



A Study of the Correlation between Emotional Intelligence and Leadership Qualities among Junior College Students in Dhule

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Introduction

Humans, too, are animals just like any other; however, the Almighty has endowed us with two distinct things: the mind and the intellect. By virtue of this intellect, humans exercise immense dominance over other animals and utilize the elements of their surrounding environment to foster their own progress. It is through this intellect that they are able to achieve a multitude of things. Intellect represents a human capacity that enables an individual to acquire knowledge, engage in thought, and gain experience. Each individual's intellect is unique.

Every individual progresses in accordance with their intelligence. Individuals possessing a higher intelligence quotient tend to be successful, whereas those with lower intelligence often face failure. Alongside cognitive intelligence, human beings also possess emotional intelligence. The concept of emotional intelligence emerged alongside that of general intelligence; it refers to the intelligence associated with the entire spectrum of emotions inherent within us—such as joy, love, sorrow, respect, gratitude, anger, hatred, fear, disgust, shame, surprise, affection, and pride.

Emotional competence encompasses aspects such as maintaining a positive emotional state, engaging in productive actions, possessing the ability to build and sustain relationships with others, avoiding emotional outbursts, and learning to effectively manage and set aside negative emotions. Emotional maturity, on the other hand, involves the capacity to assess one's own emotions as well as those of others recognizing and expressing them appropriately while maintaining a harmonious balance between the heart and the mind, welcoming diverse perspectives, and constructively guiding or helping others to improve. Emotional sensitivity entails fostering harmonious communication, unity, and rapport with others, ensuring that those in our proximity feel at ease in our presence and experience joy upon interacting with us. As human beings living within a society, we are required to interact and mingle with all people in a spirit of warmth and affection; it is in this context that emotional intelligence proves to be of paramount importance. Fundamentally, emotional intelligence is the faculty of mind that grants us the insight and self-awareness to understand how we respond to the various situations we encounter in our environment, and how we subsequently conduct ourselves in light of those circumstances. In the course of life, every individual is, at times, called upon to assume a leadership role within society. Consequently, it is equally essential for an individual to possess inherent leadership qualities.



The contemporary youth comprising today's young men and women constitutes the nation's future human capital. Specifically, students currently enrolled in junior colleges will, upon completing their foundational education, pursue advanced studies in subjects of their choice and subsequently contribute their efforts across various professional domains. Whether in the fields of education, medicine, engineering, law, or Information Technology to name but a few the youth of today are charting the course for their future. By selecting a specific field aligned with their passions, they strive to achieve renown and distinction within it; through this process, society gains mature-minded citizens and a robust workforce. The innate quality of leadership proves invaluable to an individual at every juncture of life. Individuals utilize these leadership attributes to foster social cohesion, undertake constructive community initiatives, promote social welfare, care for their own families, and contribute meaningfully to the nation. Furthermore, there exists a distinct correlation between leadership qualities and emotional intelligence. Emotional intelligence empowers individuals to confront life's challenges and circumstances with resilience and fortitude. Every individual encounters numerous problems throughout their life; each person attempts to resolve these issues in their own unique way—drawing upon their personal perspectives and adapting to the specific circumstances at hand—and this process of resolution is driven, fundamentally and exclusively, by emotional intelligence. To date, extensive research has been conducted on both emotional intelligence and leadership qualities. However, the present study has been undertaken specifically to investigate and analyse the precise correlation between emotional intelligence and leadership qualities within the context of the youth generation.

Statement of Problem

To study the correlation between emotional intelligence and leadership qualities among students of the Arts and Science streams in Junior Colleges within Dhule.

Research Objectives

1. To study the correlation between emotional intelligence and leadership qualities among female students of the Arts stream in Junior Colleges within Dhule.
2. To study the correlation between emotional intelligence and leadership qualities among male students of the Arts stream in Junior Colleges within Dhule.
3. To study the correlation between emotional intelligence and leadership qualities among students in Junior Colleges within Dhule.

Hypotheses

1. No significant correlation is found between emotional intelligence and leadership qualities among students of the Arts stream in Junior Colleges within Dhule.
2. No significant correlation is found between emotional intelligence and leadership qualities among students of the science stream in Junior Colleges within Dhule .
3. No significant correlation is found between emotional intelligence and leadership qualities among students in Junior Colleges within Dhule .
4. A significant correlation is observed between emotional intelligence and leadership qualities among male students at the Junior College level.



5. A significant correlation is observed between emotional intelligence and leadership qualities among students at the Junior College level.

Research Methodology

Research Method: To study the correlation between emotional intelligence and leadership qualities among junior college students, the correlational method a sub-type of descriptive research methodology has been adopted.

Population: In the present study, all male and female students studying in the 11th grade (Arts and Science streams) at junior colleges within Dhule city have been identified as the research population.

Sample: Using the purposive sampling method, a total of 120 students from the 11th grade of secondary schools were selected as the sample. 60 students of arts stream and 60 students of science stream.

Research Tools: In the present study, the researcher utilized the following questionnaires for data collection:

1. Emotional Intelligence:

To measure the emotional intelligence of students studying in the 11th grade at junior colleges, the 'Emotional Intelligence Scale' developed by Hyde, Upinder Dhar, and Sanjot Pethe was employed. This scale consisted of a total of 34 statements.

2. Leadership Qualities:

To measure the leadership qualities of students studying in the 11th grade at junior colleges, the 'Leadership Qualities Test' developed by C.S. Rathod was utilized. This test consisted of a total of 30 statements.

Statistical Measures:

To analyze the data collected in the present study, statistical measures such as Mean, Standard Deviation, and 'r'-value were employed.

Analysis and Interpretation of Collected Data

In the present research, questionnaires were administered to junior college students to investigate the correlation between emotional intelligence and leadership qualities. Based on an analysis of the responses provided by the students, the hypotheses were tested as follows:

Hypothesis Testing

1. No significant correlation is observed between emotional intelligence and leadership qualities among students of the Arts stream at the junior college level.

Table No. 01

Arts female Students	sample	df	Table 'r' value	obtain 'r' value	Accept/reject
Emotional intelligence	60	58	0.254	0.614	rejected
Leadership qualities					



Observations and Conclusions

As per Table No. 01, the obtained 'r' value is greater than the table 'r' value. The obtained 'r' value is 0.614, which exceeds the table 'r' value (at the 0.05 level) of 0.254. Therefore, the Null Hypothesis is rejected. This implies that a significant correlation is observed between emotional intelligence and leadership qualities among Arts stream students at the junior college level; furthermore, this correlation is positive in nature. The obtained 'r' value of 0.614 indicates that there is a positive correlation between emotional intelligence and leadership qualities. Arts Students who have positive emotional intelligence also exhibit higher levels of leadership qualities.

2. No significant correlation is observed between emotional intelligence and leadership qualities among Science stream male students at the Junior College level.

Table No. 02

Science Students	sample	df	Table 'r' value	obtain 'r' value	Accept/reject
Emotional intelligence	60	58	0.254	.382	rejected
Leadership qualities					

Observation and Conclusion

As per Table No. 02, the obtained 'r' value is greater than the table 'r' value. The obtained 'r' value is 0.382, which exceeds the table 'r' value (at the 0.05 level) of 0.254. Therefore, the Null Hypothesis must be rejected. This implies that a significant correlation is observed between emotional intelligence and leadership qualities among Science stream students at the Junior College level; furthermore, a positive correlation is evident. The obtained 'r' value of 0.382 indicates that there is a positive correlation between emotional intelligence and leadership qualities. Students who possess higher and more positive emotional intelligence has good leadership qualities.

3.No significant correlation is observed between emotional intelligence and leadership qualities among junior college students.

Table No. 03

Students in junior college	sample	df	Table 'r' value	obtain 'r' value	Accept/reject
Emotional intelligence	120	118	.179	.498	rejected
Leadership qualities					

Observations and Conclusions – As per Table No. 04, the obtained 'r' value is greater than the table 'r' value. The obtained 'r' value is 0.498, which exceeds the table 'r' value (at the 0.05 level) of 0.179. Therefore, the Null Hypothesis must be rejected. This implies that a significant correlation is observed between emotional intelligence and leadership qualities among junior college students; furthermore, a positive correlation is evident. The obtained 'r' value of 0.498 indicates that there is a positive correlation



between emotional intelligence and leadership qualities. Students who possess positive emotional intelligence also tend to exhibit higher levels of leadership qualities.

4. A significant correlation is observed between emotional intelligence and leadership qualities among male students at the Junior College level.

Table No. 04

Male Students in junior college	sample	df	Table 'r' value	obtain 'r' value	Accept/reject
Emotional intelligence	50	48	0.279	0.460	rejected
Leadership qualities					

Observations and Conclusions

As per Table No. 04, the obtained 'r' value is greater than the table 'r' value. The obtained 'r' value is 0.460, which exceeds the table 'r' value (at the 0.05 level) of 0.279. Therefore, the Null Hypothesis must be rejected. This implies that a significant correlation is observed between emotional intelligence and leadership qualities among junior college male students; furthermore, a positive correlation is evident. The obtained 'r' value of 0.460 indicates that there is a positive correlation between emotional intelligence and leadership qualities. Students who possess positive emotional intelligence also tend to exhibit higher levels of leadership qualities.

5. A significant correlation is observed between emotional intelligence and leadership qualities among male students at the Junior College level.

Table No. 05

Female Students in junior college	sample	df	Table 'r' value	obtain 'r' value	Accept/reject
Emotional intelligence	70	68	0.235	0.480	rejected
Leadership qualities					

Observations and Conclusions

As per Table No. 04, the obtained 'r' value is greater than the table 'r' value. The obtained 'r' value is 0.480, which exceeds the table 'r' value (at the 0.05 level) of 0.235. Therefore, the Null Hypothesis must be rejected. This implies that a significant correlation is observed between emotional intelligence and leadership qualities among junior college male students; furthermore, a positive correlation is evident. The obtained 'r' value of 0.480 indicates that there is a positive correlation between emotional intelligence and leadership qualities. Students who possess positive emotional intelligence also tend to exhibit higher levels of leadership qualities.

Findings:

1.A significant correlation is observed between emotional intelligence and leadership qualities among Arts stream students at the Junior College level.

2.A significant correlation is observed between emotional intelligence and leadership qualities among Science stream students at the Junior College level.



3. A significant correlation is observed between emotional intelligence and leadership qualities among students at the Junior College level.
4. A significant correlation is observed between emotional intelligence and leadership qualities among male students at the Junior College level.
5. A significant correlation is observed between emotional intelligence and leadership qualities among students at the Junior College level.

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