A Study on Emotional Intelligence and Social Intelligence In Terms of Leadership Behavior And Personal Effectiveness Among +2 Level Students

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Abstract:

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 record of accomplishment of being linked to leadership performance. Emotional intelligence connects a leader's cognitive abilities with their emotional State. Leader must be able to read emotions in his/her peers and employees in order to be as effective as possible. Stodgily 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. Thus, this research paper focuses on How the different levels of Emotional, Social intelligence influences its role students' leadership Behavior and Personal effectiveness among +2 level students in Bidar district.

Key words: Emotions, Emotion Intelligence, Social Intelligence, Leadership Behavior, and Personal effectiveness.

Introduction:-

Education play very important role for development of personality. For the quality of education in the schools the Academic achievement and emotional intelligence of students is very much important. Emotional intelligence as an achievement means how efficiently an individual can perform his duties in different circumstances like business, military, education and other Social activities need efficient and well-adjusted man for the progress of nation. If we interpret Emotional intelligence as an achievement, then we will have to set the criteria to judge the quality of Emotional intelligence.A person's innate ability to perceive and manage his/her own emotions in a manner that results in successful interactions with the environment, and if others are present, to also perceive and manage their emotions in a manner that results in successful interpersonal interaction The present society is an ever-changing society and with the passage of time; the needs of human beings are growing day by day. The individuals today are facing contradictions and hence facing difficulty in emotional intelligence, social intelligence in terms of their leadership behaviors' and personal effectiveness. Being a social animal, man needs society and to remain in society he has to adjust with the values of society with his or her social intelligence.. Without social intelligence /adjustment, man cannot live happily. Man lives by himself in the changing circumstances of the society. An individual feels a sort of emotional tension, uneasiness, and restlessness when he does not or can't adjust himself with the social environment. Every individual attempts to adjust to emotional intelligence and social intelligence. Unless a person is not able to adjust himself to emotional and social intelligence, he/she cannot develop his/her wholesome leadership behavior and personal effectiveness. The problem of

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emotional intelligence and social intelligence are vital problem of the modern world in attaining the leadership behaviors' and personal effectiveness.

Need and significance 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 affect 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.

Statement of the Problem:-

"A Study on Emotional Intelligence and Social Intelligence in terms of Leadership Behavior and Personal Effectiveness among +2 level students "

Objectives of the Study

The present study is designed with the following specific objectives in view:

1. To study the relationship of Emotional intelligence with leadership behaviour among +2 level students.(sex-wise, Age-wise, faculty wise, locality-wise and type of management wise +2 level students.)
2. To study the relationship of Emotional intelligence with personal effectiveness among +2 level students. (Sex-wise, Age-wise, faculty wise, locality-wise and type of management wise +2 level students)
3. To study the relationship of Social intelligence with leadership behaviour among +2 level students.(sex-wise, Age-wise, faculty wise, locality-wise and type of management wise +2 level students)
4. To study the relationship of Social intelligence with personal effectiveness among +2 level students.(sex-wise, Age-wise, faculty wise, locality-wise and type of management wise +2 level students)

Method of The Study

The investigator employed descriptive survey method. The purpose of descriptive survey method is to gather detailed information to be used as basis of study. By this method, we can determine the Emotional Intelligence and Social Intelligence in terms of Leadership Behavior and Personal Effectiveness among +2 level students

The investigator has chosen 1000 students of different PU colleges of Bidar district. These colleges represent all types of respondent's Kannada medium English medium rural, urban government, private aided private unaided, male, and female Students.

Variables of the Study;
i. Independent Variables

The independent variables considered in the study are:

i.Emotional Intelligence (low, average and high)   ii. Social Intelligence (low, average and high)

ii. Dependent Variables

The dependent variables considered in the study are:

i. Leadership Behavior   ii. Personal Effectiveness

Tools Used For Collecting The Data

In the present study, the investigator used the survey method as a main technique to investigate the Emotional Intelligence and Social Intelligence in terms of Leadership Behavior and Personal Effectiveness among +2 level students". The following tools were used for the study.

i. Emotional Intelligence Scale - constructed by Dr.S.K.Mangal and Mrs.Shubhra Mangal

ii.Social Intelligence Scale - constructed by Dr.N. K. Chadha and M. S. Usha Ganesan (1986).

iii. Leadership Behaviour Scale - constructed by Dr. Karabasanagouda (2006)

ii. Personal effectiveness scale- This tool has been developed by Pareek (2002

Procedure of Data Collection:

For the purpose of data collection, the researcher selected **few c**olleges (from each college **30 or 35** students) from Bidar district. The investigator explained the purpose of research to the Principals and they were very willing to co-operate. The +2 level students were asked to sit comfortably and instructions were given to them on how to go with tools. In the meanwhile, they were eager to motivate and pursued to give honest and frank response. In addition, they were ensured that the data would be used only for the research purpose. The printed questionnaire/scales along with answer sheets were distributed among students in each + 2 level colleges. There is time limit and there is no right or wrong answers in the responses. Since the individual students may complete their responses in data sheets as early as possible. The response sheets were collected back from each student. The same procedure has followed for all selected PU colleges.

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 intelligence.

Thus the minimum marks of this inventory is 0(Zero) and maximum marks is 100

2. Social Intelligence

The six dimensions (patience, co-cooperativeness, confidence and sensitivity, sense of humor and recognition of social environment) scores of 1, 2 and 3 indicate a degree of confidence, hence a score of 1 a indicates lack of confidence. In the other, two dimensions (sense of humor and recognition of social environment). Subject has to choose one of the three alternatives; thus, one score is awarded. In case of the tactfulness dimension the response was in the form of 'yes' or 'no'. The appropriate response was awarded a score of 1. The last dimension that memory was scored ' 1' or '0' depending on whether or not the subject's response was right or wrong. A high score indicates high social intelligence.

Thus, the maximum marks of this scale is 130

3. Leadership Behaviour

The Leader Behaviour Description Questionnaire (LBDQ) contains five responses to each statement, i.e., A, B, C, D and E. These letters stood for „Always", „Often", „Occasionally", „Seldom", and „Never" respectively. The respondents were instructed to cross or tick any one of the five choices for each statement. A scoring key was used to quantify the responses. Positive statements

were scored 5,4,3,2, and 1 respectively for A, B, C, D and E and the negative statements were scored in reverse direction as 1,2,3,4 and 5 respectively for A, B, C, D and E.

Thus, the minimum and maximum marks of this questionnaire is 100- 500

4. Personal effectiveness

The ratings are transferred to the score sheet the total scores on openness to feedback and perceptiveness sire given, each ranging from 0-20. The score II can be used as the cut-of point for classifying the scores, on each of the three aspects, as low and high. The respondent marks the appropriate category (one out of eight) given on part of the score sheet, which is his effectiveness type.

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 't' test and analysis of variable (ANOVA) were employed for knowing significant difference between different variable

Analysis and interpretations of data

Table 1.

Correlation between overall scores of Emotional intelligence, Social intelligence, and Leadership Behaviour and Personal effectiveness among +2 level students in Bidar District.

Variables	Emotional Intelligence	Social Intelligence	Leadership behaviour	Personal Effectiveness
Emotional Intelligence	1.00	0.72	0.86	**0.70**
Social intelligence	0.72	1.00	0.83	**0.75**
Leadership behaviours	0.86	0.83	1.00	**0,84**
Personal Effectiveness	**0.70**	**0.75**	**0.84**	1.00

From the above table it could be observed that the Emotional intelligence and Social intelligence coefficient of correlation found (0.72) to be highly positive, Emotional intelligence and Leadership behavior , the coefficient of correlation found to be (0.86), The emotional intelligence and personal effectiveness, the coefficient of correlation found (0.70 having very highly positive correlation, and Social intelligence & leadership the coefficient of correlation found 0.83 And Leadership behavior & Personal effectiveness the coefficient of correlation found to be (0.84) and having very highly positive correlation exists. Among + 2 level students of Bidar district.

Thus, there is positive correlation exists between the Emotional intelligence, Social intelligence with respect to Leadership behaviour, and personal effectiveness among + 2 level students of Bidar district. So the Emotional intelligence and Social intelligence factors favorably influence on the Leadership behavior and personal effectiveness of +2 level students of Bidar District.

Table 2:

Summary of analysis of variance of means scores of High, Average and low Emotional intelligence and Leadership behaviour of + 2 level students in Bidar District

Group/variables	Source	Sum of squares	Degree of freedom	Mean square	F-value
1.Sex-wise	Between group	5	130,035.039	26,007.008	7.67
	Within group	994	3,369,018.060	3,389.354	
	TOTAL	999	3,499,053.098		

2.Age wise	Between group	8	6,303.735	787.967	7.60
	Within group	991	102,719.987	103.653	
	TOTAL	999	109,023.722		
3. Faculty-wise	Between group	8	2,973.425	371.678	3.67
	Within group	991	100,199.072	101.109	
	TOTAL	999	103,172.497		
4, Locality-wise	Between group	5	8,782.945	1,756.589	22.12
	Within group	994	78,907.222	79.384	
	TOTAL	999	87,690.167		
5,Type of S management	Between group	8	4,834.308	604.289	6.28
	Within group	991	95,342.247	96.208	
	TOTAL	999	100,176.556		

Above table 2 shows the calculated 'F' values for Leadership behaviour among high, average and low Emotional intelligence of + 2 level students (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.

Table 3:
Summary of analysis of variance of mean scores of High, Average and low Emotional intelligence and Personal effectiveness between +2 level students in Bidar District.

Group/variables	Source	Sum of squares	Degree of freedom	Mean square	F-value
Sex-wise	Between groups	5	2,652.531	530.506	5.63
	Within groups	994	93,535.576	94.100	
	Total	999	96,188.107		
Age-wise	Between group	5	130,035.039	26,007.008	7.67
	Within group	994	3,369,018.060	3,389.354	
	TOTAL	999	3,499,053.098		
Faculywise	Between group	8	315,344.133	39,418.017	10.55
	Within group	991	3,700,172.552	3,733.777	
	TOTAL	999	4,015,516.685		
Locality-wise	Between group	5	430,185.270	86,037.054	29.72
	Within group	994	2,877,011.330	2,894.378	
	TOTAL	999	3,307,196.599		
Type of S management	Between group	8	237,067.665	29,633.458	8.54
	Within group	991	3,435,855.350	3,467.059	
	TOTAL	999	3,672,923.015		

Above table 3 shows the calculated 'F' values for personal effectiveness among high, average and low Emotional intelligence of + 2 level students (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.

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Table 4
Summary of analysis of variance of means scores of High, Average and low Social intelligence and Leadership behaviour of + 2 level students in Bidar District

Group/variables	Source	Sum of squares	Degree of freedom	Mean square	F-value
1.Sex-wise	Between group	5	128,555.421	25,711.084	
	Within group	994	3,133,522.793	3,152.437	8.15
	TOTAL	999	3,262,078.214		
2.Age wise	Between group	8	315,984.152	39,498.019	
	Within group	991	3,462,524.186	3,490.448	11.31
	TOTAL	999	3,778,508.338		
3. Faculty-wise	Between group	8	164,272.771	9,114.054	
	Within group	991	4,096,252.052	3,443.944	5.34
	TOTAL	999	4,260,524.823		
4, Locality-wise	Between group	5	430,185.270	86,037.054	
	Within group	994	2,877,011.330	2,894.378	29.72
	TOTAL	999	3,307,196.599		
5,Type of S management	Between group	8	233,966.531	29,245.816	
	Within group	991	3,307,035.088	3,310.345	8.85
	TOTAL	999	3,541,001.619		

Above table 2 shows the calculated 'F' values for Leadership behaviour among high, average and low Social intelligence of + 2 level students (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.

Table 5
Summary of analysis of variance of mean scores of High, Average and low Social intelligence and Personal effectiveness between +2 level students in Bidar District.

Group/variables	Source	Sum of squares	Degree of freedom	Mean square	F-value
1.Sex-wise	Between groups	5	2,618.764	523.753	
	Within groups	994	86,965.653	87.491	5.98
	Total	999	89,584.416		
2.Age-wise	Between group	8	6,456.671	807.084	
	Within group	991	96,072.138	96.847	8.53
	TOTAL	999	102,528.809		
3.Faculty –wise	Between group	8	8,676.054	1,084.507	
	Within group	991	88,045.986	88.846	12.07
	TOTAL	999	96,722.040		
4, Locality-wise	Between group	5	8,773.763	1,754.753	
	Within group	994	73,854.999	74.601	23.83
	TOTAL	999	82,628.762		
5,Type of S management	Between group	8	4,733.901	591.738	
	Within group	991	95,841.923	97.499	6.06
	TOTAL	999	100,575.824		

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Above table 5 shows the calculated 'F' values for personal effectiveness among high, average and low Social intelligence of + 2 level students (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.

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

I. The results are based on the levels of Emotional Intelligence and Leadership Behaviour of +2 level Students of Bidar district

There is significant difference exists among the high, average and low Emotional intelligence among +2 level gender-wise students' Leadership behaviour.

➤ There is significant differences exists among high And average ,High And Low Emotional intelligence of 15-16 age groups But there is no significant difference exists among Average And Low Emotional Intelligence of 15-16 age group +2 level Students Leadership behaviour.
➤ There is significant difference exists among the high, average and low Emotional intelligence of different age group +2 level students' Leadership behavior
➤ There is significant difference exists among the high, average and low Emotional intelligence among +2 level different faculty students' Leadership behaviour
➤ There is significant difference exists among the high, average and low Emotional intelligence among +2 level rural and urban students' Leadership behavior
➤ There is significant difference exists among the high, average and low Emotional intelligence of Government, Aided and unaided +2 level students' Leadership behaviour

II. The results are based on the levels of Social Intelligence and Leadership Behaviour of +2 secondary school Students

-1. There is significant difference exists among the high, average and low Emotional intelligence of different age group +2 level students' Personal Effectiveness

There is significant difference exists among the high, average and low Emotional intelligence among +2 level different faculty students' Personal Effectiveness

➤ **There is no significant differences exists among high, average and low Emotional intelligence among +2 level rural students' Personal Effectiveness Hence, the null hypothesis nos. II (iv) is hypothesis is accepted.**
➤ There is significant differences exist among high & low and average & low Emotional intelligence among +2 level urban students' Personal Effectiveness. Hence, the null hypothesis No. II(iv) is rejected and alternate hypothesis is accepted. **However, there is no significant differences exist among high & average Emotional intelligence among +2 level urban students' Personal Effectiveness. Hence, the null hypothesis No. II (iv) is rejected and alternate hypothesis is accepted.**
➤ There is significant difference exists among the high, average and low Emotional intelligence among +2 level rural and urban students' Personal Effectiveness

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➢ There is significant difference exists among the high, average and low Emotional intelligence of Government, Aided and unaided +2 level students' Personal Effectiveness.

III, The results are based on the levels of Social Intelligence and Leadership Behaviour of +2 level Students of Bidar district

➢ There is significant differences exists among high & Average and high & Low Social intelligence among +2 level students' Leadership behaviour Hence, the null hypothesis Nos. III is rejected and alternate hypothesis is accepted. **However, there is no significant differences exist among Average & Low Social intelligence among +2 level student's Leadership behaviour. Hence, the null hypothesis Nos. II is accepted.**

➢ There is significant differences exist in Leadership behaviour among high & average and high & low Social intelligence of male Students. But there is no significant differences exists in Leadership behaviour among high,& average and average & low Social intelligence among +2 level male Students of Bidar District Hence, the Null hypothesis Nos. III (i) rejected and alternate hypothesis is accepted.

➢ There is significant differences exist among high & average .Social intelligence among +2 level female students' Leadership behaviour. Hence, the null hypothesis No III (i) is rejected and alternative hypothesis is accepted. **However, there is no significant differences exist among high &low and average & low .Social intelligence among +2 level female students' Leadership behavior. Hence, the null hypothesis No II (i) is accepted.**

➢ There is significant difference exists among the high, average and low Social intelligence of different age group +2 level students' Leadership behavior

➢ There is significant difference exists among the high, average, and low Social intelligence among +2 level rural and urban students' Leadership behavior

➢ There is significant difference exists among the high, average and low Social intelligence of Government, Aided and unaided +2 level students' Leadership behaviour.

IV. The results are based on the levels of Social Intelligence and Personal effectiveness of +2 level Students of Bidar district.

➢ There is significant differences exist among high & average .Social intelligence among +2 level female students' Personal Effectiveness. Hence the null hypothesis No IV (i) is rejected and alternative hypothesis is accepted **But there is no significant differences exists among high &low and average & low .Social intelligence among +2 level female students' Personal Effectiveness Hence, the null hypothesis No IV (i) is accepted**.

➢ There is significant difference exists among the high, average and low Social intelligence among +2 level gender-wise students' Personal Effectiveness.

➢ There is significant difference exists among the high, average and low Social intelligence of different age group +2 level students' Personal Effectiveness

➢ There is significant difference exists among the high, average and low Social intelligence among +2 level different faculty students' Personal Effectiveness

➢ There is significant difference exists among the high, average and low Social intelligence among +2 level rural and urban students' Personal Effectiveness

➢ There is significant difference exists among the high, average and low Social intelligence of Government, Aided and unaided +2 level students' Personal Effectiveness.

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Conclusion

Emotional Intelligence, Social Intelligence of the students important which turn their futures of life ie. In their Leadership Behaviour and Personal Effectiveness, so it is necessary of them. Because of the present study, the adjustment of each kind of student can be known. In addition, with help of it adjustment-producing reason can be solved. This study is useful to give guidance of the college student. To know and to remove the problem of individual and social adjustment. The adjustment and Emotional problems of the Student find out by teacher and principal, friends and family by various researches. Parent and teachers focus always on academic performance through nurturing emotional intelligence and adjustments. They give tiniest importance to their emotions. Emotions of a student can affect him in many ways. Intelligence may help students in acquiring subject knowledge but only emotional intelligence can enrich their learning proficiency and make them efficient as well as achievers. Thus, the overall results of this study, shows that there is significant relationship exists between high, average and low levels of Emotional intelligence, social intelligence with relations to leadership behavior and personal effectiveness of +2 level students of Bidar district. Thus, Emotional intelligence and Social intelligence are the two important factors, which influence on the student's leadership behavior and personal effectiveness.

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