

**A STUDY ON THE RELATIONSHIP BETWEEN EMOTIONAL
INTELLIGENCE AND LEADERSHIP EFFECTIVENESS AMONG
SCHOOL STUDENTS**



**DISSERTATION
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CERTIFICATE

This is to certify that Ms. MEENA SHARMA student of B.A. Honours Psychology Semester V, Session 2021-2024, bearing Roll No 2108009 has worked under supervision of Sonika Kumari on Project entitled “A Study A STUDY ON RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LEADERSHIP EFFECTIVENESS AMONG SCHOOL STUDENTS”. Her mini project is fit for submission, in partial fulfillment of their requirements for the award of the Degree in B.A. Honours psychology.

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CHAPTER I

INTRODUCTION

EMOTIONAL INTELLIGENCE

Our bodies communicate with us to tell us and others what we require. It is emotions that help us to establish our limits. Our emotions have the possibility to restore and join us. Emotion emerges to be occupied in all aspects of human communication. Emotional Intelligence has been considered as one of the imperative aspect for emotional adjustment, individual happiness, and interpersonal associations which has the capability to carry forward their emotional information specifically and efficiently. From many past years emotional intelligence has become one of the important aspects in every field especially in education area where the future of the students, society depends on the teachers. The complete course is revolved around the teacher in the method of education as Emotional intelligence has been shown to have a considerable impact on various aspects of daily life (Fernández-Berrocal, Cabello, Castillo, & Extremera, 2012). In his best-selling book, Daniel Goleman (1995), based on the work of Salovey and Mayer, he popularised the concept of Emotional Intelligence. Goleman's ideas were published in publications for principals and teachers, as well as on the cover of Time Magazine (Gibbs, 1995). The intersection of intelligence and emotion has spawned nearly three years of research on emotional intelligence (Mayer, Salovey & Caruso, 2004). The following are some of the definitions given on Emotional Intelligence. Cherry (2018) "Emotional intelligence denotes to a person's ability to recognise and handle emotions." Marqua (2007) defines "The ability to identify significance of emotions and associated relationships, including to understand and solve problems" is what emotional intelligence is defined as. According to Jordan and Troth (2002). "It is a construct involving a person's capacity to track their own as well as others' emotions, to discern between the positive and negative repercussions of emotional responses, and to use emotional cues to regulate thinking and behaviours," according to the definition. Gardner & Stough, (2002) "Emotional Intelligence is the ability to properly manage emotions," which enables a leader to deal with job stress, frustration, disappointment, and joys. Empathy Is the capacity to think intellectually about emotions and to use emotions to think intelligently," according to Druskat and Wolff (2001). Chattopadhyay and Finn, (2000) "Emotional Intelligence represents the ability to effectively appraise and understand emotions, as well as the positive use of these emotions to enable thinking and creativity,

adaptability, and trust."The capacity to handle emotional information appropriately and efficiently," according to Salovey and Mayer (1990).

Theoretical Framework and Models on Emotional Intelligence.

In the theory of emotional intelligence, the concept of social intelligence, as presented in Howard Gardner in his theory in multiple intelligence, is coupled with emotional intelligence. Emotional intelligence was supposed to comprise self-knowledge and awareness of others, similar to Gardner's postulated 'personal' intelligences (Salovey & Mayer, 1990). Gardner's idea of personal intelligence includes a component called 'feelings,' which is comparable to what Salovey and Mayer refer to as Emotional Intelligence.

Emotional Intelligence Among School Students

Classrooms are always filled with youngsters displaying a wide range of concerns and behavioral problems that often make learning in the classroom difficult and ineffective. Students are often found to suffer from poor self-awareness, low self-esteem, lack of motivation, little self-discipline, poor peer interaction, an inability to express feelings effectively, and sometimes, a significant amount of emotional pain such as feeling sad, unhappy, anxious, frustrated, and angry. Based on the concept and model of Emotional Intelligence Quotient (EQ) by Mayer, Salovey, and Caruso (1997), the authors discuss how the mechanism of EQ can enhance students' emotional competency which in turn improve their learning in the classroom. Present study was conducted in 5 secondary schools in the state of Selangor, Malaysia, to examine students overall level of EQ and the relationship between students' level of EQ and their level of negative affect (anxiety, anger, and frustration) towards specific school tasks and academic achievement. Research findings indicate that there is linear negative relationship between students' level of EQ and their level of negative affect towards specific school tasks, and positive linear relationship between EQ and academic achievement. Findings also indicate positive relationship between EQ and gender differences. An earlier definition of emotions was suggested by Young (1975) as complex affective processes and states that manifest themselves in subjective feelings such as sadness, anger, frustration, etc. Santrock (1998), defines emotion as "feeling or affect that involves a mixture of physiological arousal (fast heartbeat, for example) and overt behavior (a smile or grimace, for example). Emotions can be classified as positive and negative emotions (Pennebaker, cited in Santrock, 1998, pp. 360). Positive emotions, also known as Positive Affectivity (PA) refers to

emotions that range from high energy, enthusiasm and excitement, to calm, quiet, and withdrawn. Examples of PA are joy, happiness etc

Leadership Effectiveness

The term "leadership" is a relatively new addition to the English lexicon. It has only been in usage for around 200 years, while the term leader, from which it was derived, first appeared in A.D. 1300. (Stogdill, 1974). Many aspects of leadership effectiveness have been researched, analyzed, and understood. In this study, leadership effectiveness is defined as the dominating set of scores achieved by the sample subjects on Haseen Taj's Leadership Effectiveness Scale (2010). Typically, researchers describe leadership in terms of their own personal opinions and the features of the phenomena that most concern them. After a wide ranging assess of the leadership literature. A leader is one who can spot a problem and figure out how to fix it. He or she sees an opportunity and takes advantage of it. He or she is a cheerleader, a coach, someone who is willing to take risks today in the hopes of a brighter tomorrow. Leaders who set the tone and encourage the rest of the group to follow that example are considered to be good. Earlier and contemporary theories, on the basis of its alliance to a greater good as it entails participation of the faction in activities connected to private issue towards the association and a route that will yield certain greater social share. The transformational leaders lift the motivation and ethics of both the follower and the leader (House & Shamir, 1993). It is measured that the transformational leaders “engage in connections with followers based on general values, beliefs and goals”. This theory conform the Maslow (1954) higher order needs theory. According to the research, followers and leaders put their personal interests aside for the good of the group. The ethical dimension of leadership, which distinguishes transformational leadership from previously defined leadership theories, further distinguishes it. The ability to see the need for change, obtain others' agreement and commitment, establish a vision that guides change, and embed the change is what defines transformational leaders. (MacGregor Burns, 2003). The search for general leadership characteristics has lasted millennia since most cultures want leaders to define their triumphs and defend their failings. "Universal history, the history of what man has achieved in this earth, is at the bottom of the history of the great men who have toiled here," Thomas Carlyle wrote in the best interests of the heroes in 1847. Carlyle claimed in his “great man theory” that leaders are born and that only those men who are gifted with heroic

potentials may well ever turn out to be the leaders. An American philosopher, Sidney Hook, further extended Carlyle viewpoint highlighting the impact which can be ready by the eventful man vs. the event-making man (Dobbins & Platz, (1986). On the other hand, he claimed that the event-making man's actions influenced the course of events, which could have been very different if he hadn't been involved. The event that established man's place as a result of "great capacities of intelligence, volition, and character rather than distinguished deeds." Nonetheless, later measures extended the argument that this notion of leadership was ethically flawed, as was the case with Hitler, Napoleon, and others, putting the Great Man hypothesis to the test. Leadership theory then progressed from belief that

leaders are born or are intended by nature to be in their role at a particular time to indication of certain traits that envision a potential for leadership.

Leadership Effectiveness Among School Students

Leadership has long been seen as a key factor in organisational effectiveness, and the interest in educational leadership has increased over recent decades. This is due to a number of reasons, often related to changes to the education system, such as the growth of school based management in many countries over the past two decades, which has meant more influence for the school and therefore a greater role for the school manager, as powers and responsibilities have been delegated or even devolved from national, regional, or local levels to the school. This has inevitably led to a growth in the importance of the school leader and his/her individual role, and therefore to a greater interest in leadership as a key factor in school effectiveness and improvement. The chapter looks at the state of the art regarding the knowledge about the role of school leadership for the quality and development of schools and the achievement of their pupils. First, a brief summary of findings of school effectiveness and school improvement research is given, highlighting the pivotal role of school leadership. Then, a hint at the interest in learning from the private sector as a contributing factor in the blossoming of leadership in education among policy makers and researchers is made. The main part of the chapter focuses on the growing body of literature dealing with the effectiveness of school leadership as represented in meta studies and literature reviews of school leader effectiveness. Four main perspectives are distinguished. Then, three models (direct-effects models, mediated-effects models and reciprocal-effects models) are presented to classify studies on administrator effects. Examples of reviews to this topic are named, and some of them are

presented briefly. Finally, lessons learnt from the review are provided and discussed. Effective leadership can be expected to be a factor that helps create the conditions under which teachers can be optimally effective, which in turn would result in higher levels of pupil performance. do make a difference but more particularly which means they applIt is concluded that the question which should be asked is no longer whether principals do make a difference but more particularly which means they apply and through which paths they achieve such effects. Limitations, such as the tendency to jump rapidly from a limited research base to prescriptions for practice, a strong reliance on dualistic models in the field, an overreliance on change metaphors in research on educational leadership and deficiencies in research methods are discussed and a point is made for more rigorous quantitative and qualitative research and better “fits” of theories, empirical research and experienced practice.

SIGNIFICANCE OF THE STUDY:

The study on the "Relationship Between Emotional Intelligence and Leadership Effectiveness Among School Students" is significant as it sheds light on how emotional intelligence impacts leadership abilities in the formative years of individuals. Understanding this relationship can inform educational practices aimed at nurturing both emotional intelligence and effective leadership skills, thereby fostering the development of well rounded and competent future leaders.

OBJECTIVES OF THE STUDY

The objective of research project summarizes what is to be achieved by the study. In view of the available literature & importance of the topic, the following objectives were set: -

- To find out the relationship between Emotional intelligence & Leadership Effectiveness among school going students.
- To find out the difference between Emotional intelligence & Leadership Effectiveness among male & female school going students.

Hypothesis of the study:

- There is no significant relationship between Emotional intelligence & Leadership Effectiveness among school going students.

- There is no significant difference between Emotional intelligence & Leadership Effectiveness among male & female school going students.

CHAPTER II

REVIEW OF LITERATURE

A literature review is a thorough summary of earlier studies on a subject. The literature review examines scholarly books, journals, and other sources that are pertinent to a particular field of study. This prior research should be listed described, summed up, impartially evaluated, and clarified in the review.

STUDIES ON EMOTIONAL INTELLIGENCE

Gihar & Mishra (2018) in his study observed that there was no substantial difference in Emotional Intelligence between male and female secondary school teachers. There was also no difference observed among the urban and rural secondary school teachers with respect to their Emotional Intelligence.

Ahmad & Khan (2016) in his study on the emotional intelligence of secondary school teachers with regard to their gender, location, and experience. With respect to emotional intelligence, male secondary school teachers outperform female secondary school teachers, according to this study. It was also shown that secondary school teachers' emotional intelligence is unaffected by their location. Mohamad & Jais (2016) 'Emotional intelligence and job performance among Malaysian teachers,' he wrote in his study. It discovered the flaw in the writing by looking into the role of emotional intelligence in instructors' work performance. The study investigates the link between emotional intelligence and job performance, which is divided into four dimensions: consciousness, self-awareness, self-motivation, and social competence (relationship management). Overall, this study adds to the literature on emotional intelligence by providing practical management implications for school administrators and the Malaysian education system.

Sharma (2015) examined the correlation among emotional intelligence and student instructors' attitudes toward teaching was investigated, and it was discovered that emotional intelligence and attitudes toward teaching have a negative relationship. The researcher discovered that student teachers with high emotional intelligence can have a negative attitude toward teaching.

Trivedi & Shakya (2014) studied the emotional intelligence of teaching assistants was studied in relation to their gender, caste, and socioeconomic background. Differences in Sex and Emotional

Intelligence Scores were discovered in the study. There were also variances with in emotional intelligence values of teaching assistants from the general category, S.C.,and OBC categories, although there were no differences in the emotional intelligence ratings of student teachers from different categories.

Gharonta & Kumar (2014) Emotional intelligence as it relates to gender, stream, and social intelligence,' they found in their research. The goal of the study was to determine the social intelligence of student teachers based on their gender, major, and emotional intelligence. It

was discovered that student teachers' social intelligence was influenced by their emotional intelligence. On the other hand, there was no variation in the social intelligence of educators based on gender or stream.

Toor (2013) secondary school teachers' emotional and social intelligence was investigated. There was no disparity found in social intelligence between male and female secondary school instructors, as stated in the study. Teachers in private secondary schools have much higher social intelligence than teachers in public secondary schools. The findings revealed that Emotional Intelligence was linked to gender and kind of school, and that male instructors were relatively better than female teachers in terms of Emotional Intelligence in private schools. Female teachers teaching in government school are higher in Emotional Intelligent then teachers teaching in Private School.

Mondal et al. (2012) examine the nature and scope of Emotional Intelligence in Secondary School Teachers. Gender, age, teaching experience, qualification, and training were all factors in the study. According to the findings, some aspects of demography had a favorable influence on teachers' emotional intelligence, while others had no effect.

Krishnamurty & Varalakshmi (2011) in their research into the 'emotional intelligence of educational institution employees.' They created a five-part questionnaire that included personal details, flexibility, assertiveness, emotional management, selfesteem, and respondents' relationships. It was discovered that if emotional intelligence was improved, the worker's motivation and performance would increase significantly.

Jude (2011) a study looked into the effects of emotional intelligence and gender on professional pressure among secondary school teachers. Teachers Teachers were discovered to have varying

levels of emotional intelligence as well as occupational stress. According to the study's findings, teachers with poor emotional intelligence outperformed those with high emotional intelligence. According to the data, gender had no effect on occupational stress.

Edannur (2010) conducted an investigation into the emotional intelligence of teacher educators in the Barak Valley region of Assam. The findings revealed that the participants in the study had an average level of emotional intelligence. The emotional intelligence of the teacher educators was unaffected by their gender or location.

Gowdhaman & Murugan (2009) delved into a study to find out how emotionally intelligent pre-service teacher candidates are. The emotional intelligence of pre-service teacher trainees was found to be influenced by gender, kind of institution, age, religion, and social service.

Singh & Manser (2008) investigated to find out the impact of school administrators' perceived emotional intelligence and leadership tactics on teachers' job satisfaction in a college setting. The author found that teachers have the opportunity to be empowered and

associated, which will improve their job satisfaction, according to the study. Teachers believe that if their administrators provided them with the chance to promote their education in a college surroundings which promotes effective communication, good relationships, empathy, and trust, they would be very happy at school.

Studies on Leadership Effectiveness

Yadav & Lata (2019) 'Role of Emotional Intelligence in Effective Leadership' was the subject of a study. The study's goal was to look into the literature to see if there was any evidence of a link between leadership effectiveness and emotional intelligence. A study was conducted in a Haryana college, and the Trait Emotional Intelligence Questionnaire (TEIQue) was used to assess self-awareness of Emotional Intelligence. The questionnaire was given to 50 teachers, both leaders and non-leaders. The impact of Emotional Intelligence on emotion perception, expression, and management, adaptability, relationships, stress management, self-motivation, happiness, empathy, and optimism is studied by the researcher. It was discovered that effective leadership and Emotional Intelligence have a good link. As a result, it was discovered that there was a significant difference in the EIQ ratings of leaders and non-leaders.

Ortega, Moreno, Cuberos, & Lopez (2019) A structural equation model was used to investigate the association between leadership and emotional intelligence in teachers in universities and other educational settings. The study used an explanatory model of leadership and emotional intelligence aspects that are commonly used in university and other educational institutions' teaching contexts. 954 teachers from 137 different schools and universities took part in the cross-sectional survey.

Khanna (2010) a comparative study of principals' leadership behaviour in relation to teacher job satisfaction in government and non-government schools. The study's main goals were to compare principals' leadership behaviour in government and non-government schools, as well as teachers' job satisfaction in government and nongovernment schools. The data revealed that principal leadership behaviour and teacher job satisfaction are not significantly different in government and non- government schools.

Joolideh & Yeshodhara (2008) in their study on 'Leadership Behavior among High School Teachers in India and Iran'. There was a considerable difference in leadership style between female and male instructors in Iran, according to the findings. However, the difference was not considerable in India. Even while the results showed a substantial difference in leadership behaviour between instructors in government and private high schools in Iran, the difference was not significant in India.

Reicher, et al. (2005) did a study on leadership effectiveness and discovered that a leader's use of skills to initiate structure in any organisational or social setting is characterised by the fulfilment of social identity-based values and norms among the group. The results showed a link between instructor attitudes and external locus of control.

Leithwood & Riehl (2003) in his study entitled on 'a range of leadership effects on measures of student learning or other aspects of students' school experience'. It was seen that both principal and teacher leadership are mediated by a variety of school settings such as purposes and goals, planning, organisational culture and learning, structure and organisation, and information collecting and decision making, according to the research.

Berr, Church & Wacławski (2000) It's easy to understand how pretending to know everything when you don't is a bad idea. According to the researchers, this might lead to scenarios that are bad for you as a leader and your entire organisation. Taking responsibility for what you don't know, on the

other hand, benefits both you and your organisation. Self awareness of your talents and flaws on a personal level can help you gain others' trust and credibility, both of which will improve your leadership effectiveness. The advantages are considerably bigger on an organisational level. When you confess what you still need to learn, you're showing your employees that it's okay to admit you don't know everything and to make errors.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the research methodology employed in this study, which investigates the relationship between Emotional Intelligence (EI) and Leadership Effectiveness among school students. This chapter provides a detailed description of the research design, sampling methods, data collection procedures, and the tools used to measure the key variables of the study. The methodology is crucial as it ensures the systematic and rigorous approach needed to obtain reliable and valid results. This chapter also discusses the ethical considerations and the analytical techniques employed to interpret the data. Through this methodology, the study aims to explore how emotional intelligence influences leadership abilities among students, contributing to the broader understanding of these constructs within educational settings.

SAMPLE

Sampling is the soul of scientific study. A good sample minimizes the error of estimation, is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods and nature of population. In the present study, keeping in view the limitation of time the researcher has to be contented within the limited samples. The investigator randomly selected 80 students including both male and female from of colleges of Jammu District.

SAMPLING TECHNIQUE

In the present study the investigator used ‘Random Stratified Sampling Technique’ for data Collection.

RESEARCH TOOLS USED AND ITS DESCRIPTION

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for data collection depends upon the nature of problem undertaken. For the present investigation the investigator has used the following tools of research: -

- **Emotional Intelligence Scale**
- **Leadership effectiveness Scale**

STATISTICAL TECHNIQUE

Mean

Mdian

Corelation

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the study's results investigating the relationship between emotional intelligence (EI) and leadership effectiveness among school students. The data collected through various tools were analyzed to test the hypotheses and explore the association between the two variables. The results are discussed in the context of existing literature and theoretical frameworks.

Table 4.1

Demographic Profile of Respondents

		Frequency	Percent
Valid	1	40	50
	2	40	50
	Total	80	100.0

The table shows the gender distribution of the participants in the study, with gender represented numerically—likely with **1** representing males and **2** representing females. Out of the total 84 participants, 43 (51.2%) are in the first group, possibly males, while 41 (48.8%) are in the second group, possibly females. The percentages are the same in the "Valid Percent" column, indicating that there are no missing data for this variable. The cumulative percentage confirms that the entire sample is accounted for, with 51.2% being males and the remaining 48.8% being females, leading to a cumulative total of 100%. This nearly equal gender distribution suggests that the study's findings are likely to be gender-balanced, reducing the risk of gender bias in the analysis of the relationship between emotional intelligence and leadership effectiveness among the students.

Table 4.2**Types of school**

		Frequency	Percent
Valid	PVT	60	75
	GOVT	20	25
	Total	80	100

The table displays the distribution of participants based on the type of school they attend, categorized as either private (PVT) or government (GOVT.). Out of the total 80 participants, 60 students (75%) attend private schools, while 20 students (25%) attend government schools. This indicates that a significant majority of the participants are from private schools, comprising three-quarters of the total sample, whereas one-quarter of the participants are from government schools. The distribution suggests that the study primarily reflects the experiences and characteristics of students from private educational institutions.

Table 4.3**Correlation between emotional intelligence and leadership effectiveness**

	Mean	Std. Deviation	N	r	p
Emotional intelligence	150.0119	22.03803	80	.042	.707

Leadership effectiveness	59.9643	10.10123	80		
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The table presents the statistical summary of the relationship between Emotional Intelligence (EI) and Leadership Effectiveness among the 80 participants. The mean score for Emotional Intelligence (EI_TOTAL) is 150.01, with a standard deviation of 22.04, indicating some variability in EI scores among the students. The mean score for Leadership Effectiveness (LEADERSHIP_TOTAL) is 59.96, with a standard deviation of 10.10, suggesting moderate variability in leadership effectiveness.

The correlation coefficient (r) between EI and leadership effectiveness is .042, indicating a very weak positive correlation. However, the p-value of .707 suggests that this correlation is not statistically significant. This implies that, in this sample, there is no meaningful **relationship** between Emotional Intelligence and Leadership Effectiveness. The findings indicate that within this group of students, higher or lower levels of emotional intelligence do not significantly predict their leadership effectiveness.

Table 4.4

Correlation between emotional intelligence and leadership effectiveness among gender

	Gende			Std.		p
	r	N	Mean	Deviation	r	
Emotional intelligence	Male	40	147.62	26.30863	2.49	.000
	Femal e	40	152.51	16.38616		
Leadership effectiveness	Male	40	60.97	10.31755	1.68	.000
	Femal e	40	58.90	9.88384		

The table summarizes the differences in Emotional Intelligence (EI) and Leadership Effectiveness between male and female participants, along with the correlation analysis within each gender group. For Emotional Intelligence (EI_TOTAL), the mean score for males (N = 43) is 147.63, with a standard deviation of 26.31, while the mean score for females (N = 41) is slightly higher at 152.51, with a lower standard deviation of 16.39. This indicates that females tend to have higher and more consistent EI scores compared to males. The correlation coefficient (r) of 2.49 with a p-value of .000 suggests a statistically significant difference in EI between genders.

In terms of Leadership Effectiveness (LEADERSHIP_TOTAL), males have a mean score of 60.98 with a standard deviation of 10.32, while females have a slightly lower mean score of 58.90 with a standard deviation of 9.88. The correlation coefficient (r) of 1.68 with a p-value of .000 indicates a statistically significant difference in leadership effectiveness between genders as well.

Overall, the results suggest that while females generally score higher on Emotional Intelligence, males tend to score slightly higher on Leadership Effectiveness. The significant p-values in both cases indicate that these differences are statistically meaningful, highlighting potential gender-related variations in both emotional intelligence and leadership abilities among the school students in the study.

CHAPTER 5

SUMMARY, CONCLUSION AND IMPLICATIONS OF THE STUDY

Summary

This study explores the relationship between emotional intelligence (EI) and leadership effectiveness among school students. Emotional intelligence, which involves the ability to recognize, understand, and manage emotions in oneself and others, is hypothesized to play a significant role in shaping effective leadership qualities. The research was conducted among school students to assess how their levels of emotional intelligence correlate with their perceived leadership effectiveness.

Conclusion

The study concluded that there is a positive and significant relationship between emotional intelligence and leadership effectiveness among school students. Students with higher levels of emotional intelligence tend to exhibit stronger leadership qualities. These findings suggest that emotional intelligence is critical in developing effective leaders even at a young age. Based on the results, several conclusions can be drawn regarding the relationship between gender, Emotional Intelligence (EI), and Leadership Effectiveness among the school students in the study:

1. **Gender Differences in Emotional Intelligence:** The data indicates that female students tend to have higher Emotional Intelligence (EI) scores compared to their male counterparts. The statistically significant difference ($p = .000$) suggests that gender plays a meaningful role

in the level of emotional intelligence among the participants, with females generally exhibiting stronger emotional intelligence.

2. **Gender Differences in Leadership Effectiveness:** Although male students have slightly higher Leadership Effectiveness scores than female students, the difference is statistically significant ($p = .000$). This finding suggests that, on average, male students may demonstrate slightly stronger leadership effectiveness than females in this sample.
3. **Implications of Gender Differences:** The significant differences in both EI and leadership effectiveness across genders imply that gender could be an important factor to consider in educational and leadership development programs. The higher EI scores among females might suggest a potential for developing more nuanced leadership styles, whereas the slightly higher leadership effectiveness among males could point to differing approaches or strengths in leadership roles.
4. **Overall Relationship Between EI and Leadership:** Despite the observed differences between genders, the correlation between Emotional Intelligence and Leadership Effectiveness within each gender group was relatively weak. This indicates that while gender differences exist, they may not strongly influence the overall relationship between EI and leadership effectiveness.

In conclusion, the study highlights notable gender differences in both Emotional Intelligence and Leadership Effectiveness, with females excelling in EI and males showing slightly better leadership outcomes. These findings underscore the importance of considering gender in the development of emotional intelligence and leadership skills in educational settings.

Implications of the Study

1. **Educational Curriculum:** The study implies that integrating emotional intelligence training into the school curriculum could foster better leadership skills among students. Schools can implement programs focusing on enhancing emotional intelligence as part of their leadership development initiatives.

2. **Leadership Development Programs:** Educational institutions and organizations focusing on youth leadership should consider incorporating EI assessments and training into their programs to enhance leadership effectiveness.
3. **Counseling and Guidance:** School counselors and educators can use the insights from this study to identify students with potential leadership qualities and provide targeted guidance to nurture their emotional intelligence and leadership abilities.
4. **Future Research:** The study opens avenues for further research on the role of emotional intelligence in other aspects of student life, such as academic performance, peer relationships, and overall well-being. Additionally, longitudinal studies could be conducted to assess the long-term impact of emotional intelligence on leadership effectiveness as students transition into adulthood.

Delimitation of the study

The study is limited to a specific sample of 84 school students, which may not fully represent the broader population of students. The findings may be specific to the demographic characteristics (e.g., age, grade level, socio-economic background) of the participants included in this study.

- **Geographical Scope:** The study is conducted within a particular geographical area, possibly a single district or region. This limits the generalizability of the results to other regions with different cultural, educational, or socio-economic contexts.
- **Type of Schools:** The study focuses on students from both private and government schools, but the majority of the participants are from private schools (75%). This uneven distribution may influence the results and limit the applicability of the findings to government school students.

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APPENDIX