

Impact Of Emotional Intelligence On Decision-Making Of Headmasters

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The headmaster of a school is the institution's most important figure. His responsibility is a challenging, often difficult job, one calling forth the full exercise of his powers and skills, his patience, his spiritual strength, and his dedication. A school tends to rise or fall on the personality and competence of the headmaster. To successfully perform the activities, headmasters have to make decisions at every step to achieve the desired results. Thus, effective decision making is one of the attribute of an efficient headmaster. Past researchers found that emotional intelligence is an essential part of an effective leadership and have a strong association with decision making and performance. Emotional maturity enables people to use their mental pattern effectively to accommodate the chaotic demands imposed by strategic decision making in the modern world. The purpose of this study is to identify how emotional intelligence skills can be applied to enhance the decision-making processes of higher secondary school headmasters.

Introduction

Education is a process, which draws out the best in a person with the aim of producing a well-balanced personality. According to Anderson (2004), headmasters are "the single most powerful force for improving school effectiveness and achieving excellence in education." They are expected to assist teachers

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in becoming more effective instructors and are held accountable for student achievement. Emotional intelligence is presently included as part of leadership development programs for school headmasters. Recent research shows that high emotional intelligence is linked to better decision-making abilities. People who are emotionally intelligent do not remove all emotions from their decision-making; they only remove emotions that have nothing to do with the decision.

Significance of the study

These days emotional intelligence is being considered more important for success in life than mere IQ. In fact, some studies show that among the ingredients for success, IQ counts for only 10–25%. Also, there is considerable body of evidence that a person's ability to perceive, identify and manage emotions allows him to develop the kinds of social and emotional competencies that are important for success in almost any job. Such competencies are becoming more important nowadays because of the greater burden being placed on one's cognitive and emotional resources by today's work environment.

No educational institution can survive without effective decision-making. Decision-making is an essential part of every function of management. In the words of Peter F. Drucker, "Whatever a Headmaster does, he does through decision-making." Decision-making lies deeply embedded in the process of management. Every headmaster has to make constantly decisions on various matters. The most outstanding quality of a successful headmaster is his ability to make sound decisions. A headmaster has to make up his mind quickly on certain matters. The purpose of this study is to identify how emotional intelligence skills can be applied to enhance the decision-making processes of high school headmasters.

Research Objective

1. To find out whether the Headmasters belonging to different sub-groups such as gender, age group and residential area differ

in their emotional intelligence.

2. To find out whether the Headmasters belonging to different sub-groups such as gender, age group and residential area differ in their decision-making.
3. To find out the relationship between emotional intelligence and decision-making ability of higher secondary school headmasters.

Hypotheses

1. There is no significant difference in the emotional intelligence of the respondents with respect to their gender.
2. There is no significant difference in the emotional intelligence of the respondents with respect to their age group.
3. There is no significant difference in the emotional intelligence of the respondents with respect to their residential area.
4. There is no significant difference in the decision-making of the respondents with respect to their gender.
5. There is no significant difference in the decision-making of the respondents with respect to their age group.
6. There is no significant difference in the decision-making of the respondents with respect to their residential area.
7. There is no significant relationship between emotional intelligence and decision-making ability of higher secondary school headmasters.

Method of study

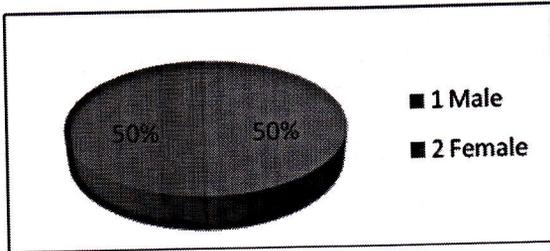
In the present study normative survey research method is adopted. It involves describing, recording, analyzing and interpreting the data which are all directed towards a better understanding of the problem.

Sample

Investigators proposed to take a random sample of 30 school headmasters in various higher secondary schools in Sivaganga district of Tamil Nadu.

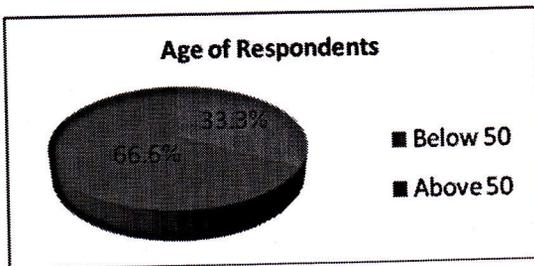
Distribution of sample

The sample selected for the present investigation is given in following tables.



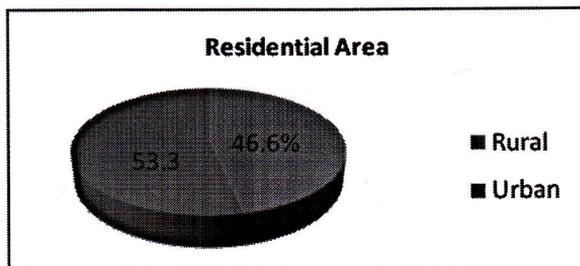
1. Showing the sample on the basis of gender:

S. No	Sex	Total
1	Male	15
2	Female	15
	Total	30



2. Showing the sample on the basis of age group:

S. No	Age	Total
1	Below 50	10
2	Above 50	20
	Total	30



3. Showing the sample on the basis of Residential area

S. No	Location	Total
1	Rural	14
2	Urban	16
	Total	30

Tools used

1. Adapted Emotional Intelligence inventory developed by Dr. M. Vasimalairaja.
2. Adapted Decision making inventory developed by Dr Deepa and Dr, Annaraja.

Statistical Techniques Used

Mean, Standard Deviation, 't'- test, Pearson product-moment correlation 'r' were used to analyse the collected data.

Analysis and Interpretation of Data

Table: 1

Significance of difference between the Mean scores of the Emotional intelligence of higher secondary school headmasters belonging to different sub-groups.

Sub-groups	Category	N	Mean	S D	t	Level of significance @0.05
Gender	Male	15	75.06	6.86	0.174	NS
	Female	15	74.66	5.63		
Age-group	Below 50	10	70.6	6.11	2.858	S
	Above 50	20	76.75	5.27		
Residential area	Rural	14	74	6.21	1.44	NS
	Urban	16	75.63	6.22		

1. The calculated 't' value of male and female headmasters is 0.174 which is not significant. Hence it is concluded that male and female headmasters do not differ in their emotional Intelligence.
2. The headmasters of the age-groups below 50 and above 50 differ in their Emotional intelligence because the calculated 't' value 2.858 is significant at 0.05 level. Hence there is a significant difference.
3. The calculated 't' value of headmasters belonging to Rural and Urban area is 1.44 which is not significant. Hence it is concluded that headmasters belonging to Rural and Urban area do not differ in their emotional Intelligence.

Table: 2

Significance of difference between the Mean scores of the Decision-Making of higher secondary school headmasters belonging to different sub-groups.

Sub-groups	Category	N	Mean	S D	t	Level of significance @0.05
Gender	Male	15	56.6	4.59	0.312	N S
	Female	15	56.2	3.5		
Age-group	Below 50	10	53.8	3.58	2.823	S
	Above 50	20	57.75	3.62		
Residential area	Rural	14	56.2	3.78	0.274	N S
	Urban	16	56.63	4.33		

1. The calculated 't' value of male and female headmasters is 0.312 which is not significant. Hence it is concluded that male and female headmasters do not differ in their decision- making.
2. The headmasters of the age-groups below 50 and above 50 differ in their Emotional intelligence because the calculated 't' value 2.823 is significant at 0.05 level. Hence there is a significant difference.
3. The calculated 't' value of headmasters belonging to Rural and Urban area is 0.274 which is not significant. Hence it is concluded that headmasters belonging to Rural and Urban area do not differ in their decision-making.

Table: 3

Correlation co-efficient between Emotional Intelligence and Decision-making.

Variables	N	r	Level of significance (0.05)
Emotional Intelligence	30	0.7847	Significant
Decision –making			

There is significant positive relationship between Emotional Intelligence and Decision-making.

Major findings

1. There is no significant difference between gender of the respondents in their emotional intelligence and decisions making.
2. There is significant difference between age of the respondents in their emotional intelligence and decisions making.
3. There is no significant difference between the respondents with respect to their residential area in their emotional intelligence and decisions making.
4. There is significant relationship between emotional intelligence of the respondents and their decisions making.

Conclusion

Feelings are an indispensable part of people's individual and organizational lives and, more importantly, powerful entities that can both benefit and harm choices and decisions. Yet the popular approach has predominantly focused on understanding and minimizing the dysfunctional aspects of feelings. This study not only suggests that whether they are actually beneficial or harmful to decisions may largely depend upon how headmaster experience, treat, and use their feelings during decision making,

but also points to an alternative approach in which both functional and dysfunctional effects of feelings are equally acknowledged and simultaneously managed to maximize their positive effects and minimize their negative effects.

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