Leadership Styles of Principals with different Emotional and Spiritual intelligence in relation to Staff Motivation

SUMMARY

Education is a key factor in all-national development, whether social, political, economical, cultural, or moral. For this reason, development of well-managed quality education has been strongly advocated by UNESCO. The ultimate power to change is--and has always been-- in the heads, hands, and hearts of the educators who work in the schools. The Principal is the most significant individual in the creation of an effective school. More research is necessary to refine the role of the Principal as a leader and as a manager.

Although Education is the most primary concern of any nation, our School Principals hardly have any professional training courses or curriculum in School leadership. Almost all senior principals of today have picked up school management from learning and relearning from the scratch from their own experiences, once they take up their responsibility. They are left with no starting point or reference point of management knowledge or experience record bank from seniors to be able shoot up from that point. Also at global level, lot of professional practices and standardised procedures are followed by schools which are urgently to be inculcated into our Indian system. It is important to have an understanding from a global prospective to know limitations of our system as well as the strong points with us which we need to preserve and give to the world. Considering today’s time frame where the New Educational Bills have been freshly passed in our country and the whole education system is going through a total re-wamp, the present study on Principal Leadership is very timely.

As per national curriculum Framework, 2009, India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. The teacher must now be equipped not only to teach but also to understand her student and the community of parents so that children are regular in schools and learn. The Act mandates that the teacher would be responsible for enrolling all children seeking admission, reframing from inflicting corporal punishment, complete the given curriculum in the given time, assess students, hold parent meetings and orient them and as part of the school management committee, organise the overall running of the school (NCF2009)

The School Principal has overall responsibility for the whole school which includes students,
staff (teaching and administrative), teaching and learning and all associated areas. This includes the education and welfare of all students, overall conduct of educational programs as well as learning outcomes, the management of staff and staff welfare development, financial management of the school, the caretaking of school property and the development of partnerships between the school and the local community. School Principals have to also ensure that relevant state and school based educational policies followed.

Effective leadership is a function of the ability of individuals to view organizations from multiple perspectives and subsequently, to exercise four forms of leadership: structural, human relations, political, and symbolic. The effective leader is one who carefully evaluates the situation and then exercises critical judgment in selecting the most appropriate form of leadership for that situation. Their later empirical examination of the actual nature of leadership, however, led these authors to conclude that most persons in leadership positions tend to rely upon only one, or at the most, two of these forms of leadership (Bolman and Deal, 1991).

In addition to being the official leader of an institution, a Principal needs to establish himself as a real leader only through the use of quality process and good practices and on the basis of the quality of his contributions. He is expected to act as a consultant to the teachers, aiding them to solve their problems. Principal leadership is about the ability to work and think together with the staff.

For a Principal to be effective high levels of capability of establishing trust, creating structures that promote teacher learning, helping teachers generate reforms internally or connecting the faculties to external expertise as per requirement. For this principals need to have shared norms and values among their faculties before initiating new practices in curriculum, instruction, or school organization.

Poor or ineffective leadership has consistently been found to result in stress and poor mental health, (Kelloway et al., 2006). In order to restore trust management needs to demonstrate by its actions that it habitually does what it says it is going to do (Herriot 2002).

The present study offers an insight into how the successful Principal Leadership style requires the Leader’s Emotional Intelligence, Spiritual quotient and Staff Motivational skill to be optimally developed.
The present study was intended to study the leadership styles of Principals of schools in Punjab in greater detail and to understand the level of Staff Work Motivation that incorporated into the system by the leader with each of the leadership styles. It is also an endeavour to establish that emotional and spiritual intelligence of the leader is a driving factor for the same and all institutions must work on these factors necessarily for providing best quality education for the children of our nation.

**Need and Significance of the Study**

The aspiration of the current study is to contribute to improvement of school education. It is believed that the efforts to improve teaching and learning in an organized institution like a school will have to primarily focus on the Principal and Teachers who are instrumental in reaching out to the large student population and their educational needs. As different as the approaches to school reform are, they all depend for their success on the motivations and capacities of local leadership (Leithwood, Louis, Anderson, & Wahlstrom, 2004). The major concern in schools should be educational excellence to make the students become independent and creative learners which is absolutely dependent upon the students’ and teachers’ involvement, Heads of schools quality of leadership, school climate and culture. To sum up this well researched study on school effectiveness would be of immense use and utility to learners and teachers alike (Foster & Twitchell, 1981).

Competent leadership is an integral ingredient for the enhancement of Indian education. Definitions of leadership and categories of leadership styles are variable. Leadership, an elusive term subjectively applied to emphasize an individual's pattern of action or inaction, has been viewed by researchers in many ways (Getzels et al., 1968) categorized leadership into three styles: normative, when institutional goals are paramount and employee goals are secondary; personal, when employee goals are primary; and transactional, when different situations call for different styles. (Kunz & Hoy, 1976) delineated leadership to zones of professional acceptance by the leader and the participants.

The five leadership styles are authoritarian, bureaucratic, nurturant, task oriented and participative. Leadership style as displayed, impacts the instructional effectiveness, Organizational climate, school climate, student achievement and school performance. Relationship dominant style, change centered leadership style and achievement motivation profile had different prospects of initiating and implementing changes in their schools. There is a significant difference between the effectiveness in leadership styles of Principals with professional educa-
tional qualifications, well equipped with knowledge and skills in management and leadership with degree when compared with those without degrees and only years of experience. Component leadership is an integral ingredient for the enhancements of Indian education. (Kunz and Hoy, 1976) delineated leadership to zones of professional acceptance by the leader and the participants.

Emotional Intelligence is measured by factors self awareness, empathy, self motivation, emotional stability, managing relations Integrity, self development, value orientation, commitment, altruistic behavior. Emotional quotient is imperative to improving relationships and the general effectiveness of a leader (Service, n.d.). Higher E.Q. meant poorer social adjustment and vice versa (Dhingra, Manhas, & Thakur 2005).

Spiritual Intelligence is based on the five dimensions of benevolence, modesty, conviction, compassion, Magnanimity and Optimism. The factors of benevolence are Self- efficacy, Inner Harmony, Humane and Privy. Factors of Modesty are Self Actualization, Self realization and altruism. The factors of conviction are conviction and generous. Factors of compassion are forgiveness and achievement orientation. The factors of compassion are forgiveness and achievement orientation. The factors of magnanimity are ethical and compatible. The factors of optimism are optimism.

The motivation at work is based on the factors of Dependence, Organisational orientation, Work Group Relations, Intrinsic motivation, Material incentives and Job Situation. As different as the approaches to school reform are, they all depend for their success on the motivations and capacities of local leadership(Leithwood et al., 2004). The Principals need to be aware of their primary leadership style. This would be helpful when working with teachers of various levels of ability and motivation (Wetherell, 2002).

The study will observe the effect of the above factors of Emotional Intelligence and Spiritual Intelligence on Leadership style. It will also research on interaction of type of school and leadership style on Work Motivation of staff.

**Statement of the Problem**

The problem is stated as follows:

*LEADERSHIP STYLE OF SCHOOL PRINCIPALS WITH DIFFERENT EMOTIONAL AND SPIRITUAL INTELLIGENCE IN RELATION TO WORK MOTIVATION OF STAFF*
Sample

The sample was limited to district of Moga in the state of Punjab. As envisaged in the objective, the nature of the study required two types of sample i.e. the Principals and Teachers.

Design

The research design is the arrangement of conditions for collection and analysis of data which aims to combine relevance to the research procedure and economy in the process. It is the conceptual structure within which the research is conducted; it constitutes the blueprint for collection, measurement and analysis of data.

Keeping in view the objectives of the study the present study will be advanced with the help of descriptive survey method involving t test and product moment correlation in order to study the leadership style of Principals and further to examine the relationship of various Leadership styles with Emotional Intelligence and Spiritual Intelligence.

Further, as required in the last objective of study, a two way analysis of a factorial design will be employed to examine the interaction between the type of school and levels of the five Leadership Styles.

Tools Used

1. Leadership Questionnaire for Principal Leadership styles, Sinha, JBP (1986).
2. Emotional intelligence scale by Hyde, Pethe and Dhar (2005)
3. Spiritual Intelligence Scale by Dhar and Dhar (2005)

Procedure for Data Collection

As a first step of data collection the list of Government Senior Secondary Schools along with the names and contact numbers of Principals in Moga district was obtained from the District Education Department.

For the purpose of visit, appointment was sought from the Principals of each of the school and they were personally approached and the research requirement was explained.
a. Principals were handed over the Leadership Style, Emotional Intelligence and Spiritual Intelligence questionnaire and were briefed on the method of filling in the same.

b. Since the Questionnaires were in English, all clarifications were provided while they were filling in. Most of the Principals requested that they will fill in the questionnaires at home due to time constraint and this was allowed.

c. The Principals were requested to give the name of 5 permanent teachers teaching classes XI and XII who were with the school for more than 2 years.

d. A meeting was sought with the teachers in the staff room and they were handed over the questionnaire and explained the method of filling in the same. All assistance regarding translation was provided to them.

e. The filled questionnaires from teachers were collected on the same day as far as possible.

f. It was assured to them that the information was purely for research purposes and would be kept confidential.

g. They were encouraged to fill in the forms with spontaneity.

h. It was checked whether all questions were filled in and data was complete.

In most cases, revisit was conducted for obtaining information pertaining to the incomplete data in the questionnaire, from the Principal and also some teachers.

Once all data from a particular school was obtained, a set was prepared consisting of the Leadership questionnaire, Emotional Intelligence, Spiritual Intelligence and the five responses of Staff for work motivation.

The most challenging part was to have the Principals make time for filling in the three separate instruments. Also the English language of the questionnaire slowed down the comfort level and speed of filling. Thus repeated visits were required.

In many cases the forms were carried home by Principals and misplaced. In other cases they were unavailable to meet inspite of prior scheduling.

Inspite of all these challenges the data was finally collected from all 50 schools and
analysed.

Findings

There was no difference between male and female School Principals. There was no significant gender based difference in the Leadership styles of Principals from Government and Private School. There is a relationship between Emotional Intelligence and Leadership styles of High school Principals. There is a relationship between Spiritual Intelligence and Leadership styles of High school Principals. There is a relationship between Leadership styles of Principals and Work Motivation of staff. There was no significant difference in the Leadership styles of High school Principals from a. Rural and Urban Area  b. Government and Private Schools  c. Single and Co educational school.

Suggestions for further research

Further study can be conducted on effect of emotional and spiritual intelligence on student leadership. The teacher’s ability to lead the students and class control can be studied based on emotional intelligence and spiritual intelligence. A study of leadership patterns seen in teachers, staff of different age groups can needs to be studied. Similarly a study of leadership patterns of staff of different subjects or departments can be carried out.

Conclusions

By thus taking a close view into what school Leaders do and observing that in Indian conditions especially in Punjab, there is hardly any influence of external factors on Principal leadership and staff motivation. There is lack of professional preparation of teachers well as Principals of School. The patterns of working is more or less mechanical without sufficient amount of motivation and scope of research, innovation or growth. The Principal is a Principal teacher who has taught form many years and continues to teach along with the additional values he shoulders as a Principal. It is only recently when schools were developed to have more class rooms and sessions that Principal’s role as an administrative and managerial head started getting recognised. A Principal in Indian school is so bound into pre-defined task pattern and doesn’t have any time to express much of his motivating ideas or reforms. Whether it is the male or female, government or private school, in all cases the Principal leadership is unaffected. He or she is able to use his Emotional Intelligence or Spiritual intelligence only to the extend of influencing his or her own leadership style and personality but not to
the extend he or she should actually do to motivate the staff. This is primarily due to shortage of time due to rigid curriculum and school and exam calander and patterns. There lack of opportunities to have better interaction and communication culture. Thus in Indian school, a lot of freedom needs to be given to Principal. A lot of activity based education in which non-text book sessions have enough frequency needs to be introuduced. Professional training for teachers and Principals based on desired goals which need to be formulated. Principal has to be a mentor to the whole school. A tailor made pattern has to be developed for each school depending on the area, type of students, staff and the requirement. A whole pathway has to be developed between leadership and learning atmosphere.

**Educational Implications**

Principal leadership is a key factor which directly controls the school quality and educational standard of the institution. The Principal’s vision for the students is to be enacted by teachers. The students are also to be reached through various aspects of educational development and the vision has to be driven on to them. Principal is constantly working with human beings as raw material, human beings as processing units (teachers) and human beings as end result. But in spite of this, the study of leadership style of Principal especially in light of emotional intelligence and spiritual intelligence is clearly a positive indicator. It was required to study the Principal as a human being versus the Principal as a leader to be able to see what are the factors which enhance the level and quality of school education. Also as the school staff i.e the teachers are the point of interaction for students it is relevant by all means that the effect of Principal leadership style in light of this Emotional and Spiritual Intelligence be studied in relation to the motivation level of staff who actually will deliver. Overall needs to be seen how Principal leadership is effected by emotional and spiritual intelligence and how the staff is motivated in their work and deliver good quality education to students as per the vision of the school. The Principal leadership styles were apparently unaffected by physical external factors like location of the school whether in urban area or rural area, the management being private or government, the students being coeducational or otherwise. The emotional intelligence and spiritual intelligence do show much influence on the pattern of leadership. Emotional and spiritual intelligence have a positive effect on work motivation. There is no evidence which says that the Principal leadership is effected by external conditions. Female Principals are more effective in motivationg the staff.