

# Relationship between Emotional Intelligence and Leadership Characteristics and Academic Performance of Pre-Composite College Students

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**Abstract:** *The present study has an objective to study relationship between Emotional Intelligence and Leadership Characteristics and Academic Performance of Pre-Composite College students. 1000 students acted as samples. To measure Emotional Intelligence BarOn EQi (2006) was used. To measure Leadership Characteristics and Academic Performance self prepared tools used. Simple random method was used to collect data. The study reveals that Wilks = 0.53771 F(90,5410, P=0.000) it means there is significant relationship between Emotional Intelligence and Leadership Characteristics of Pre-Composite College students and Wilks=0.65487 F(45,2849.73, P=0.000). It means that there is significant relationship between Emotional Intelligence and Academic Performance of Pre-Composite college students. Canonical correlation=0.28037, Squared co-relation=0.7861. So 7.9% of variance of Academic Performance is explained by Leadership characteristics.*

## 1. Introduction

In current global education system suffered by many educational diseases like academic failures, emotional outburst, maladjustment etc. In present scenario students suffers these kind of educational diseases. They lack in academics, lacking in balance their emotions and hiding in social responsibility. In this situation Emotional Intelligence and Leading traits and best Academic performance values need to be guided properly. As study conducted by **Dr. antonio del rosario by amanda c. santiago october 2010**. resulted that there is significant relationship between emotional intelligence and academic achievement of Intermediate Pupils in Channel of Dreams Learning School. and study conducted by **Lane B. Mills East Carolina University** The purpose of this study was to conduct a meta-analysis to ascertain if there was empirical evidence to support the inclusion of emotional intelligence as a component of effective leadership. It

is proposed in this paper that emotional intelligence is a component of transformative leadership that should be evaluated and developed. In order to conduct the study, precise, composite definitions of emotional intelligence and effective leadership were drawn from the respective literature. One hundred and forty-one studies were reviewed for possible analysis with 48 studies meeting the criteria for inclusion. The study concludes that there is a moderately strong relationship between emotional intelligence and effective leadership. This study has implications for candidates of Educational Leadership Preparation Programs and the incorporation of emotional intelligence in the Educational Leadership Preparation Programs curriculum.

Published in *Journal of Curriculum and Instruction (JoCI)*, November 2009, Volume 3, Number 2 (Lane B. Mills). The present study reveals the relationship between Emotional Intelligence and Leadership Characteristics and Academic Performance of young generation who are studying in Pre-Composite Colleges.

## 2. Statement of aim

“Relationship between Emotional Intelligence and Leadership Characteristics and Academic Performance of Pre-Composite College students”

## 3. Hypotheses

**H1.** There is significant relationship between Emotional Intelligence and Leadership Characteristics of Pre-Composite College students.

**H2.** There is significant relationship between Emotional Intelligence and Academic Performance of Pre-Composite College students.

**H3.** There is significant relationship between Leadership Characteristics and Academic Performance of Pre-Composite College students.

#### 4. Methodology

To achieve hypotheses simple random sampling method was used. 1000 Pre-Composite College students acted as a samples. To measure Emotional Intelligence BarOn (EQi)(2006) was used. And Leadership Characteristics and Academic Performance self prepared scales followed by Likert Scale used. These tools validated through five level experts verification. Internal consistency and reliability checked by Chronbach alpha method. Data was computed by SPSS software. Stastical techniques Canonical correlation is used.

#### 5. Data analysis

To test hypothesis 1 fifteen sub components of Emotional Intelligence and six indicators of Leadership Characteristics are applied.

**H1. There is significant relationship relationship between Emotional Intelligence and Leadership Characteristics of Pre-Composite College students.**

Level of significance  $\alpha = 0.05$

**Table 1. Multivariate Tests of Significance**

Test Name	Value	Approx. F	Hypot h.DF	Error DF	Sig. of F
Pillais	.55309	6.53937	90.00	5796.00	.000
Hotellin gs	.70301	7.49355	90.00	5756.00	.000
Wilks	.53771	7.01279	90.00	5410.90	.000
Roys	.2927				

From above table we can see that Wilks=0.53771, F(90,5410.90, P=0.000) since p-value is less than level of significance. Hence hypothese is accepted. It means that there is significant relationship between Emotional Intelligence and Leaderhip Characteristics of Pre-Composite College students.

**Table 2. Eigenvalues and canonical corelations**

R o o t N o.	Eigen value	Pct.	Cum. Pct.	Canon Cor.	Sq. Cor
1	.41336	58.79927	58.79927	.54080	.29247
2	.16862	23.98554	82.78481	.37986	.14429
3	.05200	7.39674	90.18155	.22233	.04943

4	.04205	5.98157	96.16312	.20088	.04035
5	.01915	2.72342	98.88654	.13706	.01879
6	.00783	1.11346	100.00000	.08813	.00777

From above table we can say that Canonical co-relation=0.54080, Squad Co-relation =0.29247. Hence 29.3 % of variance of Leadership Characteristics is explained by Emotional Intelligence.

**Table3. Standardized canonical coefficients for DEPENDENT variables**

Variable	1	2	3	4
RoleModel	.05504	1.01010	-6.6825	-.36836
SocialResp onsibility	.69842	-.74907	-.21224	.19194
self regualting	.15616	.01792	.21203	.76546
Positive Attitude	.02392	.49717	.26953	.77948
Representat iveness	.19526	.12265	.88254	-.6840
Self Reliance	.22966	-.54285	-.2058	.47219

Above table says that Social Responsibility is strongest indictor of Leadership Characterisitc followed by Representativeness.

**Table 4. Standardized canonical coefficients for COVARIATES CA.VAR.**

Covariate	1	2	3	4
Emotiona	.72855	1.02840	1.02253	-.61744
SelfRega	-4.85275	1.53248	1.20884	-3.15592
SelfActu	-1.81863	-.00664	1.58387	-1.26283
Assertiv	-.03115	-.13060	-.31573	-.35719
Independ	.76789	-.72128	.25180	-.41018
Empathy	1.84563	.33249	-1.49740	-2.99631
Social_1	.55178	.21630	-1.20529	-1.68737
StressTo	-1.22487	-3.09025	3.34558	-.48800
ImpulseC	-1.07425	1.61893	-2.82406	1.31049
RealityT	.74120	-1.66774	-3.57870	2.77533

Flexibil	.99576	2.33237	-2.05387	3.86107
ProblemS	.25774	-1.03248	1.38220	1.18635
Happines	3.29052	-1.47122	1.07073	1.27459
Optimism	2.12994	-.00914	.76406	-.35932
Interper	-1.99244	.99373	1.74122	.53477

From above table we can say that Self Regard is strongest indicator of Emotional Intelligence followed by Happiness.

To test hypothesis 2, fifteen sub components of Emotional Intelligence and three indicator of Academic Performance are applied.

**H2. There is significant relationship between Emotional Intelligence and Academic Performance of Pre-Composite College students. Level of significance  $\alpha = 0.05$**

**Table 5. Multivariate Tests of Significance**

Test Name	Value	Approx. F	Hypot h.DF	Error DF	Sig. of F
Pillais	.39178	9.62338	45.00	2883.00	.000
Hotellings	.45860	9.75979	45.00	2873.00	.000
Wilks	.65487	9.69845	45.00	2849.73	.000
Roys	17401				

From above table we can see that Wilks = 0.65487,  $F(45, 2849.73, P = 0.000)$ . Since P value is 0.000 is less than level of significance. It means there is significant relationship between Emotional Intelligence and Academic Performance of Pre-Composite College students.

Also this result supported by research conducted by **Oyewunmi, Adebukola & Osibanjo, Adewale & Adeniji, Anthonia**

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Department of Business Management, Covenant University, Ogun State, Nigeria ISSN 2039-2117 (online)ISSN 2039-9340 (print)Mediterranean Journal of Social SciencesMCSER Publishing, Rome-ItalyVol 7 No 1 **january 2016**. This research investigates the correlation between emotional intelligence and academic performance of undergraduates. The survey design was adopted to sample one hundred and fifty two (152) final year undergraduates of a university in South-West, Nigeria. The regression analytic tool was deployed to analyze data. The results show a

correlation between emotional intelligence and academic performance; affirming that emotional intelligence predicts academic performance.

**Table 6. Eigenvalues and canonical correlations**

Root No.	Eigen value	Pct.	Cum. Pct.	Canon Cor.	Sq. Cor
1	.21067	45.93812	45.93812	.41715	.17401
2	.16869	36.78265	82.72077	.37992	.14434
3	.07924	17.27923	100.00000	.27097	.07342

Above table says that Canonical co-relation = .41725, Squared Co-relation = 0.17401. Hence Emotional Intelligence can explain 17.4% of variance of Academic Performance of Pre-Composite College students.

**Table 7. Standardized canonical coefficients for DEPENDENT variables.**

Variable	1	2	3
Academic tr	.06665	.97268	-1.59344
Academ_1 st	1.25867	-4.03052	-1.64099
Academ_2 pa	-.32544	3.33734	3.11806

From above table Academic Performance students is strongest indicator of Academic performance followed by Academic performance parents and Academic performance teachers.

**Table 8. Standardized canonical coefficients for COVARIATES CA.VAR.**

Covariate	1	2	3
Emotiona	1.25507	.07892	.14814
SelfRega	3.99482	-.02770	3.98584
SelfActu	1.79431	-.68508	1.59024
Assertiv	.42549	1.08931	.30345
Independ	-.02264	.28649	.45190
Empathy	.47536	-.80325	.22096
Social_1	.72038	-1.21600	-1.06465
StressTo	2.20648	-2.75374	-3.78353

ImpulseC	-1.66535	2.34045	-3.34539
RealityT	-1.58198	-.76382	-.55774
Flexibil	-2.97197	3.37868	5.00987
ProblemS	-.22283	-.50001	1.46309
Happines	-1.63821	-.55515	-.81337
Optimism	-1.76076	-.74992	-3.10698
Interper	.01262	1.07842	-.43883

From above table we can see that Self Regard is strongest indicator of Emotional Intelligence followed by Flexibility and Stress Tolerance.

**To test hypothesis 3.** Six components of Leadership Characteristics and three indicator of Academic Performance was taken. Summated scale was created like Academic Performance teacher rating computing average of 10 sub items. Similarly summated scale created for student and parents..

**H3. There is significant relationship between Leadership Characteristics and Academic Performance of Pre-Composite College students. Level of significance  $\alpha = 0.05$**

**Table 9. Multivariate Tests of Significance**

Test Name	Value	Approx. F	Hypot h.DF	Error DF	Sig. of F
Pillais	.11360	6.46770	18.00	2958.00	.000
Hotellin gs	.12109	6.61036	18.00	2948.00	.000
Wilks	.88936	6.54542	18.00	2783.66	.000
Roys	.07861				

From above table we can say that Wilks = 0.88936,  $F(18, 2783.66, P=0.000)p= 0.000$ . Since P value (0.000) is less than level of significance (0.05). So The null hypothesis is rejected. Hence it is concluded that there is significant relationship between Leadership Characteristic and Academic Performance.

**Table10. Eigenvalues and canonical corelations**

R o ot N o.	Eigenv alue	Pct.	Cum. Pct.	Canon Cor.	Sq. Cor
1	.08531	70.45585	70.45585	.28037	.07861
2	.02678	22.11898	92.57483	.16151	.02608
3	.00899	7.42517	100.0000	.09440	.00891

Above table says that Canonical Co-relation = 0.28037, Squad Co-relation = 0.07861. Hence 7.9% of variance of Academic Performance is explained by Leadership Characteristics.

**Table 11. Standardized canonical coefficients for DEPENDENT variables**

Variable	1	2	3
Academic	-.99938	1.10702	-1.13043
Academ_1	.95538	3.20068	-2.92171
Academ_2	-.92294	-1.69814	4.05693

From above table we can see that strongest indicator students followed by parents.

**Table 12. Standardized canonical coefficients for COVARIATES CAN. VAR.**

Covariate	1	2	3
RoleModel	-.33744	-.73969	.67486
SocialResponsibility	.20118	.03403	-.45350
self regualting	-.29964	-.36964	-.59880
Positive Attitude	-.56047	-.18511	.38198
Representativeness	-.18624	.94443	.35073
Self Reliance	-.18523	.22096	-.59319

From above table strongest indicator Positive Attitude followed by Self regulating, Role Model, Representativeness and social responsibility.

## 6. Research findings

1) There is significant relationship between Emotional Intelligence and Leadership Characteristics of Pre-Composite College students so in curricular activity assignment and group activity should be assigned to students to enhance their emotional skills as well as leadership characteristics .

2) There is significant relationship between Emotional Intelligence and academic Performance of Pre-composite College students. As Amber Farooq **Institute/University/Department Details** Institute of Clinical Psychology/ University of Karachi **Session**2003 **Subject** Clinical Psychology significantly proved that the students whose 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. So Emotional Skills should be added in academic activities.

3) There is significant relationship between Leadership Characteristics and Academic Performance of Pre-Composite college students. So Academic activities should be incorporated with leadership characteristics and skills. So Students develops their leadership characters with academic learning.

## 7. Conclusion

Emotional Intelligence and Leadership Characteristics and Academic Performance are key factor of personality of your students. So these should be enhanced in student life itself for better tomorrow.

## 8. Acknowledgements

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