



Leadership Behaviour Of School Heads Of Punjab In Relation To Social Intelligence

*Ms. Balwinder Kaur, ** Dr. Meena Thakur,

*Assistant Professor, **Principal, Swami Vivekanand College of Education, Banur, Patiala

Abstract: This research explores the interdependent relationship between the leadership behaviour and social intelligence of school heads in the Punjab region. This study examined the relationship between leadership behaviour and social intelligence among school heads in Punjab. Using a descriptive survey method, data were collected from 50 government and private school heads through standardized scales. The findings showed no significant difference in leadership behaviour and social intelligence across school management. However, school heads with higher social intelligence displayed better leadership behaviour. The study emphasizes the importance of social intelligence in effective educational leadership and the need for leadership training programs focusing on interpersonal skills.

Keywords: *Leadership Behaviour, Social Intelligence, Educational Leadership, Interpersonal Skills, Educational Administration.*

INTRODUCTION

In an educational landscape defined by diverse socio-cultural dynamics and evolving reforms, the effectiveness of school principals transcends mere administrative management. Rather, contemporary educational leadership is now assessed through the ability of school heads to promote equity and inclusivity, enhancing instructional quality and effectively responding to socio-cultural dynamics and educational policy reforms. It is argued that leadership—specifically the balance between transformational (visionary and empowering) and transactional (task and reward-oriented) styles—is significantly influenced by a leader's social intelligence. By leveraging the ability to perceive, understand, and manage complex interpersonal relationships, school heads can foster inclusive cultures, reduce teacher burnout, and improve overall institutional performance. This study aims to analyze how these two constructs collectively shape educational excellence and provide a foundation for targeted leadership development and policy reform within Punjab's school system.

NEED OF THE STUDY

The need for this study is rooted in the increasingly complex socio-cultural and administrative landscape of the Punjab educational system. While recent reforms have focused on infrastructure and curriculum, the human dimension of school management remains under-explored; specifically, how a principal's social intelligence acts as a catalyst for effective leadership behavior. There is a critical need to move beyond traditional "command and control" models toward styles that prioritize empathy, conflict resolution, and collaborative trust. By investigating this relationship, the study addresses a vital gap in professional development, offering insights to mitigate teacher burnout and enhance student well-being. Ultimately, understanding these interpersonal dynamics is essential for transforming schools from mere administrative units into thriving, inclusive communities capable of achieving long-term educational excellence.

REVIEW OF RELATED LITERATURE

McCarley (2012) explored the relationship between transformational leadership and school climate. The study demonstrated a significant relationship between transformational leadership traits and three climate dimensions: helpful and directive principal behaviour, and teacher engagement and frustration. Dhruv (2016) aimed to examine the relationship between leadership style, managers' emotional intelligence, and unit culture in relation to the performance of the Indian banking sector. Additionally, the research sought to analyze key factors influencing performance by developing a theoretical framework grounded in perceived human capital-based performance. The study also explored the relationship between selected demographic variables such as age, gender, educational level, and tenure and organizational performance. Kakkerlaa (2019) found that there is exists significant correlation between Leadership Behavior and social Intelligence of primary school Headmasters. While comparing the mean scores of the Male Primary School Headmasters Leadership Behaviour are better than the Female Primary School Headmasters Leadership Behaviour.

Panis, (2020) examined the influence of school heads' leadership behaviours-specifically in the areas of human relations, trust and decision-making, instructional leadership, and conflict resolution-on teachers' performance. The findings revealed that human relations had a significant positive effect on teachers' performance, whereas trust and decision-making, instructional leadership, and conflict resolution did not show a statistically significant impact. Additionally, no significant relationships were observed between the school heads' demographic profile variables and their leadership behaviours. Samsudin (2020) aimed to examine the relationship between principals' emotional intelligence (EI), social competence (SC), and their transformational leadership qualities (TLQ). The results showed that principals rated themselves significantly higher in EI, SC, and TLQ compared to the ratings given by teachers. Overall, the findings confirmed that higher levels of emotional intelligence and social competence positively contribute to the development of transformational leadership qualities among school principals.

Ritu (2022) revealed that the underlying factors of social Intelligence of education sector employees-social information processing, social skills and social awareness affect the components of task performance, organizational citizenship behaviour and positive workplace behaviour. María T. Sánchez-Núñez, et. al (2023) assessed the impact of emotional intelligence (EI) training on the skill development of aspiring educational leaders. Employing a quasi-experimental design, the research evaluated the effectiveness of a postgraduate leadership program in urban New York City. The findings support the effectiveness of the training program in enhancing emotional intelligence and leadership competencies in most areas

Al-Baher, & Shawabkeh, (2024) revealed that public school principals in the Bani Kenana District perceived their level of social intelligence to be moderate. Similarly, their professional competencies were also rated at a moderate level. A statistically significant positive correlation ($\alpha \leq 0.05$) was found between the participants' average ratings on the social intelligence scale and their ratings on the professional competency scale. However, no statistically significant differences were observed across all dimensions of social intelligence and professional competencies based on the study variables-gender, educational qualification, and years of administrative experience.

OBJECTIVE OF THE STUDY

1. To study leadership behaviour and social intelligence of school heads of Punjab in terms of gender.
2. To study relationship leadership behaviour and social intelligence of school heads across gender, locale and school management.

HYPOTHESIS OF STUDY

1. There is no significant difference in the leadership behaviour and social intelligence of school heads of Punjab based on gender.
2. There is no significant relationship between leadership behaviour and social intelligence of school heads across gender, locale, and school management.

METHOD AND PROCEDURE

This study used a descriptive research method to examine leadership behaviour among school heads in relation to social intelligence. Data was collected through direct surveys to obtain reliable first-hand information. Descriptive research helped in understanding current conditions and analyzing the selected sample effectively. Appropriate sampling methods and research tools were used to achieve the objectives of the study.

RESEARCH TOOLS USED

Research tools are important for collecting reliable and meaningful data from a selected sample of the population. In this study, the following tools were used:

1. Leadership Behaviour Scale developed by Mahendar Kakkerala.
2. Social Intelligence Scale (2004) developed by N. K. Chadha and Usha Ganesan.

The Leadership Behaviour Scale developed by Mahendar Kakkerala

The Leadership Behaviour Scale developed by Mahendar Kakkerala was used in this study. The tool consists of 65 statements based on a five-point Likert scale. The test-retest reliability of the Leadership Behaviour Scale was found to be 0.83, indicating consistency over time. The split-half reliability was calculated to be 0.91, demonstrating a high level of internal consistency. The intrinsic validity of the scale was also established at 0.83, reflecting its effectiveness in measuring the intended construct.

Social Intelligence Scale (2004) by N. K. Chadha and Usha Ganesan

The Social Intelligence Scale (2004) developed by N. K. Chadha and Usha Ganesan was used to measure the social intelligence of school heads. The test – retest relationship was calculated and come out to be 0.85. The validity of the scale was also find while come out to be 0.80.

ANALYSIS AND INTERPRETATION

Table 1

Leadership Behaviour of School Heads across School Management (N=50)

School Management	N	Mean	SD	t-value
Private	26	142.90	22.18	0.31
Government	24	140.99	20.03	

Table 1 shows that school heads of private schools have a higher mean leadership score of 142.90, compared to their government counterparts, who have a mean score of 140.99. However, the calculated t-value of 0.31 is statistically insignificant, indicating that there is no significant difference in leadership behaviour of private and government school heads.

Table 2

Social Intelligence of School Heads across School Management (N=50)

School Management	N	Mean	SD	t-value
Private	26	109.01	14.44	0.194
Government	24	108.20	14.97	

Table 2 shows that school heads of private schools have a higher mean social intelligence score of 109.01, compared to their government counterparts, who have a mean score of 108.20. However, the calculated t-value of 0.194 is statistically insignificant, indicating that there is no significant difference in social intelligence scores of private and government school heads.

Table 3

Leadership Behaviour of School Heads in terms of Social Intelligence (N=50)

Social Intelligence	N	Mean	SD	t-value
High Social Intelligence	16	112.59	13.23	

Low Social Intelligence	16	103..01	14.02	1.98*
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The table illustrates 3 leadership behavior based on social intelligence levels. For comparison, social intelligence scores are categorized into high and low groups according to the Q1 and Q3 criteria. The mean leadership score for the high social intelligence group is 112.59, which is notably higher than the 103.01 score of the low social intelligence group. The calculated t-value of 1.98 is significant at the 0.05 level, indicating that school heads with higher social intelligence demonstrate stronger leadership skills compared to those in the low social intelligence group..

Discussion The findings of the study show that school management type does not significantly affect the leadership behaviour or social intelligence of school heads. However, school heads with higher social intelligence demonstrated better leadership behaviour than those with lower social intelligence. The study highlights that socially intelligent school heads are more effective in communication, relationship management, conflict resolution, and creating a positive school environment. These findings support earlier studies and emphasize the need to include social intelligence development in leadership training programs for school heads.

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