

# RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LEADERSHIP CHARACTERISTICS AND ACADEMIC PERFORMANCE

Dr.Purnima.Pattanshetti<sup>1</sup>, Smt.Neelambike.M.Huddar<sup>2</sup>, Shri.Rajesh.C.Gudaganavar<sup>3</sup>

<sup>1</sup> Dean, PG Department of Education, RCU Belagavi, Karnataka, India

<sup>2</sup> Research Scholar, PG Department of Education, RCU Belagavi, Karnataka, India

<sup>3</sup> Chairman, GIRIJA Classes, Girija Groups of Institutions Pune, Maharashtra, India

## ABSTRACT

The present study has objective to see the moderation between male female students Emotional Intelligence and Leadership Characteristics and Academic Performance of Pre-Composite College students. Students studying in Pre-Composite Colleges are acted as samples. Simple random method was used to collect data. Research tools are Emotional Intelligence BarOn Emotional Quotient Inventory EQi (2006), and Self prepared Leadership Characteristics scale and Academic Performance scale followed by Likert scale, these scales validated with reference to face validity test and internal consistency and reliability checked with Principal Component Analysis, Chronbach alpha method. The study reveals that R-square value for male is 0.0008 and R-square value for female is 0.003. Further relationship between Emotional Intelligence and Leadership Characteristics is significant for male, and insignificant for female. Hence it is proved that gender moderates between Emotional Intelligence and Leadership Characteristics. The relationship between Emotional and Academic Performance for male is significant ( $t=17.597$   $P=0.000$ ) Where as for female, relationship between Emotional Intelligence and Academic Performance is insignificant ( $t=0.892$ ,  $P=0.373$ ). R square for male is 0.389 which is higher compare to female. Hence gender moderate relationship between Emotional Intelligence and Academic Performance.

**Keyword :** - Academic Performance, Consistency, Emotional Intelligence, Leadership Characteristics.

## 1. INTRODUCTION

The current education system following different curriculum aspects. Students suffers emotional fluctuations with regard to academics and are unable to open for change. To enhance educational academic ability Emotional Intelligence, non cognitive factor accommodate in educational settings. To face challenges and to take right decisions, to have positive attitude with regard to curriculum aspects one should have effective Leadership Characteristics. The present study aimed at to find relationship between Emotional Intelligence and Leadership Characteristics and Academic Performance with regard to male and female students. As (1) **Amber Farooq** Institute of Clinical Psychology/ University of Karachi, Session 2003, Subject: Clinical Psychology has significantly proved that the students who score high on emotional intelligence specifically in the areas of interpersonal skills, intrapersonal skills, adaptability, general moods, and stress management skills tend to have good academic performance as compared to those who score low on these scales. However, comparison of both genders on academic performance revealed no significant differences.

## 2. HYPOTHESES

H1. The Gender moderates relationship between Emotional Intelligence and Leadership Characteristics

H2. The gender moderates in relationship between Emotional Intelligence and Academic Performance.

H3. The gender moderates in relationship between Leadership Characteristics and Academic Performance.

### 3.METHODOLOGY

1000 Pre-Composite college students acted as samples. Simple random sampling method used to collect data. To measure Emotional Intelligence BarOn Emotional Quotient Inventory EQi(2006) was used. Self prepared Leadership Characteristics Scale and Academic Performance Scale are used. Face validity and internal consistency was checked and PCA and Chronbach's Alpha method used to test reliability. Data was analysed with the help of SPSS software.

### 4.DATA ANALYSIS

**i.Purpose:** To study whether Gender moderate relationship between Emotional Intelligence and Leadership characteristics.

**Independent Variable**-Emotional Intelligence, **Dependent variable**- Leadership Characteristics, **Moderate Variable** – Gender.

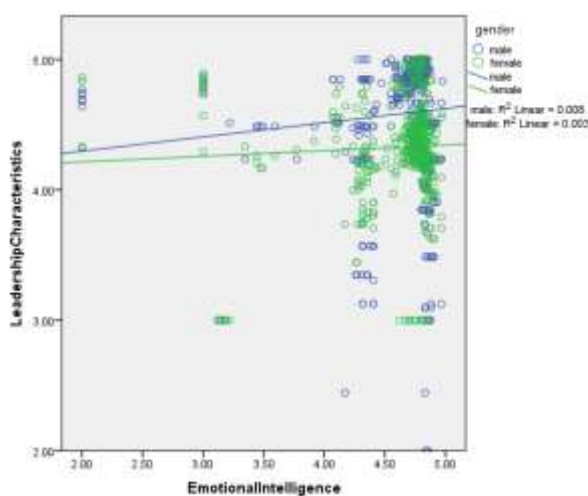
H1: The Gender moderates relationship between Emotional Intelligence and Leadership Characteristics of Pre-Composite College students.

H0: The Gender do not moderates in relationship between Emotional Intelligence and Leadership Characteristics of Pre-Composite college students

**Table -1** Gender moderation in relation to Emotional Intelligence and Leadership Characteristics

Gender	R-square	F	P-value	t	Sig
Male	0.008	4.17	0.042	2.042	0.042
Female	0.003	1.44	.230	1.203	0.230 NS

From above table it can be seen that R-square value for male is 0.0008 and R-square value for female is 0.003. Further relationship between Emotional Intelligence and Leadership Characteristics is significant for male, and insignificant for female. Hence it is proved that gender moderates between Emotional Intelligence and Leadership Characteristics. As studies by Lisa Gardner, Organisational Psychology Research Unit, Swinburne University of Technology, Hawthorne, Victoria, USA Con Stough. Abstract- Investigates whether emotional intelligence measured by the Swinburne University Emotional Intelligence Test predicted transformational, transactional and laissez-faire leadership styles measured by the multifactor leadership questionnaire in 110 senior level managers. Effective leaders were identified as those who reported transformational rather than transactional behaviours. Emotional intelligence correlated highly with all components of transformational leadership, with the components of understanding of emotions (external) and emotional management the best predictors of this type of leadership style. The utility of emotional intelligence testing in leadership selection and development is discussed.



**Chart -1:** Gender moderates in relation to Emotional Intelligence and Leadership Characteristics

**ii.Purpose:** To study whether Gender moderate relationship between Emotional Intelligence and Academic Performance.

Independent Variable-Emotional Intelligence , Dependent variable- Academic Performance

, Moderate Variable – Gender.

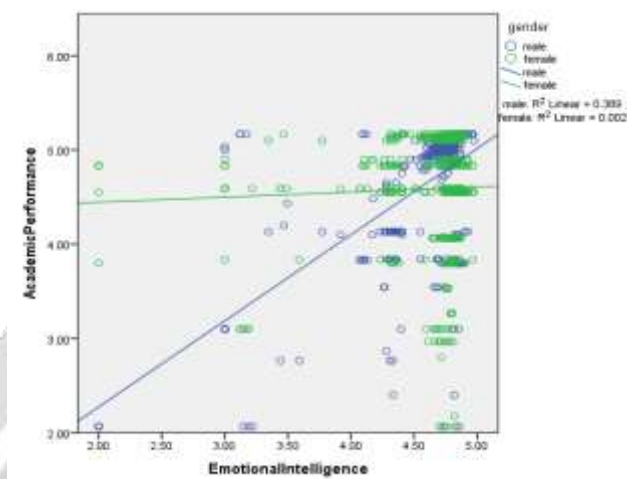
H2: The gender moderates in relationship between Emotional Intelligence and Academic Performance.

H0: The gender do not moderates relationship between Emotional Intelligence and Academic Performance.

**Table-2** Gender moderation in relation to Emotional Intelligence and Academic Performance.

Gender	R-square	F	P-value	t	Sig
Male	.389	309.667	0.000	17.597	.000
Female	.002	.795	0.373	.892	.373 NS

From above table we can see that relationship between Emotional and Academic Performance for male is significant ( $t= 17.597$   $P=0.000$ ) Where as for female ,relationship between Emotional Intelligence and Academic Performance is insignificant ( $t=0.892$ ,  $P=0.373$ ). R square for male is 0.389 which is higher compare to female. Hence gender moderates relationship between Emotional Intelligence and Academic Performance. The null hypotheis is rejected and alternative hypothesis is accepted. In a **study on Relationship between Emotional Intelligence and Academicachievement** conducted by(2) Caprara (2000) and his colleagues in the journal,Psychological Science (July 2000, Vol. 11, No. 4, pp. 302), found that emotionalintelligence skills actually were a major significant predictor of later academicachievement. The research shows that there is a strong connection between emotionalintelligence and academic achievement.



**Chart-2 :** Gender moderates in relation to Emotional Intelligence and Academic Performance.

**iii.Purpose:** To study whether Gender moderate relationship between Leadership Characteristics and Academic Performance.

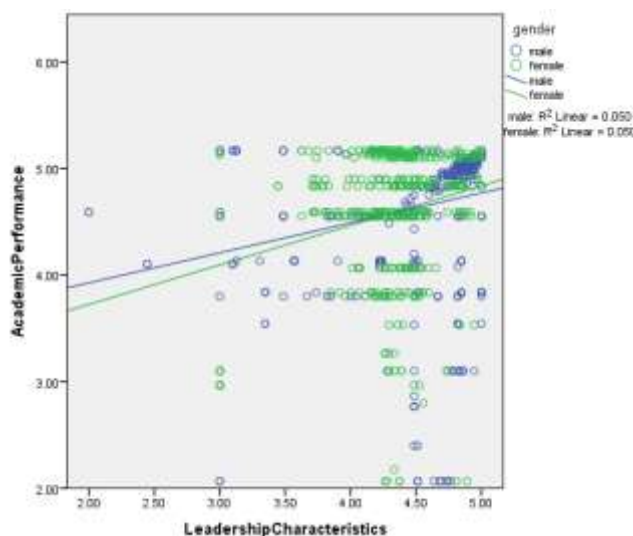
H3: The gender moderates in relationship between Leadership Characteristics and Academic Performance.

H0: The gender do not moderates in relationship between Leadership Characteristics and Academic Performance.

**Table-3** Gender moderates in relation to Leadership characteristics and Academic Performance.

Gender	R-square	F	P-value	t	Sig
Male	.005	26.29	0.000	5.12	.000
Female	.005	25.84	0.000	5.08	.000

From above table we can see that relationship between Emotional and Academic Performance for male is significant ( $t = 5.12$   $P = 0.000$ ) and for female, relationship between Leadership Characteristics and Academic Performance is insignificant ( $t = 5.08$   $P = 0.000$ ). R square for male is .005, female is 0.005. Hence gender cannot moderate in relationship between Leadership Characteristics and Academic Performance. So Null hypothesis is accepted.



**Chart-3 :** Gender moderates in relation to Emotional Intelligence and Academic Performance

## 5. RESEARCH FINDINGS

1. The study reveals that R-square value for male is 0.0008 and R-square value for female is 0.003. Further relationship between Emotional Intelligence and Leadership Characteristics is significant for male, and insignificant for female. Hence it is proved that gender moderates between Emotional Intelligence and Leadership Characteristics.

2. We can see that relationship between Emotional and Academic Performance for male is significant ( $t = 17.597$ ,  $P = 0.000$ ) whereas for female, relationship between Emotional Intelligence and Academic Performance is insignificant ( $t = 0.892$ ,  $P = 0.373$ ). R-square for male is 0.389 which is higher compared to female. Hence gender moderates relationship between Emotional Intelligence and Academic Performance. As studies by (3) Dr Grace A. Fayombo investigated emotional intelligence (attending to emotion, positive expressivity and negative expressivity) and gender as predictors of academic achievement among 163 undergraduate psychology students in The University of the West Indies (UWI), Cave Hill Campus, Barbados. Results revealed significant positive and negative correlations among academic achievement, emotional intelligence components and gender. Additionally, using the stepwise multiple regression analysis, it was found that emotional intelligence contributed 40% ( $Rsq = 0.396$ ) to the variance in academic achievement while simple regression analysis revealed that gender also contributed 5% ( $Rsq = 0.048$ ) to academic achievement and these results were significant indicating that both emotional intelligence and gender predicted academic achievement but emotional intelligence was a better predictor of academic achievement than gender. The Independent t-test analysis also revealed gender disparity in academic achievement and attending to emotions in favour of girls.

3. We can see that relationship between Emotional and Academic Performance for male is significant ( $t = 5.12$ ,  $P = 0.000$ ) and for female, relationship between Leadership Characteristics and Academic Performance is insignificant ( $t = 5.08$ ,  $P = 0.000$ ). R-square for male is 0.005, female is 0.005. Hence gender cannot moderate in relationship between Leadership Characteristics and Academic Performance.

## 6. CONCLUSIONS

The study concluded that gender moderates in relationship between Emotional Intelligence and Leadership Characteristics, as male students score high, so female students need to be enhanced their Emotional Intelligence and Leadership Characteristics. The gender moderates in relationship between Emotional Intelligence and Academic Performance. Here also females need to be trained to improve Emotional Intelligence and Academic Performance. So gender does not moderate in relationship between Leadership Characteristics and Academic Performance. They have similar scores. In educational field these three factors interrelated but gender moderates in these factors.

## 5. ACKNOWLEDGEMENT



This work was supported in part of research in Rani Channamma University,Belagavi,Karnaraka,India.

## 6. REFERENCES

- [1]. Amber Farooq  
Institute of Clinical Psychology/ University of Karachi, Session 2003 ,Subject-Clinical Psychology- Effect of Emotional Intelligence on Academic Performance.
- [2] Caprara (2000) journal,Psychological Science (July 2000, Vol. 11, No. 4, pp. 302), Relationship between Emotional Intelligence and Academicachievement.
- [3] Dr Grace A. Fayombo,The University of the West Indies, Cave Hill Campus Faculty of Humanities and Education School of Education, Barbados Tel: 246-257-3998 (cell); 246-417-4435 (off) E-mail: grace.fayombo@cavehill.uwi.eduReceived: March 8, 2012 Accepted: April 19, 2012 Published: May 15, 2012doi:10.5430/ijhe.v1n1p102 URL: <http://dx.doi.org/10.5430/ijhe.v1n1p102>.
- [4]. Lisa Gardner, Organisational Psychology Research Unit, Swinburne University of Technology, Hawthorne, Victoria, USA Con Stough. examining the relationship between leadership and emotional intelligence in senior level managers.
- [5]. **Hassan, A., Sulaiman, T. and Ishak, R.** (2009).Philosophy Underlying Emotional Intelligence in Relation to Level of Curiosity and Academic Achievement of Rural Area Students. *Journal of Social Sciences*, 5(2): 95-103.
- [6]. **Malekari, S. and Mohanty, R.P.** (2011). Constructing an Emotional Intelligence Radar for Indian Professional College Students. *International Journal of Scientific Research in Education*, 4(2): 115-130.

