

Study of Correlation Between Emotional Intelligence and Leadership in School Heads

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Abstract: In the present course of work, correlation between emotional intelligence (EI) and leadership in government school heads of district Hisar, Haryana, India has been analyzed. A study of emotional intelligence and leadership in government school heads has been conducted. The sample consists of responses from 62 schools heads that have been further categorized on the basis of gender, locality, experience and designation. Statistical analysis has been carried out to evaluate Pearson's correlation coefficient (r) between emotional intelligence and leadership preference score. The evaluated Pearson's Correlation coefficient (r) is 0.38 that is greater than the positive critical value for 95% confidence at 60 degrees of freedom, i.e. 0.25, indicating that there is significant positive correlation between emotional Intelligence and leadership showing that quality leadership is associated with level of emotional Intelligence. Gender based analysis shows that male school heads are more emotionally intelligent than female school heads. Residential areas, experience and designation also affects emotional intelligence score that in turn affects the leadership ability of school heads. Calculated EI score values are found to be significant for residential area (p-value 2.1%), experience bucket (p-value 0.6%) and designation (p-value 0.5%) attributes. The reported results are helpful to policy makers to recruit school heads and devising techniques to enhance emotional intelligence and leadership quality in them.

Keywords: Emotional Intelligence, Leadership, Pearson's Correlation Coefficient

Introduction

Emotional Intelligence (EI) is the individual's psychological potential that drives someone to assess, understand and express the feeling of self as well as others (Serrat, 2017). Emotional intelligence measured through Emotional Quotient (EQ) is a quality of behavior giving the ability to identify and understand the emotional aspects of an individual (Goleman, 1995). Emotional intelligence allows us to understand our own emotions and helps us to create a positive social interaction and keep us motivated. Knowing your emotions is the first step to realize your potential as it helps us in personal, academic, and professional success. It refers to an ability to recognize the reason for a particular response of an individual and solving a problem on the basis of intelligence. Emotional intelligence is involved in the capacity to perceive emotions, understand those emotions, and manage them (Benson et al., 2013). The main four branches to understand emotional intelligence are perceive emotion, using emotions to facilitate thought, understanding emotions and managing emotions (Syed, 2016). Leadership is the one of the competencies under the social-skills component of EI. An emotionally intelligent person is a leader who can articulate and arouse enthusiasm. Only an emotionally intelligent person can lead and guide others (Cleskey, 2014). Leaders must have knowledge of the needs and barriers of their team members. Only an emotionally intelligent person can perceive this and can stimulate others to get a way for things to be done in an appropriate manner. A leader needs to be socially effective and it is possible with a high emotional quotient (EQ) as it helps the leader to understand his follower's needs and desires (John & Niyogi, 2019). A democratic leader believes in participation of all the followers to make the policy and give the credits of success to the followers whereas authoritarian leaders seek more absolute power and determines the group goals, makes major plans and dictates the activities to the followers.

School is a learning community that constitutes the school head, faculty, various managing committees, students, and their parents. Each member at school has different social, mental and economic backgrounds. School heads have to deal with different issues related with school viz. curriculum, attendance, time-management, evaluation and feedback to teachers. Emotional intelligence (EI) is the core of decisions made by school heads to solve issues related with teachers and students. EI guides his planning and motivating teachers by recognizing their best-practices. Emotionally Intelligent school heads have the skill to make others feel to work at their own interest. They identify the individual potentials and never put a screw in place of the nail. EI school heads can provide conducive environment for learning. Their emotional intelligence can effectively engage the parents towards raising student performance. Currently, emotional Intelligence is the most important thing to make a healthy interpersonal and intrapersonal relationship. School heads have the responsibility to overcome the challenges and pave the way for school betterment. Recent literature reports the moderation effects of teachers' emotional labour on the relationship between school headmasters' emotional intelligence and teachers' job satisfaction (Toprak & Savaş, 2020), emotional intelligence of secondary school students (Bahat & Ovsenik, 2020) and higher secondary school students (Kumar, 2020).

The present study aims to find out the influence of emotional intelligence (EI) on leadership behaviour of school heads in Hisar district, Haryana. The results of the current study will provide recommendations for organizing various effective training programmes at school level to enhance emotional intelligence and leadership quality in school heads including Drawing and Disbursive Officers (DDOs) and Principals.

Following hypotheses were formulated for the present study outcomes

1. There will be significant correlation between emotional intelligence and leadership in

school heads.

2. There will be no significant difference of gender and locality on emotional intelligence and leadership in school heads.

Method

In the present investigations, the sample is of 62 school heads of district Hisar, Haryana, India. The respondents were classified on the basis of gender, residential area, experience and designation. In order to study gender differences towards emotional Intelligence and leadership, 40 male and 22 female school head's responses has been studied. On the basis of residential area, 40 school heads belonging to urban areas and 22 belonging to rural areas have submitted their responses. The data has been collected on a random basis from Hisar district's government school's heads and further classified on experience span and designation. The psychological tests mentioned below have been employed as research tools for data collection from the participants. The Emotional Intelligence Scale and Leadership Preference Scale have been utilized as research tools.

Emotional Intelligence Scale- The test was constructed by Jain, (Jain et al., 2007). The test measures emotional intelligence on the following dimensions: self-awareness, self-motivation, empathy and emotional stability with integrity. There are 38 items on five - point scale and the reliability of the test is 0.92.

Leadership Preference scale- The test was developed by (Bhushan,1970). It aims at measuring one's degree of preference for authoritarian or democratic style. It consists of 30 items which are to be answered in terms of strongly agree, agree, undecided, disagree and strongly disagree. The scoring is very simple with positive items being scored as 5, 4,3,2,1 for strongly agree, agree so on. Reverse scoring is there for negative items. Higher score indicates higher democratic leadership. The reliability of the test is 0.79.

Procedure

In the present investigations, emotional intelligence (EI) trait in terms of perceiving, regulating and utilizing emotions has been measured with EI scale. Questionnaire method has been employed to get the response of the participants who have responded to an online questionnaire and their total EI score has been determined by taking the average of all the scale points. A descriptive data analysis has been conducted for different demographics (gender, residential area, experience, designation) of the participants. Further statistical analysis has been

carried out to study the relation between leadership preference score and emotional intelligence score using Pearson's Correlation coefficient (r). Critical values used for the coefficient are for 95% confidence. Both the scores, i.e. leadership preference score and emotional intelligence score have been calculated for different demographics and the significance testing between subpopulations has been done using two-tailed t-test for 95% confidence.

Results and Discussion

Emotions have become an important subject for psychologists, philosophers, and for developmental researchers because it plays an important role in social communication, personality functions, and even in cognitive functions. The present investigation sample consists of 62 numbers of responses (n) from school heads including DDOs and Principals.

The research data has been categorized into four classifications

- Gender (Male/Female)
- Residential area (Rural/Urban)
- Experience (in years)
- Designation (DDOs/Principal)

Figure 1. shows the graphical representation of overall Emotional Intelligence (EI) and Leadership preference (LP) score for all respondents. Table 1. shows descriptive statistics of emotional intelligence score and leadership preference score for all the above mentioned categories including mean and standard deviation as well. Through statistical analysis, it has been found that there is a positive correlation between emotional intelligence (EI) and leadership in school heads in district Hisar with overall EI score of 146.3 and overall leadership preference score of 111.0. The degrees of freedom (Df=N-2) are 60 and Pearson's Correlation coefficient (r) is 0.38, which is greater than the positive critical value for 95% confidence at 60 degrees of freedom, i.e. 0.25, indicating that there is significant positive correlation between emotional Intelligence and leadership. Hence, the null hypothesis can be rejected and our Hypothesis 1 has been satisfied completely. Table 2. displays statistical analysis including t-test and p-value. The reported comparative analysis shows that for EI score values are significant for residential area (p-value 2.1%), experience bucket (p-value 0.6%) and designation (p-value 0.5%) attributes. Also, 3.6% p-value for LP score shows that results are significant for gender comparison.

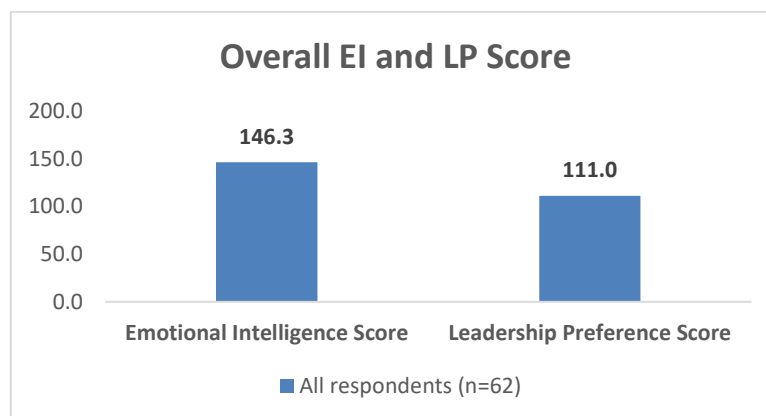


Figure 1. Graphical representation of overall emotional intelligence score and leadership preference score for all respondents

Analysis of Gender and EI

Figure 2. shows graphical representation of overall EI score and leadership preference score for male and female school heads. Emotional intelligence of male respondents is 147.5 whereas that of female respondents is 144.0. This shows that male school heads are more emotionally intelligent as compared to female school heads. Also leadership preference score is 114.1 and 105.6 for male and females, respectively. It indicates male school heads have more leadership qualities as compared to females. However, these results failed to support our Hypothesis 2 that assumes no significant difference of gender on emotional intelligence and leadership in school heads.

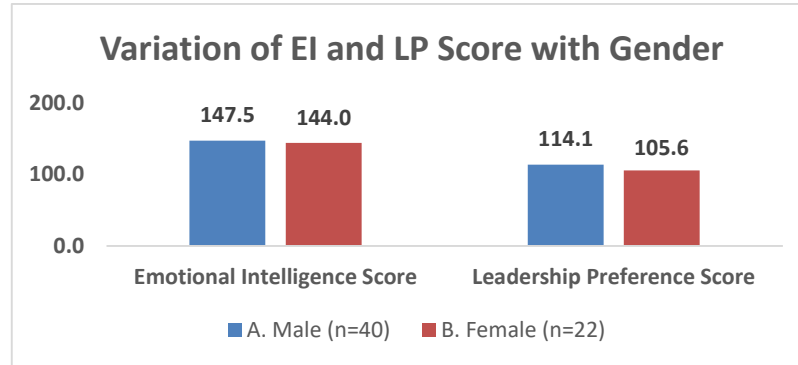


Figure 2. Graphical representation of overall Emotional Intelligence score and Leadership preference score for male and female school heads

Analysis of Residential Area and EI

The emotional intelligence score for school heads from rural locality is 138.2 and that for school heads from urban locality is 150.7 showing a good difference between the emotional intelligence based on their residential area. Figure 3. depicts a graph of overall EI score and leadership preference score for school heads from rural and urban residential areas. School heads dwelling in urban areas are more emotionally intelligent, probably due to their more exposure and interaction with society. Rural people have limited social exposure that reduces their emotional intelligence level. Score of leadership quotient for rural school heads is 111.3 and that for urban school heads is 110.9. Hence, there is a slight difference between the emotional intelligence score for rural school heads and for urban school heads indicating that leadership quality is not much affected by the environment of the surrounding area.

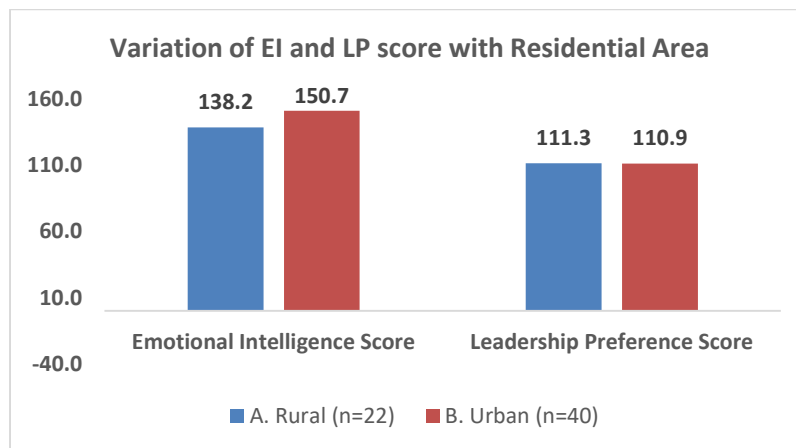


Figure 3. Graphical representation of overall Emotional Intelligence score and Leadership preference score for school heads from rural and urban residential area

Analysis of Experience and EI

The respondents have been divided in three experiences of (0-5) years (Bucket 1), (6-10) years (Bucket 2) and more than 11 years (Bucket 3). Figure 4. represents graphically the overall Emotional Intelligence score and leadership preference score for school heads in various experience buckets. The school heads in Bucket 1 have EI score 141.8 for Bucket 2 candidates, EI score 146.1 and for Bucket 3 candidates, the EI score are 155.4. This rise in EI score with experience is due to increased experience level. It is clear from Table 1. that the Leadership preference score is 111.8 for school heads in Bucket 1, 106.5 for those in Bucket 2 and 113.6 for Bucket 3 members that bears no significant difference from one another. Hence, leadership quality is not being much affected with experience.

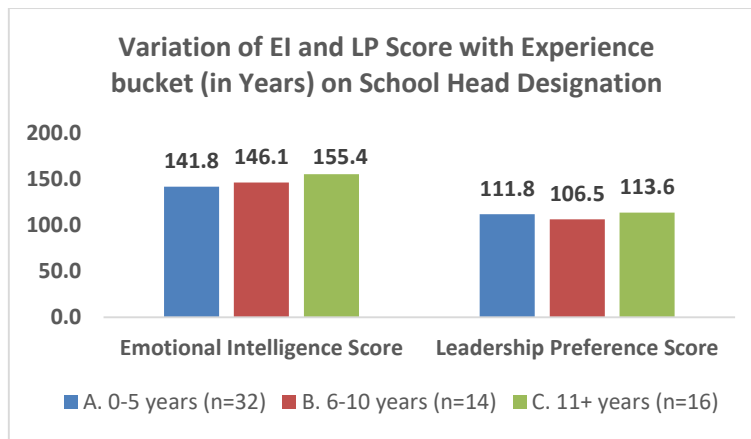


Figure 4. Graphical representation of overall Emotional Intelligence score and Leadership preference score for various experience bucket on school head designation

Analysis of Designation and EI

in 28 DDOs and 34 Principals respondents, DDO’s EI score is 139.1 whereas that of Principal’s is 152.2. Also the leadership preference score for DDOs is 139.1 and that for Principals is 152.2. Moreover, the Leadership preference score for Principals (111.4) is slightly more than that for DDOs (110.6). Figure 5 shows the graphical representation of designation based overall EI score and leadership preference score for DDOs and Principals. This data shows Principals are more reliable as having great emotional quotient and leadership quality as compared to that of DDOs, possibly because of their more accountability pressures. Moreover, DDOs possess less exposure towards the education community. This is also a good reason for their lower EI score as compared with the score of Principals.

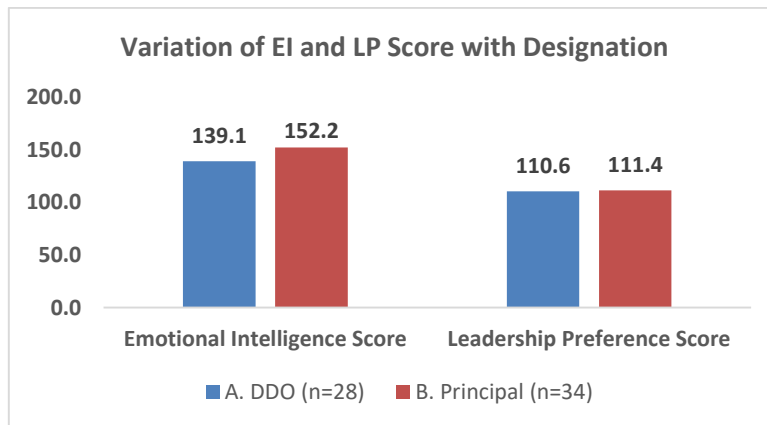


Figure 5. Graphical representation of overall Emotional Intelligence score and Leadership preference score for with Designation

Table 1. Statistical results as per different demographics

	Demographics	Emotional Intelligence			Leadership Preference		
		Mean Score	Standard Deviation	Standard Error	Mean Score	Standard Deviation	Standard Error
Overall	All respondents (n=62)	146.3	17.99	2.3	111.0	16.77	2.1
Gender	Male (n=40)	147.5	20.98	3.3	114.1	18.08	2.9
	Female (n=22)	144.0	10.70	2.3	105.6	12.72	2.7
Resident Area	Rural (n=22)	138.2	22.58	4.8	111.3	19.93	4.2
	Urban (n=40)	150.7	13.23	2.1	110.9	15.04	2.4
Experience Bucket	0-5 years (n=32)	141.8	19.69	3.5	111.8	15.20	2.7
	6-10 years (n=14)	146.1	15.88	4.2	106.5	20.95	5.6
	11+ years (n=16)	155.4	12.83	3.2	113.6	16.09	4.0
Designation	DDO (n=28)	139.1	20.20	3.8	110.6	14.86	2.8
	Principal (n=34)	152.2	13.57	2.3	111.4	18.41	3.2

Table 2. Statistical results as per comparison

Attribute	t-test Between	Emotional Intelligence		Leadership Preference	
		t-statistic	p-value	t-statistic	p-value
Gender	Male and Female	0.9	39.4%	2.1	3.6%

Resident Area	Rural and Urban	2.4	2.1%	0.1	94.3%
Experience Bucket	0-5 and 6-10	0.8	43.1%	0.9	39.9%
	6-10 and 11+	1.7	9.3%	1.0	31.4%
	11+ and 0-5	2.9	0.6%	0.4	71.4%
Designation	DDO and Principal	2.9	0.5%	0.2	83.8%

Limitations of the study

Although the present study reports correlation between emotional intelligence and leadership, yet have some limitations that should be taken into consideration. The scope of this empirical study is limited to emotional intelligence and leadership quality on 62 school heads in government schools, particularly in Hisar district, Haryana. The study is limited since participants in the survey have been chosen randomly. The participation was on a voluntary basis. The study has limited generalization due to small sample size. Moreover, the number of male and female participants is not equal due to the fewer number of females in service as a school head. School DDOs have also been considered in the survey due to non-availability of school heads with Principal designation. Also the present study is limited to school heads of Hisar District Only.

Implications and contribution to future research

The current research findings examine the correlation between EI and leadership in school heads. There is a great room for further study that would benefit future research. The study can continue with large sample sizes. Future study can be focused on developing strategies to reduce the gap in emotional intelligence (EI) and leadership in school heads for the better school management systems. Presently, questionnaires have been used as research tools. In future work, interview techniques may be used as a tool and demonstrate the practical aspect of EI. Future work may emphasize study on school heads from different districts including school heads of primary, secondary and senior secondary levels. Gender based differences in emotional intelligence may be further explored. In summary, Emotional intelligence is the great field of research that can pave the way to assess needs of the school and provide opportunities for best practices that can encourage the learning process.

Conclusion

Emotional intelligence is an essential soft skill to organize behavior. Emotional Intelligence supports flexible environments, responsibility and commitment towards goals. The study of emotional intelligence and leadership is necessary to understand how to study the behavior of school heads as it provides the picture of their intelligence and highlights problem areas that need to be focused for improvement to enhance the quality of the school education system. It unites the performance with determination. Emotional Intelligence is critical for successful school management. At school level, the EI is significant as it combines performance of students, teachers and school heads as well. From a gender perspective, present investigation reveals that male school heads are more emotionally intelligent than female school heads. Also, the score of leadership quotient for urban school heads is more than that for rural. The results show that emotional intelligence increases with experience. It is worth mentioning that emotional intelligence and leadership preference score for Principals is more than that for DDOs. This shows that designation also matters to incubate emotional intelligence and leadership quality. Our study compares the EI and leadership in school heads and evaluates the problem areas. Good school leaders possess strong emotional intelligence. With the growth of educational administration, there is a need for emotional Intelligence in school heads who can understand the problems and manage stress and raise student performance. The present study will help in recruitment of emotionally intelligent school heads. The results can help to train the school heads to develop their emotional intelligence. The results of the study are worthy to policy makers to recruit school heads and devising techniques to enhance emotional intelligence and leadership quality. The current research findings examine the correlation between EI and leadership in school heads. Future study can be focused on developing strategies to reduce the gap in emotional intelligence and leadership in school heads for the better school management systems.

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