



Annammal College of Education for Women

Tiruchendur Road, Thoothukudi - 628003

Recognized by National Council for Teacher Education, SRC, Bangalore &

Affiliated to Tamil Nadu Teachers Education University, Chennai

Approved by UGC under section 2(f) and 12B of UGC Act

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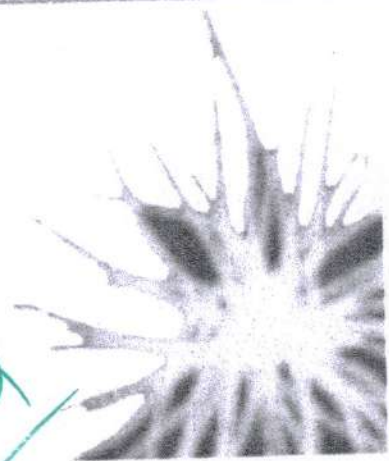
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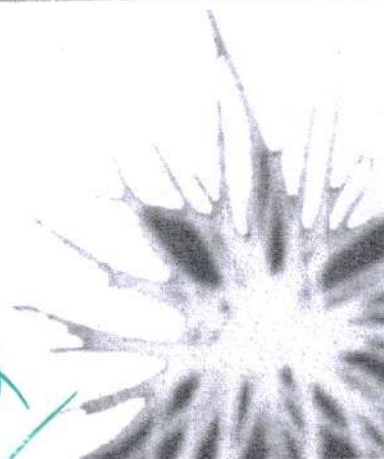


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RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LEADERSHIP TRAITS OF HIGHER SECONDARY STUDENTS

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ABSTRACT

In the present study the investigator has attempted to study relationship between emotional intelligence and leadership traits of higher secondary students. The sample consisted of 300 higher secondary students who studied in schools of Tirunelveli district and the investigator adopted the survey method. The findings reveal that there is significant relationship between emotional intelligence and physical, personality, social and personal traits of leadership of the students.

INTRODUCTION

Emotional Intelligence is a popular concept in psychology that has attracted the attention of educationists and recent researchers. In the late 1930's Robert Thorndike coined the term 'social intelligence' which was the root for emotional intelligence. In 1983 in the context of Gardner's theory of multiple intelligences, the idea of emotional intelligence resurfaced. In 1985, a graduate student at an alternative liberal arts college in USA wrote a doctoral dissertation, which included the phrase 'Emotional intelligence' in the title (Gupta and Kaur, 2006). According to Goleman (1998), Emotional Intelligence refers, to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationships. Later many other theorists like Baron (1997), Robert K. Cooper (1999) defined the Emotional Intelligence as non-cognitive capabilities. Again Salovey and Mayer, along with Laruso have stated that emotional intelligence "refers to the ability to process emotion-laden information competently and to use it to guide cognitive activities like problem solving and to, focus energy on required behaviours".

A person with emotional intelligence can learn anything. Emotional Intelligence is the entry behaviour of any learning. It brings readiness for learning. Emotional disturbance will lead to stress and excitement in which situation a person cannot learn. Moreover, emotional intelligence helps to be aware of the society and to maintain harmonious development with others. Especially, the people who influence others are emotional intelligent. So the people

who can help others in all the ways possible and influence others in group activities. The group activities are the focal point in any class in learner-centered approach. Moreover this method also depends on group, collaborative and cooperative learning activities which are successfully run by the group leaders of each group in the class. In that case, each student must possess love towards others, tolerance, positive attitude and co-operation among themselves, which is possible only by emotional intelligence. So the emotional intelligence creates, formulates or manifests the leadership traits, quality and potentials within a person effectively. These leadership traits should be brought out.

SIGNIFICANCE OF THE STUDY

Education is a character building process enhancing one's personality and making one rational, capable, responsive and intelligently independent. It generates the will to refashion one's heart, head and life. Till 90's intelligence quotient was the measure of success and intelligence of an individual. Greater the intelligence quotient, the more intelligent the individual was and more successful one was considered to be. Being aware of one's emotional intelligence in terms of an emotional quotient has wide educational and social implication for the welfare of the individual and the society. Leaders frequently use emotions to influence the affective states of others. The emotional component of leadership requires the ability to perceive emotions, facilitate emotions in thought and understand and manage emotions. Leaders possessing these abilities are considered emotionally intelligent. Empathy is core component of emotional intelligence and so empathetic leaders can sense others' needs, listen to what followers say and do not say and are able to read the reactions of others. The caring part of empathy, especially for the people with whom one works is what inspires people to stay with a leader when the going gets tough. The ability to lead others is a quality that any institution or organization that looks forward to it. Teachers know that emotional content is critical if students are to buy into their vision of their country's future. This study is an effort on the part of the investigator to find out any significant association if any between emotional intelligence and leadership traits.

STATEMENT OF THE PROBLEM

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LEADERSHIP TRAITS OF HIGHER SECONDARY STUDENTS

SPECIFIC OBJECTIVES

1. To find out whether there is any significant difference between XI and XII standard students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

2. To find out whether there is any significant difference between rural and urban school students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.
3. To find out whether there is any significant difference between XI and XII standard students in their physical, personality, social and personal traits of leadership.
4. To find out whether there is any significant difference between rural and urban school students in their physical, personality, social and personal traits of leadership.
5. To find out whether there is any significant relationship between emotional intelligence and physical, personality, social and personal traits of leadership of the students.

NULL HYPHOTHESES

1. There is no significant difference between XI and XII standard students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.
2. There is no significant difference between rural and urban school students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.
3. There is no significant difference between XI and XII standard students in their physical, personality, social and personal traits of leadership.
4. There is no significant difference between rural and urban school students in their physical, personality, social and personal traits of leadership.
5. There is no significant relationship between emotional intelligence and physical, personality, social and personal traits of leadership of the students.

METHOD USED FOR THE STUDY

In the present study the investigator has adopted the survey method.

POPULATION FOR THE STUDY

The population for the present study consisted of higher secondary students studying in schools of Tirunelveli District.

SAMPLE FOR THE STUDY

The investigator had used simple random sampling technique for selecting the sample from the population. The sample consisted of 300 higher secondary students from 10 schools. Among them 161 are males and 139 are females.

TOOLS USED

The investigator used the Emotional Intelligence Inventory developed by Thomas Alexander (2004) and the Leadership traits scale developed by Muthu Manickam (2001).

STATISTICAL TECHNIQUES USED

Percentage analysis, 't' test, ANOVA and Product Moment Correlation were used in this study.

Null Hypothesis 1

There is no significant difference between XI and XII standard students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

TABLE 1

DIFFERENCE BETWEEN XI AND XII STANDARD STUDENTS IN THEIR EMOTIONAL INTELLIGENCE

Dimensions of emotional intelligence	Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Self-awareness	XI	150	71.43	9.06	0.85	NS
	XII	150	72.41	10.77		
Self-management	XI	150	88.69	15.27	2.54	S
	XII	150	93.01	14.12		
Social awareness	XI	150	50.96	9.18	0.80	NS
	XII	150	51.81	9.21		
Relationship management	XI	150	114.72	17.62	0.05	NS
	XII	150	114.61	16.26		
Emotional intelligence	XI	150	325.80	33.88	1.62	NS
	XII	150	331.85	30.38		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between XI and XII standard students in their self-awareness, social awareness, relationship management and emotional intelligence, but there is significant difference between XI and XII standard students in their self-management. While comparing the mean scores of XI standard (mean=88.69) and XII standard students (mean=93.01) in their self-management, the XII standard students are better than the XI standard students.

Null Hypothesis 2

There is no significant difference between rural and urban school students in their self-awareness, self-management, social awareness, relationship management and emotional intelligence.

TABLE 2
DIFFERENCE BETWEEN RURAL AND URBAN SCHOOL STUDENTS IN THEIR EMOTIONAL INTELLIGENCE

Dimensions of emotional intelligence	Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Self-awareness	Rural	202	72.46	9.80	1.36	NS
	Urban	98	70.80	10.21		
Self-management	Rural	202	89.52	15.18	2.24	S
	Urban	98	93.60	13.79		
Social awareness	Rural	202	51.46	8.99	0.19	NS
	Urban	98	51.23	9.64		
Relationship management	Rural	202	115.29	16.26	0.90	NS
	Urban	98	113.38	18.24		
Emotional intelligence	Rural	202	328.73	30.95	0.70	NS
	Urban	98	329.01	35.00		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban school students in their self-awareness, social awareness, relationship management and emotional intelligence, but there is significant difference between rural and urban school students in their self-management. While comparing the mean scores of rural (mean=89.52) and urban school students (mean=93.60) in their self-management, the urban school students are better than the rural school students.

Null Hypothesis 3

There is no significant difference between XI and XII standard students in their physical, personality, social and personal traits of leadership.

TABLE 3

**DIFFERENCE BETWEEN XI AND XII STANDARD STUDENTS IN THEIR
LEADERSHIP TRAITS**

Leadership traits	Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Physical traits	XI	150	15.09	3.11	1.33	NS
	XII	150	15.58	3.18		
Personality traits	XI	150	14.81	2.90	1.21	NS
	XII	150	15.21	2.88		
Social traits	XI	150	15.65	2.99	0.26	NS
	XII	150	15.75	3.05		
Personal traits	XI	150	15.31	3.27	0.59	NS
	XII	150	15.53	3.27		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between XI and XII standard students in their physical, personality, social and personal traits of leadership.

Null Hypothesis 4

There is no significant difference between rural and urban school students in their physical, personality, social and personal traits of leadership.

TABLE 4

**DIFFERENCE BETWEEN RURAL AND URBAN SCHOOL STUDENTS IN THEIR
LEADERSHIP TRAITS**

Leadership traits	Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Physical traits	Rural	202	15.61	3.07	2.16	S
	Urban	98	14.78	3.24		
Personality traits	Rural	202	15.08	2.88	0.59	NS
	Urban	98	14.87	2.94		
Social traits	Rural	202	15.93	3.01	1.90	NS
	Urban	98	15.22	3.00		
Personal traits	Rural	202	15.53	3.29	0.83	NS
	Urban	98	15.19	3.21		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural and urban school students in their personality, social and personal traits of leadership, but there is significant difference between rural and urban school students in their physical traits. While comparing the mean scores of rural (mean=15.61) and urban school students (mean=14.78) in their physical traits, the rural school students are better than the urban school students.

Null Hypothesis 5

There is no significant relationship between emotional intelligence and physical, personality, social and personal traits of leadership of the students.

TABLE 5

**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE
AND LEADERSHIP TRAITS**

Leadership traits	N	Calculated ' γ ' value	Remarks at 5% level
Physical traits	300	0.264	S
Personality traits		0.363	S
Social traits		0.247	S
Personal traits		0.279	S

(At 5% level of significance, for 298 df the table value of ' γ ' is 0.113)

It is inferred from the above table that there is significant relationship between emotional intelligence and physical, personality, social and personal traits of leadership of the students.

FINDINGS

1. There is no significant difference between XI and XII standard students in their self-awareness, social awareness, relationship management and emotional intelligence, but there is significant difference between XI and XII standard students in their self-management. While comparing the mean scores of XI standard (mean=88.69) and XII standard students (mean=93.01) in their self-management, the XII standard students are better than the XI standard students.
2. There is no significant difference between rural and urban school students in their self-awareness, social awareness, relationship management and emotional intelligence, but

there is significant difference between rural and urban school students in their self-management. While comparing the mean scores of rural (mean=89.52) and urban school students (mean=93.60) in their self-management, the urban school students are better than the rural school students.

3. There is no significant difference between XI and XII standard students in their physical, personality, social and personal traits of leadership.
4. There is no significant difference between rural and urban school students in their personality, social and personal traits of leadership, but there is significant difference between rural and urban school students in their physical traits. While comparing the mean scores of rural (mean=15.61) and urban school students (mean=14.78) in their physical traits, the rural school students are better than the urban school students.
5. There is significant relationship between emotional intelligence and physical, personality, social and personal traits of leadership of the students.

INTERPRETATIONS

1. The 't' test result reveals that the XII standard students are better than the XI standard students in their self-management. This may be due to the fact that they are final year of school education, sincere in their studies, having good practice of managing their academic activities. They may help them to manage themselves.
2. The 't' test result reveals that the urban school students are better than the rural school students in their self-management. This may be due to the fact that the urban school students may face different complex situations in their city life, which may be good a practice for them to manage themselves according to their needs.
3. The 't' test result reveals that the rural school students are better than the urban school students in their physical traits. This may be due to the fact that they have more opportunities to play than the urban students.
4. The 'y' test result reveals that there is significant relationship between emotional intelligence and physical, personality, social and personal traits of leadership of the students. This may be due to the fact that a leader is a person who understand his own emotions and aware of others emotions and he can manage himself and others.

RECOMMENDATIONS

1. The schools should organize seminar on guidance and counseling and emotional intelligence skills, so that the students can grow as emotionally matured and balanced persons.

2. The students must be given training on self-awareness, leadership skills, ICT skills, higher order thinking skills, so that they can function as effective leaders. Web based project works can be given in higher secondary school level.
3. Group sessions, contact programmes and special awareness programmes could be conducted periodically to develop the emotional intelligence of the IX and XII standard students.
4. Extra-curricular / club activities will provide the students to involve in a friendly and responsible manner, which in turn develop the leadership behaviour and emotional intelligence.

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