



A STUDY ON LEADERSHIP BEHAVIOUR REPORTED BY SCHOOL HEADMASTERS AND ITS RELATION TO EMOTIONAL INTELLIGENCE

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ABSTRACT

There are many factors that influence the school effectiveness; the abilities of the headmaster occupy a special place and their interventions counts in school improvement efforts. The professional character of the headmasters can be seen reflected in their teachers, students and even in the society. They should possess certain skills to influence and motivate others. The purpose of the study is to find out the relationship between the leadership behaviour and emotional intelligence of school headmasters. The population of the study comprised of school headmasters working in Government, Aided and Matriculation schools in Sivagangai district. The sample consists of 50 headmasters selected by random sampling technique. The method chosen for the study is descriptive survey method. The Leadership behaviour questionnaire and Emotional Intelligence Inventory is developed by the investigator to measure the leadership behaviour and emotional intelligence of the headmasters. The collected data are analyzed by proper statistical techniques. The result of the study indicates a positive significant correlation between the leadership behaviour and emotional intelligence of the headmasters. The study has a big practical implication for the design of the Leadership development interventions.

KEYWORDS : Leadership Behaviour, Emotional Intelligence, Skills, Interventions

INTRODUCTION

The term Leadership behaviour occupies a vital role in the hot topics of research and it is considered an important skill to be possessed by the headmasters of a school. The headmaster is regarded as a visionary figure for his subordinates, teachers and students. They lead, motivate, manage staffs and channelize their professional energy to create a productive and disciplined teaching learning environment. The character of a headmaster is tuned in a Chinese proverb as "The headmaster of a school is a leader who is physically fit, mentally sound, intellectually sharp, emotionally balanced and socially well adjusted". Miller, (1995) remarks - The head teacher who articulates clear goals, holds high expectations of pupils and teachers and exercises strong educational leadership is instrumental to the school in achieving their goals. The leadership skill of the headmasters not only contributes to achieving the school goals but also helps to grow professionally leading to personal growth and satisfaction.

NEED AND SIGNIFICANCE OF THE STUDY

The role of the headmaster is very crucial in the development of the school. The headmasters are responsible for maintaining such an environment. They act as a liaison between the management, teachers, students and the society by satisfying their needs and treat them on humanitarian terms. Many researchers have been conducted on the leadership behaviour of school headmaster but only a few on its relationship with emotional intelligence. The headmaster should understand and manage his/her emotions as well as the emotions of others. Only those heads of school who can control themselves and adjust with others and the environment can lead to success. So the investigator decided to study the relationship between leadership behaviour and emotional intelligence of school headmasters.

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference between male and female school headmasters in their emotional intelligence.
2. To find out whether there is any significant difference between male and female school headmasters in their leadership behaviour.
3. To find out whether there is any significant difference among the government, aided and matriculation school headmasters in their emotional intelligence.
4. To find out whether there is any significant difference among

the government, aided and matriculation school headmasters in their leadership behaviour.

5. To find out the relationship between the emotional intelligence and leadership behaviour of school headmasters.

NULL HYPOTHESES

1. There is no significant difference between male and female school headmasters in their emotional intelligence.
2. There is no significant difference between male and female school headmasters in their leadership behaviour.
3. There is no significant difference among the government, aided and matriculation school headmasters in their emotional intelligence.
4. There is no significant difference among the government, aided and matriculation school headmasters in their leadership behaviour.
5. There is no relationship between the emotional intelligence and leadership behaviour of school headmasters.

RESEARCH METHODOLOGY

Method adopted in the present study In this study, the investigators adopted the survey method.

Population of the study

The target population of the study was the school headmasters working in Government, Aided and Matriculation schools in Sivaganga district.

Sample

The investigators have randomly selected 50 school headmasters working in various high schools and higher secondary schools in Sivaganga district of Tamil Nadu.

Tools used for the study

The investigators developed,

- (i) Emotional Intelligence Inventory
- (ii) Leadership Behaviour Inventory to measure the emotional intelligence and leadership behavior of school headmasters.

Statistical techniques used

Mean, Standard Deviation, 't'- test, ANOVA and Pearson product-moment correlation 'r' is used to analyze the collected data.

ANALYSIS AND INTERPRETATION OF DATA

Null Hypothesis: 1

There is no significant difference between male and female school headmasters in their emotional intelligence.

Table: 1 Difference between the male and female school headmasters in their Emotional intelligence

Variables	Gender	N	Mean	S D	't' value	Remarks
Emotional intelligence	Male	22	145	18.2	0.717	NS

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

The above table reveals that there is no significant difference between the male and female school headmasters in their Emotional intelligence, as the calculated t- value 0.717 is lower than the table value 1.96 at 5% significance. Hence the null hypothesis is accepted

Null Hypothesis: 2

There is no significant difference between male and female school headmasters in their leadership behaviour.

Table: 2 Difference between the male and female school headmasters in their Leadership behaviour

Variables	Gender	N	Mean	S D	't' value	Remarks
Leadership behaviour	Male	22	114.5	11.57	0.916	NS
	Female	28	112.5	11.91		

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

The above table reveals that there is no significant difference between the male and female school headmasters in their Leadership behaviour, as the calculated t- value 0.916 is lower than the table value 1.96 t 5% significance. Hence the null hypothesis is accepted.

Null Hypothesis: 3

There is no significant difference among the government, aided and matriculation school headmasters in their emotional intelligence.

Table: 3 Significant difference among the type of schools and headmaster's emotional intelligence

Variable	Sources of variation	Sum of squares	Mean square variation	F value	Remarks
Emotional intelligence	Between Groups	2375	1187.5	3.57	S
	Within Groups	15630	332.5		

From the table, it is evident that F- value is 3.57 for emotional intelligence which is significant at 0.05 with df (2,47). It indicates that the school headmasters belonging to government, aided and matriculation schools differ significantly in their emotional intelligence.

Null Hypothesis: 4

There is no significant difference among the government, aided and matriculation school headmasters in their leadership behaviour.

Table: 4 Significant difference among the type of schools and headmaster's leadership behaviour.

Variable	Sources of variation	Sum of squares	Mean square variation	F value	Remarks
Leadership behaviour	Between Groups	1005.4	502.7	3.88	S
	Within Groups	6085	129.5		

From the table, it is evident that F- value is 3.88 for leadership behaviour which is significant at 0.05 with df (2,47). It indicates that the school headmasters belonging to government, aided and matriculation schools differ significantly in their leadership behaviour.

Null Hypothesis: 5

There is no relationship between the emotional intelligence and leadership behaviour of school headmasters.

Table: 5 Relationship between the emotional intelligence and leadership behaviour of school headmasters.

S No	Variables	N	r- value	Remarks at 5%
1	Emotional intelligence	50	0.779	S
2	Leadership behaviour			

The value of coefficient of correlation from the above table shows that there is a positive correlation between Emotional intelligence and Leadership behaviour of school headmasters.

EDUCATIONAL IMPLICATIONS

Efficient and effective headmasters use their emotional intelligence to manage themselves and their subordinate teachers to attain the goal of their institution. Creating a good rapport with the teachers, understanding the needs of teachers and students can help a headmaster to reach the goal. The present study reveals that an emotionally intelligent headmaster can develop good leadership behaviour. The study serves the officials in education department and management of the institution to appoint the suitable person to the post of the headmaster.

CONCLUSION

Emotions play an important role in the overall quality of our professional and personal lives. Whether we realize it or not every decision that we make in our life is influenced by our emotions and much of our behavior is driven either by the desire to experience or to avoid certain emotions. Emotionally intelligent headmasters have a successful relationship with others; they can manage any conflicting situation easily and channel their emotions towards the goal. The headmasters are often stimulated by challenges in their career. Managing themselves and their subordinate teachers are essential qualities of a good headmaster. The result of the present study indicates a positive correlation between the Emotional intelligence and Leadership behaviour of school headmasters. By proper training, headmasters can improve their emotional intelligence level which has an influence on their leadership behaviour. The Government and Management of schools should take necessary steps to provide training for the headmasters so as to create an effective teaching learning environment.

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