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“A Study Of Relationship Between Emotional Intelligence, Leadership Styles, And Administrative Behaviour Among Heads Of Secondary Schools In Bidar District”

Research Guide

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Abstract

To bring the teachers in certainty of successful Administration it is highly important to develop their personality with emotional intelligence, leadership's style including stress-handling instinct. It would not only make them competent but also able to analyze the reasons of failure in administration. Being Emotional intelligence and Leadership styles is usually associated with being high on Administrative behaviour abilities Present education world is making all efforts to provide quality education and good administrative behaviours for the teachers in today's school. For that, we can teach and improve some crucial emotional competencies, leadership styles among teacher are very crucial issues in present situations. In India, a few studies have been conducted using these variables. As concluded by Srivastav et al. it will be premature to draw any conclusion about emotional intelligence research in India. It will require many more researches to be conducted in India in different industries to reach to any specific conclusions. The study is significant to two fields of study, leadership, and EI. The study provided an opportunity to add new knowledge to the emotional intelligence concept as it applies to organizational leadership. Development of effective leaders is a high priority for business organizations. The issue of leadership effectiveness is core to the field of human resource development. The present study is focuses on how the different level of Emotional intelligence and Leaderships styles influences on their administrative behavior of heads of secondary school

Key words: Emotional intelligence, Leader, leadership styles administrative behavior, etc

Introduction:

Effective leadership is essential for an organization's success; hence, the ability to identify and define effective leadership is crucial. Technical expertise, superior performance, and established experience are no longer only criterion of effective leadership. Today effective leaders are defined by inspiring and motivating others, promoting a positive work environment, understanding and managing emotions, building bonds, communications, and influence, and so forth. Emotional Intelligence (EI) has an emerging track record of being linked to leadership performance. Emotional intelligence connects a leader's cognitive abilities with their emotional state. The ability for leaders to recognize the impact of their own emotions on their decision making is paramount if a leader is to make sound decisions based on the best interests of the organization. A leader must be able to read emotions in his/her peers and employees in order to be as effective as possible. Stogdill originated this notion with linkages of leader personality and control over emotions to employee perception of leader effectiveness. Due to the complexity of organizational change and the role emotions play in changes such as global expansion, job eliminations, leadership changes, as well as stressors of day to day responsibilities, the EI of managers and how they manage their associates is an element that leadership needs to consider while moving their organizations forward. Organizations everywhere need now to

realize the benefits of primal leadership by cultivating leaders who generate the emotional resonance that lets people flourish.

Need and Importance of the study

In today's global economy where outsourcing, downsizing, and acquisitions are commonplace, companies must compete to find, attract, develop, and retain the best talent. Since personnel turnover can directly impact a corporation's bottom line, it has now become an important concern of organizational leaders. Strong leadership is the backbone of an organization. Leaders create the vision, support the strategies, and are the catalysts for developing the individual bench strength to move the organization forward. Therefore developing leaders to their full potential remains one of the great challenges for organizations today. The billions of dollars spent on leadership development each year evidence the priority placed on leadership. Goleman et al. posited that leaders use emotional intelligence to develop relationships that are in-sync with their organization by forming "emotional bonds that help them stay focused even amid profound change and uncertainty." Boyatzis concluded that emotional, social, and cognitive intelligence competences predict effectiveness in professional, management, and leadership roles in many sectors of society. Research has also shown a positive correlation between EI and transformational leadership behaviors, which indicate that developing a leader's emotional intelligence competencies, could be a predictor of that leader's ability to engage in transformational leadership behaviors.

In the past decade many studies of emotional intelligence and leadership have been conducted using different constructs of emotional intelligence and of leadership effectiveness. The review of literature gives a mix of findings of relationship between EI and leadership effectiveness and between EI & leadership styles. Some researchers have found significant positive relationships between these variables. And other researchers are doubtful about the predicting ability of emotional intelligence construct. Despite widespread application, there are few published studies of the empirical link between emotional & social competencies and performance. In India a few studies have been conducted using these variables. As concluded by Srivastav et al. it will be premature to draw any conclusion about emotional intelligence research in India. It will require many more researches to be conducted in India in different industries to reach to any specific conclusions. The study is significant to two fields of study, leadership, and EI. The study provided an opportunity to add new knowledge to the emotional intelligence concept as it applies to organizational leadership. Development of effective leaders is a high priority for business organizations. The issue of leadership effectiveness is core to the field of human resource development.

Title of the Problem: -

"A STUDY OF RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, LEADERSHIP STYLES, AND ADMINISTRATIVE BEHAVIOUR AMONG HEADS OF SECONDARY SCHOOLS IN BIDAR DISTRICT"

Operational Definitions. Of the term used:

1) Emotional Intelligence:-

- 1) Emotional influence: An intelligent that having control on his Emotion is called Emotional influence.
- 2) Salovey and Mayer (1997) define EI as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others" (p. 10).

- 3) According to Goleman (1995), emotional intelligence consists of five components: Knowing our emotions (self-awareness), managing them, motivating ourselves, recognizing emotions in others (empathy), and handling relationships.

2) Leadership:- According to the **Oxford Dictionary (2006)** to lead means: “to cause to go with one, especially by guiding or showing the way, or by going in front and taking a person’s hand, to guide by persuasion or example”. However, for the purposes of this study, “leadership” will refer to a process of inspiring individuals to give off their best in the pursuit of desired results (Armstrong, 2001). Leadership focuses on getting people to move in the right direction, gaining their commitment, and motivating them to achieve their goals.

3).Leadership styles:-Leadership styles are modes or methods of leadership adopted by various leaders. For the purposes of this study, the definition of leadership styles is per the United States of America Army Handbook, which recognizes three styles of leadership namely: authoritarian or autocratic style; the participative or democratic style and the declarative or free reign leadership style. However, the study will also employ the behavioral approach, which affirms that leaders can be made or that behaviors can be taught (Stoner, 2002). The behavioral approach to leadership, according to Mullins (2002), consists of the employee and task oriented leadership styles. In the study, the employee and task-oriented styles will be used to refer to the democratic and autocratic leadership styles respectively

4) Administration Behaviour :- Administration Behavior in education is needed for the accomplishment of set educational objectives with the minimum resource utilization, putting in least human efforts and giving a psychological satisfaction to all the concerned persons. Similarly, administrators are of vital importance to the success of every dynamic organization. Other things such as capital, materials, and technical expertise are no doubt important, but without administrator, an organization is but a muddle of men and machines; and without effective administrators, no organization can successfully compete and survive.

Objectives of the study:

- I. To study if there any significance difference to determine the influence of Emotional intelligence on Administrative behavior among heads of secondary schools in Bidar district.
- II) To study if there any significant relationship exist between the leadership styles on Administrative behavior among heads of secondary schools in Bidar district.

Hypothesis of the study:

1. There is no significant relationship exist between the emotional intelligence and Administrative behavior among heads of secondary schools in Bidar district
2. There is no significant relationship exist between the leadership behavior and Administrative behavior among heads of secondary schools in Bidar district

Method Of The Study: The investigator employed descriptive survey method. The purpose of descriptive survey method is to gather detailed information on the basis of study. By this method we can determine the “A study of Emotional intelligence, Leadership styles and Administrative behavior Among Heads of Secondary Schools of Bidar district”.

Population And Sample: As per the objectives of the study, a list of Secondary schools of Bidar district was obtained from the DDPI office. Gulbarga. Out of 399 heads of secondary schools only 300 headmasters/ headmistress were selected both from rural and urban areas for the purpose of

investigation, and simple random sampling technique is adopted. Perhaps the most important factor in determining the general ability of research results is the selection of sample used in collecting the research data.

Variables of study: An expression that can be assigned any of the set of the value is known as variable. It is the condition or characteristic that the investigator manipulates controls or observes. Thus, it is likely to change at any time, having a range of possible value. The present study was the survey type of research that involved various variables as following.

Independent Variable : It is the factor, which is measured, manipulated, or selected by the investigator to determine its relationship to an observed phenomenon. Independent variable is also consigned as the treatment. The independent variables in the present study were, Gender, age, medium of instruction, class, faculty wise, locality, and type of management of institutions.

Dependent Variable : It is that factor which is observed and measured to determine the independent variable, i.e., the factor that appears, disappears, or varies as the experimenter introduces, removes, or varies the independent variable. In the present study dependent variables was considered, Emotional intelligence, Leadership styles, and Administrative Behaviour.

Controlled Variable: The factors, which are controlled by the researcher to remove or neutralize any effect, are known as control variable. They might otherwise have on the observed phenomenon. Following were considered as the control variable during the experiment.

1. Content or Topic
2. Timings of the Survey
3. Secondary School headmasters /mistress of Bidar District.

Tools Used: As far the tools of the study were concerned only the standardized test were employed for obtaining a reliable and valid data for dependable result. The tools used in the present investigation are listed below.

- 1) **Mangal Emotional Intelligence Inventory:-** Source National psychological corporation kacheri Ghat Agra New Delhi.
- 2) **Bass & Avolio,(1995);-** Multifactor Leadership Questionnaire Rater Form (5x-short) Source Levine, Mindy Fivush, The importance of leadership: an investigation of presidential style at fifty national universities. Doctor of Philosophy (Higher Education), August 2000, 126 p.nos 103 104
- 3) **Administrative Behavior Scale (ABS);**by Dr.(smt) Haseen Taj (1998) Source National psychological corporation Kacheri Ghatt Agra New Delhi.

Description Of Tools

1) **Mangal Emotional Intelligence Inventory:-** This inventory was prepared and standardized by Dr.S.K.Mangal and Mrs. Shubhra mangal and this tool is brought from National Psychological corporation 4/230, Kacheri Ghat,Agra-282004 (INDIA).This tool having good reliability ,Split half reliability co-efficient was 0.89,and test –retest reliability was0.92.And the validity for the inventory has been established by adopting two different approaches, namely factorial and criterion related approach was good value .

This tool consisting of 100 items based on four areas of Emotional intelligence viz Intra personal awareness, inter personal awareness, intra personal management and inter personal management .This inventory is in the form of a forced choice i.e. either yes or no. indicating complete agreement or disagreement with the proposed statement respectively. The intend of this tool is to

measure the level of Emotional intelligence of age group 16 and above college going Students .And the time limit for this inventory is 30-40 minutes.

2) Multifactor Leadership Questionnaire Rater Form (5x-short)

The data to be utilized in this study of university leadership style was collected through the usage of the Multifactor Leadership Questionnaire (MLQ) Form 5x short (Bass & Avolio, 1995). This questionnaire, which has been updated and expanded from a 1985 instrument, is designed to test a full range of leadership styles and behavior (Avolio & Bass, 1991).

3) Administrative Behavior Scale (ABS);

Administrative Behaviour popularly known as ABS developed by Dr.(smt) Haseen Taj (1998) has been employed for the purpose for collection of data on administrative behavior of teacher educator/ heads of institution.

This scale consisting of 90 items / items divided into four independent areas of Administrative called planning, Organization, Communication, and decision-making. The first area includes 21 items, second area includes 26 items, third area includes 28 items, and fourth area includes 15 items. The scale is designed to find the administrative behaviours of head of the institutions. All the 90 items are presented with a 5-point scale that has scoring weights from zero to four, depending on the orientation to the total dimension. The highest possible score is $90 \times 4 = 340$.

Data Collection Procedure

For the purpose of data collection, the researcher selected 300 Secondary schools heads from Bidar district. The investigator explained the purpose of research to the Principals/Heads of institution and they were very willing to co-operate. The printed tools along with answer sheets were distributed among Heads in each Secondary school. There is time limit and there is no right or wrong answers in the responses. Since the individual heads may complete their responses in data sheets as early as possible. The response sheets were collected back from each heads of institution.

Scoring Procedure

1) Mangal Emotional intelligence Inventory:-

The scoring procedure can be done by hand or with the help of Stencil. The mode of response to each of the item of the inventory is in the form of forced choice i.e. either **yes** or **no**, indicating complete agreement or disagreement with the proposed Statement respectively. In the present Emotional Intelligence Inventory Thus there are item where the response ' yes' is indicative of the presence of emotional intelligence similarly, there are items where ' no' response provides clue for the presence of emotional intelligence and 'yes' for its absence. For scoring one mark into be provided for the response indicating presence of zero for the absence of emotional

2) The Description and Scoring procedure of Questionnaire (MLQ)

The design of this study was based on the utilization of the Multifactor Leadership Questionnaire. The questionnaire consists of 45 descriptive items, which require a response on a 0-4 rating scale. On this testing scale, zero represents "not at all; one indicates "once in a while", two is "sometimes", three means "fairly often, and four signifies "frequently if not always". The 45 items represent the testing of nine leadership variables, and include three additional outcome variables that quantify the ultimate performance of the leader.

3) Scoring Procedure of Administrative Behaviour Scale:

This scale consisting of 90 items / items divided into four independent areas of Administrative called planning, Organization, Communication, and decision-making. The first area includes 21 items, second area includes 26 items, third area includes 28 items, and fourth area includes 15 items. The scale is designed to find the administrative behaviours of head of the institutions. All the

90 items are presented with a 5-point scale that has scoring weights from zero to four, depending on the orientation to the total dimension. The highest possible score is $90 \times 4 = 340$.

Statistical Technique

The scores obtained from different tools used for the present study were analyzed statistically. The statistical techniques used for the data analysis were the co-efficient of correlation to see the relationship among independent and dependent variables. In addition to it 3 x 2 ways ANOVA was implied for finding out the mean and interactional effects of independent variable over the dependent variable and 't' test and analysis of variance (ANOVA) were employed for knowing significant difference between different variables.

Analysis and interpretations of data

Table 1.

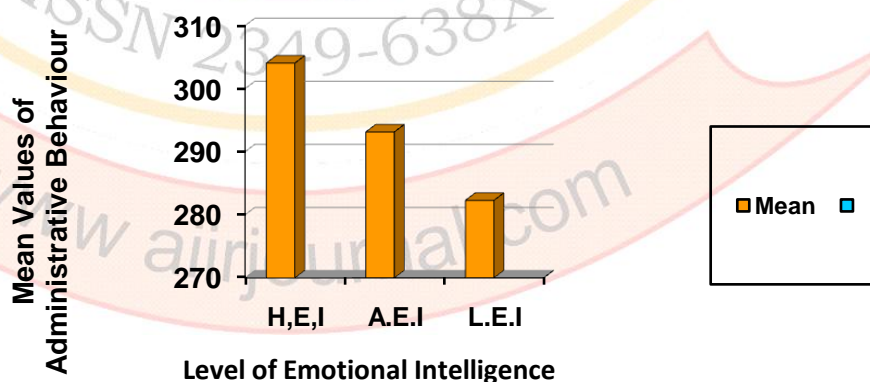
Correlation between overall scores of Emotional intelligence, Leadership Styles and Administrative Behaviour among Secondary Schools Heads in Bidar District.

Variables	Emotional intelligence	Leadership Styles	Administrative behaviors'
Emotional Intelligence	1.00	0.72	0.86
Leadership Styles	0.72	1.00	0.83
Administrative behaviors	0.86	0.83	1.00

From the above table it could be observed that the Emotional intelligence and Leadership Styles coefficient of correlation found (0.72) to be highly positive, Emotional intelligence and Administrative behaviour the coefficient of correlation found to be (0.86). Having very highly positive correlation. And Leadership Styles and Administrative behaviour, the coefficient of correlation found to be (0.83) and having very highly positive correlation exists. Among Secondary School Heads in Bidar District,

Thus, there is positive correlation exists between the Emotional intelligence, Leadership Styles, and Administrative behavior among Secondary School Heads. So the Emotional intelligence and Leadership Styles factors favorably influence on the Administrative behaviour.

Graph-1 : Shows the Mean values of Administrative behaviours among high, average and low Emotional intelligence of Secondary School heads in Bidar District.



The above graph shows that the mean scores of Administrative behavior of high, average and low Emotional intelligence of Secondary School heads. Comparatively, the high emotional intelligence Head masters/head mistress have gained more mean scores (304.06) as compared to average (293.14) and low (282.29) emotional intelligence of head masters/mistress.

Hence, it concluded that there is significant difference exists among high, average and low Emotional intelligence of Secondary School head masters/ mistress in Administrative Behaviour in Bidar District.

Table 2
Mean, SD and 't' ratio Values of Administrative behavior among high, average and low Emotional intelligence of Secondary Scholl masters/ mistress in Bidar District.

Variable	Sl.no	Level of E.I	N	M	Sd	Level of E.I	N	M	Sd	't' value
Overall sample	1	H.E.I	60	304.06	21.86	A.E.I	110	293.14	18.07	3.30
	2	H.E.I	60	304.06	21.86	L.E.I	130	282.29	24.12	6.17
	3	A.E.I	110	293.14	18.07	L.E.I	130	282.29	24.12	3.97
Male	1	H.E.I	50	307.72	20.78	A.E.I	80	292.03	19.90	4.22
	2	H.E.I	50	307.72	20.78	L.E.I	110	287.10	20.00	5.88
	3	A.E.I	80	292.03	19.90	L.E.I	110	287.10	20.00	1.68
Female	1	H.E.I	10	304.3	23.07	A.E.I	30	289.96	25.21	1.66
	2	H.E.I	10	304.3	23.07	L.E.I	20	289.7	22.27	1.65
	3	A.E.I	30	289.96	25.21	L.E.I	20	289.7	22.27	0.03
BA,B.Ed	1	H.E.I	15	301.93	18.91	A.E.I	60	296.78	18.32	0.94
	2	H.E.I	15	301.93	18.91	L.E.I	65	289.13	21.94	2.28
	3	A.E.I	60	296.78	18.32	L.E.I	65	289.13	21.94	2.12
B.Sc,B.Ed	1	H.E.I	20	305.38	17.56	A.E.I	30	295.66	14.24	2.06
	2	H.E.I	20	305.38	17.56	L.E.I	40	289.90	22.40	2.92
	3	A.E.I	30	295.66	14.24	L.E.I	40	289.90	22.40	1.31
B.Ed with P.G	1	H.E.I	25	311.76	20.81	A.E.I	20	293.55	21.40	2.87
	2	H.E.I	25	311.76	20.81	L.E.I	25	288.96	21.31	3.82
	3	A.E.I	20	293.55	21.40	L.E.I	25	288.96	21.31	0.71
1-5yrs experience	1	H.E.I	15	303.5	18.68	A.E.I	35	295.56	13.39	1.40
	2	H.E.I	15	303.5	18.68	L.E.I	30	288.64	23.57	2.92
	3	A.E.I	35	295.56	13.39	L.E.I	30	288.64	23.57	1.42
6-10yrs	1	H.E.I	25	306.91	19.85	A.E.I	60	298.57	18.20	1.80
	2	H.E.I	25	306.91	19.85	L.E.I	40	316.09	19.54	1.82
	3	A.E.I	60	298.57	18.20	L.E.I	40	316.09	19.54	4.51
11&above experience	1	H.E.I	20	316.09	19.54	A.E.I	15	298.87	14.57	2.98
	2	H.E.I	20	316.09	19.54	L.E.I	55	288.30	21.56	5.29
	3	A.E.I	15	298.87	14.57	L.E.I	55	288.30	21.56	2.22
Govt	1	H.E.I	30	312.29	21.11	A.E.I	60	292.21	18.56	4.42
	2	H.E.I	30	312.29	21.11	L.E.I	50	288.8	21.01	4.82
	3	A.E.I	60	292.21	18.56	L.E.I	50	288.8	21.01	0.89
Aided	1	H.E.I	10	304.81	20.51	A.E.I	18	289.55	16.23	2.02
	2	H.E.I	10	304.81	20.51	L.E.I	12	288.35	21.72	1.82
	3	A.E.I	18	289.55	16.23	L.E.I	12	288.35	21.72	0.16
Unaided	1	H.E.I	20	305.6	17.99	A.E.I	32	301.93	13.40	0.78
	2	H.E.I	20	305.6	17.99	L.E.I	68	280.00	21.59	5.33
	3	A.E.I	32	301.93	13.40	L.E.I	68	280.00	21.59	6.21

Above table 2 shows the calculated 't' values for Administrative behaviour among high, average and low Emotional intelligence of Secondary School head masters (based on selected variables)

is greater than tabulated 't' value for different degree of freedom at 5 percent level of significance respectively. The formulated null hypothesis is rejected at both the levels of significance respectively. In addition, the null hypothesis is rejected and alternative hypothesis is accepted. In case the calculated "F" value is less than table "t" value then the formulated hypothesis is accepted.

Note:-bold't" values shows there is no significant

Table3.

Summary of analysis of variance of means scores of High, Average and low Emotional intelligence and Administrative behaviour of Secondary School head masters/ mistress in Bidar District

Group/ variables	Source	Sum of squares	Degree of freedom	Mean square	F-value
1.Overall	Between groups	20,557.115	2	10,278.558	21.988
	Within groups	138,833.828	297	467.454	
	Total	159,390.943	299		
2.Male	Between groups	14,629.790	2	7,314.895	18.050
	Within groups	96,043.402	237	405.246	
	Total	110,673.192	239		
3.Female	Between groups	1,739.387	2	869.694	1.575
	Within groups	31,464.692	57	552.012	
	Total	33,204.079	59		
4.BA.B.Ed	Between groups	3,758.488	2	1,879.244	5.446
	Within groups	23,118.751	67	345.056	
	Total	26,877.239	69		
5.B.Sc,B.Ed	Between groups	5,834.504	3	1,944.835	4.543
	Within groups	276,538.806	646	428.079	
	Total	282,373.310	649		
6.B.Ed with P.G	Between groups	4,903.825	2	2,451.913	6.079
	Within groups	51,225.785	127	403.353	
	Total	56,129.610	129		
7. 1-6 yrs experience	Between groups	3,797.234	2	1,898.617	4.510
	Within groups	40,837.544	97	421.006	
	Total	44,634.778	99		
8. 6-10yrs experience	Between groups	7,402.294	2	3,701.147	10.288
	Within groups	43,890.352	122	359.757	
	Total	51,292.646	124		
9. 11yrs & above experience	Between groups	11,451.601	2	5,725.800	14.101
	Within groups	35,327.423	87	406.062	
	Total	46,779.024	89		
10. Govt	Between groups	11,345.185	2	5,672.593	14.162
	Within groups	54,876.858	137	400.561	
	Total	66,222.044	139		
11.Aided	Between groups	1,868.475	2	934.238	2.569
	Within groups	13,453.303	37	363.603	
	Total	15,321.778	39	934.238	
12.un aided	Between groups	16,220.019	2	8,110.009	22.094
	Within groups	42,946.105	117	367.061	
	Total	59,166.124	119		

Above table 3 shows the calculated 'F' values for Administrative behaviour among high, average and low Emotional intelligence of Secondary School head masters (based on selected variables)

is greater than tabulated 'F' value for different degree of freedom at 1 percent and 5 percent level of significance respectively. The formulated null hypothesis is rejected at both the levels of significance respectively. In addition, the null hypothesis is rejected and alternative hypothesis is accepted. In case the calculated "f" value is less than table "f" value then the formulated hypothesis is accepted.

Note:-In the above table bolded f" values indicate non significant

Table 4:

Summary of analysis of variance of mean scores of High, Average and low Leadership styles and Administrative behaviour of secondary School heads in Bidar District.

Group	Source of variance	Df	Sum of squares	Mean sum of squares	F
1.Overall	Between group	2	12,493.758	6,246.879	14.214
	Within group	297	130,532.2408	439.502	
	TOTAL	299	143,025.998		
2.Male	Between group	2	14,152.993	7,076.496	18.734
	Within group	237	89,523.242	377.735	
	TOTAL	239	110,673.192		
3.Female	Between group	2	1,311.227	655.613	1.185
	Within group	57	31,534.631	553.239	
	TOTAL	59	32845.858		
4.B.A,B.Ed	Between group	2	4,412.039	2,206.020	5.807
	Within group	137	52,045.502	379.894	
	TOTAL	139	56,457.542		
5.B.Sc,B.Ed	Between group	2	1,590.848	795.424	2.393
	Within group	87	28,913.435	332.338	
	TOTAL	89	30,504.283		
6.B.Ed,PG	Between group	2	5,833.055	2,916.527	6.071
	Within group	77	36,993.526	480.435	
	TOTAL	79	42,826.581		
7. 1-5 yr of experience	Between group	2	3,106.540	1,553.270	3.561
	Within group	77	33,586.078	436.183	
	TOTAL	79	36,692.619		
8. 6-10 yrs of experience	Between group	2	9,586.673	4,793.337	12.233
	Within group	127	49,761.986	391.827	
	TOTAL	129	59,348.659		
9. 11yrs & above experience	Between group	2	5,582.726	2,791.363	7.560
	Within group	87	32,122.372	369.223	
	TOTAL	89	37,705.097		
10. Govt	Between group	2	11,345.185	5,672.593	7.560
	Within group	137	54,876.858	400.561	
	TOTAL	139	66,222.044		
11.Aided	Between group	2	1,979.755	989.877	2.248
	Within group	27	11,887.941	440.294	
	TOTAL	29	13,867.696		
12. unaided	Between group	2	7,897.366	3,948.683	12.71
	Within group	137	42,537.822	310.495	
	TOTAL	139	50,435.188		

Above table shows the calculated 'F' values for Administrative behavior among high, average and low Leadership styles of Secondary School head masters (based on selected variables) is greater than tabulated 'F' value for different degree of freedom at 1 percent and 5 percent level of significance respectively. The formulated null hypothesis is rejected at both the levels of significance respectively. In addition, the null hypothesis is rejected and alternative hypothesis is accepted. In case the calculated "f" value is less than table "f" value then the formulated hypothesis is accepted.

Note:-In the above table bolded f" values indicate non significant

Major findings of the study:The following are the major findings of the study

Findings based Emotional intelligence and Administrative among Secondary School Head masters in Bidar District.

- There is positive correlation exists between the Emotional intelligence, Leadership Styles, and Administrative behavior among Secondary School Heads. So the Emotional intelligence and Leadership Styles factors favorably influence on the Administrative behaviour.
- There is significant difference exists among the high, average and low Emotional intelligence of Secondary School head masters/mistress in their Administrative Behaviors in Bidar District
- There is significant differences exists among high and average and High & low Emotional intelligence of Secondary School head masters in their Administrative Behaviors in Bidar Hence, the Null hypothesis Nos. I (i)is rejected and alternate hypothesis is accepted District But there is no significance difference exits between average and low Emotional intelligence of Secondary school Heads in their Administrative behaviour. Hence null hypothesis no's I (i)is accepted.
- There is no significant difference exists among the high, average and low Emotional intelligence of Secondary School head mistress in their Administrative Behaviors in Bidar District. Hence the null hypothesis No I(i) is accepted.
- There is significant differences exist between high & low. But there is no significant difference exits between High &Average and Average and low Emotional intelligence of B.A&B.Ed qualification of Secondary School heads in their Administrative behaviors. Hence, the null hypothesis No. I(ii) is rejected and alternate hypothesis is accepted for High &Average Emotional intelligence respondents. But null hypothesis is accepted for High & Low and Average & low Emotional intelligence of BA &B.Ed qualified Secondary school Heads master in their Administrative behaviour in Bidar District.
- There is significant differences exists among high & average and High & low Emotional intelligence of B.Sc,B.Ed qualified Secondary School heads in their administrative behaviors. Hence, the null hypothesis No. I(ii) is rejected and alternate hypothesis is accepted. But there is no significant difference exits among Average & Low Emotional intelligence Respondents of B.Sc,B.Ed Qualified Secondary school head masters in their administrative behaviors' in Bidar District. Hence the null hypothesis no I(ii) is accepted.
- There is significant differences exists among high & average and High & low Emotional intelligence of B.Ed with P.G. qualification of Secondary School heads in their administrative behavior in Bidar district Hence, the null hypothesis No. I(ii) is rejected and alternate hypothesis is accepted. But there is no significant difference exists between Average &Low Emotional intelligence of B.Ed with P.G. qualification of Secondary School heads in their administrative behavior in Bidar District. Hence, the null hypothesis No. I (ii) is accepted.
- There is significant differences exist between Average and low Emotional intelligence 6-10 years of teaching experience Secondary school Heads in their Administrative behavior. Hence null

hypothesis no I(4) is rejected and alternative hypothesis is accepted. But there is n significant differences exists among High &Average and High &low Emotional intelligence 6-10 years of teaching experience Secondary school Heads in their Administrative behavior. Hence null hypothesis no I(4) is accepted

- There is significant differences exists among high & average High & Low and Average & low Emotional intelligence among 10 and above years of teaching experience of secondary School Heads in their Administrative behaviors. Hence null hypothesis no I(4) is rejected and alternative hypothesis is accepted.
- There is significant differences exist among high & average and high & low Emotional intelligence Government Secondary School heads in their administrative behaviors in Bidar Districts. Hence, the null hypothesis No. I(vi) is rejected and alternate hypothesis is accepted. But there is no significance difference exists between Average & low Emotional intelligence Government Secondary School heads in their administrative behaviors in Bidar Districts. Hence, the null hypothesis No. I(vi) is accepted
- There is significant differences exists among high, average and low Emotional intelligence Aided Secondary School heads in their administrative behaviors in Bidar Districts Bidar Districts.. Hence, the null hypothesis No. I(vi) is rejected and alternate hypothesis is accepted.
- There is significant difference exists among high and low emotional intelligence Unaided Secondary School heads in their administrative behaviors in Bidar Districts Hence, the null hypothesis no. I(vi) is rejected and alternate hypothesis is accepted. But there is no significant differences exists among high & Average and Average & low Emotional intelligence Unaided Secondary School heads in their administrative behaviors in Bidar Districts Hence, the null hypothesis No. I(vi) is accepted

Findings based Leadership styles and Administrative Behaviour among Secondary School Head masters in Bidar District.

- There is significant difference exists among high, average, and low Leadership styles of overall samples of Secondary School head masters in Administrative Behavior in Bidar District.
- There is significant differences exist between high,& average and High & low Leadership styles of Secondary School head masters (male)in their Administrative Behaviors in Bidar District Hence, the Null hypothesis Nos. II (i) is rejected and alternate hypothesis is accepted. But there is no significant differences exist between Average and low Leadership styles of Secondary School head masters in their Administrative Behaviors in Bidar District Hence, the Null hypothesis Nos. II (i) is accepted.
- There is no significant difference exists among the high, average and low Leadership styles of Secondary School head mistress in their Administrative Behaviors in Bidar District. Hence the null hypothesis No II (ii) is hypothesis is accepted.
- There is significant difference exists among the high, average, and low Leadership styles of Secondary School head masters and mistress (gender wise) in their Administrative Behavior in Bidar District. Hence Null hypothesis no II(i) is accepted.
- There is significant differences exists among high & average and High & low Leadership styles of B.A,B.Ed qualification of Secondary School heads in their Administrative behaviors. Hence, the null hypothesis No. II (ii) is rejected and alternate hypothesis is accepted. But there is no significant difference exists between Average & low Leadership styles of B.A,B.Ed qualification

of Secondary School heads in their Administrative behaviors in Bidar district. Hence null hypothesis no's II (ii) is accepted.

- There is significant differences exists among high & low, Average & low Leadership styles of B.Sc,B.Ed qualification of Secondary School heads in their administrative behaviors Hence, the null hypothesis No. II (ii) is rejected and alternate hypothesis is accepted. But there is no significant differences exists among high & Average Leadership styles of B.Sc,B.Ed qualification of Secondary School heads in their administrative behaviors Hence, the null hypothesis No. II(ii) is s accepted
- There is significant differences exists among high & average Leadership styles of B.Ed with P.G. qualification of Secondary School heads in their administrative behavior in Bidar district Hence, the null hypothesis No. II (ii) is rejected and alternative hypothesis is accepted. But there is no significant differences exists among high & low and Average & low Leadership styles of B.Ed with P.G. qualification of Secondary School heads in their administrative behavior in Bidar district Hence, the null hypothesis No. II(ii) is accepted.
- There is significant difference exists among high, average, and low Leadership styles of Different Educational qualification of Secondary School heads in their administrative behavior in Bidar district.
- There is no significant differences exists among high & low and average & low Leadership styles among 1-5 years of teaching experience of Secondary School Heads in their Administrative behaviors. Hence, the null hypothesis No. II (iv) is accepted. But there is a significant difference High & Average Leadership style among 1-5 years of teaching experience of Secondary School Heads in their Administrative behaviors. Hence, the null hypothesis No. II (iv) is rejected and alternative hypothesis is accepted.
- There is significant differences exists among high, average and low Leadership styles 6-10 years of teaching experience Secondary school Heads in their Administrative behavior. Hence, the null hypothesis No. II(iv) is rejected and alternate hypothesis is accepted
- There is significant differences exists among high& average and High & low Leadership styles among 10 and above years of teaching experience of secondary School Heads in their Administrative behaviors. Hence, the null hypothesis No. II(iv) is rejected and alternate hypothesis is accepted. However, there is no significance difference exists between Average and low Leadership styles among 10 and above years of teaching experience of secondary School Heads in their Administrative behaviors. Hence, the null hypothesis No. II(iv) is accepted
- There is significant differences exists among high, average and low Leadership styles of Rural Secondary school Heads Administrative Behavior in Bidar District Hence, the null hypothesis No. II(v) is rejected and alternate hypothesis is accepted.
- There is significant differences exists between high& low and average & low Leadership styles of Urban Secondary school Heads Administrative Behaviors in Bidar District Hence, the null hypothesis no. II(v) is rejected and alternate hypothesis is accepted. But there is no significant difference exists between High & Average Leadership styles of Urban Secondary school Heads Administrative Behaviors in Bidar District Hence,the null hypothesis No. II(v) is accepted.
- There is significant differences exist among high & average High & low Leadership styles Government Secondary School heads in their administrative behaviors in Bidar Districts. Hence, the null hypothesis No. II(vi) is rejected and alternate hypothesis is accepted. But there is no significance difference exists between Average and Low Leadership styles Government

Secondary School heads in their administrative behaviors in Bidar Districts. Hence, the null hypothesis No's. II(vi) is accepted

- There is significant differences exists among high & low Leadership styles Aided Secondary School heads in their administrative behaviors in Bidar Districts Bidar Districts.. Hence, the null hypothesis No. II(vi) is rejected and alternate hypothesis is accepted. But there is no significant difference exists between High & average and Average & low Leadership styles Aided Secondary School heads in their administrative behaviors in Bidar Districts Bidar Districts.. Hence, the null hypothesis No. II(vi) is accepted.
- There is significant differences exists among high & Low and average & low Leadership styles Unaided Secondary School heads in their administrative behaviors in Bidar Districts Hence, the null hypothesis No. II(vi) is rejected and alternate hypothesis is accepted. But there is no significant differences exists among high & average Leadership styles Unaided Secondary School heads in their administrative behaviors in Bidar Districts. Hence null hypothesis no's II (vi) is accepted.

Conclusion

Emotional intelligence and leadership styles of the secondary school head masters are important which turns their futures of life, so it is necessary of them. Based on the present study the Emotional intelligence of each kind of teachers can be known. In addition, with help of it emotional intelligence producing reason can be solved. This study is useful to give guidance of the secondary school heads. To know and to remove the problem of administrative behaviors. The Emotional problems and leadership styles of the secondary school heads find out by teacher and principal, friends and family by various researches. Parent and teachers focus always on administrative behaviors through nurturing emotional intelligence and leadership styles. They give tiniest importance to their emotions. Emotion intelligence of a teachers/heads can affect him /her in many ways. intelligence may help teachers/heads in acquiring subject knowledge but only leadership styles can enrich their learning proficiency and make them efficient as well as good administrator. Hence, the present study has been undertaken to study Emotional intelligence and the leadership styles on Administrative behaviors of secondary school heads in Bidar District.

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