

Effect of Emotional Competence on Leadership Effectiveness of Student of Physical Education

Abstract

Emotional competence has the potential to contribute to effective leadership in multiple ways and the special relevance to leadership revolves around the fact that leadership is an emotion-laden process, both from a leader and follower perspective. The present study attempts to study the effect of emotional competence on leadership effectiveness of physical educational of students. Descriptive survey method was used to the present study. A sample of consisted of 102 college students from Delhi. Emotional competence was considered as independent variable and leadership effectiveness was considered as dependent variable. Statistical techniques mean, SD and Correlation have been used to analyse the data. Finding of the study revealed that there emotional competence was positively correlated with leadership effectiveness of students of physical education. The study's findings present valuable understanding for policy makers regarding how to frame curriculum, improve professional practice for making effective leader.

Keywords: Emotional Intelligence, Leadership Effectiveness, Physical Education

Introduction

Emotional competence refers to one's ability to express or release one's inner feelings (emotions). It implies an ease around others and determines one's ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in you and others. The concept of emotional competence is rooted in understanding emotions as normal, useful aspects of being human.

The suppression of emotion can be useful to avoid injury, embarrassment and arrest, but teaching people to suppress their inappropriate emotions is part of normal society. Suppressing other people's emotions to avoid conflict or discomfort in one can lead to controlling them, which may be unhealthy for all concerned. According to situation, emotionally competent people do express emotions appropriate to the time, to their needs and to others, and they attempt not to suppress appropriate emotions, reactions and communications of feelings by others. Emotional competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions. It can also lead to improved relationships since inappropriate emotions are less likely to be expressed and appropriate behavior is not avoided through fear of triggering some emotion.

Leadership effectiveness is the successful exercise of personal influence by one and more people that result in accomplishing shared objectives in a way that is personally satisfying to those involved. As effectiveness is the accomplishment of recognized objective of the cooperative action. It depends initially on influence, but beyond that there are questions of value, such as how things are done to achieve what ends. It is a fundamentally practice of building a collective vision, mission, and set of values that help people focus on their contributions and bring out their best. Effective leaders develop a level of self-awareness and a capacity to monitor their own learning and development because they know that leadership attributes can be defined, learned, practised, improved and passed on to others. Leaders need to take responsibility for their interpersonal impact. Individuals are assisted in setting goals for enhanced interpersonal performance and create action plan to modify their behaviour in need. Leadership effectiveness is about helping clients develop the leadership skills required to drive their change efforts. A transactional view

Bindiya Lakhani

Assistant Professor,
Deptt.of Education,
Aravali College of Advanced
Studies in Education,
Faridabad

Sarita Bhardwaj

Principal,
Deptt.of Education,
Bhartiyam College of Education,
Ballabgarh

of leadership effectiveness emphasizes the leader follower relationship in two major respects first it deals with the responsiveness of the group in gaining specified goods, and second, it means securing those goals with the greatest possible consideration for individual comprising the group. Leadership effectiveness means achieving a productive use of human and material resources, at or beyond potential. It contributes to organisational effectiveness, or is similar to it, but differs in its emphasis.

The most effective leaders appear to exhibit a greater degree of versatility and flexibility which enables them to adapt their behaviour to the changing and contradictory demands made on them. Students of Physical Education are physically and emotionally strong in comparison to other students because they are directly linked with the education regarding health, games and sports, exercises and healthy diet etc. Physical education teaches us how to lead a group, how to talk with fellow for their expectations and how to make healthy decisions that affect their overall result. As emotional competence is ability to monitor one's own and others' feeling and emotions it has wide impact on effective leadership.

Knippenberg D. et al. (2003) studied on a social identity model of leadership effectiveness in organizations and find that leadership effectiveness has largely overlooked the implications of the fact that leadership processes are enacted in the context of a shared group membership. **Ronald E. and Rebecca J.(2008)** in their study found that emotional and social skills can be targeted for assessment and development and can be an important component of a leadership development program. **Elizabeth and Steven (2008)** found that team leader emotional intelligence is significantly related to the presence of emotionally competence group norms on the teams they lead, and that emotionally competence group norms are related to team performance. **Charity A.(2013)** studied on development of emotional Intelligence as a mind Tool for Leadership Effectiveness Findings indicate that there is a significant positive relationship between emotional intelligence, cognitive intelligence and work performance; and emotional intelligence is mostly utilized in leader performance hence emotional intelligence has come to be considered as a paramount requirement for leadership.

Variables of the Study

Independent Variable

Emotional Intelligence

Dependent Variable

Leadership effectiveness

Objectives of the study

The main objectives of the study were as follows:

1. To determine the relationship between emotional competence and leadership effectiveness of students of physical education.
2. To determine the relationship between emotional competence and the dimensions of leadership effectiveness (Interpersonal relations, Intellectual operations, Behavioural and emotional stability, Ethical and moral strength, Adequacy of

communication, Operations as a citizen) of students of physical education.

Hypothesis of the Study

The following null hypothesis has been framed for the study:

Ho 1.

There is no relationship between emotional competence and leadership effectiveness of students of physical education.

Ho 2.

There is no relationship between emotional competence and various dimensions of leadership effectiveness (Interpersonal relations, Intellectual operations, behavioural and emotional stability, Ethical and moral strength, Adequacy of communication, Operations as a citizen) of students of physical education.

Methodology

In, the present study, the descriptive research method was used.

Sample and sample technique

This study is based on response of 102 students of Physical Education College from Delhi. The stratified random sampling technique was used in this research.

Tools used in the study

1. Emotional Competence tool by Dr. Harish Sharma and Dr. Rajeev Lochan Bharadwaj.
2. Leadership Effectiveness Scale tool by Haseen Taj. It measures the leadership effectiveness on six dimensions (Interpersonal Relations, Intellectual Operations, Behavioural and Emotional Stability, Ethical and Moral Strength, Adequacy of Communications, Operations as a Citizen.

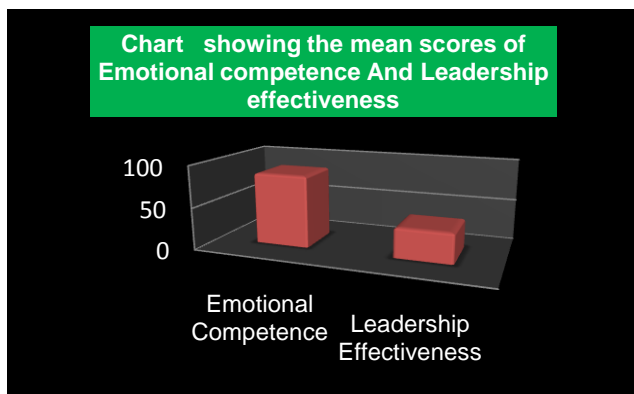
Statistical Technique used

Mean SD and Product moment correlation was used to analyse the data.

Analysis & Interpretation of Data

Table 1. Showing emotional competence and leadership effectiveness o of students of physical education

Variable	N	Mean	S.D.
Emotional Competence	102	86.20	34.47
Leadership Effectiveness	102	35.69	14.43



**Relation of Emotional Competence and Leadership Effectiveness
Table-2 Showing relation of emotional competence and leadership effectiveness of students of physical education**

S. No.	Variables	N	Mean	S.D.	R
1.	Emotional Competence	102	86.20	34.74	+0.94**
2.	Leadership Effectiveness	102	35.69	14.43	

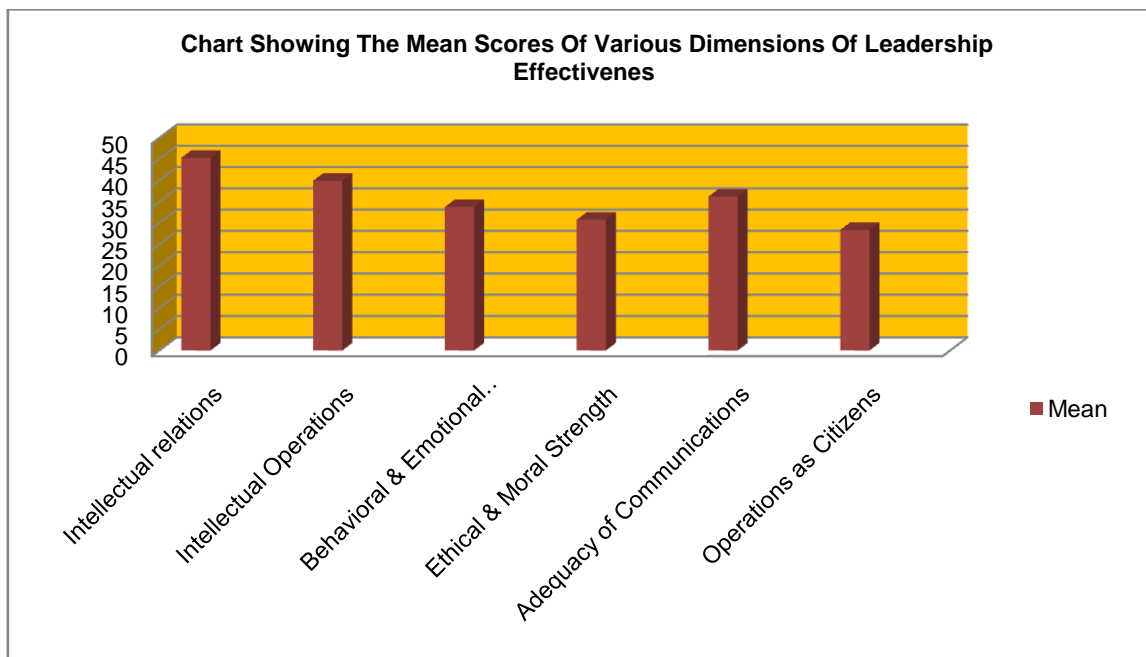
**p < 0.01 & **p < 0.05

Therefore, null hypothesis is rejected.

Relationship between Emotional Competence and dimensions of leadership effectiveness.

Table-3 Showing the relationship between emotional competence and dimensions of leadership effectiveness

Dimensions of leadership effectiveness	Mean Scores	S SD	Correlation with Emotional Competence
Interpersonal Relations	45.28	18.44	+0.94
Intellectual Operations	39.88	14.71	+0.97
Behavioral and Emotional Stability	33.74	12.39	+0.94
Ethical and moral strength	30.72	11.57	+0.34
Adequacy of communication	36.18	10.81	+0.96
Operations as a citizens	28.33	9.85	+0.8994



On the basis of analysis and interpretation of data, the major findings and conclusion of the study were as follows:

1. The result indicates that emotional competence was positively correlated with leadership effectiveness of students of physical education. It shows if emotional competence is higher in physical education students then their leadership effectiveness will also higher or we can say that high level of emotional competence make them an effective leader.
2. The result also indicates that emotional competence was positively correlated with all the dimensions of leadership effectiveness (Interpersonal relations, Intellectual operations, Behavioural and emotional stability, Ethical and moral strength, Adequacy of communication, Operations as a citizen) of students of physical

education. It shows if emotional competence is higher than any of the dimensions of leadership effectiveness will be higher.

Educational Implications of the Study

The study would be of great significance for the school or college administration as it indicates that students of physical education are emotionally competent to be an effective leader as the leadership effectiveness strongly depends on emotion. So the society and parents needs to make their children more emotionally competent. It is also valuable for policy makers regarding how to frame curriculum, improve professional practice for making effective leader.

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