

A Study of Relationship Between Authoritative Leadership style and Emotional Intelligence of Principals Working in Various School of District Jaunpur

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Abstract:

In the present study researcher has tried to find out the relationship between Authoritative Leadership style and Emotional Intelligence of Principals working in various schools of Jaunpur district while following descriptive research survey method and collecting data, using standardized test of leadership style and Emotional intelligence, of principals chosen through purposive sampling researcher tried to analyze the data on the line of objective and hypothesis by using SPSS. The result of the study shows that there exists a negative relationship between Authoritative leadership style and Emotional Intelligence.

Key Words: Authoritative Leadership Style, Emotional Intelligence.

Introduction:

In an educational institution the principal is to be a good leader, must have insight into the human problems and capacity to analyze the emotional forces that motivate the conduct of the teachers and the students. "Schools are organizations that rely on strong leadership to ensure success" (Sarros & Sarros, 2007. "A leader is one who leads others and is able to carry individual or a group towards the accomplishment of a common goal" (Haiman, 2003) Leadership is the driving force of an organization. It determines the quality and success of an organization. "Leadership in an organization is the quality of behavior of an individual where he/she guides people and their activities into an organized effort. A successful leader must possess certain basic traits necessary for motivating the subordinates to improve results. Leadership is all about influencing, motivating and inspiring people to create vision and achieve it. Leadership is based on the relationship between an individual and a group. It is built on the ground of some common interest. Mutual understanding and interaction between the leader and the followers may determine the success of leadership". (Verma & Jain 2005).

Leadership:

Leadership is the ability of a person to influence and motivate others to achieve common goals and assist them to draw out their best efforts. As per **Halpin**"Leadership is a process in

which a leader attempts to influence his or her followers, to establish and accomplish a goal or goals. In order to accomplish the goal, the leader exercises his or her power to influence people. Leadership is a continuous process, with the accomplishment of one goal becoming the beginning of a new goal. The proper reward by the leader is of utmost importance in order to continually motivate followers in the process". **According to Robbins (1993)** "Leadership is the ability to influence the group to achieve the target."

There are many theories related to leadership which talk about various forms of leadership as per their viewpoints, some of them are as follows:

As per Charismatic leadership theory leaders are born with the innate capability to lead others with their charismatic efforts, similarly as per Great Man theory true leaders are born not made, there are some other theories like contingency leadership theory which suggest that there is no one style of leadership that suit in every situation, the leadership style may be changed as per the needs and the circumstances during the course of the business, similarly there are any other theories like Trait theory, Situational Leadership Theory, Path Goal Theory, Behavioral Theory etc. which suggest their own point of view of different leadership styles.

Functions of leadership:

Setting goals

A leader is expected to perform creative function of laying out goals and policies to persuade the subordinate to work with zeal and confidence.

Organizing

The second function of a leader is to create and shape the organization on scientific lines by assigning roles appropriate to individual abilities with the view to make its various components to operate sensitively towards the achievement of enterprise goals.

Initiating Action

The next function of a leader is to take the initiative in all matters of interest to group. He should not depend upon others for decisions and judgment. He should float new ideas and his decisions should reflect original thinking.

Co-Ordination

A leader has to reconcile the interest of the individual members of the group with that of the organization. He has to ensure voluntary cooperation from the group in realizing the common objectives.

Directing and motivation

It is the primary function of a leader to guide and direct his group and motivate people to do their best in the achievement of desired goals, he should build up confidence and zeal in the work group.

Linkage between management and workers

A leader works as a necessary link between the management and the workers. He interprets the policies and the programs of the management to his subordinates and represent the subordinate's interest before the management. He can prove effective only when he can act as the true guardian of the interests of his subordinates.

Different Styles of Leadership

Here are three types of leadership commonly see in the workplace:

Authoritative Leadership: Authoritative leadership is a hand on management style where a leader inspires and guides their team towards a shared vision. Authoritative leaders are often called visionary leaders.

Participative leadership: Participative leadership, also known as democratic leadership, is a style where all members of an organizations work together to make decisions.

Delegative Leadership: Delegative leadership, also known as laissez-faire leadership, is a management style where leaders give their team autonomy to make decisions and take ownership of tasks.

Emotional Intelligence

The term "Emotional intelligence" refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Emotional intelligence is generally said to include a few skills: namely emotional awareness, or the ability to identify and names one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the 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** in the 1990s, and further developed and brought to the lay public by Daniel Goleman.

Significance of the study

Effective leadership is Crucial in any organization, including educational institutions. The Study Can help in identifying the most suitable leadership style and emotional intelligence for principals that significantly impact school climate, teachers' motivation and student

achievement. In addition, the study can have implications for the selection, training & development of principals, as well as their ongoing evaluation assessment.

Statement of the problem

“A Study of Relation Between Authoritative Leadership style and Emotional Intelligence of Principals Working in Various School of District Jaunpur”

Objective

To study the relationship between Authoritative leadership styles and Emotional Intelligence of principals of various schools of Jaunpur.

Hypothesis

There is no significant relationship between Authoritative leadership styles and Emotional Intelligence of principals of various schools of Jaunpur.

Delimitations

1. The study has been confined to a sample of 50 senior secondary schools' principals.
2. The study has been delimited to private unaided schools located in Jaunpur district.
3. The study has been delimited to the study of Authoritative leadership styles, and emotional intelligence.

Research Method

Descriptive research survey method was used by the researcher.

Population

In present study, the population refers to no of principals working in different private school of Jaunpur district.

Sample of the Study

In the present study of 'Authoritative Leadership style adopted by principals in relation to their emotional intelligence, the investigator has adopted multistage random sampling technique and selected a sample of 50 Senior Secondary School principals of Jaunpur district.

Table: Sample for the study

| S. No | District | No.of School | Male Principal | Female principal |
|-------|----------|--------------|----------------|------------------|
| 1 | Jaunpur | 50 | 40 | 10 |

Tools of the Study

Keeping the objectives of the study in mind following tools were used in the present study

1. Leadership Style Scale by Sinha (J.B.P) 1983.

2. Emotional Intelligence scale by Hyde et.al. (2002).

Description of the Tools:

Leadership Style Scale

Sinha (J. B. P.) 1983 scale of leadership style was included to measure the culture - specific responses of leadership behavior.

Reliability

The coefficient of internal consistency as corrected by Spearman-Brown formula was found to be .74. The retest was done after four weeks on 50 subjects and the test- retest reliability coefficient was found to be .79.

Validity

On the basis of the opinion expressed by them only 123 such items were subjected to item analysis which was according to them, definitely related to some specific dimensions or authoritarian, democratic, Nurturant, Task- Oriented and Participative leadership style. Out of them only 50 items which fulfilled the item- analysis criteria were finally retained in the scale. The results obtained show that the scale possesses construct validity.

Emotional Intelligence

The Emotional Intelligence is measured by Emotional Intelligence Scale as Constructed by Ganeshan and Hyde. There are 34 items in the test related to following eleven dimensions:

1. Self-awareness (EIA),
2. Empathy (EIB)
3. Self-motivation(EIC),
4. Emotional-stability(EID)
5. Managing relations(EIE)
6. Integrity(EIF)
7. Self-development(ElG)
8. Value-orientation (ElH)
9. Commitment (ElI)
10. Altruistic (ElJ)

Reliability

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

Validity:

Besides face validity the scale has high content validity. In order to find out the validity from the coefficient of reliability (Garrett 1981), the reliability index was calculated which indicated high validity on account of being 0.93.

Statistical Techniques:

Following number of methods were used in the present research:

1. Product Moment Correlation.
2. t-Test

Data Analysis

Researcher has analyzed the data collected with the help of tools measuring leadership styles and Emotional Intelligence, on the line of objective and hypothesis as stated earlier.

Objective-1:

To study the relationship between Authoritative leadership styles and Emotional Intelligence of Principals working in Various schools of Jaunpur.

Hypothesis-1:

There will be no relationship between Authoritative leadership styles and Emotional Intelligence of Principals working in Various schools of Jaunpur.

Table 1

Table showing the relationship between Authoritative leadership style and Emotional Intelligence of Principals

| Variables | N | Degree of freedom | Level of Significance | Coefficient of Correlation | t-test Calculated | t-test (Table value) | Results |
|--------------------------|----|-------------------|-----------------------|----------------------------|-------------------|----------------------|------------------------------------|
| Authoritative leadership | 10 | 09 | 0.05 | -0.85 | 4.298 | 2.26 | H₀: NOT ACCEPTED |
| Emotional intelligence | 10 | | | | | | |

Interpretation

It is clear from the above table that calculated value of t (4.298) is more than critical value of t (2.26) at 0.05 level of significance hence, null hypothesis that there exists no significant relationship between Authoritative leadership style and Emotional Intelligence is NOT ACCEPTED and since the value of coefficient of correlation is negative hence the authoritative leadership style and Emotional Intelligence is negatively correlated which further signifies that as the intensity of authoritative leadership style and the Emotional Intelligence of principals Working in different schools moves in reverse direction. The

plausible reason behind such finding may be the fact that authoritativeness of leaders sometimes ignores the role of emotions of employees in the organization and this tendency may result in the negative developments of Emotional Intelligence.

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