

The Effect of Emotional Intelligence in Leadership Effectiveness Among the Post Secondary Academic Level Educationalist

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ABSTRACT:

This study is to investigate the impact of emotional intelligence and the leadership effectiveness among the higher study educationalist. Besides, it will going to include the significant contribution to the practical implication of the applying those predictors in different education institutions to enhance their performance of teaching and their leadership effectiveness. This study will be conducting purposive sampling questionnaire are going to using non probabilistic technique from a sample of more than 200 fully employed higher educational teaching professionals in teaching sector at Tamilnadu. As a final point is to contribute to both academic and practical knowledge related to the effectiveness of leadership and it offers to impact and development of leadership efficiency among those factors of emotional intelligence.

Keywords: *Emotional Intelligence, Leadership Effectiveness, Teaching Sector, Higher Education.*

1.0. INTRODUCTION

Emotional intelligence means the ability of individual to identify their own emotions and those of other , separate between different feelings and tag them suitably, which helps to guide thinking , attitude, behaviour, manage and adjust emotions to familiarize to environment and/or achieve goals. Appearances of Emotional Intelligence are Self-awareness, Self- regulations, Inspiration, Understanding and Social Assistances or skills. And the Leadership Effectiveness is a successful exercise of personal influence by an individual which results in accomplishing one or several goals as a result of the coordinated efforts of those who are led.

1.1. REVIEW OF LITERATURE

The review of past research helps in recognize the theoretical and practical problems related to the study. It will assist to collect appropriate data and subject them to sound thinking and meaningful explanation. In this concept reviewed the literature in journals, books and on the internet in order to see what researcher reviewed have discovered about the concept. The development of leadership effectiveness is through the reviewing the literature. Keeping in the views are presented.

1.1.1. Bano Fakhra Batool (2013) “Emotional intelligence has developed progressively prevalent as a means to classify theoretically effective leaders and as a tool for emergent effective management skills. There is little observed research backup the usefulness of emotional intelligence in these parts”.

1.1.2. Maizatul Akmal Mohd Mohzan (2012) “This study examines the influence of Emotional Intelligence on academic performance among students at the Faculty of Science at the University of Technology "Mara" (UiTM).

Data from this research were obtained through the use of a questionnaire that obtains information on the level of student intelligence and their academic performance”.

1.1.3. Tahir Mehmood, (2013) “Education plays an important role in the success of a human being in every discipline. If the researcher sees it as a wider concern, one can say it is the combination of thought and feeling. In 1995, Goleman stated these skills as emotional intellect (Goleman, 1995). He reflected on himself and observed in others. It can be expected that teachers who have received training can have a high level of knowledge of emotional intelligence”.

1.1.4. Stevie Dawn Carter, (2015) “This is a qualitative study to explore the relationship between leadership development programs and the development of emotional intelligence in students. There is research on the link between emotional intelligence and academic achievement, but there is a lack of research on how to develop students' emotional intelligence”.

1.2. OBJECTIVES OF THE STUDY

The objective of this study is to explore the impact of Emotional Intelligence on Leadership Effectiveness among the higher education academic educationist.

2.0. RESEARCH METHODOLOGY

For this study, a quantitative research methodology is used. The sample size is 200 faculty of affiliated by the Bharathiar University Colleges. The Emotional Intelligence higher education academic educationalist is measured using standardized items shown below. The data collected was analyzed using ANOVA, Correlation and Regression to examine the relationships between emotional intelligence and leadership effectiveness in the field of Teaching.

2.1. RESULTS AND DISCUSSION:

2.1.1. ONE-WAY ANOVA

H₁: there is no significance between age group and emotional intelligence

AGE AND EMOTIONAL INTELLIGENCE LEVEL

ANOVA					
EMOTIONALINTELLIGENE					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	375.658	3	125.219	14.112	.000
Within Groups	1739.217	196	8.874		
Total	2114.875	199			

INFERENCE:

The above table shows that all are greater than 0.05 which indicates that null hypothesis is rejected at the 5 % level of significance. Hence it is concluded that there is significance between age and emotional intelligence level.

2.1.2. ONE-WAY ANOVA

H₁: There is no significance between qualification and the level of emotional Intelligence

H₂: There is no significance between teaching experience and the level of emotional intelligence

H₃: There is no significance between monthly income and the level of emotional intelligence

H₄: There is no significance between working institute and the level of emotional intelligence

H₅: There is no significance between working designation and the level of emotional intelligence

2.1.3. EMOTIONAL INTELLIGENCE LEVEL

ONEWAY

ANOVA						
Particulars	Frequency	Sum of Squares	Df	Mean Square	F	Sig.
Qualification	Between Groups	37.753	14	2.697	86.512	.000
	Within Groups	5.767	185	.031		
	Total	43.520	199			
Teaching Experience	Between Groups	36.026	14	2.573	8.223	.000
	Within Groups	57.894	185	.313		
	Total	93.920	199			
Monthly Income	Between Groups	29.009	14	2.072	16.983	.000
	Within Groups	22.571	185	.122		
	Total	51.580	199			
College Name	Between Groups	20.538	14	1.467	.756	.715
	Within Groups	358.817	185	1.940		
	Total	379.355	199			
Designation	Between Groups	6.176	14	.441	.940	.517
	Within Groups	86.844	185	.469		
	Total	93.020	199			

INFERENCE:

- The above table shows that lesser than 0.05 which indicates that null hypothesis is rejected at the 5 % level of significance. Hence it is concluded that there is significance between qualification and emotional intelligence level.
- The above table shows that lesser than 0.05 which indicates that null hypothesis is rejected at the 5 % level of significance. Hence it is concluded that there is significance between teaching experience and emotional intelligence level.
- The above table shows that lesser than 0.05 which indicates that null hypothesis is rejected at the 5 % level of significance. Hence it is concluded that there is significance between monthly income and the emotional intelligence level.
- The above table shows that grater than (.715 >0.05) which indicates that null hypothesis is accepted at the 5 % level of significance. Hence it is concluded that there is no significance between working institution and emotional intelligence level.
- The above table shows that grater than (.517 >0.05) which indicates that null hypothesis is accepted at the 5 % level of significance. Hence it is concluded that there is no significance designation and emotional intelligence level.

ONE-WAY ANOVA

H₁: There is no significance between qualification and the level of emotional intelligence

H₂: There is no significance between teaching experience and the level of emotional intelligence

H₃: There is no significance between monthly income and the level of emotional intelligence

H₄: There is no significance between working institute and the level of emotional intelligence

LEADERSHIP EFFECTIVENESS ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Qualification	Between Groups	31.433	16	1.965	29.743	.000
	Within Groups	12.087	183	.066		
	Total	43.520	199			
Teaching Experienc	Between Groups	58.000	16	3.625	18.468	.000
	Within Groups	35.920	183	.196		
	Total	93.920	199			
Monthly Income	Between Groups	30.569	16	1.911	16.640	.000
	Within Groups	21.011	183	.115		
	Total	51.580	199			
C NAME	Between Groups	19.158	16	1.197	.608	.875
	Within Groups	360.197	183	1.968		
	Total	379.355	199			
DESIGNATION	Between Groups	7.118	16	.445	.948	.516
	Within Groups	85.902	183	.469		
	Total	93.020	199			

LEADERSHIP EFFECTIVENESS AND EMOTIONAL INTELLIGENCE

Association between teaching effectiveness and emotional intelligence

Correlations			
		LEADERSHIP EFFECTIVENESS	EMOTIONAL INTELLIGENCE
LEADERSHIP EFFECTIVENESS	Pearson Correlation	1	.573**
	Sig. (2-tailed)		0.1
	N	200	200
EMOTIONAL INTELLIGENCE	Pearson Correlation	.573**	1
	Sig. (2-tailed)	0.1	
	N	200	200
**. Correlation is significant at the 0.01 level (2-tailed).			

Co-efficient						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.508	1.604		6.551	.000
	EMOTIONAL INTELLIGENCE	.519	.053	.573	9.839	.000
a. Dependent Variable: LEADERSHIP EFFECTIVENESS						

LEADERSHIP EFFECTIVENESS AND EMOTIONAL INTELLIGENCE

Association between teaching effectiveness and emotional intelligence

Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.573 ^a	.328	.325	2.42664
a. Predictors: (Constant), EMOTIONAL INTELLIGENCE				

INFERENCE:

- The above table shows that lesser than 0.05 which indicates that null hypothesis is rejected at the 5 % level of significance. Hence it is concluded that there is significance between qualification and teaching effectiveness.
- The above table shows that lesser than 0.05 which indicates that null hypothesis is rejected at the 5 % level of significance. Hence it is concluded that there is significance between teaching experience and teaching effectiveness.
- The above table shows that lesser than 0.05 which indicates that null hypothesis is rejected at the 5 % level of significance. Hence it is concluded that there is significance between monthly income and the teaching effectiveness.
- The above table shows that grater than (0.875 > 0.05) which indicates that null hypothesis is accepted at the 5 % level of significance. Hence it is concluded that there is no significance between working institution and teaching effectiveness.
- The above table shows that grater than (0.516 > 0.05) which indicates that null hypothesis is accepted at the 5 % level of significance. Hence it is concluded that there is no significance designation and teaching effectiveness.
- Pearson correlation was computed to assess the relationship between leadership effectiveness and emotional intelligence of the faculties from the various colleges. There is correlation between the two variables (r=0.573, n=200, p=0.1).
- Regression was computed to assess the relationship between teaching effectiveness and emotional intelligence of the faculties from the various colleges. There is no correlation between the two variables (r=0.328)

3. CONCLUSION

The impact of emotional intelligence is the people need to have a self-awareness that allows them to identify feelings and control the feelings of people especially in the field of teaching. As a leader should have more capability to control their emotion as well as control others emotion. The role of the teacher in the rearrangement of society is invincible, as well as teaching with leadership quality. Emotional capability of teaching is necessary, both in general, for own ease, and for competence and quality in the process of teaching and learning in the classroom, and in specifically for the social and emotional growth of students. They can be elevated with the active intellect of instructors. Hereby the leadership played vital role with more emotion in teaching.

4. REFERENCE

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