



A Study On Emotional Intelligence Of Pre-University Principals

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Abstract:

The research study purports to study the Emotional Intelligence of Pre-University Principals. The purpose of the study was to find out whether there is a significance difference in between the Emotional Intelligence of Pre-University Principals with reference to gender, locality and type of the organization. The sample was selected adopting random sampling techniques. The data was collected from 57 Principal of Pre-University Colleges of Karnataka state using Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2015). The obtained data were analyzed using t-test and f-test. The result showed that, 100% of Principals are having high level of Emotional Intelligence and there is no significant difference in Emotional Intelligence of male and female, Principals from rural and urban colleges and government, aided and unaided Principals of Pre-University Colleges.

Key words: Emotional Intelligence, Pre-University Colleges, Principals

Introduction:

The Indian education system has come a long way from the old school gurukulas to the new age hi-tech academic institutions. The school system of the country has a total of four levels that is lower primary, upper primary, high and higher secondary. The government launched the National Education Policy 2020 for sustainable development- access equity, quality affordability and accountability. At present education is assist in not only in improving the knowledge and skills but also give more attention in problem solving and creating better output for the society and its encourages the new ideas and experiments with beyond the limitation.

Education helps to identify the new opportunities to explore our potential and to give our contributions for empowering the society. Its conducting in develop critical skills like decision making, mental agility, problem solving and logical thinking. All these kinds of abilities are helps the people in solving the problems of personal as well as professional. Education also supports the creativity and innovation in alternatives for existing problems. The skills acquired through education help in developing a good leader.

Emotional Intelligence:

Emotional Intelligence is the ability to manage both your own emotions and understand the emotions of people around you. Its include few skills namely – emotional awareness, ability to harness those emotions and apply them to tasks like thinking and problem solving, ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.

The theory of emotional Intelligence was introduced by Peter Salovey and John D Mayer (1993) and it was developed and lay public by Danieal Goleman. He defined Emotional Intelligence as the array of skills and characteristics that drive leadership performance. It is refers to the ability to perceive, control and evaluate emotions.

Review of related litreture:

Srivastva and Bharamanaikar: (2005) examined the relationship of emotional intelligence with leadership excellence success and job satisfaction. The result showed that emotional intelligence significantly correlates with transformational leadership and success. An emotional intelligence person is more successful in all spheres than a person who possesses less emotional intelligence skills.

Charles Ray Cook: (2006) conducted a research on “Effects of Emotional Intelligence on Principals Leadership performance.” In the result indicated that Emotional Intelligence has positive effects on Principals Leadership performance.

Badrinath: (2013) conducted study on emotional intelligence, leadership styles and effectiveness, and found that there is a significant high correlation between the leadership styles and effectiveness.

Shruti Malviya : (2017) conducted a study on emotional intelligence, self efficacy and leadership styles among secondary school teachers. Found the result as positive relationship between the self efficacy and leadership styles.

Junjun Chen: (2018) conducted a research on “Emotional Intelligence can make a difference: The impact of principal’s emotional intelligence on teaching strategy mediated by instructional leadership.” Study was conducted on 534 primary teachers in China. The study confirmed the theoretical proposition that Principals Emotional Intelligence and their Instructional leadership behavior are positively influential factors with regard to teacher instructional strategies.

Felix Zurita: (2019) conducted study on relationship between leadership and emotional intelligence in teachers. It was found that positive and direct relationship between the leadership and emotional intelligence.

Semih Cayak: (2021) conducted a study on “The mediating role of Emotional Intelligence in the relationship between School Principals sustainable leadership behavior and diversity management skills.” Study was done by survey method, and found that there is a positive and significant relationship between sustainable leadership diversity management and emotional intelligence. Emotional Intelligence has a full mediating role in the relationship between school Principals.

Masoumeh Kouhsari: (2022) conducted a study on “the Effect of Principal Emotional Intelligence on teacher performance: mediating role of organizational trust and professional learning community.” In result from sample of 400 teachers and 100 Principals in Iranian Primary schools showed that coefficients from principals Emotional Intelligence to organizational trust, professional learning community and teacher performance were non-significant. Additionally there were positive and significant relationship among organizational trust, Professional learning and teacher performance.

Need and Significance of the study:

People with high Emotional Intelligence can identify the impact of emotions and human behavior on particular situation. High Emotional Intelligence involves strong interpersonal skills in the area of conflict management and communication crucial skills in the work place.

Emotional Intelligence as the ability to monitor one’s own and other’s feelings and emotions to discriminate among them, and to use this information to guide one’s thinking and action (Mayer and Salovey 1993). Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotions; the ability to access and / or generate feelings when they facilitate thought, the ability to understand emotions and emotional knowledge and intellectual growth. In educational institution Emotional Intelligence positively correlated with better social relationship of students and teachers, high Emotional Intelligence people are very pleasant, socially skilled and empathic. It is correlated with greater achievement in academics, better social dynamics at works as well as better negotiating ability. It improves the higher life satisfaction and self esteem.

Principal has a positive impact on overall achievement of an institution. Emotional Intelligence do influence in management of institution, decision making, creating good climate in work place. This play a mediator role on teaching – learning achievement, maintenance of discipline and overall improvement of institution.

Well balanced Emotional Intelligence assists the leader to understand the situations which they may face in profession. Emotional Intelligence helps the individual in understanding the management, subordinates, students and community. By this Principal can operate an institution towards achievement of described aims and objectives of education.

This study provided an opportunity to understand the level of Emotional Intelligence and relation between effectiveness of work of Principals of Pre-University. Its helpful to know the importance and influence of Emotional Intelligence in administrating of an institution. The Principal of Pre-University colleges has to perform various duties and responsibilities like decision making, problem solving, administration, evaluating and maintain the relationship between students, subordinates and with community. Emotional Intelligence offers sufficient leadership qualities for advancing the organization and for achieving its objectives.

Principal must be emotionally stable, motivating, inspiring, and energizing in socioeconomic hurdles. Principal must be a team builder for better achievement. He must show concern for the accomplishment of tasks in stipulated time by instituting strategies that are adaptable to change for enhancing overall organizational performance. To get success in his profession the Principal must have good Emotional Intelligence. So this study also helps to understand the emotional intelligence of Principals with reference to gender, locale and types of organization of Karnataka state.

Objectives of the study

1. To assess the levels of Emotional Intelligence of Principals of Pre-University Colleges.
2. To study whether there is significant difference between male and female Principals Emotional Intelligence of Pre-University colleges.
3. To study whether there is significant difference between rural and urban college Principals Emotional Intelligence of Pre-University colleges.
4. To study whether there is significant difference between government, aided and unaided Principals Emotional Intelligence of Pre-University colleges.

Hypotheses of the study

1. There is no significant difference between Emotional Intelligence of male and female Principals of Pre-University colleges.
2. There is no significant difference between Emotional Intelligence of Principals from rural and urban Pre-University colleges.
3. There is no significant difference between Emotional Intelligence of government, aided and unaided Principals of Pre-University colleges.

Methodology:

For the present study, the investigator has adopted the survey method.

Sample:

The random sampling method was used. The study was conducted on a sample of 57 Pre-University Principals of different Pre-University Colleges of Karnataka.

Tools:

“Emotional Intelligence scale” (EIS) developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2015) – was used to collect the data required for the study.

Analysis:

Objective 1: To assess the levels of Emotional Intelligence of Principals of Pre-University Colleges.

Table 1: level of Emotional Intelligence of Principals of Pre-University colleges.

Emotional Intelligence (Effectiveness)	Scores	N	Obtained percentage
High	85 & above	57	100%
Normal	52-84	-	Nil
Low	51 & below	-	Nil

100% of Principals possess high level of Emotional Intelligence. No Principal fall under category of normal and low level.

Objective 2: To study whether there is significant difference between male and female Principals Emotional Intelligence of Pre-University colleges.

Hypothesis 1: There is no significant difference between Emotional Intelligence of male and female Principals of Pre-University colleges.

Table 2: ‘t’ value of male and female Emotional Intelligence of Principals of Pre-University Colleges.

GENDER	N	Mean	Std. Deviation	df	t
MALE	36	143.28	10.791	49	0.133
FEMALE	15	142.80	13.587		

The table 2 reveals that the obtained t-value is (0.133) less than the 't' table value (2.01) of 0.05 levels. Hence the null hypothesis is accepted. It means that there is no significant difference in the Emotional Intelligence of male and female Principals of Pre-University colleges.

Objective 3: To study whether there is significant difference between rural and urban college Principals Emotional Intelligence of Pre-University colleges.

Hypothesis 2: There is no significant difference between Emotional Intelligence of Principals from rural and urban Pre-University colleges.

Table 3: 't' value of rural and urban Emotional Intelligence of Principals of Pre-University Colleges.

LOCALITY	N	Mean	Std. Deviation	Df	t
RURAL	19	140.68	12.741	49	1.174
URBAN	32	144.59	10.713		

The table 3 reveals that the obtained t-value is (1.174) less than the 't' table value (2.01) of 0.05 levels. Hence the null hypothesis is accepted. It means that there is no significant difference in the Emotional Intelligence of rural and urban Principals of Pre-University colleges.

Objective 4: To study whether there is significant difference between government, aided and unaided Principals Emotional Intelligence of Pre-University colleges.

Hypothesis 3: There is no significant difference between Emotional Intelligence of government, aided and unaided Principals of Pre-University colleges.

Table 4 : 'f' value of government, aided and unaided Emotional Intelligence of Principals of Pre-University Colleges.

	N	Mean	Std. Deviation	df	f
GOVT	30	141.77	11.805	2	1.059
AIDED	13	147.15	11.746	48	
UNAIDED	8	141.75	9.881	50	

The table 4 reveals that the obtained f-value is (1.059) less than the 'f' table value (2.01) of 0.05 levels. Hence the null hypothesis is accepted. It means that there is no significance difference in the Emotional Intelligence of Government, Aided and Unaided Principals of Pre-University colleges.

Findings: following are the findings of the study,

- The Principals of Pre-University colleges are having high level of Emotional Intelligence in the percentage of 100%.
- There is no significant difference in the Emotional Intelligence of Principals of male and female of Pre-University Colleges.
- There is no significant difference in the Emotional Intelligence of Principals of rural and urban of Pre-University Colleges.
- There is no significant difference between Emotional Intelligence of Principals Government, Aided and Unaided of Pre-University colleges.
- Comparing the mean score in male and female, less Emotional Intelligence found in female Principals of Pre-University colleges.
- In mean score of locality, rural Pre-University Principals are having less Emotional Intelligence than the Principals of urban Pre-University colleges.
- Aided Pre-University College Principals are having better Emotional Intelligence than the Principals of Government and Unaided Pre-University Colleges.

Educational Implications: The effective management of an institution depends on Emotional Intelligence of Principal. Hence it is essential to enhance and improve the Emotional Intelligence of Principals of Pre-University colleges irrespective of there gender, locale and types of organization need more opportunities to undergo training programs and development of Emotional Intelligence, leadership qualities, personality development programmes is essential. The management should encourage the leaders to explore new opportunities in the field of Emotional Intelligence and organize Emotional Intelligence training programs.

Conclusion: The present study it was found that Emotional Intelligence of Principals of Pre-University colleges doesn't differs irrespective of their gender, locale and types of organization. Emotional Intelligence is being an quality of Principal essential for the effective institution. The progress of the institution is reflected through the effective Emotional Intelligence. Hence it is essential to understand and enhance the Emotional Intelligence of Principals.

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