



## What do the studies on leadership reveal?

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### ABSTRACT

Before conducting research in any area, it is necessary that the investigator reviews the literature available in that area so as to familiarize with the area and to plan the study precisely and systematically. Leadership is the ability to persuade others to seek defined objectives enthusiastically. Leadership transforms potential into reality. Review of studies related to leadership and its related variables emotional intelligence and stress enabled to have an up-to date knowledge and information in relation to that area at different educational levels.

**KEYWORDS** : leadership, emotional intelligence, stress.

The review of literature is an extensive, thorough, detailed, and an evaluative process aimed at collecting detailed information concerning a particular area of interest. Review enables the researcher to have an up-to date knowledge and information about various attempts, accomplishments, arguments and recommendations in relation to the area of interest. The reviewed studies show that the different variables viz. leadership performance, emotional intelligence and stress have a close bearing on each other. The major research findings about leadership found in the reviewed studies are presented as follows:

#### Leadership roles:

Principals are inclined to perform the roles of innovator, director, monitor and facilitator more intensely, giving less attention to the broker, producer, coordinator and mentor roles (Geraki, 2014). Essential characteristics of principals providing leadership are visionary, effective communicator, risk taker, learner, decision maker, and relationship builder (Davidson, 2007). Principals are knowledgeable of the five domains of leadership performance: authentic, visionary, cultural, quality and service and execute the distinctive set of performance roles related to each domain (Jones, 2010).

The culture of the school is the responsibility of the leadership (Sullivan, 2004). School size/ school population does not influence the leadership performance of the school principals. Gender of the principals does not influence the leadership performance of the school principals. The location of the school (rural and urban) does not affect the leadership performance of the principals (Dean, 2009).

Emotional intelligence is a highly relevant and important requirement for academic leadership (Parrish, 2015). A principal's emotional intelligence skills are vital to collaborative efforts to increase student achievement (Gray, 2009).

#### Leadership skills:

The experts identified 64 leadership skills grouped under four broad categories: technical, conceptual, human and spiritual and the experts came to consensus on 23 of those skills would have the greatest impact on future administrators' success (Meadows, 2007). Managing emotions is significantly higher than perceiving emotions and understanding emotions (Wolf, 2010). A principal's awareness of his emotions as well as other's emotions is vital to positive leadership. Emotional intelligence skills can be developed, strengthened, and enhanced through professional development opportunities (Ashworth, 2013). Female principals are more

attentive to systems and person orientations (Nixon, 2006). Women can lead with integrity, ethics and fairness (Thurman, 2004).

#### Leadership styles:

The predominant leadership style exhibited by the principals is transformational (Konkle, 2007). Public school principals perceive servant leadership as a successful leadership style (Stephen, 2007). Principal leadership helps to influence, support, and sustain teacher leadership and school improvement (Wright, 2004). The primary job of the principal is instructional leader (Powell, 2004). Higher emotional intelligence profile scores are significantly higher on transformational leadership profile scores than lower emotional intelligence (Wolf, 2010).

#### Leadership stress:

Persistent headache, regular body pain and hypertension are principal's symptoms of stress (Anvanwu, 2015). Those who exhibited more stress management behaviours showed significantly less physical symptoms and lower occupational stress (Leung, et al. 2009). Principals hire competent personnel to assist in administration, delegate duties, take regular exercises and sought counselling help among others to ease their stress (Anvanwu, 2015). Increased work stress is found to have impacted the health as well as the school climate. Effective coping mechanisms are utilized to help reduce the perceived stress levels (Kizemienski, 2012).

Work-related stress affects the mental and physical health, work habits and productivity. Coping tips are explicated from the perspectives of behavioural modification cues, physical exercises, relaxation techniques, professional help, and medical care (Sogunro, 2012). Emotional inhibition is the most frequently used coping strategy (Poirel, & Yvon, 2014). Negative consequences of stress occur when the external pressure exceeds the ability of the individual to cope with the pressure (Kruger, 2007). Principals are experiencing stress in their job in the same dimensions irrespective of any variables such as gender, years of experience, school type and location of the school (Olayiwola, 2008).

#### Training:

The need to establish a leadership training policy to guide the training of head teachers to ensure schools become effective (Pheko, 2008). Training enables principals to assess their own emotional intelligence, problem solving and interpersonal skills (De Roberto, 2011). There is need for stress management techniques and strategies for school administrators. There is need for health insurance to cover psychological counselling, due to the rising cost of medical care, and the risk of stress related diseases (Ngari, 2013).

Principals take the lead in promoting stress management awareness and coping strategies in order to improve school personnel well-being (Brown-Woods, 2013).

### Recommendations:

The reviewed studies recommend that training may be provided to the head teachers with special focus on developing good leadership performance. Workshops and seminars may be conducted to improve communicative skills, leadership skills and conflict management skills of the head teachers. The head teachers should be well aware of their emotions and develop self confidence through their skills. Creative activities that will improve self regulation, empathy and mood management should be organized. Guidance and counselling programme on stress management techniques and coping strategies should be arranged to the head teachers, atleast once in a year. Teachers should provide a feedback for their respective heads, which is unbiased and constructive in nature. This would help the head teachers to examine their own performance and its repercussions.

### Conclusion:

It is derived from the reviewed studies that strong relationship is established among leadership performance, emotional intelligence, and stress; Age, gender, and length of experience of the principal do not affect their leadership performance; Location of the school does not affect the leadership performance of the school principals; Also there exists a positive relationship among leadership performance, emotional intelligence and stress.

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