

Leadership Styles of School Teachers in relation to Emotional Intelligence

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ABSTRACT

The study examined the Leadership Styles of School Teachers in Relation to Emotional Intelligence. Data was collected by random sampling technique from a sample of 100 school teachers of Moga district. Standardized tools for assessment of – Leadership Styles and Emotional intelligence were used in this study. The data were analyzed by employing mean, SD, t ratio, and r. Results showed that there exists significant mean difference in Democratic style (LS2-D) and Laissez-faire style (LS3-L) of school teachers with respect to gender. Whereas there exists no significant mean difference between emotional intelligence of male and female School teachers.

1. Introduction

Man is a social animal. He cannot live alone because he depends upon others for his needs. He wants to do his work in groups so that he can take the help of others to take any decision. In a group every individual has his own thoughts. So there would be need of group leader who can finalize their decision. Leadership is a complex phenomenon. Leaders are concerned with the spiritual aspect of their work. That is why they have followers who deeply believe in them and they possess a latent power in organization.

Leadership style that allows principals to create positive school culture and learning environment has often been the subject of much investigation. They maintain that the most effective style varies according to the situation, the task and the maturity of the follower. When people are at peace, happy and satisfied there is hardly any need for leadership. On the other hand, when the human condition is at stake and the situation urges someone to step forward and initiate change, the need for leadership is high. Leaders have vision of the future and they develop strategies that are necessary to being about changes needed to achieve that vision.

2. Leadership Styles

Leadership is not magic. It is not a gift that some people have and others don't. It is not standing back and telling others what to do. It is not belittling or demeaning others who don't do what you tell them to do. A good leader is a person who takes a little more than his share of the blame and a little less than his share of the credit.

Human being are social groups who live in groups have feeling and need leaders that will lead to their targets. As regards group activities and productivity that are integral part of human life and when the integration and coordination of human efforts is required the leaders are definitely needed.

Leadership has been described as a continuum of two extreme styles, autocratic and democratic. However, it appears that leadership style vary from situation to situation and are not an either or continuum **Heresy and Blanchard** described four leadership styles with varying amounts of directive and

supporting behavior. Directive behavior can be described as a one way communication in which the leader clearly dictates the role of the follower with a high level of supervision. On the contrary, behavior is a true way communication that encourages interaction by the follower in the decision-making process.

The three major styles of leadership are (U.S.Army Handbook, 1973)

1. Authoritarian or Autocratic
2. Participative or Democratic
3. Delegative or Free Reign

1. Autocratic Leadership

Autocratic leadership is an extreme form of transactional leadership, where a leader exerts high levels of power over his or her employees or team members. People within the team are given few opportunities for making suggestions, even if these would be in the team's or organization's interest.

Most people tend to resent being treated like this. Because of this, autocratic leadership usually leads to high levels of absenteeism and staff turnover. Also, the team's output does not benefit from the creativity and experience of all team members, so many of the benefits of teamwork are lost. For some routine and unskilled jobs, however, this style can remain effective where the advantages of control outweigh the disadvantages.

2. Democratic Leadership or Participative Leadership

Although a democratic leader will make the final decision, he or she invites other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving employees or team members in what's going on, but it also helps to develop people's skills. Employees and team members feel in control of their own destiny, and so are motivated to work hard by more than just a financial reward.

As participation takes time, this style can lead to things happening more slowly than an autocratic approach, but often the end result is better. It can be most suitable where team

working is essential, and quality is more important than speed to market or productivity.

3. Laissez-Faire Leadership

This French phrase means "leave it be" and is used to describe a leader who leaves his or her colleagues to get on with their work. It can be effective if the leader monitors what is being achieved and communicates this back to his or her team regularly. Most often, laissez-faire leadership works for teams in which the individuals are very experienced and skilled self-starters. Unfortunately, it can also refer to situations where managers are not exerting sufficient control.

3. Need and importance of the study

Leadership may be described as the totality of functions performed by individual and as a group. The leadership process is universal that will vary the environment in which leadership will operate. In new era many advancement and changes occurs in the world. But many educational problems also occur in the institutions. Problem in the area of teaching, learning process that must be solved by the institutional expert. In this process emotional intelligence play very important role. Emotionally intelligent person easily deals with different problems due to leadership styles. So the need of the present study is to reveal the leadership styles preferred by teachers in relation to emotional intelligence.

4. Statement of the problem

LEADERSHIP STYLES OF SCHOOL TEACHERS IN RELATION TO EMOTIONAL INTELLIGENCE

5. Objectives of the study

The study was carried out with following objectives

1. To study the significant difference in leadership styles of school teachers with respect to gender.
2. To study the significant difference in emotional intelligence of school teachers with respect to gender.
3. To study the significant relationship between leadership styles and emotional intelligence of school teachers.

6. Hypotheses

The study was carried out with following hypotheses:-

1. There will be no significant difference in leadership styles of school teachers with respect to gender.
2. There will be no significant difference in emotional intelligence of school teachers with respect to gender.
3. There will be no significant relationship between leadership styles and emotional intelligence of school teachers.

7. Sample of the study

The present investigator aims to study the leadership styles of school teachers in relation to emotional intelligence. The

investigator has selected a sample of 100 school teachers from different school of Moga district.

8. Design of study

The present chapter deals with the design of the study under investigation. It describes the structure of sample used in study. In the sampling we have taken total 100 numbers of school teachers which were categorized in to 50 males and 50 females.

9. Tools of the study

1. Teacher's leadership style inventory by Lawrence (2012).
2. Emotional intelligence scale by Anukool Hyde, Sanjyot Pethe, Upinder Dhar (2001)

10. Statistical Techniques used

The entire data of the study was statistically analyzed strictly in accordance with the requirements of the objectives and hypotheses of the study as mentioned above. For this purpose following statistical techniques were used:

1. Mean
2. Standard Deviation
3. t-test
4. Graphical Presentation
5. Co-efficient of correlation

11. Delimitations of the study

1. The study was delimited to only Moga district.
2. The study was delimited to senior secondary school teachers only.
3. The study was delimited only to 100 teachers.

12. Findings of the study

1. It was found that there exist no significant mean difference in Autocratic style (LS1-A) of School teachers with respect to gender.
2. It was found that there exists significant mean difference in Democratic style (LS2-D) of School teachers with respect to gender.
3. It was found that there exists significant mean difference in Laissez-faire style (LS3-L) of School teachers with respect to gender.
4. It indicates that there exists no significant mean difference between emotional intelligence of male and female School teachers.
5. It was found that there is no significant relationship between leadership styles and emotional intelligence of school teachers

13. Conclusion

On the basis of analysis and interpretation of data, it was found that there exists significant mean difference in Democratic style (LS2-D) and Laissez-faire style (LS3-L) of school teachers with respect to gender. At the end it indicates that there exists no significant mean difference between emotional intelligence of male and female School teachers.

14. Educational Implications

The question remains, how do we prepare and mentor future teacher for success in leading transformational change in our school system? In order for collaboration, response and mobilization to occur, self-reflection on the part of the leader is the starting point for successful relationships within the school community. Teachers should not be rigid in their thinking and in ways of dealing with colleagues, students and their parents. Educational leadership programs should include in theory as a component for reform. Leadership is helpful in policy making and curriculum framing. It also helps the teachers to solve day to day problems of the schools. The teachers can guide their students in a proper way and can provide facilities to his followers. In changing times, they expect from students, to bring high academic results. Healthy work environment is also expected from teachers. It is one of the foremost duty of a school teacher to create congenial and attractive work conditions both for the students and for their colleagues. Teachers should encourage themselves to attend different functions and different co-curricular activities and to allow them to express their views on various issues.

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15. Suggestions for further study

Some of the suggestions for further studies are given below:-

1. The present study covers only representative sample of 100 (female and male) school teachers of Moga district only. The study may be replicated on large sampling order to get a better understanding of variable under study.
2. In the present study only two variables has been undertaken it would be desirable to take up more variables.
3. The present study has been replicated only to male and female school teachers.
4. The similar study can be extended to state and national level to make the result more valid and reliable.