected randomly from schools located in Davanagere and Shivamogga district of Karnataka state. Sample comprised of both male and female adolescents studying in 10th class (Total 600 subjects).

7.2.Tools Used:

- Emotional Intelligence Scale (By Hyde, Pethe and Dhar, 2001)
- Leadership Behaviour scale (By Karabasanagouda, 2006)

8. Analysis of Data, Interpretation And Discussion of results:

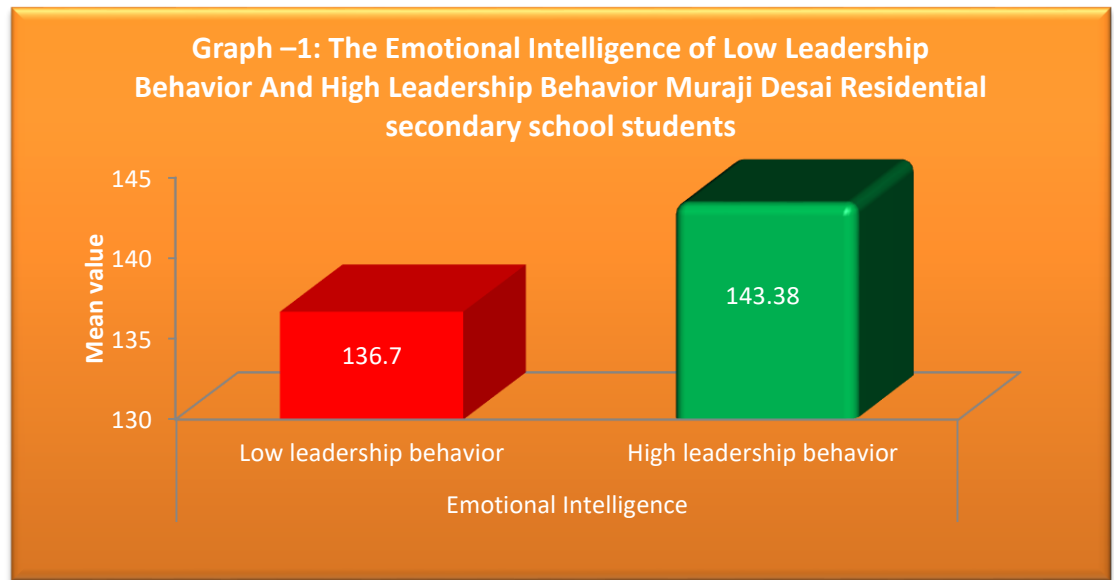
Table -1

Values of mean, S.D. and t-ratio to locate difference in the Emotional Intelligence of low leadership behavior and high leadership behavior Muraji Desai Residential secondary school students (10th standard)

| Variable | Group | N | Mean | SD | t-ratio | Level of Sig. |
|------------------------|--------------------------|-----|--------|-------|---------|----------------------------|
| Emotional Intelligence | Low leadership behavior | 400 | 136.7 | 17.63 | 4.56* | Sig. At Both 0.01 and 0.05 |
| | High leadership behavior | 400 | 143.38 | 48.34 | | |

From the results of table-1 insignificant mean difference was obtained in the emotional intelligence of low leadership behavior and high leadership behavior adolescents due to insignificant t-value ($t = 4.56$). After comparing the mean scores of two groups on emotional intelligence, it was found that high leadership behavior adolescents scored higher than the low leadership behavior adolescents. In other words, although low leadership behavior and high leadership behavior adolescents were found significantly different on the variable of emotional intelligence yet the adolescents high on leadership behavior, were higher in emotional intelligence level as compared to low leadership behavior adolescents.

The reasons for the above results may be that high leadership behavior adolescents are more motivated, expressive, productive and more initiative taking, than the low leadership behavior adolescents. Clearly these things help in developing the qualities of commitment, motivation and integrity. That is why high leadership behavior adolescents are found to be higher on emotional intelligence level than their counterparts. Thus, the hypothesis no. 1 was accepted. Results of the present study were similar to the results of Kumari (1975), Muddu (1980), and Soni (2005).

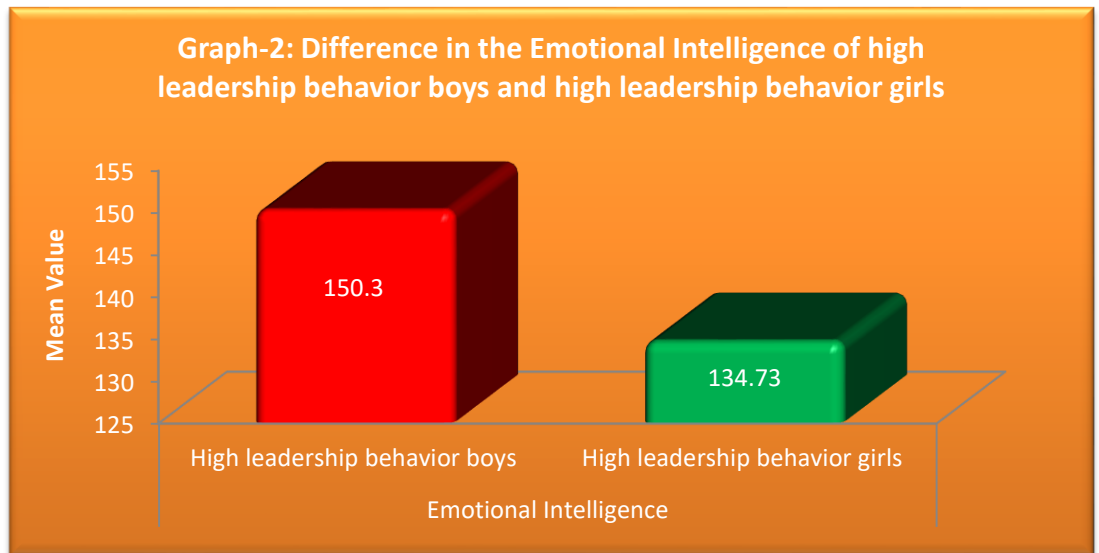
**Table -2**

Values of mean, S.D. and t-ratio to locate difference in the Emotional Intelligence of high leadership behavior boys and high leadership behavior girls (N = 300)

| Variable | Group | N | Mean | SD | t-ratio | Level of Sig. |
|------------------------|--------------------------------|-----|--------|-------|---------|-----------------------|
| Emotional Intelligence | High leadership behavior boys | 200 | 150.3 | 52.41 | 4.38 | Sig. at 0.01 and 0.05 |
| | High leadership behavior girls | 200 | 134.73 | 13.28 | | |

Table-2 depicts that insignificant mean difference was found in the variable of emotional intelligence between the groups of high leadership behavior boys and high leadership behavior girls, because the t-value came out to be significant ($t = 4.38$). It was also evident from the table that the mean scores of high leadership behavior boys (mean = 150.3) was higher than that of high leadership behavior girls (mean = 134.73), which means that although the groups did differ significantly on the variable of emotional intelligence. Yet the high leadership behavior boys were emotionally more intelligent than the high leadership behavior girls.

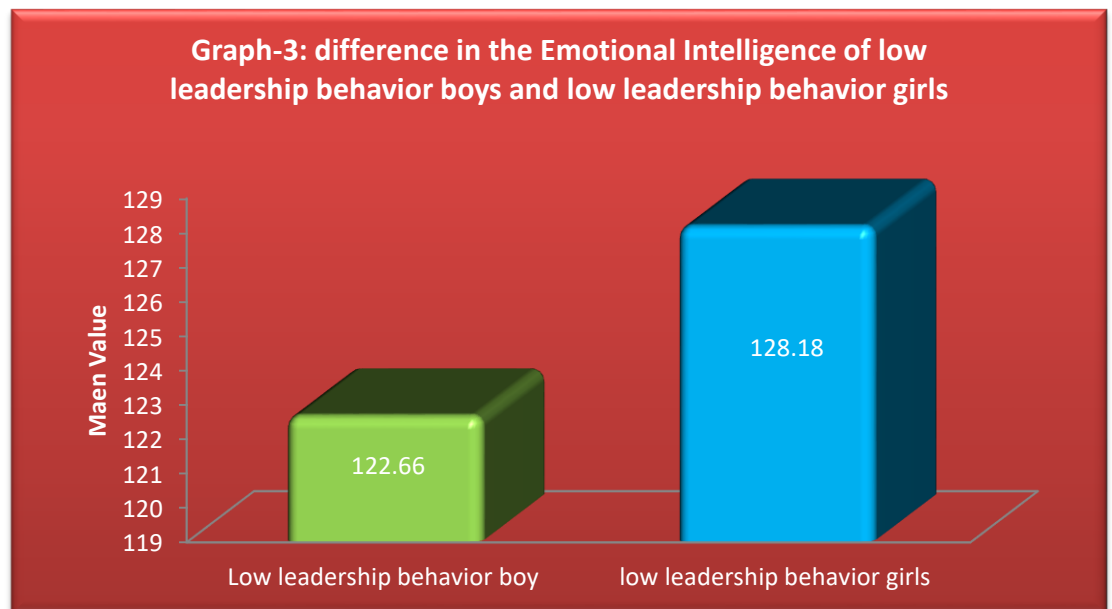
The reasons for the above results may be that the high leadership behavior boys are, extrovert, more fluent, more motivated and, quick in action which help them to develop the qualities such as, self-motivation, self-development and commitment, which in turn make them emotionally more intelligent than the high leadership behavior girls. Hence, the hypothesis no.-2 was also rejected and alternative hypothesis accepted. The results obtained in this study are consistent with the results of Singh (1985), Khan (1995) and Akhtar (1998).

**Table - 3**

Values of mean, S.D. and t-ratio to locate difference in the Emotional Intelligence of low leadership behavior boys and low leadership behavior girls (N = 300)

| Variable | Group | N | Mean | SD | t-ratio | Level of Sig. |
|------------------------|-------------------------------|-----|--------|-------|---------|---------------|
| Emotional Intelligence | Low leadership behavior boy | 150 | 122.66 | 14.74 | 1.202 | Not Sig. |
| | low leadership behavior girls | 150 | 128.18 | 7.93 | | |

A simple perusal of the table 7.3 makes it clear that the mean difference in emotional intelligence of low leadership behavior boys and low leadership behavior girls come out to be insignificant due to insignificant t-value ($t = 1.202$). On comparing the mean scores of emotional intelligence of low leadership behavior boys (mean = 122.66) and low leadership behavior girls (mean = 128.18), it was found that the low leadership behavior girls scored slightly higher than the low leadership behavior boys. In other words, low leadership behavior girls were slightly more emotionally intelligent than the low leadership behavior boys. Therefore, the hypothesis no. 3 was accepted in the present study. These results resemble with the results of Gupta (1979) and Kershner and Ledger (1985).



9. Educational Implications:

The educational implications of the present study are of much importance and are of vital concern to the educators. Although significant difference was expected in the emotional intelligence of all the groups of high leadership behavior adolescents, yet in the present study, the variable of leadership behavior has not made its difference on the emotional intelligence of adolescents. As emotional intelligence has its role in the life of an individual, therefore, the teachers, parents and administrators should make provisions so that they may be able to keep their emotions under control and hence, their emotional intelligence is enhanced.

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