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## RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LEADERSHIP TRAITS OF HIGHER SECONDARY STUDENTS IN PUDUKKOTTAI DISTRICT

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**Abstract:** The present generation of children is more emotionally troubled than the last. Most of them are growing more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive. There is an increasing need to address the emotional health of children and adolescents. Children with high emotional intelligence are more confident, are better learners, have higher self-esteem, have fewer behavioral problems, and are more optimistic and happier. In school situation it is presumed that teachers who are emotionally intelligent can successfully manage the stressful situation. Teaching emotional and social skills is very important at school. There is a great need for persons handling emotions and settling disagreements peacefully in the modern society.

**Key words:** Emotional, Intelligence, Leadership Traits.

### INTRODUCTION : SIGNIFICANCE OF THE STUDY

A person's emotional intelligence helps much in all spheres of life through its various constituents or components namely knowledge of one's emotions (self awareness, managing the emotions, motivating oneself, recognizing emotions in others (empathy) and handling relationships. It is possible through one's potential of emotional intelligence and its proper development. Thus emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. Leaders frequently use emotions to influence the affective states of others. The emotional component of leadership requires the ability to perceive emotions, facilitate emotions in thought and understand and manage emotions. Leaders possessing these abilities are considered emotionally intelligent. The caring part of empathy, especially for the people with whom one works is what inspires people to stay with a leader when the going gets tough. Teachers know that emotional content is critical if students are to buy into their vision of their country's future. This study is an effort on the part of the investigator to find out any significant association if any between emotional intelligence and leadership traits.

### STATEMENT OF THE PROBLEMS

Adolescence is a phase of dynamic and rapid changes, characterized by emotional stress and storm. It is a period that initiates the transmission to adulthood. Puberty leads to an adult-size body and sexual maturity. Thoughts

become abstract and idealistic and schooling becomes increasingly directed toward preparation for higher education and the world of work. Young people begin to establish autonomy from the family and define personal values and goals. The adolescents' expression of emotions undergoes modification. For example, the adolescent is very sensitive to any injury to his prestige. Many of his emotions are suppressed externally, but they find expression in the form of day-dreams. As the adolescent's field of knowledge widens, the situation that rise to emotions in him also change. They even show displeasure at any instance of injustice that comes to their notice, and they can even rebel against society. So hence my study on Relationship between Emotional intelligence and leadership trait of the higher secondary students in Pudukkottai district.

### EMOTIONS

Emotions play a major role in guiding and directing our behaviour and thus shape our personality. It can be understood as an agitated or excited state of one's mind and body. According to Charles G.Morris, "Emotion is a complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behaviour pattern".

### EMOTIONAL INTELLIGENCE

The concept of emotional intelligence was popularized by Daniel Goleman in the year 1995. According to Daniel Goleman, 'Emotional intelligence is the capacity

for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships.' Daniel Goleman in his research has identified a set of competencies that differentiate children with emotional intelligence. The competencies fall into four clusters.

**LEADERSHIP**

Adeoye Mayowa: A Leadership Manager in Nigeria (2009 "Leadership is the ability to evaluate and or forecast a long term plan or policy and influence the followers towards the achievement of the said strategy"

**LEADERSHIP TRAITS**

Trait leadership is defined as integrated patterns of personal characteristics that reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organizational situations (Zaccaro, Kemp, & Bader, 2004).

**OBJECTIVES**

- 1.To find out the level of emotional intelligence of Higher secondary students with regard to the background variables such as gender, nature of school, type of school, location of school, community, religion, fathers' education, mothers' education, parents' occupation and parents' income.
- 2.To find out the level of leadership traits of Higher secondary students with regard to the background variables such as gender, nature of school, type of school, location of school, community, religion, fathers' education, mothers' education, parents' occupation and parents' income.
- 3.To find out whether there is any significant relationship between emotional intelligence and leadership traits of Higher secondary students with regard to the background variables such as gender, nature of school and location of school.

**HYPOTHESIS**

1. There is no significant difference between Higher secondary girls and boys in their emotional intelligence.
2. There is no significant difference between Higher secondary aided and unaided school students in their emotional intelligence.
3. There is no significant difference among Higher secondary urban, semi urban and rural students in their emotional intelligence.
4. There is no significant difference between Higher secondary girls and boys in their leadership traits.
5. There is no significant relationship between emotional intelligence and leadership traits of Higher secondary students.
6. There is no significant relationship between emotional intelligence and leadership traits of Higher secondary girls and boys.

**METHODS USED FOR THE STUDY**

The investigator has adopted the survey method of research to study the relationship between Emotional Intelligence and leadership trait of higher school students in Pudukkottai district, Tamilnadu. Survey research is a

procedure in which information is systematically collected from a population through some form of direct solicitation such as face-to face interview, administering questionnaire or schedule.

**TOOL USED IN THE PRESENT STUDY.**

By keeping the various objectives of the study in mind the following tools were used by the investigator for collecting the data. a) Personal data form .b) Emotional Intelligence Scale by Anukool Hyde, Sanjay Deth and Upender Dhar. C) Adapted Leadership Quality Scale by Dr.Muthumanickam.

**POPULATION OF THE STUDY**

The population of present study consists of higher secondary students, studying in higher secondary schools in Pudukkottai district. Of these, three schools are govt and three are unaided. The group of individuals or unit under study is known as population.

**SAMPLES OF THE STUDY**

Sampling is the process of learning about the population on the basis of a sample drawn from it. The present study is based on random sampling. Only a small representative part is studied and the conclusion is drawn for the entire universe or whole population. It consists of 6 higher secondary schools in Pudukkottai district, Tamilnadu. From the total population the investigator selected 300 higher secondary students.

**Hypothesis 1**

There is no significant difference between Higher secondary girls and boys in their emotional intelligence.

**Table 1  
DIFFERENCE BETWEEN HIGHER SECONDARY GIRLS AND BOYS IN THEIR EMOTIONAL INTELLIGENCE**

Dimensions of E.I	Girls (N=150)		Boys (N=150)		Calculated 't' Value	Remarks
	Mean	S.D	Mean	S.D		
Self-awareness	17.69	1.876	17.36	1.891	1.502	NS
Empathy	19.29	2.703	19.30	2.567	0.044	NS
Self-Motivation	24.49	2.471	24.26	3.086	0.702	NS
Emotional stability	16.17	2.384	15.84	2.271	1.215	NS
Managing Relationship	16.01	2.143	15.41	2.570	2.196	S
Integrity	12.25	1.907	11.87	2.026	1.673	NS
Self-development	8.09	1.501	7.98	1.607	0.594	NS
Value orientation	8.05	1.517	8.25	1.515	1.143	NS
Commitment	8.24	1.283	8.41	1.182	1.170	NS
Altruistic behaviour	7.78	1.279	7.63	1.603	0.916	NS
Total	138.04	11.826	136.30	12.387	1.244	NS

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

It is clear from the above table that there is no significant difference between Higher secondary girls and boys in their self-awareness, empathy, self-motivation, emotional stability, integrity, self-development, value orientation, commitment, altruistic behaviour and emotional intelligence in total, but there is significant difference between Higher secondary girls and boys in their managing relationship.

**Table 2**  
**DIFFERENCE BETWEEN HIGHER SECONDARY GIRLS AND BOYS IN THEIR LEADERSHIP TRAITS**

Dimensions of L.T	Girls (N=150)		Boys (N=150)		Calculated 't' Value	Remarks
	Mean	S.D	Mean	S.D		
Psychological characteristics	31.34	3.489	30.80	3.546	1.329	NS
Personality characteristics	31.59	3.834	30.43	3.820	2.625	S
Social characteristics	34.03	3.544	31.85	3.296	5.499	S
Personal characteristics	29.69	3.205	28.79	3.161	2.449	S
Total	126.64	11.081	121.87	10.726	3.791	S

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

It is clear from the above table that there is no significant difference between Higher secondary girls and boys in their physical characteristics, but there is significant difference between Higher secondary girls and boys in their personality characteristics, social characteristics, personal characteristics and leadership traits in total.

**Hypothesis 3**

There is no significant relationship between emotional intelligence and leadership traits of Higher secondary girls and boys.

**Table 3**  
**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LEADERSHIP TRAITS OF HIGHER SECONDARY GIRLS AND BOYS**

Sex	N	Calculated 't' value	'table' value	Remarks at 5% level
Girls	150	0.451	0.159	S
Boys	150	0.539	0.159	S

It is clear from the above table that there is significant relationship between emotional intelligence and leadership traits of Higher secondary girls and boys.

**FINDING**

1. There is no significant difference between Higher secondary girls and boys in their physical characteristics, but there is significant difference between Higher secondary girls and boys in their personality characteristics, social characteristics, personal characteristics and leadership traits in total.
2. There is significant relationship between emotional intelligence and leadership traits of Higher secondary students.
3. There is significant relationship between emotional intelligence and leadership traits of Higher secondary girls and boys.
4. There is no significant difference between Higher secondary girls and boys in their self-awareness, empathy, self-motivation, emotional stability, integrity, self-development, value orientation, commitment, altruistic behaviour and emotional intelligence in total, but there is significant difference between Higher secondary girls and boys in their managing relationship.

**CONCLUSION**

It is clear from the present study that there is significant relationship between emotional intelligence and leadership traits of the Higher secondary students regardless of their gender, age, and nature of school, type of school, parents' educational background and income. The level of emotional intelligence affects or influences the relationship with leadership traits. Therefore it is necessary that every school must ensure proper environment for students to grow emotionally in order to become aware of one's emotions and of others, to manage emotions as well as handle relationships. Thus the students will be in a position to face problems in an effective manner and to find solutions to these problems easily.

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