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A study of emotional intelligence and leadership styles of secondary school teachers

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Abstract

A survey was undertaken to find out the relationship between emotional intelligence and leadership styles of secondary school teachers. A sample of 200 secondary school teachers (includes both the gender) were procured from 20 high schools in Puducherry region. Emotional intelligence scale (Balasubramaniam, 2003) and Liker's type leadership style 5-point scale was used as the tool for the present study. The data collected were analyzed statistically using SPSS package. The result revealed that positive correlation exists between emotional intelligence and leadership style variables, whereas significant difference exhibit in emotional intelligence and leadership style variables with respect to different demographic variables.

Key words: Emotional intelligence; leadership styles; school teachers

1. Introduction

Education is to cater to the holistic development of the students. In the pursuit of this goal, teachers play a significant role. They have to take care of affective (emotional) dimension of the students besides the stress on academic excellence. This call upon the teacher to be first and foremost at home with her/his own emotional intelligence, so as to be able to draw out the emotional intelligence of the students. Students unrest, rates of teen suicides, pregnancies, drug addiction, broken families, etc., for example are the pointers to the fact that no sufficient effort is made in our educational institutions to develop emotional intelligence. Go leman (1972) argues that an intellectual balance between reason and emotions is necessary for learning essential lessons of life. Abilities such as self-control, zeal persistence, the ability to motivate oneself etc. which help people to fare better in life, are referred to as emotional intelligence.

According to George (2000) "Leadership theory and research have not adequately considered how leader's moods and emotions influence their effectiveness." A great deal of research has been conducted surrounding these many theories and has led to a better understanding of leadership. But understanding how and why leaders have or fail to have positive influences on their followers is still a compelling question for researchers (George, 2000). Feelings and moods have been shown to influence the judgments people make, attributions for success and failure and inductive and deductive reasoning. It is likely then, that feelings play an important role in leadership. These emotion/mood capabilities have been addressed by emotional intelligence. The degree and extent of predictability and relationship of emotional intelligence with leadership styles will motivate the educators and curriculum framers to design academic as well as other activities in a way that it will help to foster the emotional intelligence of teachers which enables their students to face challenges of life right from school stage. It will also help the students to maintain their emotional intelligence and improve their behavior.

1.1. Need for the Present Study

Teaching as profession has been regarded as one of the noblest professions by all countries at all times. The present century throws many a number of challenges before teachers. For working satisfactorily, the teachers should know how to solve problem, how to manage stress and conflicts. Here comes the role of emotional intelligence. A teacher is more productive if he/she has emotional intelligence. He/she can work as an emotional coach for his/her students and more intelligently help solve the problems of the students. Good education involves enabling the students to meet their emotional needs and this makes the teacher's task infinitely rewarding. A better understanding of emotional intelligence and its relationship to leadership style can begin to address the gaps currently existing in the literature today and provide a more Informed link between theory and practice. This understanding can also better inform the practitioners, and hence their leadership development programs and staffing within their organizations.

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1.2. Objectives of the Study

To find if there exists any significant difference in the level of emotional intelligence of secondary school teacher with respect to gender, Subject specialization, Experience, Type of school and Qualification.

To find if there exists any significant difference in the leadership styles of secondary school teacher with respect to gender, Subject specialization, Experience, Type of school and Qualification.

To elicit the relationship between emotional intelligence and leadership styles of secondary school teachers.

1.3. Hypotheses of the Study

There is no significant mean difference in the level of emotional intelligence of secondary school teacher with respect to gender, Subject specialization, Experience, Type of school and Qualification.

There is no significant mean difference in the leadership styles of secondary school teacher with respect to gender, Subject specialization, Experience, Type of school and Qualification.

There is no significant relationship between emotional intelligence and leadership styles of secondary school teachers.

1.4. Sample of the Study

A sample of 200 secondary school teachers (includes both the gender) randomly selected from 20 schools in Puducherry region was used for the present study.

1.5. Tools Used For the Study

The standardized emotional intelligence Scale (Balasubramaniam, 2003) and Leadership Styles scale (Liker’s type) were used as the tools for the present study.

1.6. Description of the Tool

The emotional intelligence tool consists of 50 objective type questions in the form of multiple choices under five dimensions (self-awareness, self-regulation, motivation, empathy, social skills). The reliability of the tool was found to be 0.75 by test re-test method.

The 5-point Leadership style scale consists of 24 items encompassing four main styles of Leadership (Exploitative authoritative style, benevolent authoritative style, Consultative style, Participative style). The reliability of the tool is 0.84 obtained by test re-test method.

2. Scoring Procedure

2.1. Emotional Intelligence tool

One mark was given for each correct answer and zero for each incorrect answer. The individual who scores the highest mark is termed to be highly emotionally intelligent.

2.2. Liker’s Leadership Styles Tool

Scoring is done on the basis of category of leadership styles. A score of 5 was given to the response given in the column “Always” and 4 marks for very often; 3 for usually; 2 for seldom and 1 mark for never. The teacher who scores maximum in respective category is termed to possess that particular leadership style.

3. Result

The data collected was analyzed using SPSS package and the result was presented in the table 1 and 2

Table 1: shows the significant difference in the emotional intelligence and leadership style variables of secondary school teachers with respect to different demographic variables.

variable	Sub-variable	N	Mean	SD	t-value	LS
Gender	Male	94	28.93	10.94	0.60	NS
	Female	106	29.73	7.90		
Type of school	Government	100	32.97	7.46	5.86	0.05
	Private	100	25.73	9.84		
Specialization	Science	98	29.16	10.25	0.27	NS
	Arts	102	29.13	8.62		
Experience	≤ 5 years	82	25.33	9.22	5.36	0.05
	>5 years	118	32.14	8.57		
Qualification	UG	86	28.58	10.60	1.04	NS
	PG	114	29.93	8.45		
LEADERSHIP STYLE						
Gender	Male	94	88.78	12.34	2.18	0.05
	Female	106	85.62	8.72		
Type of school	Government	100	85.87	11.93	0.39	NS
	Private	100	86.46	9.67		
Specialization	Science	98	87.67	11.67	2.10	0.05
	Arts	102	82.60	9.22		
Experience	≤ 5 years	82	86.16	8.78	0.007	NS
	>5 years	118	86.17	11.68		
Qualification	UG	86	85.12	12.18	1.36	NS
	PG	114	87.04	9.12		

The calculated result revealed that there is no significant difference exists in the emotional intelligence of secondary school teachers with respect to Gender, Subject Specialization and Qualification. Similarly for leadership style of secondary school teachers there is no significant mean difference with respect to Type of school, Experience and Qualification.

Table 2: Table shows the significant relationship between emotional intelligence and leadership styles variable.

Variables	df	Correlation coefficient	05 level
Emotional intelligence and leadership styles	198	0.304	S

4. Major Findings

- Government school secondary teachers' shows high emotional intelligence than the private school secondary teachers.
- Teachers with more than 5 years of experience show high emotional intelligence than those who have less than 5 years of experience.
- Male secondary school teachers show significant difference in the leadership styles than their counterpart (female teachers).
- Science teachers show significant difference in the leadership styles than the arts teachers.

5. Discussion

- The Government secondary school teachers have more emotional intelligence compared to private secondary school teachers because they have job security, their nature of duty is defined; no exploitation like private school teachers as they are underpaid, heavy burden of work pressure. Normally experience mold a persons' character and behavior which was evident in the result of emotional intelligence with respect to years of experience of secondary school teachers.
- The high score of leadership style for male teachers denotes that they boldly face and exhibit willingness to solve the different types of situations and problems arise from time to time both inside and outside the school campus. The above said trait is lower in the female teachers as they want to avoid or withdraw themselves most often in facing or solving those critical situations or problems.
- Science teachers exhibit high score in leadership style as they need to spend more time to guide the students in different situations like class room; workshop; project work; laboratory and club activities than their counterparts.
- There is a positive correlation exhibit between emotional intelligence and leadership styles of secondary school teachers.

6. Educational Implication

The teachers should know how to solve the problem, how to manage stress and conflicts and how to contribute their potential capacity for the institutional goals as well as towards the welfare of the society and the nation at a large. This is possible when the affective domain of the teacher is nourished properly. A teacher is more productive if he/she has emotional intelligence and thus works as an emotional coach for his/her students and more intelligently help solve the problems of the students. Good education involves enabling the students to meet their emotional needs and this makes the teacher's task infinitely rewarding.

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