

EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL HEADMASTERS WITH SPECIAL REFERENCE TO LENGTH OF SERVICE

Dr. Gulshan Wani & Hakeem Sayar Ahmad Shah

1 Assistant Professor, Faculty of Education, University of Kashmir, Hazratbal, Kashmir.

2. Research Scholar, Faculty of Education, University of Kashmir, Hazratbal, Kashmir.

Abstract

The study has been carried out to find and compare the emotional intelligence of secondary school headmasters. A Sample of 200 secondary school headmasters was drawn randomly from the valley of Kashmir. Emotional intelligence scale by Hyde, Pethe & Dhar (2001) was used for data collection. Mean, S.D & t-test were applied. The results revealed significant mean differences between senior and junior headmasters on various dimensions of emotional intelligence.

Key Words: Emotional Intelligence, Senior & Junior Headmasters, school.

Introduction

The Head of the institution occupies a very important position in any educational pyramid. The fate of an institution largely depends upon the type of the individual heading the institution. He is the chief executive officer of a complex and heterogeneous community comprising of eminent, devoted and dedicated teaching personnel, students, their parents, governing bodies, education departments and university (Gupta, 1987). Leaders do not belittle people or make them to feel that they have nothing to contribute. Leaders don't hide in their offices to ignore problems. Leaders have to be visible; they have to convey a sense of oneness and must be emotionally balanced. Researchers (Wechsler, 1939; Leeper, 1948; and Maslow, 1954) are credited to have paid the attention on emotional intelligence. The subsequent research, however, was carried by Bar-On (1988) with the proposition that non intellectual intelligence exists as a part of total intellectual functioning.

Some researchers focused on emotional intelligence in the context of school leaders (Mishra and Das, 2010; Williams, 2007; Bauman, 2006; Cook, 2006; Kerr *et al.* 2006; Stone, *et. al.* 2005; Glomb *et al.* 2004; Lopes *et al.*, 2004; Van Rooy and Viswesvaran, 2004; Bradbeny & Greaves, 2003). Mishra and Das (2010) found emotional intelligence associated more or less with the work place performance. Williams (2007) confirmed that outstanding group of principals demonstrate five emotional competencies: self-confidence, self-control conscientiousness, achievement orientation, and initiative and four social intelligence competencies: organizational awareness, leadership, conflict management, and teamwork/collaboration. Bauman (2006) found a significant relationship between emotional competence and leadership effectiveness. A positive association between emotional health and emotional intelligence of school leaders has been established (Cook, 2006). Emotional intelligence is reported positively correlated with leadership abilities (Kerr 2006). Job performance,

managerial and leadership performance have also been found in agreement with emotional intelligence (Glomb *et al.* 2004; Lopes *et. al.* 2004). It is against this background that the present investigation was carried to investigate further.

Objectives of the Study

1. To compare the emotional intelligence of headmasters on the basis of length of service.

Hypotheses

1. There is significant difference between the mean scores of senior and junior headmasters on emotional intelligence (Factor wise).
2. There is significant difference between senior and junior headmasters on emotional intelligence (Composite Score).

Operational Definitions of Variables:

Emotional Intelligence: It means the ability to deal successfully with other people and with one's feelings. It involves one's awareness of one's feeling and the feelings of others and

capacity to utilize this in directing one's behaviors.

Length of Service: Length of service in the present investigation means the number of years put in by the sample subjects in their service career. Subjects with more than eight years and less than five years of field experience have been considered as senior and junior headmasters respectively.

Sample: The sample for the present investigation consisted of 200 headmasters drawn from various high schools of Kashmir Valley. Systematic random sampling technique was followed.

Tool used: Emotional Intelligence Scale by Hyde, Pethe & Dhar (2001).

Statistical Treatment: The collected information was subjected to statistical treatment by calculating Mean, SD, & test of significance.

Statistical Analysis: The information given in Table no.1 shows the significance of difference between the mean scores of senior and junior

headmasters on **Self Awareness** dimension of emotional intelligence. The mean scores in case of senior headmasters is reported to be high (M=18.080) than the mean score of junior headmasters (M=17.620). The calculated 't' value is reported to be 2.376 which is significant at 0.05 level of significance. The difference favours senior group of headmasters. It can be inferred that senior headmasters are more aware about themselves in comparison to junior headmasters. The results further reveal that senior headmasters are seen to: fix their priorities with due clear understanding, friendly in maintaining work relationships with their associates. Junior headmasters are reported with ambiguous priorities. The mean scores of senior and junior headmasters on Empathy dimension of emotional intelligence is (M=20.000) & (M=19.620 respectively. The obtained 't' value came out to be 1.552 which is not statistically significant. The results reveal that senior and junior headmasters have similar type of Empathy. Both groups pay attention to

the worries and concerns of other's to an equal extent.

On **Self Motivation** the mean scores of senior headmasters is reported to be high (M=25.450) than the mean score of junior headmasters (M=24.910). The calculated 't' value is 2.530 which is statistically significant at 0.05 level of significance. The results reveal that senior headmasters seem to be the source of inspiration to many people. They may be able to make use of their emotions and care for intelligent decisions. They seem to be able to assess the prevailing situation in the given environment. The results further reveal that senior headmasters are able to concentrate and are attentive in spite of disturbances and are able to manage their feelings properly. While as junior headmasters are not able to make healthy decisions.

On **Emotional Stability** dimension of emotional intelligence, the mean score of senior group of headmasters is 16.770 and the mean score of junior headmasters is seen to be 16.400. The calculated 't' value came out to be 0.835 which failed to arrive at any

level of significance. The results reveal that there is no significant difference between senior headmasters and junior headmasters, which indicate that both groups are emotionally stable to an equal extent.

Table 1: Showing the Significance of difference between Senior and Junior Headmasters on various factors of Emotional Intelligence (N=100 each).

Factors	Group	Mean	S.D	t` Value
Self Awareness (A)	SH	18.080	1.284	2.376**
	JH	17.620	1.447	
Empathy (B)	SH	20.000	1.601	1.552***
	JH	19.620	1.852	
Self Motivation (C)	SH	25.450	1.395	2.530**
	JH	24.910	1.614	
Emotional Stability (D)	SH	16.770	3.051	0.835***
	JH	16.400	3.216	
Managing Relations (E)	SH	17.670	1.110	3.049*
	JH	17.090	1.544	
Integrity (F)	SH	12.890	1.013	1.988**
	JH	12.530	1.500	
Self Development (G)	SH	8.430	0.639	1.806***
	JH	8.260	0.690	
Value Orientation (H)	SH	8.590	0.683	2.249**
	JH	8.330	0.932	
Commitment (I)	SH	9.160	0.825	0.959***
	JH	9.050	0.796	
Altruistic Behavior (J)	SH	8.310	0.812	1.034***
	JH	8.170	1.082	
Composite Score (CMSC)	SH	145.600	6.865	5.226*
	JH	40.620	6.610	

*Significant: at 0.01 level; **0.05 level; ***Not Significant

Managing Relation has been found to be associated with senior headmasters. The mean score in case of senior group of headmasters is higher (M=17.670) as compared to junior one's (M= 17.09). The calculated 't' value came out to be 3.049 which significant at 0.01 level. On the basis of the results, it may be inferred that senior headmasters possess higher managing

relations than junior ones. The results further reveal that senior headmasters seem to encourage others to work even when environment is not favourable. A perusal of table no. 1 shows the mean comparison between senior and junior headmasters on **Integrity** dimension of emotional intelligence. The mean scores in case of senior

headmasters is higher ($M=12.890$) than the mean score of junior headmasters ($M=12.530$). The calculated 't' value is 1.988 which is significant at 0.05 level of significance. The mean difference favours the senior group of headmasters. Hence, it can be said that senior headmasters seem to stand firm on their beliefs. They pursue goals beyond what is required of them. They are also aware of their weakness as compared to junior headmasters.

On Self Development dimension, the mean score of senior group of headmasters came to be 8.430 and the mean score of junior headmasters was found to be 8.260. The 't' value has been found to be 1.806 which is not significant. The results reveal that senior and junior headmasters are similar on self development dimension of emotional intelligence. Both the groups are able to identify and separate their emotions and feel that they must develop themselves even when their job does not demand it. On Value Orientation dimension of emotional intelligence, the mean score of senior headmasters

is higher ($M=8.590$) as compared to junior headmasters ($M=8.330$). The 't' value is reported to be 2.25 which is significant at 0.01 level of confidence. The results reveal that the mean difference favours the senior group of headmasters. It can be inferred that senior headmasters are able to maintain the standards of honesty and integrity. While as junior headmasters feel uncomfortable to confront unethical actions of others.

The mean scores of senior and junior headmasters on Commitment dimension of emotional intelligence is reported to be ($M=9.160$) for senior headmasters and the mean score of junior headmasters is reported to be ($M=9.050$). The calculated 't' value came out to be 0.959 which failed to arrive at any level of confidence. It can be inferred that senior and junior headmaster are able to meet commitments and keep promises to an equal extend. The results also reveal that both groups are equally organized and careful in their work.

A perusal of table no. 1 reveals the significance of difference between the

mean scores of senior and junior headmasters on Altruistic Behaviour dimension of emotional intelligence. The mean scores in case of senior headmasters is reported to be (M=8.310) and the mean score of junior headmasters is found to be (M=8.170). The obtained 't' value came out to be 1.034 which is statistically insignificant. The results show that senior and junior headmasters exhibit altruistic behavior to an equal extent. The results further reveal that neither of groups has any superiority to each other on altruistic behavior. Further, senior and junior headmasters are found to be able to encourage people to take initiative and are capable of handling conflicts around them.

An examination of Table no.1 shows the significance of difference between the mean scores of senior and junior headmasters on Composite Score of emotional intelligence. The mean scores of senior headmasters is higher (M=145.600) as against the mean score of junior headmasters (M=140.620). The calculated 't' value is came out to be 5.226 which is statistically

significant at 0.01 level of significance. These results reveal that senior headmasters are in position to manage and control their emotions and express them properly.

In view of the above mentioned results the Hypotheses which read as;

1. There is significant difference between senior and junior headmasters on emotional intelligence (Composite Score)" Stands accepted.
2. There is significant difference between senior and junior headmasters on emotional intelligence (Factor wise)" is partially retained.

As it has been observed that there is a significant difference between the mean scores of senior and junior headmasters on emotional intelligence. The findings are in line with the findings of some of the researchers in the field (Mak, 2014; Osman, 2013; Farahbakhsh, 2012; Pescosolido, 2002; Goleman, 2002). Mak (2014) found a relationship between high school principal's emotional intelligence and their success as leaders. Osman (2014) revealed that there was positive and significant relation between emotional

intelligence and school management abilities. Emotional intelligence was reported as a significant predictor of school management abilities. Farabakhsk (2012) stated that there was a positive correlation between quality of work life and emotional intelligence of high school principals. Increasing emotional intelligence is able to provide a better work environment for principals and for this cause, the performance of them grow to be enlarged. Pescosolido (2002) explained that it is the leaders' emotions that have more weight simply because they talk more and are listened more closely. Goleman (2002) concluded that managers who do not develop their emotional intelligence have difficulty in building good relationships with peers, subordinates, superiors and clients.

Conclusions

The following conclusions have been drawn:-

1. Senior headmasters are seen with higher emotional intelligence than junior headmasters. It has

been established that senior headmasters continue to do what they believe in despite severe criticism.

2. Senior headmasters are ahead of junior headmasters on self awareness, self motivation, managing relation, integrity, value orientation and composite score.
3. The results also revealed that senior and junior headmasters are similar with regard to empathy, emotional stability, self development, commitment and altruistic behaviour dimension of emotional intelligence.
4. Both groups pay attention to the worries and concerns of others' and are able to say listen to others. They also see the others person's point of view and are able to stay focused under pressure.

References

- Bar-On, R. (1997). *The Bar-On emotional quotient inventory (EQ-I): A test of emotional intelligence*. Toronto, ON: Multi-Health Systems.
- Baumann, D. M. (2006). *The relationship between the emotional competence and the*

leadership effectiveness of hall directors.
Unpublished doctoral dissertation,
University of Missouri-Columbia.

Bradberry, T. & Greaves, J. (2003).
Emotional intelligence quick book: Everything you need to know, San Diego, CA: Talent Smart Inc.

Cook, C. R. (2006). *Effects of emotional intelligence on principals' leadership performance.* Doctoral dissertation. Montana State University, Bozeman, MT.

Farahbakhsh, S. (2012). The role of emotional intelligence in increasing quality of work life in school principals. *4th World Conference on Edu. Sciences.* Spain: Pp.2-5.

Gardner, H. (1987). *Frames of mind: The theory of multiple intelligences.* New York: Basic Books.

Glomb, T. M., Kammeyer-Muller, J. D., & Rotundo, M. (2004). Emotional labor demands & compensating wage differentials. *Journal of Applied Psy.* Vol. 89, Pp.700-714.

Goleman, D. (1998). *Working with emotional intelligence.* New York:

Bantam Books. Goleman, D.P. (2002). *The emotionally intelligent workplace.* San Francisco: Jossey Bass.

Gupta, A. C. (1987). *Investigation into administrative effectiveness of principals of Delhi senior secondary schools.* Unpub. Ph. D. Dissertation, Delhi University.

Hyde, A., Pethe, S. and Dhar, U. (2012). Emotional Intelligence Scale. *Catalogue.* Agra: National Psychological Corporation.

Kerr, R. et.al. (2006). Emotional intelligence and leadership effectiveness. *Leadership & Organization Development Journal.* Vol. 27, Pp. 265-279.

Leeper, R. (1948). A motivational theory of emotions to replace "emotions as disorganized responses." *Psychological Review,* Vol.55, Pp 5-21.

Lopes, P. et al., (2004). Emotional intelligence and social interaction. *Personality and Social Psy. Bulletin,* Vol. 30. No.8, Pp. 1018-1034.

Mak (2014). *The Relationship between emotional intelligence and the success of high school principals.* Dissertations.

Paper 1099., Loyola University Chicago.

Maslow, A.H. (1954). *Motivation and personality*. New York: Harper and Brothers.

Mayer, J.D. & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, Vol. 17, P. 433.

Mishra, S and Das, A.K. (2010). *Relevance of emotional intelligence for effective job performance :an empirical study*. Vikalpi. Vol.. 35 No.1 Pp 25-33.

Osman, F. (2013). The relationship between emotional intelligence and school management.

European Journal of Research on Education Pp. 17-22.

Pescosolido, A. T. (2002). Emergent Leaders as Managers of Group Emotion. *The Leadership Quarterly*, Vol.13, Pp. 583-599.

Petrides, K. V., & Furnham, A. (2003). Trait emotional intelligence:

Behavioural validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, Vol. 17, Pp. 39-57.

Stone, H. et.al. (2005). *Report on the Ontario principals' council leadership study*. Consortium for research on emotional intelligence in organizations.

Van Rooy, D.L., & Viswesvaran, C. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. *Journal of Vocational Behaviour*, Vol. 65, Pp.71-95.

Williams, G.J. (2007). HR practices, organizational climate and employee outcomes: evaluating social exchange relationships in local government. *The International Journal of Human Resource Management* Pp. 1627-1647.

Williams, W. & Sternberg, R. (1988). Group intelligence: Why some groups are better than others. *Intelligence*, Vol.12, No.4, Pp. 351-377.