**EMOTIONAL AWARENESS AND LEADERSHIP COMPETENCY
 OF PRIMARY SCHOOL HEAD TEACHERS IN KANNUR, KOZHIKKODE, MALAPPURAM AND PALAKKAD
DISTRICTS OF KERALA**

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**Dissertation**

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**partial fulfillment of the requirements for**

**the degree of**

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**2007**

**DECLARATION**

I, SEYED MOHAMMAD. P, do hereby declare that this dissertation, **EMOTIONAL AWARENESS AND LEADERSHIP COMPETENCY OF PRIMARY SCHOOL HEAD TEACHERS IN KANNUR, KOZHIKKODE, MALAPPURAM AND PALAKKAD DISTRICTS OF KERALA**  has not been submitted by me for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College SEYED MOHAMMAD. P 30/6/2007

**CERTIFICATE**

I, ABDUL HAMEED MUKTHAR MAHAL, do hereby certify that this dissertation, **EMOTIONAL AWARENESS AND LEADERSHIP COMPETENCY OF PRIMARY SCHOOL HEAD TEACHERS IN KANNUR, KOZHIKKODE, MALAPPURAM AND PALAKKAD DISTRICTS OF KERALA** is a record of bonafide study and research carried out by SEYED MOHAMMAD. P, under my supervision and guidance. The report has not been submitted by him for the award of a Degree, Diploma, Title or Recognition before.

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**INTRODUCTION**

“ Education is the deliberate and systematic influence exerted by the mature persons upon the immature through instruction, discipline and harmonious development of the physical, intellectual, social and spiritual powers of human beings according to the individual and social needs and directed towards the union of the educant with the creator as the final end” -- Redden

Education is the process which draws out the best in child with the aim of providing well balanced personality, culturally refined, emotionally stable, ethically sound, mentally alert, morally upright, physically strong, socially efficient, spiritually upright, vocationally self sufficient and internationally liberal.

The large function of education is to realize the ideals of manhood and the kinds of relationship between man that it cherishes. (Hoberi W burns “ Bramelds reconstruction reviewed”).

Gandhiji felt that while physical and intellectual development was necessary the training of child’s hart and spirit was more important. The main aim of education should be to develop to the full potentialities of every child at school in accordance with the general goal of the community of which he is a member.

**NEED AND SIGNIFICANCE OF THE STUDY**

Effectiveness of education impacted in the class room depends largely on the commitment, sincerity and competency of teachers. The school climate has an important role in encouraging teachers to be sincere and dedicated and utilizing those qualities of teachers for the benefit of children. The nature of school climate is decided by the Leadership Competency of Principals or Head Teachers of the institution. There are many factures which influence the Leadership Competency of an administrator. Besides this, the Leadership Competency of Principals or Head Teachers has tremendous influence on the discipline and sincerity of teachers and there by the smooth functioning of the institution.

Now a days educational process has become more complex in nature. Social participation has got a significant role in the planning and executing levels of curriculum transaction. With beginning of D.P.E.P project, planned programmes were involved in the education process of Lower Primary Schools and afterwards with the advent of S.S.A project the target area was up to 8th standard. So the current educational scenario expects more responsibilities form the heads of all educational institutions. Experience should be provided to them so as to enhance their Leadership Competency.

Revolutionary changes are being taking place in the field of education especially in Primary, Secondary and Higher Secondary levels. On the basis of the latest findings in the educational psychology, the Primary, Secondary and Higher secondary curriculum has been thoroughly revised. It is based on the contemporary psychological theories such as social constructivism propounded by Vygdoski, Multiple Intelligence theory propounded by Howard Gardner and Universal language approach raised by the contemporary linguistic psychologist Nomchomski.

Primary education considered to be the foundation of any law of education for any individuals.

Being primary school teacher the investigator could understand that most of the Head Teachers found it difficult to maintain a diplomatic relationship with their subordinates and this affected the smooth functioning of the School.

A series of training programmes are being conducted for Primary school Head Teachers in the educational management area D.P.E.P and S.S.A. But the studies in this area reveals that in spite of all these training programmes the Leadership Competency of the Head Teachers were not enhanced to the expected level, So it is the need of the hour to equip Primary School Head Teachers with adequate Leadership Competency.

So attempts should be made to initiate programmes to enhance the Leadership Competency of Head Teachers. As a part of this factors or variables, which have influence on Leadership Competency, can be manipulated and are to be identified.

**LEADERSHIP COMPETENCY**

According to Daniel Goleman Leadership Competency has vital importance among social skills. Leadership involves inspiring and guiding individuals and groups. People with this competence

* Articulate and arouse enthusiasm for a shared vision and mission.
* Step forward to lead as needed, regardless of position.
* Guide the performance of others while holding them accountable.
* Lead by example.

According to Leon Lessinger human beings are full of emotions and the teachers who knows how to use it will have dedicated learners.

According to Erasmus “ the main hope of a nation lies in the proper education of it’s youth and for proper education there should be development in emotional aspects also. Only effective teachers can materialize policies and plans of education in the classroom at grass root level. In order to perform his role effectively a teacher should be intelligent and competent in emotions ”.

“ Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships ” --- Daniel Goleman (1968)

Emotional Intelligence refers to potential for learning the practical skill and Emotional competency is which comprises twenty five competencies in five dimensions. They are

* Self awareness
* Self regulation
* Motivation
* Empathy
* Social skill or Adaptness in relationships.

Our emotional competence shows how much of that potential we have translated in to the job capabilities.

In the educational process the personality of Head Teachers is very important and for a balanced personality proper organization of emotions is needed. Emotionally competent balanced and intelligent Head Teachers regulate themselves very efficiently and remain the source of inspiration to every subordinate staff, students and parents.

**SELF AWARENESS**

Self awareness is one of the major dimensions of Emotional Intelligence which involves three emotional competencies which are

* Emotional Awareness
* Accurate self assessment and
* Self confidence

**EMOTIONAL AWARENESS**

Emotional Awareness is the recognition of how our emotions affect our performance and the ability to use our values to guide decision - making.

**COMPONENTS OF EMOTIONAL AWARENESS**

Components of emotional awareness are listed below

1. Know which emotions they are feeling and why.
2. Realize the link between their feelings and what they think, do and say.
3. Recognize how their feelings affect their performance.
4. Have a guiding awareness of their values and goals.

In every social group there is a great demand for leaders. A leader is always an individual who has out standing qualities of head and heart. The destiny of nation depends upon it’s leaders. During the last fifty years the concern with Leadership has become more significant because of the increased demand for creative talent in every sphere of life. A good leader is not only able to command well but is able to extract work from his subordinates to the best of their abilities and attitudes.

**SIGNIFICANCE OF THE STUDY**

It is evident that the overall performance of an educational institution, such as the effectiveness of teaching, efficiency of teachers and the academic atmosphere, depends on Leadership Competency of the principal or Head Teachers of the institution. As a Primary School Teacher the investigator could experience the hazards caused by the lack of Leadership Competency of Head Teachers. This necessitate that the Leadership Competency of Head Teachers should be enhanced. It is possible only by providing necessary training to Head Teachers with a view to enhance their Leadership Competency. For this a variable which is related to Leadership Competency.

If the variable Emotional Awareness is found significantly related to Leadership Competency it can be inferred that Emotional Awareness has influence on the Leadership Competency of Head Teachers. Further, situations to provide experiences to enhance Emotional Awareness of Head Teachers can be initiated based on the finding. This will in turn come to enhance the Leadership Competency of Head Teachers and there by contribute to the well functioning of educational practice. This signifies the study.

**STATEMENT OF THE PROBLEM**

EMOTIONAL AWARENESS AND LEADERSHIP COMPETENCY OF PRIMARY SCHOOL HEAD TEACHERS IN, KANNUR, KOZHIKKODE, MALAPPURAM AND PALAKKAD DISTRICTS OF KERALA.

**DEFINITION OF KEY TERMS**

**Emotional Awareness**

Emotional Awareness refers to the recognition of how our emotions affect our performance and the ability to use our values to guide decision making.

**Leadership Competency**

Leadership Competence refers to an emotional competence required to inspire and guide individuals and groups.

**Primary School**

Primary School comprises schools having classes either from 1st to 7th standard or from 1st to 4th standard

**Head Teacher**

Head Teacher refers to the head of Lower primary or Upper primary school

**VARIABLES OF THE STUDY**

1. **Independent variable** -- Emotional Awareness

Other independent variables are Gender, Type of Management of School, Grade of School and Locale.

1. **Dependent variable** -- Leadership Competency

**OBJECTIVES**

The objectives of this study are the following

* 1. To find out if there exists any significant relationship between Emotional Awareness and Leadership competency of Primary School Head Teachers for the total sample.
	2. To find out if there exists any significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers in the sub samples based.
		1. Gender
		2. Type of Management of School
		3. Grade of School
		4. Locale
	3. To find out whether any significant difference exists in the mean scores of Emotional Awareness and Leadership Competency of Primary School Head Teachers between the relevant sub samples based on
		+ - 1. Gender
				2. Type of Management of School
				3. Grade of School
				4. Locale

To find out if Gender, Type of Management of School and Grade of School have any significant main and interaction effect on Leadership Competency of Primary School Head Teachers.

To find out if Gender, Type of Management of School and Grade of School have any significant main and interaction effect on Emotional Awareness of Primary School Head Teachers.

**HYPOTHESES**

The present study is designed to test the following hypotheses the

There exists significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers.

There exists significant of relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers in the sub samples based on

Gender

Type of Management of School

Grade of School

Locale

1. There exists significant difference in the means scores of Emotional Awareness and Leadership Competency of primary School Head teachers between the relevant sub samples based on
	1. Gender
	2. Type of Management of School
	3. Grade of School
	4. Gender
2. Gender, Type of Management of School and Grade of School have significant main and interaction effect on Emotional Awareness of Primary School Head Teachers.
3. Gender, Type of Management of School, Grade of School and Emotional Awareness have significant main and interaction effect on Leadership Competency of Primary School Head Teachers.

**METHODOLOGY**

It deals with the precise description of the samples used for the study, tools and statistical techniques used

1. **Sample**

The sample of the study consist of 175 Primary School Head Teachers in Kannur, Kozhikkode , Malappuram and Palakkad districts of Kerala using stratified random sampling method.,

1. **Tools used for the data collection**

Emotional Awareness inventory and Leadership Competency inventory were used for the data collection. Both of the inventories were constructed by the investigator with the help of his supervising teacher.

1. **Statistical techniques used for the Analysis of the data**

The following statistical techniques are used in analyzing the data

* 1. Preliminary analysis: Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis.
	2. Pearson’s product moment Coefficient of Correlation.
	3. Test of significance of mean difference, t- test for the large independent sample.
	4. Three-way analysis of variance.

**SCOPE AND LIMITATIONS OF THE STUDY**

**Scope of the study**

The major aim of the study is to find out if there exist any significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers. If the findings shows that there exists significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers, attempts can made to enhance Emotional Awareness of Primary School Head Teachers so that their Leadership Competency will be improved. i.e; Leadership Competency of Head Teachers can be improved by providing experience to enhance their Emotional Awareness. Further to find out the relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers the investigator prepared two tools namely ‘Emotional Awareness inventory’ and ‘Leadership Competency inventory’

These tools can be used to assess the Emotional Awareness and Leadership Competency of Teachers, Head Teachers, Principals and other professionals for conducting research studies.

**Limitations of the study**

Even though the present study was conducted with maximum possible attention and specificity, certain limitations which would hardly be avoided have crept in to this study. They are

1. The investigator confined the study to Kannur, Kozhikkode , Malappuram and Palakkad of districts of Kerala only due to lack of time.
2. The investigator limited the sample size to 175 only due to lack of time.
3. Head Teachers working in Government and Aided Primary Schools are only considered as samples by the present study. Head Teachers working in Unaided primary schools are not considered for the study.

**ORGANIZATION OF THE REPORT**

***Chapter -I*** presents a brief introduction to the problem, need and significance of the study, statement of the problem ,operational definition of key terms, objective of the study, methodology of the study by describing sample selected, method adopted, tools employed, statistical techniques used and scope and limitations of the study.

***Chapter –II*** deals with the summary of the reviewed related studies done in the area of Emotional Awareness and Leadership Competency of educational leaders.

***Chapter*** *–****III* d**escribes in detail the tool used, selection of the sample, data collection and statistical techniques used for Analysis.

***Chapter*** *–****IV*** Deals with the statistical analysis of the data collected for the study.

***Chapter*** *–****V*** Presents a summary of the study , major findings, educational implications of the study and suggestions for further research in the area.

### REVIEW OF RELATED LITERATURE

Success of any study in any field depends on the in-depth analysis of the previous work done in that area. Review of literature in the concerned area helps the investigator in stating the problem accurately, selecting accurate designs of study and selecting tools and techniques needed for analysis of the data. Knowledge of the related literature enable the investigator to define the frontiers of his field and avoid the risk of duplication.

In this chapter the investigator presents the theoretical overview of Emotional Awareness and Leadership Competency and studies reviewed in the area under the two heading Viz.,

A. Theoretical overview of Emotional Awareness and Leadership
 Competency.

B. Studies related to Emotional Awareness and Leadership Competency.

#### A. THEORETICAL OVERVIEW

EMOTIONAL AWARENESS

Psychologists have uncovered different types of intelligence and they can be grouped in to three main different clusters.

1. Abstract Intelligence - the ability to understand and manipulate with verbal and mathematical symbols.
2. Concrete Intelligence – the ability to understand and manipulate with the objects and
3. Social Intelligence – the ability to understand and relate to people.

The concept of Emotional Intelligence has its root in social intelligence proposed and defined by Thondike (1920) “ the ability to understand and manage men and women, boys and girls, act wisely in human relations ”

Gardner (1983) a Howard Psychologist proposed the widely regarded theory of “ Multiple Intelligence ” which includes inter and intrapersonal intelligence which in turn comprises social intelligence.

Gardner defines interpersonal intelligence as the ability to understand other people, what motivates them, how they work and how to work with them. Successful Sales men, Politicians, Teachers, Clinicians, Religious leaders are likely to be with high degree of interpersonal intelligence. He noted that the core of interpersonal intelligence includes the “capacities to discern and respond appropriately to the moods, temperaments motivation and desires of other people ”.

A comprehensive theory of Emotional Intelligence was proposed by psychologists Salovey and Mayer (1990) Who were considered as the originators of the concept of Emotional Intelligence .They defined Emotional Intelligence in terms of being able to monitor and regulate one’s on and others feelings and to use feelings to guide thought and action.

Mayer and Salovey (1997) updated their definition as “Emotional Intelligence involves the ability to perceive accurately, appraise and express emotions, the ability to access or generate feeling when they facilitate thought, the ability to understand emotion and Emotional knowledge and the ability to regulate emotion to promote Emotional and intellectual growth”

Gole man (1995) in his book Emotional Intelligence “ based on Salovey’s work found that, Emotional Intelligence comprises five components Mayer and Salovey (1990). These are ,

* Self awareness
* Self regulations
* Self motivation
* Social skill
* Empathy

SELF AWARENESS

Self awareness, Knowing one’s own emotion is the key stone of Emotional Intelligence. Self awareness is knowing what we are feeling, using those preferences to guide our decision making, having a realistic assessment of our own abilities and well grounded sense of self confidence.

Psychologists use the term “ Meta-cognition ” to refer to an awareness of thought process and meta mind to mean one’s own emotions. But Gole man prefer the term self awareness in the sense of on going attention to one’s internal states. In this self reflexive awareness the mind observes and investigates experience itself including emotions. Self awareness is not that carried away by emotion over reacting and amplifying what is perceived. Rather it is a neutral made that maintain self reflective ness even amidst turbulent emotions.

Self awareness in short means “ aware of both our mood and thoughts about that mood ”.The awareness of emotion is the fundamental Emotional competence on which self control is built. Self awareness can be non reactive, non judgmental attention to inner states.

According to Mayer people who are self aware understandably have some sophistication about their Emotional lives. They are sure of their own boundaries, are on good psychological health and tend to have a positive outlook on life. When they get into a bad mood, they don’t ruminate and obsess about it, and are able to get out of it soon. Self awareness can be considered as comprised of three components which are discussed below.

- Emotional Awareness

- Accurate Self assessment

- Self confidence

EMOTIONAL AWARENESS

“ Emotional awareness means knowing when feelings are present in ourselves and others. It is closely related to emotional literacy, which means being able to label feelings with specific feeling words. At its highest level it means being able to predict feelings in advance ”.

Emotional Awareness helps one to recognize how one’s emotions affect one’s performance. It means becoming aware of one’s dominant and active emotions. People with this competence can easily find out the reason for dominant emotional actions and they are able to recognize how their feelings and emotions affect their as well as other’s performance.

#### Emotional Awareness, Sensitivity and Numbing

If we are emotionally sensitive we will feel things sooner than others will. If we have no emotional sensitivity, or we have numbed ourselves from our feelings we won't have any emotional awareness at all. Sensitive people living in abusive environments and insensitive cultures learn ways to numb themselves from their feelings because so many of their feelings are painful.

#### Emotional Awareness and the Academic Model of Emotional Intelligence

In my adaptation of the academic model of Emotional Intelligence I place emotional awareness under the first branch of their framework. This first branch is emotional identification, perception and expression. Increasing your awareness of your own feelings is perhaps the first step towards furthering the development of your EI.

#### Emotional Awareness and Happiness

I believe emotional awareness is a key to leading a happier and more fulfilling life. To really "know one self," as the Greek philosophers urged us to do, requires that we know how we feel in all of life's many situations. When we know how we feel we know what we enjoy doing and who we enjoy doing it with. We know who we feel safe with, who we feel accepted by and understood by.

Though we might be able to lead a productive life, even a ‘successful’ life - if one defines success by the level of status, education, or material worth -- it is unlikely we will actually ever be happy unless we are very aware of our specific feelings. In fact, it is quite possible to be successful and miserable, as I have written about with respect to my own life. It is easy to accept without question other people's definition of success and happiness. But when we become more aware of our own true and unique feelings we are more likely to find our own individual happiness. This may be the essence of using our emotional intelligence.

LEADERSHIP COMPETENCY

As discussed earlier Daniel Gole man (1995) in his book “ Emotional Intelligence” based on Salovey’s work found that Emotional Intelligence comprises five components which are Self awareness, Self regulations, Self motivation, Social skill and Empathy. He again listed five components of social skill and Leadership is one among them, the others being influence, conflictual management, change catalyst and communications.

To him leadership means “ inspiring and guiding individuals and groups”. He listed the following four components of Leadership Competency. They are

- Articulate and arouse enthusiasm for a shared vision and mission.

- Step forward to lead as needed, regardless of position.

- Guide the performance of others while holding them accountable.

- Lead by example.

LEADERSHIP STYLE

Leadership style is a behavioural pattern that a person exhibits when attempting to influence the activities of the others as perceived by those others. Leadership doesn’t restrict to single style, as different situations require different styles and effectiveness result from styles appropriateness to the situation in which it is used. Leadership style affects employee’s morale and productivity and therefore successful leadership style may ultimately means a successful organization. There are many types of leadership styles but the most prominently used styles are democratic and autocratic leadership styles.

Democratic leaders co- operate and work well with others. They maintain open communication channels, develop and utilize their talents to achieve the goals of organization.

Authoritarian leaders are those who make all the decisions without the consultation of their subordinates and demand obedience from the subordinates. According to Singh (1988) such leaders are basically lazy, dislike work and do not like to take responsibility. They rely more on negative punishment for achieving the target. The leadership style of a principal of an organization affects the commitment of the teachers of the organization which in turn affects the effectiveness of the organization.

**B. REVIEW OF RELATED STUDIES**

The reviewed studied are abstracted below

 Vats (1972) studied the leadership behaviour patterns of educational administrators in selected offices of educational department in Punjab. The findings of the study were the following

1. Administrators at all levels had a reasonably clear perception of their role
2. Administrative leadership appeared to be some what personalistic, further, there was a formal type of relationship in the educational department.

Murthy (1974) conducted a study to find out the relationship between Emotional maturity and Intelligence. The study revealed that in the high intelligence group, there are less number of persons with high emotional instability and the low intelligence group had more persons with emotional instability.

 Darji (1977) studied leadership behaviours of secondary school principals and found that

1. There is no direct relationship between motivation of students and leadership behaviours of the principals.
2. The relation between academic status of the school and the leadership behaviour dimensions of the principal is not significant.

 Gupta (1978) studied leadership behaviour of Secondary school Head masters in relation to their personality and climate of their schools of Rajasthan. Findings revealed that Headmasters of different types of climate were found to difference significantly on eight dimensions of LBDQ VIZ demand, re-conciliation, initiating structure, tolerance of freedom, role assumption, consideration, production emphasis and supervisor orientation.

Singh (1978) studied the leadership behaviour of heads of secondary schools and found that:

* 1. Total leadership is significantly related to the four personality factors Viz., on goingness intelligence, emotional stability and assertiveness
	2. The leadership behaviour of heads is not related to sex, except on integration in which head mistress exceed headmasters.
	3. Total leadership behaviour was not related to academic qualifications in forms of graduate and postgraduate degrees.
	4. Leadership behaviour of heads was not significantly related to their teaching experience.
	5. The leadership behaviour of heads is not significantly related to their administrative experience.

 Naik (1982) in an enquiry in to the relationship between leadership behaviour of Secondary school Headmasters and teacher morale discovered that there was a significant relationship between building facilities, evaluations of students, special services, supervisory relations and colleague relations.

 Sharma (1982) investigated the impact of leadership behaviour of Headmasters on school climate and achievement of pupils. Significant difference was found between different types of school climate and leadership behaviour.

 Balasubramanian (1983) attempted to find out the basic and supporting style of Headmasters in selected Higher secondary school in Madras and also the extent of their adaptability in leadership style. The following were the findings of the study. Headmasters in general adopted high task – low leadership and high task high leadership style. Ninety percent of the heads were on the effectiveness side of the ineffective, effective continum of leadership behaviour.

Das (1983) studied the administrative behaviour of Secondary school principals in relation to selected school variables. The study revealed that Secondary school principals were moderately effective in their performance of administrative tasks and that there was a significant positive relationship between principal’s administrative behaviour and teacher’s attitude towards work and work setting of the institution.

Hoos hang (1983) studied managerial effectiveness in relation to personality, occupational goal values, leadership style and organizational climate in educational institutions and found that effectiveness has been found not be a function of a particular leadership style.

Sethi and Patel (1985) conducted a study to find out the relation of creativity, intelligence, emotional maturity of self acceptance to teacher effectiveness. It was found that teacher effectiveness was high on the group who were high on intelligence, creativity and emotional maturity than those who were low on these variables.

Nasreen (1986) studied the leadership behaviour in relation to teachers self concept, job satisfaction and some other institutional characteristics of Secondary school level. It was found that the principal’s leadership behaviour was positively related to teacher’s job satisfaction.

Krishnaraj (1987) studied the organization structure, leadership behaviour and decision making in autonomous and affiliated colleges and found that there was no significant difference between the two types of colleges in leadership behaviour.

Jayajothi (1992) conducted a study about organizational climate and leadership behaviour of principals in relation to teacher morale in central schools. The findings were (i) experience and age did not discriminate the perception of the school climate, teacher morale and leadership behaviour ( ii ) the ‘open’ climate related best to the perception of leadership behaviour of principals by the teachers , and the autonomous climate had a better perception about the leadership and teacher morale.

Taj (1992) fond that the attitude towards the profession, job satisfaction and personal –inter personal social adequacy were found to be significant predictors of the administrative behaviour of secondary school heads.

Rashmi (1993) investigated the leadership value patterns among school principals. the study revealed that :

* The leadership behaviour was not influenced either by age or experience.
* All the principles exhibited leadership behaviour in accorder with the value patterns they held.
* There was no one best style of leadership behaviour suited for all situations.
* The leadership behaviour was not to possession of traits but was the demonstration of the capacity for carrying work. through co-operation till it’s completion.

Sundararajan (1993) conducted a study on the role performance by the heads of schools as perceived by their teachers. The role of the principals are Planner, Office manager, Resource facilitator, Promoter of co- curricular activities, Staff evaluator, Counselor, teacher, representative of schools and link with community ; study concluded that

* The highest preferences are given to the roles of teachers and their planner.
* The heads of schools have failed to make an impact on the teachers in respect of their rules, staff evaluator and promoter of co-curricular activities.

Gerry (1997) conducted a study of the ways in which superintends use their Emotional Intelligence to address conflict in their educational organization. The study revealed that superintendents are self confident, use self knowledge to remain calm and control their emotions, remind optimistic and persisted in finding solutions to conflict.

Tapia (1998) in a study to examine the psychometric properties of Emotional Intelligence inventory, Emotional Intelligence was measured by scores on the E.Q -1 and intelligence by Otis. Lennon school ability test. The findings of the study revealed that non significant correlation was obtained between OLSAT scores and E.Q-1 scores which indicate the lack of relationship between the construct of Emotional Intelligence and general intelligence.

Kirkcadly and Bar (1999) conducted a study on emotional expression and implication far occupation stress. The study was conducted on three groups namely police officers, childcare workers and educators in mental health care. The study revealed that there was no difference in the emotional measurement between two groups of care workers but there was significant difference between care workers grouping and police officers i.e; police officers are more emotionally adapted than care workers.

Charbones and Nicol (2001) conducted a study to examine the relationship between Emotional Intelligence and leadership in adolescents. Here two main scales were used, Shuttle scale and Weisinger scale were used. But scores did not correlate with peer dominations and some aspects of Emotional Intelligence were associated with leadership not only in adults but also in adolescents.

Palmer and Donaldson (2001) conducted a study to examine the relationship between Emotional Intelligence and life situation. The result of study revealed that Emotional Intelligence accounts for individual difference in life satisfaction. The findings of the study provide preliminary empirical evidence that individuals tends to experience their emotions and use their emotional intelligence. The study also revealed that well conceptualized and developed Emotional Intelligence can account for the variance in life situation.

Hurt ad Evans (2002) investigated whether Emotional Intelligence can predict how individuals respond to traumatic stress. They found that individuals with higher Emotional Intelligence scores, report lower psychological symptoms relating to their traumatic stress had a greater impact on females than males and males had higher Emotional Intelligence than females.

Salovey (2002) conducted a study on relationship between Emotional Intelligence, personality and perceived quality of social relationships. It was found that both Emotional Intelligence and personality traits were positively correlated with social relationships.

Kolb & Maxwell (2003) conducted a study on the parental perspectives of the critical social skills for adolescents with high incident disabilities. In this study parents shared their beliefs that Emotional Intelligence and character play critical role in the social and emotional development of their children with disabilities.

Patil (2003) conducted a study on the construction of Emotional Intelligence test for student teachers. The study was conducted on 303 student teachers belonging to different colleges of education in Kolhpur district of Maharashtra. The test include 10 competencies. In the preliminary form 100 items were selected and were subjected to item analysis. After item analysis 70 satisfactory items were retained in the final form of the test.

Patra (2004) conducted a study on the role of Emotional Intelligence in educational management. It was found that Emotional Intelligence can play a crucial role in the successful management of educational organization.

**METHODOLOGY**

Research methods are of great importance in a research process. The success of any research depends largely on the suitability of methods and tools and techniques used for the collection of data. A suitable method helps the researcher to explore the diverse areas of the study. The decision about the methods depends upon the nature of research problem and the kind of data necessary for it’s solution.

The present study is intended to find out the relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers. The design of the study is described under the following major sections.

1. Variables
2. Objectives
3. Hypotheses
4. Tools used for the collection of data
5. Sample used for the study
6. Data collection procedure, scoring and consolidation of data
7. Statistical techniques used for analysis

The details of each of above are given below :-

**A. VARIABLES**

As the major objective of the study is to find out the relationship between Emotional Awareness and Leadership Competency, the independent variable is Emotional Awareness and the dependent variable is Leadership Competency.

Other independent variables are Gender, Type of Management of School, Grade of School and Locale.

1. **OBJECTIVES**

The objectives of this study are the following

* 1. To find out if there exists any significant relationship between Emotional Awareness and Leadership competency of Primary School Head Teachers for the total sample.
	2. To find out if there exists any significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers in the sub samples based.
		1. Gender
		2. Type of Management of School
		3. Grade of School
		4. Locale
	3. To find out whether any significant difference exists in the mean scores of Emotional Awareness and Leadership Competency of Primary School Head Teachers between the relevant sub samples based on
		+ - 1. Gender
				2. Type of Management of School
				3. Grade of School
				4. Locale

To find out if Gender, Type of Management of School and Grade of School have any significant main and interaction effect on Leadership Competency of Primary School Head Teachers.

To find out if Gender, Type of Management of School and Grade of School have any significant main and interaction effect on Emotional Awareness of Primary School Head Teachers.

**HYPOTHESES**

1. There exists significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers.

2. There exists significant of relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers in the sub samples based on

Gender

Type of Management of School

Grade of School

Locale

3. There exists significant difference in the means scores of Emotional Awareness and Leadership Competency of primary School Head teachers between the relevant sub samples based on

* 1. Gender
	2. Type of Management of School
	3. Grade of School
	4. Gender

4. Gender, Type of Management of School and Grade of School have significant main and interaction effect on Emotional Awareness of Primary School Head Teachers.

5. Gender, Type of Management of School, Grade of School and Emotional Awareness have significant main and interaction effect on Leadership Competency of Primary School Head Teachers.

1. **TOOLS USED FOR DATA COLLECTION**

To carry out any type of research data must be gathered to test the hypotheses. A researcher will require many data gathering tools or techniques which vary in their complexity, design, administration and interpretation.

Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools which will provide adequate data he/she requires for testing the hypotheses. In some situation the researcher may find that existing research tools do not suit his purpose and so he/she may modify them or construct his/her own ( kaul, 1997).

For the present study Emotional Awareness is the independent variable and for measuring this variable the investigator developed a inventory of Emotional Awareness with the help of his supervising teacher. Leadership Competency is the dependent variable and to assess this the investigator developed a inventory of Leadership Competency with the help of his supervising teacher.

The procedure for constructing and standardizing the inventory is described under the following heading

1. Planning of the rating inventory
2. Preparation
3. Try out
4. Item analysis
5. Preparation of the final inventory
6. Reliability
7. Validity
8. Norms

**Planning of the rating inventory**

1. Inventory of Emotional Awareness

In the study the investigator assessed Emotional Awareness of Primary School Head Teachers using the inventory of Emotional Awareness constructed and standardized by the investigator himself with the help of his supervising teacher. For this purpose the investigator made an extensive study on the features of emotional intelligence and it’s components. The available literature on emotional intelligence shows that there are four components for emotional awareness.

According to Daniel Goleman the following are components related to emotional awareness.

1. Know which emotion they are feeling and why.
2. Realize the ink between their feelings and what they think, do and say.
3. Recognize how their feelings affect their performance.
4. Have a guide awareness of their values and goals.

**Preparation**

The investigator wanted to assess the Emotional Awareness of Primary School Head Teachers. He listed four components of Emotional Awareness stated by Daniel Goleman. Then he, in consultation with his supervising teacher prepared items for each of the components. The draft inventory for Emotional Awareness consisted of 39 statements from four dimensions. Among these 26 statements are positive and 13 statements are negative. There are five possible responses for each item from which the subject can select VIZ always, most often, some times, rarely and never. A score of 5,4,3,2 and 1 are given to the responses, always , most often, some times, rarely and never respectively for a positive item. For negative item the scoring was done in the reverse order.

A copy of the draft scale of Emotional Awareness is given as Appendix I A

**Try out**

Try out of the draft inventory was done in order to select valid items for the final inventory by empirically testing the discriminating power of each item in the draft inventory. For this the inventory was administered to a sample of 100 Primary School Head Teachers selected using random sampling technique. Proper instructions were given regarding the methods of responding. The response were scored according to the scoring scheme.

**Item analysis**

The purpose of item analysis is to select the items that have item characteristics.

The 100 response sheets obtained after the preliminary testing were scored and the total score for each subject was calculated. Then those sheets were arranged in descending order of the total score and highest and lowest 27 percent of the total sheets separated.

The mean and standard deviation of the scores obtained for each item for the upper group and the lower group were calculated separately. The critical ratio for each item was calculated using the formula

t = 

Where

 = The mean of the upper group

= The mean of the lower group

σ12 = Standard deviation of the upper group

σ22 = Standard deviation of the lower group

N1 = Sample size of the first group

N2 = Sample size of the second group

TABLE - 1

**Critical ratio (t-value) with means
and square of standard deviation of the
scores of each item for the two groups (Emotional Awareness )**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl****No.** |  |  | σ2 | σ2 | **t-value** |
|  | 3.185 | 4.704 | 1.111 | 0.609 | 6.230 |
|  | 3.852 | 4.815 | 0.884 | 0.396 | 5.265 |
|  | 3.778 | 4.889 | 0.892 | 0.320 | 6.094 |
|  | 4.333 | 4.889 | 0.920 | 0.320 | 2.964 |
|  | 3.481 | 5.000 | 1.189 | 0.000 | 6.638 |
|  | 3.667 | 4.926 | 1.038 | 0.267 | 6.107 |
|  | 3.407 | 4.889 | 1.279 | 0.424 | 5.714 |
|  | 3.481 | 4.741 | 1.122 | 0.658 | 5.034 |
|  | 4.259 | 4.778 | 0.764 | 0.801 | 2.434 |
|  | 3.667 | 4.926 | 1.330 | 0.385 | 4.725 |
|  | 3.667 | 4.963 | 1.038 | 0.192 | 6.382 |
|  | 3.741 | 4.815 | 0.859 | 0.483 | 5.662 |
|  | 3.444 | 4.815 | 1.396 | 0.786 | 4.444 |
|  | 2.222 | 3.296 | 1.553 | 1.815 | 2.337 |
|  | 3.778 | 4.852 | 0.934 | 0.456 | 5.371 |
|  | 3.630 | 4.963 | 1.305 | 0.192 | 5.251 |
|  | 3.519 | 4.259 | 1.014 | 0.859 | 2.896 |
|  | 3.259 | 4.741 | 1.163 | 0.447 | 6.178 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl****No.** |  |  | σ2 | σ2 | **t-value** |
|  | 2.111 | 3.519 | 1.396 | 1.968 | 3.031 |
|  | 4.370 | 4.852 | 0.742 | 0.770 | 2.341 |
|  | 4.000 | 4.815 | 0.920 | 0.483 | 4.075 |
|  | 4.593 | 4.963 | 0.636 | 0.192 | 2.896 |
|  | 3.556 | 4.889 | 1.281 | 0.424 | 5.135 |
|  | 3.556 | 4.889 | 1.086 | 0.320 | 5.119 |
|  | 3.630 | 4.926 | 1.182 | 0.267 | 5.561 |
|  | 3.815 | 4.815 | 1.210 | 0.780 | 3.601 |
|  | 2.444 | 4.333 | 1.672 | 1.441 | 4.447 |
|  | 3.481 | 4.741 | 1.341 | 0.813 | 4.173 |
|  | 3.630 | 4.852 | 1.115 | 0.770 | 4.689 |
|  | 3.519 | 4.704 | 1.312 | 0.609 | 4.259 |
|  | 3.185 | 4.889 | 1.360 | 0.424 | 6.216 |
|  | 3.074 | 4.704 | 1.299 | 0.775 | 5.598 |
|  | 3.148 | 4.704 | 1.634 | 0.823 | 4.418 |
|  | 4.000 | 4.963 | 1.109 | 0.192 | 4.444 |
|  | 3.185 | 5.000 | 1.528 | 0.000 | 6.204 |
|  | 3.451 | 4.815 | 1.221 | 0.396 | 5.399 |
|  | 3.519 | 4.815 | 1.122 | 0.396 | 5.661 |
|  | 3.333 | 4.889 | 1.441 | 0.424 | 5.381 |
|  | 3.333 | 4.963 | 1.301 | 0.192 | 6.439 |

**Preparation of the final inventory**

As the critical ratio for all the 39 items are greater than 2.58, the required value for significance at 0.01 level, they were selected for the final inventory. Final inventory is given as Appendix – II A ( English and Malayalam version)

**Reliability**

Reliability refers to the extend to which responses or behaviour made by individuals are consistent across items, setting or times. Reliability of the tool was estimated by test- retest method on a sample of twenty Primary School Head Teachers keeping a gap of one month between the two administrations. The coefficient of correlation obtained is 0.76. the reliability coefficient shows that the inventory is a reliable instrument.

**Validity**

“Validity is that quality of a data gathering instruments or procedure that enables it to measure what it is supposed to measure” (Best and Khan, 2001). The validity for the present inventory was ensured using face validity. “A test is said to have face validity when it appears to measure whatever the author had in mind, what he was thought he was measuring” (Garrett, 1973). The items in the present inventory were phrased in the least ambiguous way and the meanings of all terms were clearly defined. The inventory was administered on a try out sample of thirty Primary School Head Teachers and validated by experts. It was found that the subjects comprehended the inventory clearly and responded to the items without misunderstanding the items. Thus the inventory possess a face validity.

**Leadership Competency inventory**

The investigator assessed Leadership Competency of Primary School Head Teachers using the Leadership Competency inventory, constructed and standardized by the investigator himself with the help of his supervising teacher. For this purpose the investigator made an extensive study on the features of Leadership Competency and it’s components. The available literature on emotional intelligence shows that there are four components for Leadership Competency.

According to Daniel Goleman the following are components of Leadership Competency.

* 1. Articulate and arouse enthusiasm for a shared visual and mission
	2. Step forward to lead as needed, regardless of position.
	3. Guide the performance of others while holding them accountable.
	4. Lead by example

**Preparation**

The investigator wanted to assess the Leadership Competency of Primary School Head Teachers. He listed four components of Leadership Competency stated by Daniel Goleman. Then he, in consultation with his supervising teacher prepared items for each of the components. The draft inventory for Leadership Competency consisted of 61 statements from four dimensions. Among these 41statemnts are positive and 20 statements are negative. There are 5 possible responses for each item from which the subject can select VIZ always, most often, sometimes, rarely and never. A score of 5,4,3,2 and 1 are given to the responses always, most often, sometimes, rarely and never respectively for positive items. For negative item the scoring was done in the reverse order.

**Try out**

Try out of the draft inventory was done in order to select valid items for the final inventory by empirically testing the discriminating power of each item in the draft inventory. For this the inventory was administered to a sample of 100 Primary School Head Teachers selected using random sampling technique. Proper instructions were given regarding the method of responding. The responses were scored according to the scoring schemes. A copy of the draft inventory of Leadership Competency is given as appendix - I **B**

**Item analysis**

The 100 respond sheets obtained after the preliminary testing were scored and the total score for each subject was calculated. Then these sheets were arranged in descending order of the total score and highest and lowest 27 percent of the total sheets were separated.

The mean and standard deviation of the scores obtained for each item for the upper group and the lower group were calculated separately. The critical ratio for each item was calculated using the formula



Where

 = The mean of the upper group

= The mean of the lower group

σ12 = Standard deviation of the upper group

σ22 = Standard deviation of the lower group

N1 = Sample size of the first group

N2 = Sample size of the second group

TABLE - II

Critical ratio (t-value) with means
and square of standard deviation of the scores
of each item for the two groups (Leadership Competency)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** |  |  | σ­1 | σ­2 | **t -value** |
|  | 3.692 | 4.333 | 0.970 | 0.832 | 2.585 |
|  | 3.731 | 4.185 | 0.667 | 0.622 | 2.566 |
|  | 4.885 | 4.852 | 0.431 | 0.770 | 0.190 |
|  | 3.654 | 4.407 | 1.765 | 1.449 | 1.702 |
|  | 4.423 | 4.778 | 0.643 | 0.506 | 2.235 |
|  | 4.577 | 4.963 | 1.137 | 0.192 | 1.738 |
|  | 3.769 | 4.778 | 0.815 | 0.424 | 5.682 |
|  | 3.885 | 4.630 | 1.275 | 0.688 | 2.661 |
|  | 4.154 | 4.999 | 1.287 | 0.424 | 2.815 |
|  | 3.500 | 4.556 | 1.058 | 0.934 | 3.835 |
|  | 3.923 | 4.519 | 0.845 | 0.580 | 3.001 |
|  | 4.538 | 4.926 | 0.706 | 0.385 | 2.493 |
|  | 4.115 | 4.444 | 0.711 | 0.698 | 1.700 |
|  | 4.000 | 4.593 | 1.095 | 1.162 | 1.917 |
|  | 4.154 | 4.815 | 1.223 | 0.483 | 2.606 |
|  | 3.231 | 4.000 | 0.951 | 0.977 | 3.063 |
|  | 2.846 | 3.333 | 0.925 | 1.301 | 1.566 |
|  | 4.308 | 40889 | 1.289 | 0.426 | 2.222 |
|  | 4.115 | 4.741 | 1.107 | 0.859 | 2.302 |
|  | 3.538 | 4.000 | 0.811 | 0.784 | 2.105 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** |  |  | σ­1 | σ­2 | **t -value** |
|  | 3.808 | 4.111 | 2.201 | 1.251 | 0.900 |
|  | 4.500 | 5.000 | 0.949 | 0.000 | 2.740 |
|  | 3.654 | 4.481 | 1.129 | 0.753 | 3.150 |
|  | 4.038 | 4.667 | 0.871 | 0.555 | 3.144 |
|  | 4.038 | 4.370 | 0.599 | 1.149 | 1.312 |
|  | 3.923 | 4.778 | 0.977 | 0.424 | 4.160 |
|  | 4.462 | 4.926 | 1.421 | 0.385 | 1.638 |
|  | 3.654 | 4.778 | 1.056 | 0.506 | 4.970 |
|  | 3.885 | 6.630 | 0.993 | 0.492 | 3.481 |
|  | 4.846 | 4.963 | 0.464 | 0.192 | 1.205 |
|  | 4.192 | 4.630 | 1.059 | 1.079 | 1.489 |
|  | 4.192 | 5.000 | 1.096 | 0.000 | 3.830 |
|  | 3.923 | 4.926 | 1.412 | 0.267 | 3.625 |
|  | 4.769 | 5.000 | 0.430 | 0.000 | 2.792 |
|  | 4.538 | 4.815 | 0.509 | 0.786 | 1.513 |
|  | 4.654 | 4.926 | 0.562 | 0.267 | 2.266 |
|  | 2.692 | 3.444 | 0.679 | 1.311 | 2.608 |
|  | 3.346 | 3.889 | 1.413 | 1.672 | 1.274 |
|  | 3.615 | 4.556 | 1.098 | 0.641 | 3.825 |
|  | 4.038 | 4.667 | 0.662 | 0.480 | 3.964 |
|  | 4.577 | 4.963 | 1.102 | 0.192 | 1.793 |
|  | 4.462 | 5.000 | 0.989 | 0.000 | 2.830 |
|  | 4.462 | 4.556 | 0.706 | 1.086 | 0.372 |
|  | 2.923 | 2.704 | 1.412 | 1.540 | 0.540 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** |  |  | σ­1 | σ­2 | **t -value** |
|  | 3.577 | 4.407 | 1.065 | 0.844 | 3.153 |
|  | 4.154 | 4.963 | 1.008 | 0.192 | 4.097 |
|  | 4.000 | 4.593 | 1.166 | 0.888 | 2.086 |
|  | 3.423 | 4.741 | 1.332 | 0.447 | 4.866 |
|  | 3.962 | 4.481 | 1.216 | 0.753 | 1.879 |
|  | 4.346 | 4.852 | 1.413 | 0.770 | 1.627 |
|  | 4.654 | 4.963 | 1.093 | 0.192 | 1.447 |
|  | 3.385 | 4.259 | 1.472 | 0.984 | 2.552 |
|  | 2.462 | 1.926 | 1.449 | 1.567 | 1.291 |
|  | 4.154 | 4.704 | 0.732 | 0.609 | 2.979 |
|  | 2.385 | 3.481 | 1.359 | 1.578 | 2.707 |
|  | 4.423 | 5.000 | 0.758 | 0.000 | 3.959 |
|  | 3.692 | 4.556 | 1.158 | 0.577 | 3.454 |
|  | 3.500 | 4.815 | 1.068 | 0.396 | 5.987 |
|  | 2.523 | 3.148 | 1.449 | 1.406 | 1.555 |
|  | 3.077 | 4.407 | 1.093 | 0.844 | 4.972 |
|  | 4.692 | 5.000 | 0.549 | 0.000 | 2.913 |

**Preparation of the final inventory**

As there are 40 items with critical ratio greater than 2.58, the required value for significance at 0.01 level, those items were selected for the final inventory.

Final inventory is given as Appendix -II B ( English and Malayalam version)

**Reliability**

Reliability of the tool was estimated by test- retest method on a sample of twenty Primary School Head Teachers keeping a gap of one month between the two administrations. The coefficient of correlation obtained is 0.763 the reliability coefficient shows that the inventory is a reliable instrument.

**Validity**

The validity for the present inventory was ensured using face validity. The items in the present inventory were phrased in the least ambiguous way and the meanings of all terms were clearly defined. The inventory was administered on a try out sample of thirty Primary School Head Teachers and validated after consulting the experts in the field. It was found that the subjects comprehended the inventory, clearly and responded to the items without misunderstanding the items. Thus the inventory possesses a face validity.

* 1. **SAMPLE USED FOR THE STUDY**

Sampling is one of the most important aspects of getting representation of the entire population under investigation. Due to the difficulty of conducting the study on total population, the investigator confined the study to a sample representing the total population.

Population for the present study covers the Primary School Head Teachers in Kannur, Kozhikkode , Malappuram and Palakkad districts of Kerala. The following points were considered for selection of sample for the study

1. Gender
2. Type of Management of School
3. Grade of School
4. Locale

**Sample size**

The population of the present study is Primary School Head Teachers in Kannur, Kozhikkode , Malappuram and Palakkad districts of Kerala which is a heterogeneous group, so the sampling technique used is stratified random sampling. This process gives a researcher a more representative sample than one selected using other techniques. The different strata considered for selection of the sample are Male and Female Primary School Head Teachers Government and Aided Primary School Head Teachers Lower primary and Upper Primary School Head Teachers and Rural and Urban Primary School Head Teachers. The study was thus conducted on a sample of 175 Primary School Head Teachers selected from varies Schools in Kannur, Kozhikkode , Malappuram and Palakkad districts of Kerala.

List of Schools is given in the appendix -III

The details of the sample considered for the study is given in the Table III

TABLE 3

**Break up of the final sample**

|  |
| --- |
| Total : 175 |
| Rural : 130 | Urban : 45 |
| Government : 51 | Aided : 79 | Government : 20 | Aided : 25 |
| LP : 41 | U.P : 10 | LP : 53 | U.P : 26 | LP :12 | U.P : 8 | LP : 11 | U.P : 14 |
| Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Fe male | Male | Female |
| 28 | 13 | 4 | 6 | 26 | 27 | 16 | 10 | 5 | 7 | 3 | 5 | 9 | 2 | 7 | 7 |

1. **DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**Data collection procedure**

After the selection of the sample the investigator made arrangements for the administration of the tool. The investigator met Primary School Head Teachers by visiting selected Schools. After giving necessary instructions the investigator administered the inventory of Emotional Awareness and the inventory of Leadership Competency on the Head teachers and collected data.

**Scoring and consolidation of data**

The response sheets of both Emotional Awareness and Leadership Competency were scored according to the scoring scheme repaired. Each questions has five responses VIZ Always, Most Often, Sometimes, Rarely and Never. Scoring was done as follows. A score of 5,4,3,2 and 1 was given for the responses Always, Most Often, Sometimes, Rarely and Never respectively for a positive item. For a negative item the scoring was done in the reverse order.

1. **STATISTICAL TECHNIQUES USED FOR THE ANALYSIS OF DATA**

The scores obtained from 175 Primary School Head Teachers were subjected to statistical treatment. The various statistical techniques used for analyzing data are given below

* 1. **Pearson’s Product Moment Coefficient of Correlation ( r )**

The most often used and most precise Coefficient of Correlation is known as Pearson’s Product Moment Coefficient of Correlation ( r ). The degree of relationship is measured and represented by the Coefficient of Correlation which can be calculated using the formula



Where,

ΣX = Sum of X scores

ΣY = Sum of Y scores

ΣX2 = Sum of the squared X scores

 ΣY2 = Sum of the squared Y scores

ΣXY = Sum of the products of paired X and Y scores

N = Number of paired scores

In this study Correlation Coefficient ‘r’ is used to find out the extend of relationship between Emotional Awareness and Leadership Competency

* 1. **Test of significance of difference between Means for different categories (t-test)**

The statistical technique, test of significance of difference between Means for different categories is used to find out if there exists any significant difference in Emotional Awareness and Leadership Competency between relevant Sub Samples. The test of significance of differanc ebetween two Means is known as the ‘t’test. The formula to calculate ‘t’ is

* 1. **Anova**

“Analysis of variance (ANOVA) has been defined as the separation of the variance ascribable to other groups” (Fisher, 1950). In it’s simplest form the analysis of variance is used to test the significance of the differences between the means of a number of different populations. It is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. ANOVA is an inferential statistical procedure by which a researcher can test the null hypotheses that two or more population means are equal. A ratio of two variance estimate is computed, and this ratio has as it’s sampling distribution, the ‘F’ distribution, determined by two degrees of freedom values. ANOVA can include one or more independent variables. If three independent variables are included simultaneously in an ANOVA, the analysis is called a three-way ANOVA.

In this study ANOVA is used to find out whether the variables Gender, Type of Management of School and Grade of School have any interaction effect on Leadership Competency of Primary School Head Teachers and to find out whether the variables Gender, Type of Management of School and Grade of School have any interaction effect on Emotional Awareness of Primary School Head Teachers. ANOVA is also used to find out whether the variables Gender, Type of Management of School , Emotional Awareness and Grade of School have any interaction effect on Leadership Competency of Primary School Head Teachers in Kannur, Kozhikkode , Malappuram and Palakkad districts of Kerala.

**METHODOLOGY**

Research methods are of great importance in a research process. The success of any research depends largely on the suitability of methods and tools and techniques used for the collection of data. A suitable method helps the researcher to explore the diverse areas of the study. The decision about the methods depends upon the nature of research problem and the kind of data necessary for it’s solution.

The present study is intended to find out the relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers. The design of the study is described under the following major sections.

1. Variables
2. Objectives
3. Hypotheses
4. Tools used for the collection of data
5. Sample used for the study
6. Data collection procedure, scoring and consolidation of data
7. Statistical techniques used for analysis

The details of each of above are given below :-

**A. VARIABLES**

As the major objective of the study is to find out the relationship between Emotional Awareness and Leadership Competency, the independent variable is Emotional Awareness and the dependent variable is Leadership Competency.

Other independent variables are Gender, Type of Management of School, Grade of School and Locale.

1. **OBJECTIVES**

The objectives of this study are the following

* 1. To find out if there exists any significant relationship between Emotional Awareness and Leadership competency of Primary School Head Teachers for the total sample.
	2. To find out if there exists any significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers in the sub samples based.
		1. Gender
		2. Type of Management of School
		3. Grade of School
		4. Locale
	3. To find out whether any significant difference exists in the mean scores of Emotional Awareness and Leadership Competency of Primary School Head Teachers between the relevant sub samples based on
		+ - 1. Gender
				2. Type of Management of School
				3. Grade of School
				4. Locale

To find out if Gender, Type of Management of School and Grade of School have any significant main and interaction effect on Leadership Competency of Primary School Head Teachers.

To find out if Gender, Type of Management of School and Grade of School have any significant main and interaction effect on Emotional Awareness of Primary School Head Teachers.

**HYPOTHESES**

1. There exists significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers.

2. There exists significant of relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers in the sub samples based on

Gender

Type of Management of School

Grade of School

Locale

3. There exists significant difference in the means scores of Emotional Awareness and Leadership Competency of primary School Head teachers between the relevant sub samples based on

* 1. Gender
	2. Type of Management of School
	3. Grade of School
	4. Gender

4. Gender, Type of Management of School and Grade of School have significant main and interaction effect on Emotional Awareness of Primary School Head Teachers.

5. Gender, Type of Management of School, Grade of School and Emotional Awareness have significant main and interaction effect on Leadership Competency of Primary School Head Teachers.

1. **TOOLS USED FOR DATA COLLECTION**

To carry out any type of research data must be gathered to test the hypotheses. A researcher will require many data gathering tools or techniques which vary in their complexity, design, administration and interpretation.

Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools which will provide adequate data he/she requires for testing the hypotheses. In some situation the researcher may find that existing research tools do not suit his purpose and so he/she may modify them or construct his/her own ( kaul, 1997).

For the present study Emotional Awareness is the independent variable and for measuring this variable the investigator developed a inventory of Emotional Awareness with the help of his supervising teacher. Leadership Competency is the dependent variable and to assess this the investigator developed a inventory of Leadership Competency with the help of his supervising teacher.

The procedure for constructing and standardizing the inventory is described under the following heading

1. Planning of the rating inventory
2. Preparation
3. Try out
4. Item analysis
5. Preparation of the final inventory
6. Reliability
7. Validity
8. Norms

**Planning of the rating inventory**

1. Inventory of Emotional Awareness

In the study the investigator assessed Emotional Awareness of Primary School Head Teachers using the inventory of Emotional Awareness constructed and standardized by the investigator himself with the help of his supervising teacher. For this purpose the investigator made an extensive study on the features of emotional intelligence and it’s components. The available literature on emotional intelligence shows that there are four components for emotional awareness.

According to Daniel Goleman the following are components related to emotional awareness.

1. Know which emotion they are feeling and why.
2. Realize the ink between their feelings and what they think, do and say.
3. Recognize how their feelings affect their performance.
4. Have a guide awareness of their values and goals.

**Preparation**

The investigator wanted to assess the Emotional Awareness of Primary School Head Teachers. He listed four components of Emotional Awareness stated by Daniel Goleman. Then he, in consultation with his supervising teacher prepared items for each of the components. The draft inventory for Emotional Awareness consisted of 39 statements from four dimensions. Among these 26 statements are positive and 13 statements are negative. There are five possible responses for each item from which the subject can select VIZ always, most often, some times, rarely and never. A score of 5,4,3,2 and 1 are given to the responses, always , most often, some times, rarely and never respectively for a positive item. For negative item the scoring was done in the reverse order.

A copy of the draft scale of Emotional Awareness is given as Appendix I A

**Try out**

Try out of the draft inventory was done in order to select valid items for the final inventory by empirically testing the discriminating power of each item in the draft inventory. For this the inventory was administered to a sample of 100 Primary School Head Teachers selected using random sampling technique. Proper instructions were given regarding the methods of responding. The response were scored according to the scoring scheme.

**Item analysis**

The purpose of item analysis is to select the items that have item characteristics.

The 100 response sheets obtained after the preliminary testing were scored and the total score for each subject was calculated. Then those sheets were arranged in descending order of the total score and highest and lowest 27 percent of the total sheets separated.

The mean and standard deviation of the scores obtained for each item for the upper group and the lower group were calculated separately. The critical ratio for each item was calculated using the formula

t = 

Where

 = The mean of the upper group

= The mean of the lower group

σ12 = Standard deviation of the upper group

σ22 = Standard deviation of the lower group

N1 = Sample size of the first group

N2 = Sample size of the second group

TABLE - 1

**Critical ratio (t-value) with means
and square of standard deviation of the
scores of each item for the two groups (Emotional Awareness )**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl****No.** |  |  | σ2 | σ2 | **t-value** |
|  | 3.185 | 4.704 | 1.111 | 0.609 | 6.230 |
|  | 3.852 | 4.815 | 0.884 | 0.396 | 5.265 |
|  | 3.778 | 4.889 | 0.892 | 0.320 | 6.094 |
|  | 4.333 | 4.889 | 0.920 | 0.320 | 2.964 |
|  | 3.481 | 5.000 | 1.189 | 0.000 | 6.638 |
|  | 3.667 | 4.926 | 1.038 | 0.267 | 6.107 |
|  | 3.407 | 4.889 | 1.279 | 0.424 | 5.714 |
|  | 3.481 | 4.741 | 1.122 | 0.658 | 5.034 |
|  | 4.259 | 4.778 | 0.764 | 0.801 | 2.434 |
|  | 3.667 | 4.926 | 1.330 | 0.385 | 4.725 |
|  | 3.667 | 4.963 | 1.038 | 0.192 | 6.382 |
|  | 3.741 | 4.815 | 0.859 | 0.483 | 5.662 |
|  | 3.444 | 4.815 | 1.396 | 0.786 | 4.444 |
|  | 2.222 | 3.296 | 1.553 | 1.815 | 2.337 |
|  | 3.778 | 4.852 | 0.934 | 0.456 | 5.371 |
|  | 3.630 | 4.963 | 1.305 | 0.192 | 5.251 |
|  | 3.519 | 4.259 | 1.014 | 0.859 | 2.896 |
|  | 3.259 | 4.741 | 1.163 | 0.447 | 6.178 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl****No.** |  |  | σ2 | σ2 | **t-value** |
|  | 2.111 | 3.519 | 1.396 | 1.968 | 3.031 |
|  | 4.370 | 4.852 | 0.742 | 0.770 | 2.341 |
|  | 4.000 | 4.815 | 0.920 | 0.483 | 4.075 |
|  | 4.593 | 4.963 | 0.636 | 0.192 | 2.896 |
|  | 3.556 | 4.889 | 1.281 | 0.424 | 5.135 |
|  | 3.556 | 4.889 | 1.086 | 0.320 | 5.119 |
|  | 3.630 | 4.926 | 1.182 | 0.267 | 5.561 |
|  | 3.815 | 4.815 | 1.210 | 0.780 | 3.601 |
|  | 2.444 | 4.333 | 1.672 | 1.441 | 4.447 |
|  | 3.481 | 4.741 | 1.341 | 0.813 | 4.173 |
|  | 3.630 | 4.852 | 1.115 | 0.770 | 4.689 |
|  | 3.519 | 4.704 | 1.312 | 0.609 | 4.259 |
|  | 3.185 | 4.889 | 1.360 | 0.424 | 6.216 |
|  | 3.074 | 4.704 | 1.299 | 0.775 | 5.598 |
|  | 3.148 | 4.704 | 1.634 | 0.823 | 4.418 |
|  | 4.000 | 4.963 | 1.109 | 0.192 | 4.444 |
|  | 3.185 | 5.000 | 1.528 | 0.000 | 6.204 |
|  | 3.451 | 4.815 | 1.221 | 0.396 | 5.399 |
|  | 3.519 | 4.815 | 1.122 | 0.396 | 5.661 |
|  | 3.333 | 4.889 | 1.441 | 0.424 | 5.381 |
|  | 3.333 | 4.963 | 1.301 | 0.192 | 6.439 |

**Preparation of the final inventory**

As the critical ratio for all the 39 items are greater than 2.58, the required value for significance at 0.01 level, they were selected for the final inventory. Final inventory is given as Appendix – II A ( English and Malayalam version)

**Reliability**

Reliability refers to the extend to which responses or behaviour made by individuals are consistent across items, setting or times. Reliability of the tool was estimated by test- retest method on a sample of twenty Primary School Head Teachers keeping a gap of one month between the two administrations. The coefficient of correlation obtained is 0.76. the reliability coefficient shows that the inventory is a reliable instrument.

**Validity**

“Validity is that quality of a data gathering instruments or procedure that enables it to measure what it is supposed to measure” (Best and Khan, 2001). The validity for the present inventory was ensured using face validity. “A test is said to have face validity when it appears to measure whatever the author had in mind, what he was thought he was measuring” (Garrett, 1973). The items in the present inventory were phrased in the least ambiguous way and the meanings of all terms were clearly defined. The inventory was administered on a try out sample of thirty Primary School Head Teachers and validated by experts. It was found that the subjects comprehended the inventory clearly and responded to the items without misunderstanding the items. Thus the inventory possess a face validity.

**Leadership Competency inventory**

The investigator assessed Leadership Competency of Primary School Head Teachers using the Leadership Competency inventory, constructed and standardized by the investigator himself with the help of his supervising teacher. For this purpose the investigator made an extensive study on the features of Leadership Competency and it’s components. The available literature on emotional intelligence shows that there are four components for Leadership Competency.

According to Daniel Goleman the following are components of Leadership Competency.

* 1. Articulate and arouse enthusiasm for a shared visual and mission
	2. Step forward to lead as needed, regardless of position.
	3. Guide the performance of others while holding them accountable.
	4. Lead by example

**Preparation**

The investigator wanted to assess the Leadership Competency of Primary School Head Teachers. He listed four components of Leadership Competency stated by Daniel Goleman. Then he, in consultation with his supervising teacher prepared items for each of the components. The draft inventory for Leadership Competency consisted of 61 statements from four dimensions. Among these 41statemnts are positive and 20 statements are negative. There are 5 possible responses for each item from which the subject can select VIZ always, most often, sometimes, rarely and never. A score of 5,4,3,2 and 1 are given to the responses always, most often, sometimes, rarely and never respectively for positive items. For negative item the scoring was done in the reverse order.

**Try out**

Try out of the draft inventory was done in order to select valid items for the final inventory by empirically testing the discriminating power of each item in the draft inventory. For this the inventory was administered to a sample of 100 Primary School Head Teachers selected using random sampling technique. Proper instructions were given regarding the method of responding. The responses were scored according to the scoring schemes. A copy of the draft inventory of Leadership Competency is given as appendix - I **B**

**Item analysis**

The 100 respond sheets obtained after the preliminary testing were scored and the total score for each subject was calculated. Then these sheets were arranged in descending order of the total score and highest and lowest 27 percent of the total sheets were separated.

The mean and standard deviation of the scores obtained for each item for the upper group and the lower group were calculated separately. The critical ratio for each item was calculated using the formula



Where

 = The mean of the upper group

= The mean of the lower group

σ12 = Standard deviation of the upper group

σ22 = Standard deviation of the lower group

N1 = Sample size of the first group

N2 = Sample size of the second group

TABLE - II

Critical ratio (t-value) with means
and square of standard deviation of the scores
of each item for the two groups (Leadership Competency)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** |  |  | σ­1 | σ­2 | **t -value** |
|  | 3.692 | 4.333 | 0.970 | 0.832 | 2.585 |
|  | 3.731 | 4.185 | 0.667 | 0.622 | 2.566 |
|  | 4.885 | 4.852 | 0.431 | 0.770 | 0.190 |
|  | 3.654 | 4.407 | 1.765 | 1.449 | 1.702 |
|  | 4.423 | 4.778 | 0.643 | 0.506 | 2.235 |
|  | 4.577 | 4.963 | 1.137 | 0.192 | 1.738 |
|  | 3.769 | 4.778 | 0.815 | 0.424 | 5.682 |
|  | 3.885 | 4.630 | 1.275 | 0.688 | 2.661 |
|  | 4.154 | 4.999 | 1.287 | 0.424 | 2.815 |
|  | 3.500 | 4.556 | 1.058 | 0.934 | 3.835 |
|  | 3.923 | 4.519 | 0.845 | 0.580 | 3.001 |
|  | 4.538 | 4.926 | 0.706 | 0.385 | 2.493 |
|  | 4.115 | 4.444 | 0.711 | 0.698 | 1.700 |
|  | 4.000 | 4.593 | 1.095 | 1.162 | 1.917 |
|  | 4.154 | 4.815 | 1.223 | 0.483 | 2.606 |
|  | 3.231 | 4.000 | 0.951 | 0.977 | 3.063 |
|  | 2.846 | 3.333 | 0.925 | 1.301 | 1.566 |
|  | 4.308 | 40889 | 1.289 | 0.426 | 2.222 |
|  | 4.115 | 4.741 | 1.107 | 0.859 | 2.302 |
|  | 3.538 | 4.000 | 0.811 | 0.784 | 2.105 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** |  |  | σ­1 | σ­2 | **t -value** |
|  | 3.808 | 4.111 | 2.201 | 1.251 | 0.900 |
|  | 4.500 | 5.000 | 0.949 | 0.000 | 2.740 |
|  | 3.654 | 4.481 | 1.129 | 0.753 | 3.150 |
|  | 4.038 | 4.667 | 0.871 | 0.555 | 3.144 |
|  | 4.038 | 4.370 | 0.599 | 1.149 | 1.312 |
|  | 3.923 | 4.778 | 0.977 | 0.424 | 4.160 |
|  | 4.462 | 4.926 | 1.421 | 0.385 | 1.638 |
|  | 3.654 | 4.778 | 1.056 | 0.506 | 4.970 |
|  | 3.885 | 6.630 | 0.993 | 0.492 | 3.481 |
|  | 4.846 | 4.963 | 0.464 | 0.192 | 1.205 |
|  | 4.192 | 4.630 | 1.059 | 1.079 | 1.489 |
|  | 4.192 | 5.000 | 1.096 | 0.000 | 3.830 |
|  | 3.923 | 4.926 | 1.412 | 0.267 | 3.625 |
|  | 4.769 | 5.000 | 0.430 | 0.000 | 2.792 |
|  | 4.538 | 4.815 | 0.509 | 0.786 | 1.513 |
|  | 4.654 | 4.926 | 0.562 | 0.267 | 2.266 |
|  | 2.692 | 3.444 | 0.679 | 1.311 | 2.608 |
|  | 3.346 | 3.889 | 1.413 | 1.672 | 1.274 |
|  | 3.615 | 4.556 | 1.098 | 0.641 | 3.825 |
|  | 4.038 | 4.667 | 0.662 | 0.480 | 3.964 |
|  | 4.577 | 4.963 | 1.102 | 0.192 | 1.793 |
|  | 4.462 | 5.000 | 0.989 | 0.000 | 2.830 |
|  | 4.462 | 4.556 | 0.706 | 1.086 | 0.372 |
|  | 2.923 | 2.704 | 1.412 | 1.540 | 0.540 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** |  |  | σ­1 | σ­2 | **t -value** |
|  | 3.577 | 4.407 | 1.065 | 0.844 | 3.153 |
|  | 4.154 | 4.963 | 1.008 | 0.192 | 4.097 |
|  | 4.000 | 4.593 | 1.166 | 0.888 | 2.086 |
|  | 3.423 | 4.741 | 1.332 | 0.447 | 4.866 |
|  | 3.962 | 4.481 | 1.216 | 0.753 | 1.879 |
|  | 4.346 | 4.852 | 1.413 | 0.770 | 1.627 |
|  | 4.654 | 4.963 | 1.093 | 0.192 | 1.447 |
|  | 3.385 | 4.259 | 1.472 | 0.984 | 2.552 |
|  | 2.462 | 1.926 | 1.449 | 1.567 | 1.291 |
|  | 4.154 | 4.704 | 0.732 | 0.609 | 2.979 |
|  | 2.385 | 3.481 | 1.359 | 1.578 | 2.707 |
|  | 4.423 | 5.000 | 0.758 | 0.000 | 3.959 |
|  | 3.692 | 4.556 | 1.158 | 0.577 | 3.454 |
|  | 3.500 | 4.815 | 1.068 | 0.396 | 5.987 |
|  | 2.523 | 3.148 | 1.449 | 1.406 | 1.555 |
|  | 3.077 | 4.407 | 1.093 | 0.844 | 4.972 |
|  | 4.692 | 5.000 | 0.549 | 0.000 | 2.913 |

**Preparation of the final inventory**

As there are 40 items with critical ratio greater than 2.58, the required value for significance at 0.01 level, those items were selected for the final inventory.

Final inventory is given as Appendix -II B ( English and Malayalam version)

**Reliability**

Reliability of the tool was estimated by test- retest method on a sample of twenty Primary School Head Teachers keeping a gap of one month between the two administrations. The coefficient of correlation obtained is 0.763 the reliability coefficient shows that the inventory is a reliable instrument.

**Validity**

The validity for the present inventory was ensured using face validity. The items in the present inventory were phrased in the least ambiguous way and the meanings of all terms were clearly defined. The inventory was administered on a try out sample of thirty Primary School Head Teachers and validated after consulting the experts in the field. It was found that the subjects comprehended the inventory, clearly and responded to the items without misunderstanding the items. Thus the inventory possesses a face validity.

* 1. **SAMPLE USED FOR THE STUDY**

Sampling is one of the most important aspects of getting representation of the entire population under investigation. Due to the difficulty of conducting the study on total population, the investigator confined the study to a sample representing the total population.

Population for the present study covers the Primary School Head Teachers in Kannur, Kozhikkode , Malappuram and Palakkad districts of Kerala. The following points were considered for selection of sample for the study

1. Gender
2. Type of Management of School
3. Grade of School
4. Locale

**Sample size**

The population of the present study is Primary School Head Teachers in Kannur, Kozhikkode , Malappuram and Palakkad districts of Kerala which is a heterogeneous group, so the sampling technique used is stratified random sampling. This process gives a researcher a more representative sample than one selected using other techniques. The different strata considered for selection of the sample are Male and Female Primary School Head Teachers Government and Aided Primary School Head Teachers Lower primary and Upper Primary School Head Teachers and Rural and Urban Primary School Head Teachers. The study was thus conducted on a sample of 175 Primary School Head Teachers selected from varies Schools in Kannur, Kozhikkode , Malappuram and Palakkad districts of Kerala.

List of Schools is given in the appendix -III

The details of the sample considered for the study is given in the Table III

TABLE 3

**Break up of the final sample**

|  |
| --- |
| Total : 175 |
| Rural : 130 | Urban : 45 |
| Government : 51 | Aided : 79 | Government : 20 | Aided : 25 |
| LP : 41 | U.P : 10 | LP : 53 | U.P : 26 | LP :12 | U.P : 8 | LP : 11 | U.P : 14 |
| Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Fe male | Male | Female |
| 28 | 13 | 4 | 6 | 26 | 27 | 16 | 10 | 5 | 7 | 3 | 5 | 9 | 2 | 7 | 7 |

1. **DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**Data collection procedure**

After the selection of the sample the investigator made arrangements for the administration of the tool. The investigator met Primary School Head Teachers by visiting selected Schools. After giving necessary instructions the investigator administered the inventory of Emotional Awareness and the inventory of Leadership Competency on the Head teachers and collected data.

**Scoring and consolidation of data**

The response sheets of both Emotional Awareness and Leadership Competency were scored according to the scoring scheme repaired. Each questions has five responses VIZ Always, Most Often, Sometimes, Rarely and Never. Scoring was done as follows. A score of 5,4,3,2 and 1 was given for the responses Always, Most Often, Sometimes, Rarely and Never respectively for a positive item. For a negative item the scoring was done in the reverse order.

1. **STATISTICAL TECHNIQUES USED FOR THE ANALYSIS OF DATA**

The scores obtained from 175 Primary School Head Teachers were subjected to statistical treatment. The various statistical techniques used for analyzing data are given below

* 1. **Pearson’s Product Moment Coefficient of Correlation ( r )**

The most often used and most precise Coefficient of Correlation is known as Pearson’s Product Moment Coefficient of Correlation ( r ). The degree of relationship is measured and represented by the Coefficient of Correlation which can be calculated using the formula



Where,

ΣX = Sum of X scores

ΣY = Sum of Y scores

ΣX2 = Sum of the squared X scores

 ΣY2 = Sum of the squared Y scores

ΣXY = Sum of the products of paired X and Y scores

N = Number of paired scores

In this study Correlation Coefficient ‘r’ is used to find out the extend of relationship between Emotional Awareness and Leadership Competency

* 1. **Test of significance of difference between Means for different categories (t-test)**

The statistical technique, test of significance of difference between Means for different categories is used to find out if there exists any significant difference in Emotional Awareness and Leadership Competency between relevant Sub Samples. The test of significance of differanc ebetween two Means is known as the ‘t’test. The formula to calculate ‘t’ is

* 1. **Anova**

“Analysis of variance (ANOVA) has been defined as the separation of the variance ascribable to other groups” (Fisher, 1950). In it’s simplest form the analysis of variance is used to test the significance of the differences between the means of a number of different populations. It is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. ANOVA is an inferential statistical procedure by which a researcher can test the null hypotheses that two or more population means are equal. A ratio of two variance estimate is computed, and this ratio has as it’s sampling distribution, the ‘F’ distribution, determined by two degrees of freedom values. ANOVA can include one or more independent variables. If three independent variables are included simultaneously in an ANOVA, the analysis is called a three-way ANOVA.

In this study ANOVA is used to find out whether the variables Gender, Type of Management of School and Grade of School have any interaction effect on Leadership Competency of Primary School Head Teachers and to find out whether the variables Gender, Type of Management of School and Grade of School have any interaction effect on Emotional Awareness of Primary School Head Teachers. ANOVA is also used to find out whether the variables Gender, Type of Management of School , Emotional Awareness and Grade of School have any interaction effect on Leadership Competency of Primary School Head Teachers in Kannur, Kozhikkode , Malappuram and Palakkad districts of Kerala.

**ANALYSIS**

The main purpose of the study was to investigate the relation ship between Emotional Awareness and Leadership Competency of preliminary School Head Teachers. The collected data was analyzed statistically and the results have been presented and discussed in this chapter with reference to the objectives of study.

**OBJECTIVES**

1. To find out if there exist any significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers.
2. To find out if there exist any significant relation ship between Emotional Awareness and Leadership Competency of Primary School Head Teachers in the sub samples based on
3. Gender
4. Type of Management of School
5. Grade of School
6. Locality
	1. To find out whether any significant difference exist in the mean scores of Emotional Awareness and Leadership Competency of primary School Head Teachers based on relevant sub samples.
7. Gender
8. Type of Management of School
9. Grade of School
10. Locality
11. To find out if Gender, Type of Management of School and Grade of School have any significant main and interaction effect on Emotional Awareness of Primary School Head Teachers..
12. To find out if Gender, Type of Management of School and Grade of School have any significant main and interaction effect on Leadership Competency of Primary School Head Teachers

**1. PRELIMINARY ANALYSIS OF TEST SCORES**

The important statistical properties of the scores on the variable under study were analyzed as a preliminary step. The mean, median, mode, standard deviation, skewness and kurtosis were computed for the whole sample.

The details of the statistics are presented in table 4

TABLE 4

**Preliminary analysis of test scores**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | SD | skeweness | Kurtosis |
| Emotional Awareness | 175 | 161.954 | 163.000 | 158.000 | 18.317 | - 0.437 | - 0.457 |
| Leader ship Competency | 175 | 169.869 | 171.000 | 162.000 | 12.427 | - 0.430 | 0.482 |

**DISCUSSION**

The important statistical constants of the selected variables for the total and sub samples were analyzed. It was found that In the case of Emotional Awareness the measures of central tendency VIZ mean, median are almost equal and mode is slightly less than that of mean and median. the value of skewness indicates that the distribution is negatively skewed. The value of kurtosis indicates that the distribution is leptokurtic.

In the case of Leadership Competency the value of mean and median are almost equal and the mode is slightly less than that of mean and median and the value of skewness and kurtosis indicates that the distribution is negatively skewed and platykurtic. Hence the variable Leadership Competency is considered as normally distributed.

**2. EXTENT OF RELATIONSHIP BETWEEN EMOTIONAL AWARENESS AND LEADERSHIP COMPETENCY OF PRIMARY SCHOOL HEAD TEACHERS.**

The coefficient of correlation obtained between Emotional Awareness and Leadership Competency for total sample and sub samples are presented in the table V

TABLE -5

**Coefficient of correlation
between Emotional Awareness and Leadership
Competency for total sample(N=175) and total of the sub samples
based on Gender, Type of Management of School, Grade of School and locale**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Sample | Correlation ‘r’ |
| 1 | Total | 0.4075 |
| 2 | Male | 0.4172 |
| 3 | Female | 0.3883 |
| 4 | Government | 0.3898 |
| 5 | Aided | 0.4258 |
| 6 | Lower Primary | 0.4022 |
| 7 | Upper Primary | 0.4294 |
| 8 | Rural | 0.3771 |
| 9 | Urban | 0.3210 |

The discussion of the results of the obtained correlations are presented sample vise

**CORRELATION ANALYSIS FOR TOTAL SAMPLE AND TOTAL OF THE SUB SAMPLES**

From the table 5 it can be seen that the coefficient of correlation between Emotional Awareness and Leadership Competency of Primary School Head Teachers is 0.4075. This reveals that the relation hip between Emotional Awareness and Leadership Competency of Primary School Head Teachers is moderately significant.

The coefficient of correlation for the sub samples Male and Female Primary School Head Teachers are 0.4172 and 0.3883 respectively. This shows that the relationship is moderately significant for male Head Teachers and significant at low level for Female Head Teachers.

The correlation coefficient obtained for the Government and Aided Primary School Head Teachers are 0.3898 and 0.4258 respectively. This indicate that relationship between Emotional Awareness and Leadership Competency of Government Primary School Head Teachers is significant at low level and that of Aided Primary School Head Teachers is moderately significant.

The correlation coefficient obtained for Lower primary and Upper Primary School Head Teachers are 0.4022 and 0.4294 respectively. This indicate that the relationship between Emotional Awareness and Leadership Competency of Lower primary and Upper Primary School Head Teachers is moderately significant.

The correlation coefficient obtained for Rural and Urban Primary School Head Teachers are 0.3771 and 0.3210 respectively. This indicate that the relationship between Emotional Awareness and Leadership Competency of Rural and Urban Primary School Head Teachers is significant at low level.

**DISCUSSION**

The coefficient of correlation between Emotional Awareness and Leadership Competency of Primary School Head Teachers were analyzed. It shows that that the relationship between Emotional Awareness and Leadership Competency is moderately significant for the total sample. It also shows that there is moderately significant relation between Emotional Awareness and Leadership Competency of Mail Head Teachers and low correlation in the case of Female Head Teachers. The relationship between Emotional Awareness and Leadership Competency of Aided Primary School Head Teachers is moderately significant and that of Government Primary School Head Teachers is significant at low level. The relationship between Emotional Awareness and Leadership Competency in the sub samples of Lower Primary School and Upper Primary School Head Teachers is moderately significant. The relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers of Rural and Urban Locality are significant at low level.

**3. COMPARISON OF THE MEANS SCORES OF EMOTIONAL AWARENESS AND LEADERSHIP COMPETENCY OF PRIMARY SCHOOL HEAD TEACHERS BASED ON GENDER, TYPE OF MANAGEMENT OF SCHOOL, GRADE OF SCHOOL AND LOCALITY**

* 1. Comparison of mean scores of Emotional Awareness between Male and Female Primary School Head Teachers

TABLE - 6

**Data and results of the test**

**of significance of difference in Emotional**

**Awareness between Male and Female Primary School Head Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | SD | ‘t’ value | Level ofSignificance |
| 1 | Male | 98 | 160.6735 | 19.211 | 1.06 | NS |
| 2 | Female | 77 | 163.5844 | 17.098 |

From the above table it is found that the mean scores of Emotional Awareness obtained for Male and Female Primary School Head Teachers are 160.6735 and 163.5844 respectively. The standard deviation obtained are 19.211 and 17.098 respectively. The calculated ‘t’ value is 1.06. The table value of ‘t’ at 0.05 level of significance is 1.96. since the calculated ‘t’ value is less than table value it can be inferred that there is no significant difference in Emotional Awareness between Male and Female Primary School Head Teachers.

**DISCUSSION OF RESULT**

The analysis of above data shows that there is no significant difference in Emotional Awareness between Male and Female Primary School Head Teachers. Hence it can be concluded that the Male and Female Primary School Head Teachers are almost equal in their Emotional Awareness.

2. Comparison of mean scores of Emotional Awareness between Government and Aided Primary School Head Teachers.

TABLE – 7

**Data and results of the test of**

**significance of difference in Emotional Awareness
between Government and Aided Primary School Head Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | SD | ‘t’ value | Level ofSignificance |
| 1 | Government | 71 | 164.2817 | 16.996 | 1.39 | N.S |
| 2 | Aided | 104 | 160.3654 | 19.084 |

From the table – 7 it is found that the mean scores of Emotional Awareness obtained for Government and Aided Primary School Head Teachers are 164.2817 and 160.3654 respectively. The standard deviations obtained are 16.996 and 19.084 respectively. The calculated ‘t’ value is 1.39. The table value of ‘t’ at 0.05 level of significance is 1.96. Since the obtained ‘t’ value is less than table value it can be inferred that there is no significant difference in Emotional Awareness between Government and Aided Primary School Head Teachers.

**DISCUSSION OF RESULT**

The analysis of above data shows that there is no significant difference in Emotional Awareness between Government and Aided Primary School Head Teachers. Hence it can be concluded that the Government and Aided Primary School Head Teachers are almost equal in their Emotional Awareness.

**3. Comparison of mean scores of Emotional Awareness between Lower and Upper Primary School Head Teachers.**

TABLE – 8

**Data and results of the test of**

**significance of difference in Emotional Awareness**

**between Lower and Upper Primary School Head Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | SD | ‘t’ value | Level ofSignificance |
| 1 | Lower Primary | 117 | 162.5299 | 17.244 | 0.59 | N.S |
| 2 | Upper Primary | 58 | 160.7931 | 20.421 |

From the table –8 it is found that the mean score of Emotional Awareness obtained for Lower primary and Upper Primary School Head Teachers are 162.5299 and 160.7931.the standard deviation obtained are 17.244 and 20.421 respectively. The calculated ‘t’ value is 0.59. The table value of ‘t’ at 0.05 level of significance is 1.96. Since the obtained ‘t’ value is less than table value it can be inferred that there is no significant difference in Emotional Awareness between Lower primary and Upper Primary School Head Teachers .

**DISCUSSION OF RESULT**

The analysis of above data shows that there is no significant difference in Emotional Awareness between Lower primary and Upper Primary School Head Teachers. Hence it can be calculated that the Lower primary and Upper Primary School Head Teachers are almost equal in their Emotional Awareness.

**4. Comparison of mean scores of Emotional Awareness between Lower and Upper Primary School Head Teachers.**

TABLE – 9

**Data and results of the test of**

**significance of difference in Emotional Awareness**

**between Rural and Urban Primary School Head Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | SD | ‘t’ value | Level ofSignificance |
| 1 | Rural | 130 | 159.4308 | 18.642 | 3.18 | Significant at 0.01 level |
| 2 | Urban | 45 | 169.2444 | 15.324 |

The mean score of Emotional Awareness obtained for Primary School Head Teachers of Rural and Urban locality ware 159.4308 and 169.2444 respectively. The standard deviation obtained ware 18.642 and 15.324 respectively. The calculated ‘t’ value is 3.18. The table value of ‘t’ at 0.01 significance level is 2.58. Since the obtained ‘t’ value is greater than the table value the mean difference in Emotional Awareness between Primary School Head Teachers of Rural and Urban locality is statistically significant at 0.01 level.

**DISCUSSION OF RESULT**

##  From The analysis of the mean scores of Emotional Awareness of Primary School Head Teachers of Rural and Urban locality it is found that there is significant difference in Emotional Awareness between Primary School Head Teachers of Rural and Urban Locality in favour of head teacher in Urban locality.

**COMPARISON OF MEAN SCORES OF LEADERSHIP COMPETENCY BETWEEN THE SUB SAMPLES BASED ON GENDER, TYPE OF MANAGEMENT OF SCHOOL, GRADE OF SCHOOL AND LOCALITY.**

**5. Comparison of mean scores of Leadership Competency between Male and Female Primary School Head Teachers.**

TABLE – 10

**Data and results of the test of**

**significance of difference in Leadership Competency**

**between Male and Female Primary School Head Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | SD | ‘t’ value | Level ofSignificance |
| 1 | Male | 98 | 169.0408 | 12.226 | 0.99 | N.S |
| 2 | Female | 77 | 170.9221 | 12.680 |

The mean scores of Leadership Competency obtained for Male and Female Primary School Head Teachers are 169.0408 and 170.9221 respectively. The standard deviations obtained are 12.226 and 12.680 respectively. The calculated ‘t’ value is 0.99. The table value of ‘t’ at 0.05 significance level is 1.96. Since the obtained ‘t’ value is less than the table value it can be inferred that there is no significant difference in Leadership Competency between Male and Female Primary School Head Teachers.

**DISCUSSION OF RESULT**

##  The analysis of above data shows that there is no significant difference in Leadership Competency between Male and Female Primary School Head Teachers. Hence it can be concluded that the Male and Female Primary School Head Teachers are almost equal in their Leadership Competency.

**6. Comparison of mean scores of Leadership Competency between Government and Aided Primary School Head Teachers.**

TABLE – 11

**Data and results of the test of**

**significance of difference in Leadership Competency**

**between Government and Aided Primary School Head Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | SD | ‘t’ value | Level ofSignificance |
| 1 | Government | 71 | 169.6197 | 12.447 | 0.22 | N.S |
| 2 | Aided | 104 | 170.0385 | 12.471 |

The mean scores of Leadership Competency obtained for Government and Aided Primary School Head Teachers are 169.6197 and 170.0385 respectively. The standard deviations obtained are 12.447 and 12.471 respectively. The calculated ‘t’ value is 0.22. The table value of ‘t’ at 0.05 significance level is 1.96. Since the obtained ‘t’ value is less than the table value it can be inferred that there is no significant difference in Leadership Competency between Government and Aided Primary School Head Teachers.

**DISCUSSION OF RESULT**

## The analysis of above data shows that there is no significant difference in Leadership Competency between Government and Aided Primary School Head Teachers. Hence it can be concluded that the Government and Aided Primary School Head Teachers are almost equal in their Leadership Competency.

**7. Comparison of mean scores of Leadership Competency between Lower primary and Upper Primary School Head Teachers.**

TABLE – 12

**Data and results of the test of**

**significance of difference in Leadership Competency**

**between Lower primary and Upper Primary School Head Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | SD | ‘t’ value | Level ofSignificance |
| 1 | Lower primary | 117 | 169.3504 | 12.352 | 0.78 | N.S |
| 2 | Upper primary | 58 | 170.9138 | 12.620 |

The mean scores of Leadership Competency obtained for Lower primary and Upper Primary School Head Teachers are 169.3504 and 170.9138 respectively. The standard deviations obtained are 12.352 and 12.620 respectively. The calculated ‘t’ value is 0.78. The table value of ‘t’ at 0.05 significance level is 1.96. Since the obtained ‘t’ value is less than the table value it can be inferred that there is no significant difference in Leadership Competency between Lower primary and Upper Primary School Head Teachers.

**DISCUSSION OF RESULT**

 The analysis of above data shows that there is no significant difference in Leadership Competency between Lower primary and Upper Primary School Head Teachers. Hence it can be concluded that the Lower primary and Upper Primary School Head Teachers are almost equal in their Leadership Competency.

8. Comparison of mean scores of Leadership Competency between Rural and Urban Primary School Head Teachers.

TABLE – 13

**Data and results of the test of**

**significance of difference in Leadership Competency**

**between Rural and Urban Primary School Head Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl. No. | Category | N | M | SD | ‘t’ value | Level ofSignificance |
| 1 | Rural | 130 | 167.8308 | 12.411 | 3.83 | Significant |
| 2 | Urban | 45 | 175.7556 | 10.555 |

The mean scores of Leadership Competency obtained for Primary School Head Teachers of Rural and Urban locality were 167.8308 and 175.7556 respectively. The standard deviation obtained were 12.441 and 10.555 respectively. The calculated ‘t’ value is 3.83. The table value of ‘t’ at 0.01 significance level is 2.58. Since the obtained ‘t’ value is greater than the table value the mean difference in Leadership Competency between Primary School Head Teachers of Rural and Urban locality is statistically significant at 0.01 level.

**DISCUSSION OF RESULT**

 From The analysis of the mean scores of Leadership Competency of Primary School Head Teachers of Rural and Urban locality it is found that there is significant difference in Leadership Competency between Primary School Head Teachers of Rural and Urban Locality in favour of head teacher in Urban locality. So it can be concluded that the Leadership Competency of Primary School Head Teachers in Urban locality is significantly greater than of those in Rural locality.

**4. 3 -WAY ANOVA**

The analysis and discussion of results with regard to 3- way ANOVA technique are described in the following section.

1. To find out the main and interaction effects of Gender, Type of Management of School, Grade of School on Leadership Competency 3- way ANOVA with 2x2x3 factorial design was done for 175 cases. The sum of squares and ‘F values are as given in table -14

TABLE -14

**Main and interaction effect of Gender,
Type of Management of School and Grade of School on
Leadership Competency of Primary School Head Teachers.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of variation | Sum of squares | DF | Mean squares | F- values |
| Main Effect | 280.825 | 3 | 93.608 | 0.595 |
| Gender | 179.329 | 1 | 179.329 | 1.139 |
| Type of Management of School | 3.465 | 1 | 3.465 | 0.022 |
| Grade of School | 123.915 | 1 | 123.915 | 0.787 |
| Gender in to type of Management of School | 63.358 | 1 | 61.358 | 0.390 |
| Gender in to Grade of School | 109.200 | 1 | 109.200 | 0.694 |
| Type of Management of School in to Grade of School | 0.478 | 1 | 0.478 | 0.003 |
| Gender in to Type of Management of School in to Grade of School | 132.165 | 1 | 132.165 | 0.839 |
| Residual | 26293.464 | 167 | 157.446 |  |
| Total | 26871.977 | 174 | 154.437 |  |

The above table indicate that the ‘F’ value obtained for main effect of Gender on leadership competency is 1.139. The table value of ‘F’ at 0.05 level of significance with degree if freedom (1, 167) is 3.89. The obtained ‘F’ value is less than the table value at 0.05 level of significance. So it can be concluded that the main effect of Gender on leadership competency of primary School head teachers is not significant at 0.05 level.

The calculated ‘F’ value for main effect of Type of Management of School on Leadership Competency of primary School head teachers is 0.022 the table value of ‘F’ at 0.05 level of significance with degree of freedom (1, 167) is 3.89. the calculated ‘F’ value is less than the table value at 0.05 level of significance. So it can be concluded that the main effect of Type of Management so School on Leadership Competency is not significant at 0.05 level.

The calculated ‘F’ value for main effect of Grade of School on Leadership Competency of primary School head teachers is 0.787. the table value of ‘F’ at 0.05 level of significance with degree of freedom (1, 167) is 3.89. The calculated ‘F’ value is less than the table value at 0.05 level of significance. So it can be concluded that the main effect of Grade of School on Leadership Competency of primary School head teachers is not significant at 0.05 level.

When the two way interaction of Gender and Type of Management of School on Leadership Competency of Primary School Head Teachers is considered the ‘F’ value obtained is 0.390. the table value of ‘F’ at 0.05 level of significance with degree of freedom (1, 167) is 3.89. the calculated ‘F’ value is less than the table value of ‘F’ at 0.05 level of significance. So it can be concluded that the interaction effect of Gender and Type of Management of School on Leadership Competency of Primary School Head Teachers is not significant at 0.05 level.

When the two way interaction of Gender and Grade of School is considered the ‘F’ value obtained is 0.694. The table value of ‘F’ at 0.05 level of significance with degree of freedom (1, 167) is 3.89. The calculated ‘F’ value is less than the table value of ‘F’ at 0.05 level of significance. So it can be concluded that the interaction effect of Gender and Grade of School on Leadership Competency of Primary School Head Teachers is not significant at 0.05 level.

When the two way interaction of Type of Management of School and Grade of School is considered the ‘F’ value obtained is 0.003. the table vale of ‘F’ at 0.05 level of significance with degree of freedom is (1, 167) is 3.89. The calculated ‘F’ value is less than the table value of ‘F’ at 0.05 level of significance. So it can be concluded that the interaction effect of Type of Management of School and Grade of School on Leadership Competency of Primary School Head Teachers is not significant at 0.05 level.

When the three-way interaction of Gender, Type of Management of School and Grade of School on Leadership Competency of Primary School Head Teachers is considered the ‘F’ value obtained is 0.839. The table vale of ‘F’ at 0.05 level of significance with degree of freedom is (1, 167) is 3.89. The calculated ‘F’ value is less than the table value of ‘F’ at 0.05 level of significance. So it can be concluded that the interaction effect of Gender, Type of Management of School and Grade of School on Leadership Competency of Primary School Head Teachers is not significant at 0.05 level.

TABLE -15

**Main and interaction effect of Gender
 Type of Management of School and Grade of
School on Emotional Awareness of Primary School Head Teachers.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of variation | Sum of squares | DF | Mean squares | F- values |
| Main Effect | 1134.647 | 3 | 378.216 | 1.113 |
| Gender | 377.622 | 1 | 377.622 | 1.111 |
| Type of Management of School  | 692.596 | 1 | 692.596 | 2.038 |
| Grade of School | 68.099 | 1 | 68.099 | 0.200 |
| Gender in to Type of Management of School  | 48.025 | 1 | 48.025 | 0.141 |
| Gender in to Grade of School  | 24.674 | 1 | 24.674 | 0.073 |
| Type of Management of School in to Grade of School  | 1.218 | 1 | 1.216 | 0.004 |
| Gender in to Type of Management of School in to Grade of School  | 413.689 | 1 | 413.689 | 1.217 |
| Residual  | 56763.191 | 167 | 339.899 |  |
| Total  | 58381.634 | 174 | 335.527 |  |

The above table indicates that the ‘F’ value obtained for main effect of Gender on Emotional Awareness of Primary School Head Teachers is 1.111. The table value of ‘F’ at 0.05 level of significance with degree if freedom (1, 167) is 3.89. The obtained ‘F’ value is less than the table value at 0.05 level of significance. So it can be concluded that the main effect of Gender on Emotional Awareness of Primary School Head Teachers is not significant at 0.05 level.

The calculated ‘F’ value for main effect of Type of Management of School on Emotional Awareness of Primary School Head Teachers is 2.038. The table value of ‘F’ at 0.05 level of significance with degree of freedom (1, 167) is 3.89. The calculated ‘F’ value is less than the table value at 0.05 level of significance. So it can be concluded that the main effect of Type of Management of School on Emotional Awareness is not significant at 0.05 level.

The calculated ‘F’ value for main effect of Grade of School on Emotional Awareness of Primary School Head Teachers is 0.200. The table value of ‘F’ at 0.05 level of significance with degree of freedom (1, 167) is 3.89. The calculated ‘F’ value is less than the table value at 0.05 level of significance. So it can be concluded that the main effect of Grade of School on Emotional Awareness of Primary School Head Teachers is not significant at 0.05 level.

When the two way interaction of Gender and Type of Management of School on Emotional Awareness of Primary School Head Teachers is considered the ‘F’ value obtained is 0.141. The table value of ‘F’ at 0.05 level of significance with degree of freedom (1, 167) is 3.89. The calculated ‘F’ value is less than the table value of ‘F’ at 0.05 level of significance. So it can be concluded that the interaction effect of Gender and Type of Management of School on Emotional Awareness of Primary School Head Teachers is not significant at 0.05 level.

When the two way interaction of Gender and Grade of School is considered the ‘F’ value obtained is 0.073. The table value of ‘F’ at 0.05 level of significance with degree of freedom (1, 167) is 3.89. The calculated ‘F’ value is less than the table value of ‘F’ at 0.05 level of significance. So it can be concluded that the interaction effect of Gender and Grade of School on Emotional Awareness of Primary School Head Teachers is not significant at 0.05 level.

When the two way interaction of Type of Management of School and Grade of School is considered the ‘F’ value obtained is 0.004. The table vale of ‘F’ at 0.05 level of significance with degree of freedom is (1, 167) is 3.89. The calculated ‘F’ value is less than the table value of ‘F’ at 0.05 level of significance. So it can be concluded that the interaction effect of Type of Management of School and Grade of School on Emotional Awareness of Primary School Head Teachers is not significant at 0.05 level.

When the three-way interaction of Gender, Type of Management of School and Grade of School on Emotional Awareness of Primary School Head Teachers is considered the ‘F’ value obtained is 1.217. The table value of ‘F’ at 0.05 level of significance with degree of freedom is (1, 167) is 3.89. The calculated ‘F’ value is less than the table value of ‘F’ at 0.05 level of significance. So it can be concluded that the interaction effect of Gender, Type of Management of School and Grade of School on Emotional Awareness of Primary School Head Teachers is not significant at 0.05 level.

TABLE -16

**Main and
interaction effect of Gender Type of
Management of School and Emotional Awareness on
Leadership Competency of Primary School Head Teachers.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Source of variation** | **Sum of squares** | **DF** | **Mean squares** | **F- values** |
| Main Effect | 3995.058 | 4 | 998.764 | 7.512 |
| Gender | 16.718 | 1 | 16.718 | 0.126 |
| Type of Management of School | 74.810 | 1 | 74.810 | 0.563 |
| Emotional Awareness | 3838.148 | 2 | 1919.074 | 14.434 |
| Gender in to Type of Management of School | 151.407 | 1 | 151.407 | 1.139 |
| Gender in to Emotional Awareness | 595.525 | 2 | 297.762 | 2.240 |
| Type of Management of School in to Emotional Awareness | 377.557 | 2 | 188.779 | 1.420 |
| Gender in to Type of Management of School in to Emotional Awareness | 178.623 | 2 | 89.312 | 0.672 |
| Residual | 21672.088 | 163 | 132.958 |  |
| Total | 26870.977 | 174 | 154.437 |  |

The above table indicates that the calculated’ value for main effect of Emotional Awareness on Leadership Competency of Primary School Head Teachers is 14.434. The table value of ‘F’ at 0.01 level of significance with degree of freedom (2, 163) is 4.71. Since the calculated value is greater than the table value of ‘F’ at 0.01 level of significance it can be concluded that the main effect of Emotional Awareness on Leadership Competency of Primary School Head Teachers is significant at 0.01 level.

When the two way interaction of Gender and Emotional Awareness of Primary School Head Teachers is considered the ‘F’ value obtained is 2.240. The table value of ‘F’ at 0.05 level of significance with degree of freedom is (2, 163) is 3.04. The calculated ‘F’ value is less than the table value of ‘F’. hence it can be concluded that the interaction effect of Gender and Emotional Awareness on Leadership Competency of Primary School Head Teachers is not significant at 0.05 level.

When the two way interaction of Type of Management of School and Emotional Awareness of Primary School Head Teachers is considered the ‘F’ value obtained is 1.420. The table value of ‘F’ at 0.05 level of significance with degree of freedom is (2, 163) is 3.04. The calculated ‘F’ value is less than the table value of ‘F’. Hence it can be concluded that the interaction effect of Type of Management of School and Emotional Awareness on Leadership Competency of Primary School Head Teachers is not significant at 0.05 level.

When the three-way interaction of Gender, Type of Management of School and Emotional Awareness on Leadership Competency of Primary School Head Teachers is considered the ‘F’ value obtained is 0.672. the table value of ‘F’ at 0.05 level of significance with degree of freedom (2, 163)is 3.04. the calculated ‘F’ value is less than the table value. Hence it can be concluded that the interaction effect of Gender, Type of Management of School and Emotional Awareness on Leadership Competency of Primary School Head Teachers is not significant.

TABLE -17

**Main and interaction effect of Gender
 Grade of School and Emotional Awareness on
Leadership Competency of Primary School Head Teachers.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | DF | Mean squares | F- values |
| Main Effect | 4069.319 | 4 | 1017.330 | 7.652 |
| Gender | 31.200 | 1 | 31.200 | 0.235 |
| Grade of School | 149.072 | 1 | 149.072 | 1.121 |
| Emotional Awareness | 3791.959 | 2 | 1895.980 | 14.262 |
| Gender in to Grade of School | 15.702 | 1 | 15.702 | 0.118 |
| Gender in to Emotional Awareness | 418.594 | 2 | 209.297 | 1.574 |
| Grade of School in to Emotional Awareness | 3.925 | 2 | 1.963 | 0.015 |
| Gender in to Grade of School in to Emotional Awareness | 625.562 | 2 | 312.781 | 2.353 |
| Residual | 21669.716 | 163 | 132.943 |  |
| Total | 26871.977 | 174 | 154.437 |  |

When the three-way interaction of Gender, Grade of School and Emotional Awareness is considered the ‘F’ value obtained is 2.353. The table value of ‘F’ at 0.05 level of significance with degree of freedom (2, 163) is 4.71. The calculated ‘F’ value is less than the table value of ‘F’ at 0.05 level of significance. So it can be concluded that the three-way interaction effect of Gender, Grade of School and Emotional Awareness on Leadership Competency of Primary School Head Teachers is not significant at 0.05 level.

TABLE –18

**Main and
interaction effect of Type of
Management of School, Grade of School and Emotional
Awareness on Leadership Competency of Primary School Head Teachers.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | DF | Mean squares | F- values |
| Main Effect | 4113.466 | 4 | 1028.367 | 7.499 |
| Type of Management of School | 75.347 | 1 | 75.347 | 0.549 |
| Grade of School | 135.126 | 1 | 135.126 | 0.985 |
| Emotional Awareness | 4011.976 | 2 | 2005.985 | 14.628 |
| Type of Management of School in to Grade of School | 16.458 | 1 | 16.458 | 0.120 |
| Type of Management of School in to Emotional Awareness | 271.249 | 2 | 135.624 | 0.989 |
| Grade of School in to Emotional Awareness | 15.930 | 2 | 7.965 | 0.058 |
| Type of Management of School in to Grade of School in to Emotional Awareness | 116.559 | 2 | 58.279 | 0.425 |
| Residual | 22352.103 | 163 | 137.129 |  |
| Total | 26871.977 | 174 | 154.437 |  |

When the two way interaction of Grade of School and Emotional Awareness of Primary School Head Teachers on Leadership Competency is considered the ‘F’ value obtained is 0.058.the table value of ‘F’ at 0.05 level of significance with degree of freedom (2, 163) is 4.71. the calculated ‘F’ value is less than the table value. Hence it can be concluded that the interaction effect of g and Emotional Awareness on Leadership Competency of Primary School Head Teachers is not significant at 0.05 level.

When the three-way interaction of Type of Management of School, Grade of School and Emotional Awareness of Primary School Head Teachers is considered the ‘F’ value obtained is 0.425. The table value of ‘F’ at 0.05 level of significance with degree of freedom (2, 163) is 4.71. The calculated ‘F’ value is less than the table value at 0.05 level of significance. so it can be concluded that the three-way interaction of Type of Management of School, Grade of School and Emotional Awareness of Primary School Head Teachers on their Leadership Competency is not significant at 0.05 level.

### SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS

This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research in this area.

#### STUDY IN RETROSPECT

The present study is entitled as EMOTIONAL AWARENESS AND LEADERSHIP COMPETENCY OF PRIMARY SCHOOL HEAD TEACHERS IN KANNUR, KOZHIKKODE, MALAPPURAM AND PALAKKAD DISTRICTS OF KERALA

#### VARIABLES

The investigator selected Gender, Type of management of school, Grade, Locale and emotional awareness as independent variable and leadership competency as dependent variable for the study.

##### OBJECTIVES

* 1. To find out if there exists any significant relationship between Emotional Awareness and Leadership competency of primary school Head teachers for the total sample.
	2. To find out if there exists any significant relationship between Emotional Awareness and Leadership Competency of primary school Head teachers in the sub samples based.
		1. Gender
		2. Type of school management
		3. Grade of school
		4. Locale
	3. To find out whether any significant difference exists in the mean scores of Emotional Awareness and Leadership Competency of primary school Head teachers between the relevant sub samples based on
		+ - 1. Gender
				2. Type of school management
				3. Grade of school
				4. Locale

To find out if gender, type of school and grade have any significant main and interaction effect on Emotional Awareness of primary school Head teachers.

To find out if gender, type of school and grade have any significant main and interaction effect on Leadership Competency of primary school Head teachers.

##### HYPOTHESES

1. There exists significant relationship between Emotional Awareness and Leadership Competency of primary school Head teachers.

2. There exists significant of relationship between Emotional Awareness and Leadership Competency of primary school Head teachers in the sub samples based on

Gender

Type of school management

Grade of school

Locale

1. There exists significant difference in the means scores of Emotional Awareness and Leadership Competency of primary school Head teachers between the relevant sub samples based on
	1. Gender
	2. Type of school management
	3. Grade of school
	4. Gender
2. Gender, Type of management of school and Grade of school have significant main and interaction effect on emotional awareness of primary school head teachers.
3. Gender, Type of management of school, Grade of school and emotional awareness have significant main and interaction effect on leadership competency of primary school head teachers.

##### METHODOLOGY

**Sample**

The study was conducted on a sample of 175 primary school head teachers of Kannur, Kozhikkode , Malappuram, and Palakkad districts of Kerala. The sample selection was done using stratified random sampling technique giving due representation to factors like Gender, Type of school, Grade of school and locality.

###### Tools Used

1. Inventory of Emotional Awareness.
2. Inventory of Leadership Competency

**Statistical Techniques Used**

The collected data were analyzed using the following techniques

* 1. Preliminary statistics.
	2. Pearson’s Product Moment Coefficient of Correlation ( 4 ).
	3. Test of significance of mean difference for large independent sample.
	4. 3 – way ANOVA

##### MAJOR FINDINGS OF THE STUDY

#####  The major findings of the study are the following

* 1. There exists moderately significant relationship between emotional awareness and leadership competency of primary school head teachers in the total sample.(r = 0.4075)
	2. There exists significant relationship between emotional awareness and leadership competency of male primary school head teachers (r = 0.4172)
	3. There exists low relationship between emotional awareness and leadership competency of female primary school head teachers (r = 0.3883).
	4. There exists low relationship between emotional awareness and leadership competency of government primary school head teachers
	(r = 0.3898)
	5. There exists moderately significant relationship between emotional awareness and leadership competency of Aided primary school head teachers (r = 0.4258)
	6. There exists moderately significant relationship between emotional awareness and leadership competency of Lower primary school head teachers (r = 0.4022)
	7. There exists moderately significant relationship between emotional awareness and leadership competency of Upper primary school head teachers (r = 0.4294)
	8. There exists low significant relationship between emotional awareness and leadership competency of primary school head teachers in the Rural locality (r = 0.3771)
	9. There exists low significant relationship between emotional awareness and leadership competency of primary school head teachers in the Urban locality (r = 0.3210)
	10. There is no significant difference in emotional awareness between Male and Female primary school head teachers (‘t’ value = 1.06)
	11. There is no significant difference in emotional awareness between Government and Aided primary school head teachers (‘t’ value = 1.39)
	12. There is no significant difference in emotional awareness between Lower and Upper primary school head teachers (‘t’ value = 0.59)
	13. There exists significant difference in emotional awareness between primary school head teachers of Rural and Urban locality (‘t’ value = 3.18)
	14. There is no significant difference in leadership competency between Male and Female primary school head teachers (‘t’ value = 0.99)
	15. There is no significant difference in leadership competency between Government and Aided primary school head teachers (‘t’ value = 0.22)
	16. There is no significant difference in leadership competency between Lower and Upper primary school head teachers ( ‘t’ value = 0.78)
	17. There exists significant difference in leadership competency between primary school head teachers of Rural and Urban locality (‘t’ value = 3.83)
	18. Gender has no significant main effect on leadership competency of primary school head teachers (F= 1.139 P > 0.05 for (1, 167) degrees of freedom).
	19. Type of management of school has no significant main effect on leadership competency of primary school head teachers. (F= 0.022 P > 0.05 for (1, 167) degrees of freedom)
	20. Grade has no significant main effect on leadership competency of primary school head teachers (F= 0.787 P > 0.05 for (1, 167) degrees of freedom).
	21. The interaction effect of Gender and Type of school on leadership competency of primary school head teachers is not significant
	(F= 0.390 P > 0.05 for (1, 167) degrees of freedom)
	22. The interaction effect of Gender and Grade of school on leadership competency of primary school head teachers is not significant
	(F= 0.694 P > 0.05 for (1, 167) degrees of freedom)
	23. The interaction effect of Type and Grade on leadership competency of primary school head teachers is not significant (F= 0.003 P > 0.05 for (1, 167) degrees of freedom)
	24. Gender, Type of school and Grade of school has no significant interaction effect on leadership competency of primary school head teachers. (F= 0.839 P > 0.05 for (1, 167) degrees of freedom).
	25. Main effect of Type of school on emotional awareness of primary school head teachers is not significant. (F= 2.038 P > 0.05 for (1, 167) degrees of freedom).
	26. Main effect of Grade on emotional awareness of primary school head teachers is not significant. (F= 0.200 P > 0.05 for (1, 167) degrees of freedom).
	27. The interaction effect of Gender and Type of school on emotional awareness of primary school head teachers is not significant (F= 0.141 P > 0.05 for (1, 167) degrees of freedom).
	28. The interaction effect of Gender and Grade of school on emotional awareness of primary school head teachers is not significant (F= 0.073 P > 0.05 for (1, 167) degrees of freedom).
	29. The interaction effect of Type of school and Grade of school on emotional awareness of primary school head teachers is not significant (F= 0.004 P > 0.05 for (1, 167) degrees of freedom).
	30. The interaction effect of Gender, Type of school and Grade on emotional awareness of primary school head teachers is not significant (F= 1.217 P > 0.05 for (1, 167) degrees of freedom).
	31. Main effect of emotional awareness on leadership competency of primary school head teachers is significant. (F= 14.34 P < 0.05 for (2, 163) degrees of freedom).
	32. The interaction effect of Gender and emotional awareness on leadership competency of primary school head teachers is not significant (F= 2.240 P > 0.05 for (2, 163) degrees of freedom).
	33. The interaction effect of Type of school and emotional awareness on leadership competency of primary school head teachers is not significant (F= 1.420 P > 0.05 for (2, 163) degrees of freedom).
	34. The interaction effect of Gender, Type of school and emotional awareness on leadership competency of primary school head teachers is not significant (F= 0.672 P > 0.05 for (2, 163) degrees of freedom).
	35. The interaction effect of Grade and emotional awareness on leadership competency of primary school head teachers is not significant
	(F= 0.058 P > 0.05 for (2, 163) degrees of freedom).
	36. Type of school, Grade and emotional awareness has no significant interaction effect on leadership competency of primary school head teachers ( F= 0.425 P > 0.05 for (2, 163) degrees of freedom).
	37. Gender, Grade and emotional awareness has no significant interaction effect on leadership competency of primary school head teachers ( F= 2.353 P > 0.05 for (2, 163) degrees of freedom).

##### TENABILITY OF HYPOTHESIS

 Hypothesis states that there exists significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers for the total samples . The findings reveled there exist significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers . The correlation coefficient for these variables shows samples correlation. (r =0.4075).There fore hypotheses is fully accepted.

Hypotheses 2(a) states that there exists significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers for the sub samples based on Gender. The findings reveals that there exists significant relationship between Emotional Awareness and Leadership Competency of male Primary School Head Teachers .The correlation co-efficient for Male Head Teachers shows substantial co-relation (r=0.4172). In the case if female Head Teachers there exists low relationship between Emotional Awareness and Leadership Competency. The correlation coefficient for female Head Teachers is 0.3883

Hypotheses 2(b) states that there exists significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers for the sub samples based on Type of school management. The findings reveal that there exists low relationship between Emotional Awareness and Leadership Competency of Government school Head Teachers. The correlation coefficient is 0.3898 for Government School Head Teachers. In the case of Aided Primary School Head Teachers there exists significant relationship relation ship between Emotional Awareness and Leadership Competency. The coefficient of correlation obtained is (0.4258). Shows substantial correlation. So the hypothesis fully accepted.

Hypotheses 2(c) states that there exists significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers based on Grade of School the findings revealed that there exists moderately significant relationship between Emotional Awareness and Leadership Competency of Lower Primary School Head Teachers. The correlation coefficient obtained is (0.4022) for Lower Primary School Head Teachers shows moderate relationship for Upper Primary School Head Teachers also shows substantial relationship (0.4294) . Therefore hypotheses (2c) is fully accepted.

Hypotheses 2(d) states that there exists significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers with based on locality. The findings revealed that there exists only low relationship between Rural and Urban Primary School Head Teachers. The correlation coefficient obtained are (0.3771) and (0.3210) respectively. So hypotheses (2d) is fully accepted.

Hypotheses 3(a) states that there exists significant difference between mean scores of Emotional Awareness and Leadership Competency between the relevant sub samples based on Gender. The result of comparison of mean scores for in Emotional Awareness and Leadership Competency indicate that there exists no significant difference in Emotional Awareness and Leadership Competency between Male and Female Primary School Head Teachers. So hypotheses (3a) is fully rejected.

Hypotheses 3(b) states that there exists significant difference between mean scores of Emotional Awareness and Leadership Competency between the relevant sub samples based on Type of Management of School. The result of comparison of mean scores in Emotional Awareness and Leadership Competency of Government and Aided School indicate that there exists is no difference in Emotional Awareness and Leadership Competency between Government and Aided Primary School Head Teachers. So hypotheses (3b) is rejected.

Hypotheses 3(c) states that there exists significant difference in the mean scores of Emotional Awareness and Leadership Competency between the relevant sub samples based on Grade of School. The result of comparison of mean scores of the Lower and Upper Primary School Head Teachers in Emotional Awareness and Leadership Competency indicate that there is no difference in Emotional Awareness and Leadership Competency between Lower and Upper Primary School Head Teachers. Hence hypotheses (3c) is rejected.

Hypotheses 3(d) states that there exists significant difference in the mean scores of Emotional Awareness and Leadership Competency between the relevant sub samples based on Locality. The results of comparison of means scores for the Rural and Urban Primary School Head Teachers in Emotional Awareness and Leadership Competency indicate that there is significant difference in Emotional Awareness and Leadership Competency between Rural and Urban Primary School Head Teachers. So hypotheses 3(d) is fully accepted.

Hypotheses 4 states that Gender, Type of management of school and Grade of school have significant main and interaction effect on emotional awareness of primary school head teachers. Findings revealed that the main effect of Gender, Type of Management of School and Grade of School have no main effect on Emotional Awareness of Primary School Head Teachers. The two way interaction of Gender and Type of Management of School, Type of Management of School and Grade of School and Gender and Grade of School does not have any significant effect on Emotional Awareness. The interaction effect of the variable, Gender, Grade of School and Type of Management of School on Emotional Awareness is not significant. Hence hypotheses 4 is rejected.

Hypotheses 5 states that Gender, Type of management of school, Grade of school and emotional awareness has significant main and interaction effect on leadership competency of primary school head teachers. Findings revealed that the main of Gender, Type of Management of School and Grade of School on Leadership Competency is not significant. The main effect of Emotional Awareness on Leadership Competency of Primary School Head Teachers is significant at 0.01 level of significance. The two way interaction of Gender and Type of Management of School, Type of Management of School and Grade of School, Grade of School and Emotional Awareness, Gender and Emotional Awareness, Type of Management of School and Emotional Awareness, Gender and Grade of School on Leadership Competency of Primary School Head Teachers is not significant.

The three way interaction of Gender, Type of Management of School and Grade of School; Gender, Type of Management of School and Emotional Awareness; Gender, Grade of School and Emotional Awareness; Type of Management of School, Grade of School and Emotional Awareness on Leadership Competency of Primary School Head Teachers are not significant. Hence hypotheses 5 is partially accepted.

##### CONCLUSION

The investigator reached the following conclusions after conducting the study. Emotional awareness and leadership competency of Primary School Head Teachers were analyzed. Results show that there is significant relationship between Emotional Awareness and Leadership Competency of primary school Head Teachers. Head teachers do not differ in Emotional Awareness and Leadership Competency between the relevant sub samples based on Gender, Type of Management of School and Grade of School. There is significant difference in Emotional Awareness and Leadership Competency between Primary School Head Teachers of Rural and Urban locality.

ANOVA results show that main effect of emotional awareness on leadership competency is significant and so there exists significant difference in leadership competency between primary school head teachers belonging to different levels of emotional awareness.

**EDUCATIONAL IMPLICATIONS**

The major findings of the study and the conclusions drawn helped the investigator to put forward the following suggestions for the improvement of Leadership Competencies of Primary School Head Teachers.

In the present study it was found that there exists significant relationship between Emotional Awareness and Leadership Competency of Primary School Head Teachers in Malappuram, Kozhikkode , Palakkad and Kannur districts.

* Primary School Head Teachers should be made aware of the importance of Emotional Awareness for Leadership Competency.
* Authorities should take initiative to conduct orientation class to Primary School Head Teachers with a view to enhance Emotional Awareness.
* Primary School Head Teachers in Rural locality should be given training to enhance their Emotional Awareness.
* Primary School Head Teachers in Rural locality should be given training to enhance their Leadership Competency.

## **SUGGESTIONS FOR FURTHER RESEARCH**

The findings of the study helped the investigator to put forward suggestions for further research.

* Replication of the present study using samples from High School Head Teachers and Higher Secondary School Principals
* A study can be conducted to find out the relationship between Self Awareness and Leadership Competency of Primary School Head Teachers.
* A study can be conducted to find out if there exists any significant difference in Emotional Awareness between Primary School Head Teachers and Secondary School Head Teachers
* A study can be conducted to find out the interaction effect of Gender, Facility and Mental stress on Emotional Awareness of Higher Secondary School Teachers.

# *APPENDIX – III*

# *LIST OF SCHOOLS VISITED*

|  |
| --- |
| 1. A.L.P.S Pazhedam
 |
| 1. G.UP.S Muthiriparamba
 |
| 1. New L.P.S Ponnani
 |
| 1. G.M.L.P.S. Mariyad
 |
| 1. G.M.U.P.S Kunnamkulam
 |
| 1. G.L.P.S Kakkad
 |
| 1. A.M.U.P.S Mangattupuram
 |
| 1. A.M.L.P.S Chemmankadavu east
 |
| 1. G.U.P.S Cholakundi
 |
| 1. G.L.P.S Thazhekkade
 |
| 1. G.M.L.P.S Ponani town
 |
| 1. G.F.L.P.S Ponani
 |
| 1. A.U.P.S Karuvathoor
 |
| 1. S.R.K.M.L.P.S Panniyankara
 |
| 1. A.M.U.P.S Kodur west
 |
| 1. G.L.P.S Malappuram
 |
| 1. G.L.P.S Kodalakundu
 |
| 1. A.L.P.S Sethusitharam.
 |
| 1. A.M.L.P.S Chemmankadavu
 |
| 1. K.C.M.A.U.P.S
 |
| 1. A.M.L.P.S Omanur
 |
| 1. A.M.L.P.S Paithiriparamba
 |
| 1. M.A.U.P.S Panakkad
 |
| 1. G.L.P.S Pukayur
 |
| 1. G.M.U.P.S Kuttasserikulamba
 |
| 1. M.I.L.P.S Kakkodi
 |
| 1. A.U.P.S Varissiakkuni.
 |
| 1. A.M.L.P.S Kuttaloor
 |
| 1. S.S.M.U.P.S Vadakkummuri
 |
| 1. A.M.L.P.S Olamathil
 |
| 1. G.M.L.P.S Koyappa
 |
| 1. G.U.P.S Mundothuparamba
 |
| 1. A.M.L.P.S Kidangayam
 |
| 1. G.L.P.S Kazhuthuttipuraya
 |
| 1. Madrasathul Islamiyya
 |
| 1. S.N.M.A.L.P.S Ugrapuram
 |
| 1. G.M.U.P.S Cherur
 |
| 1. G.U.P.S Thottumukkam
 |
| 1. A.U.P.S. Thrippanachi
 |
| 1. A.U.P.S Edakkaparambu
 |
| 1. G.U.P.S Chervaikara
 |
| 1. G.L.P.S Puthalam
 |
| 1. A.M.L.P.S Kundilparamba
 |
| 1. II.U.P.S Karasseri
 |
| 1. G.L.P.S Baypure
 |
| 1. A.M.L.P.S Kalpatta
 |
| 1. G.M.L.P.S Komanna
 |
| 1. A.M.L.P.S Karuthecheth
 |
| 1. M.L.P.S Pallipram
 |
| 1. G.F.L.P.S Chaliyam
 |
| 1. A.L.P.S Badirur, Makkada
 |
| 1. G.M.U.P.S Vettikkattiri
 |
| 1. G.L.P.S Velleeri
 |
| 1. A.M.L.P.S Vavoor
 |
| 1. St.ThomasU.P.S Kalluvari
 |
| 1. A.M.L.P.S Chengara
 |
| 1. H.N.C.K.M A.U.P.S Kavasseri
 |
| 1. Keeshal Devi vilasam.U.P.S
 |
| 1. Azad Memorial U.P.S Kumaranellur
 |
| 1. A.M.L.P S.Irivatty
 |
| 1. A.M.L.P.S Pattuparakulamba
 |
| 1. A.M.L.P.S Karukathrishi
 |
| 1. A.L.P.S Kalam, Velleri
 |
| 1. G.L.P.S Kilinakode
 |
| 1. G.M.L.P Areacode west
 |
| 1. G.M.L.P.S Pandikkad
 |
| 1. G.L.P.S Thayyangad
 |
| 1. G.M.U.P.S Perakamana
 |
| 1. A.M.U.P.S Pathiyamaliyekkal
 |
| 1. A.L.P.S Mundamparamba
 |
| 1. A.M.L.P.S Cheruputhoor
 |
| 1. G.L.P.S.C.U Campus
 |
| 1. A.U.P.S Cholappuram
 |
| 1. C.H.M.K.M.U.P.S Mundakkulam
 |
| 1. G.L.P.S Chaliyam
 |
| 1. G.M.L.P.S Puthoor
 |
| 1. A.M.L.P.S Patterkadave
 |
| 1. A.M.L.P.S Neeripalam
 |
| 1. G.M.U.P.S Nallalam
 |
| 1. I.S.M.U.P.S Parachraparaya
 |
| 1. A.K.H.M.A.U.P.S Chathrathody
 |
| 1. A.L.P.S Choolur
 |
| 1. A.L.P.S Muthuvathuparamba
 |
| 1. A.l.P.S.kavathikulam
 |
| 1. A.L.P.S.MUNDAYODE.
 |
| 1. A.L.P.S.North Kozhakkottur
 |
| 1. A.M.L.P.S Cholayimukku
 |
| 1. A.M.L.P.S Iringallur west
 |
| 1. A.M.L.P.S Klari south
 |
| 1. A.M.L.P.S Kochinoor
 |
| 1. A.M.L.P.S Muthanoor
 |
| 1. A.M.L.P.S Parappur East
 |
| 1. A.M.L.P.S Parappur west
 |
| 1. A.M.L.P.S Parappur west
 |
| 1. A.M.L.P.S Patnhrekkas
 |
| 1. A.M.L.P.S Thattadathathainkave
 |
| 1. A.M.L.P.S Thoombatupur
 |
| 1. A.M.L.P.S Vengarakuttoor
 |
| 1. A.M.L.P.S. Iringallur
 |
| 1. A.M.L.P.S. Olamathil
 |
| 1. A.M.L.P.S. Panat
 |
| 1. A.M.U.P.S Kambiliparamba
 |
| 1. Bavantaparamba Champad
 |
| 1. C.M.M.U.P.S Erangalur
 |
| 1. M.J.B Durankara.
 |
| 1. G.F.U.P.S Kadavanad
 |
| 1. G.L.P.S Klari
 |
| 1. G.L.P.S Kunnamangalam
 |
| 1. G.L.P.S Okmuri
 |
| 1. G.L.P.S Parappurathuparamba
 |
| 1. G.L.P.S Peruvallur
 |
| 1. G.L.P.S Pulath
 |
| 1. G.L.P.S Pullanur New
 |
| 1. G.L.P.S Thencheri
 |
| 1. G.L.P.S. Olakara
 |
| 1. G.L.P.S. Parappor
 |
| 1. G.L.P.S. Ponnad
 |
| 1. G.L.P.S. Pulpatta
 |
| 1. G.L.P.S. Valamangalam
 |
| 1. G.M.L.P.S Mampuram
 |
| 1. G.M.L.P.S Thavanur
 |
| 1. G.M.L.P.S. Parathakkad
 |
| 1. G.M.U.P.S Kizhisseri
 |
| 1. G.M.U.P.S Veliancode south
 |
| 1. G.M.U.P.S .Kodiyathoor
 |
| 1. H.I.M.U.P.S Manliapetta
 |
| 1. M.K.K.H.M A.U.P.S. Pathanapuram
 |
| 1. P.M.S.A.L.P.S Muthuparamba
 |
| 1. P.M.S.A.L.S Chattiparamba
 |
| 1. P.M.S.A.M.A.U.P.S Karalthode
 |
| 1. P.M.S.A.M.U.P.S Nelliguba
 |
| 1. P.M.S.A.M.U.P.S Olamathil
 |
| 1. P.M.S.A.M.U.P.S Vengara
 |
| 1. P.M.S.A.P.T.M.A.L.P.S Palakkad north
 |
| 1. M.L.P.S Paralikavay
 |
| 1. A.L.P.S Vattapparamba
 |
| 1. A.L.P.S St.Thomas Neeleswaram
 |
| 1. T.I.O.U.P.S Peruvalloor
 |
| 1. A.M.L.P.S Thavanur South
 |
| 1. G.L.P.S. Chagara
 |
| 1. A.L.P.S Makkada perinchila
 |
| 1. A.L.P.S Pallipram
 |
| 1. A.M.L.P.S Ponampad west
 |
| 1. G.U.P.S. Thottumukkam
 |
| 1. G.L.P.S Purangu
 |
| 1. T.T.K.M.A.L.P.S Thikkikulamba
 |
| 1. G.L.P.S Veliancode New
 |
| 1. A.M.L.P.S Mattathur north
 |
| 1. G.U.P.S Karuvambram
 |
| 1. G.U.P.S Maithra
 |
| 1. G.M.L.P.S Iringallur
 |
| 1. A.L.P.S Mundothuparamba
 |
| 1. A.M.L.P.S Mullampara
 |
| 1. A.M.U.P.S Atteeri
 |
| 1. G.M.L.P.S Mattathur
 |
| 1. A.M.L.P.S Chalilkundu
 |
| 1. A.M.L.P.S Kuttoor south
 |
| 1. F.U.P.S. Thuvvakkad
 |
| 1. G.L.P.S Kizhuparamba south
 |
| 1. G.L.P.S Kuzhimanna
 |
| 1. A.U.P.S Ganapati. Kizhisseri
 |
| 1. A.U.P.S Vennacode
 |
| 1. G.U.P.S Chengara
 |
| 1. G.L.P.S Chemmbakuth
 |
| 1. G.U.P. School, Kakkattiri
 |
| 1. G.M.L.P School, Ullaoor
 |
| 1. G.M.L.P. School, Trithala
 |
| 1. A.U.P. School, Malamalkavu
 |
| 1. T.L.A.H.S
 |
| 1. G.U.P.S Malamalkavu
 |
| 1. G.U.P.S Thrithala
 |
| 1. T.L.A. M.L.E.M.U.P.S
 |
| 1. G.M.U.P.S Areacode
 |
| 1. G.U.P.S Moorkkanad
 |
| 1. G.G.H.S.S. Kundamkuzhy
 |

APPENDIX I B

FAROOK TRAINING COLLEGE

LEADER SHIP COMPETENCY INVENTORY

**(DRAFT)**

Abdul Hameed Muktar Mahal Seyed Mohammed.P

Lecturer Senior Scale M.Ed student

Farook Training College Farook Training College

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 Xm¦fpsS t\XrXz]mShw Af¡p¶Xn\pÅ am\IamWnXv. Xmsg sImSp¯ncn¡p¶ Hmtcm {]kvXmh\¡pw FÃmbvt¸mgpw, an¡t¸mgpw, Nnet¸mÄ, A]qÀhambn, Hcn¡epanÃ F¶n§s\ A©v {]XnIcW§Ä km[yamWv. Hmtcm {]kvXmh\bpw {i²m]qÀhw hmbn¨v AXv \n§sf kw\_Ôn¨v F{Xt¯mfw icnbmsW¶v A\ptbmPyamb tImf¯nÂ icn ASbmfw(✓) D]tbmKn¨v ASbmfs¸Sp¯pI. CXneqsS e`n¡p¶ hnhc§Ä hfsc clkyambn kq£n¡p¶XmsW¶pw KthjW hiy§Ä¡v am{Xta D]tbmKn¡pIbpÅqsh¶pw Dd¸v \ÂIp¶p.

1. A[ym]IcpsS hyàn]chpw IpSpw\_]chpamb {]iv\§Ä a\Ênem¡n th­ amÀK \nÀt±i§Ä \ÂImdp­v.
2. A[ym]IcpsS ¢mÊv dqw {]hÀ¯\§Ä \nco£n¡mdp­v.
3. A[ym]IcpsS ]nghn\v Ip«nIfpsS km¶n²y¯nÂ Ahsc iImcn¡mdp­v .
4. Ìm^v AwK§tfmSv ]£]mX clnXambn s]cpamdm³ Ignbmdp­.v
5. **Fkv BÀ Pn tbmK¯nÂ ]s¦Sp¯v A[ym]IÀ¡v th­ amÀK \nÀt±i§Ä \ÂImdp­v.**
6. A[ym]IcpsS B\pIqey§Ä¡v th­n ]cn{ian¡msX sh¨p Xmakn¸n¡mdp­v.
7. **A[ym]IcpsS t]mcmbvaIÄ kvt\l]qÀhw Ahsc t\_m[ys¸Sp¯mdp­v.**
8. A[ym]IÀ AhcpsS hogvNbpsS ImcW§sf Ipdn¨v hniZoIcn¡pt¼mÄ AÀlamb ]cnKW\ \ÂImdp­v.
9. **Ìm^v AwK§fpambpÅ Fsâ hyàn \_Ô§Ä Fsâ IÀ¯Àhy \nÀhlW¯n\v XSÊamImdp­v.**
10. **A[ym]IcpsS {]hÀ¯\§fpsS t\« tIm«§fnepÅ D¯chmZn¯w AhcptSXv Xs¶bmsW¶v Ahsc t\_m²ys¸Sp¯mdp­v.**
11. hyàamb ]mTmkq{XWw \S¯n ¢mÊv ssIImcyw sN¿mdp­**v.**
12. **kvIqÄ kw\_ÔaÃm¯ ]cn]mSnIfnÂ klm[ym]IcpsS IqsS ]s¦Sp¡m³ aSn ImWn¡mdp­v.**
13. kl{]hÀ¯Icpambn CSs]Spt¼mÄ ]p©ncn¡mdp­v.
14. **A[ym]IÀ X½nÂ hyàn]camb Iel§Ä D­mIpt¼mÄ A\pcRvP\ {ia§Ä \S¯mdp­v.**
15. hnZymeb t£aw ap³\nÀ¯nbpÅ ]cn]mSnIÄ Ìm^v AwK§fpsS FXnÀ¸v aqew Dt]£nt¡­n hcmdp­v.
16. ¢mÊvdqw DXv]¶§fpsS {]ZÀi\w kwLSn¸n¨v c£n---Xm¡Ä¡v AhÀ \nÀhln¨ ]¦v t\_m[ys¸Sp¯mdp­v.
17. slUvamÌÀ F¶ \nebnepÅ tPmen `mchpw ]cnanXnIfpw Ìm^v AwK§sf t\_m[ys¸Sp¯mdp­v.
18. Iem ImbnI aÕc \S¯n¸nÂ klm[ym]IcpsS IqsS ]¦mfnbmIm³ aSn ImWn¡mdp­v.
19. **tPmen `mcw XpÃyamI¯¡ hn[w ssSw tS\_nfnepw** a**Áp {]hÀ¯\§fnepw {IaoIcWw \S¯mdp­v.**
20. **Ip«nIfpsS cN\IÄ DÄs¸Sp¯n ¢mÊv Xe ssIsbgp¯v amknIIÄ {]kn²oIcn¡mdp­v.**
21. **{][m\ {]iv\§fnÂ GI]£obamb Xocpam\§sfSp¡mdp­v**
22. F\n¡v Adnbm¯ Imcy§Ä kl{]hÀ¯IÀ ]dªp X¶mÂ AXpÄsImÅm\pÅ hn\bw ImWn¡mdp­v.
23. **¢mÊv dqw DXv]¶§fpsS kvIqÄ Xe{]ZÀi\w \S¯n anIhp {]ISn¸n¨ Ip«nIsf A\ptamZn¡mdp­v.**
24. **Ip«nItfmSpw c£nXm¡tfmSpw ]cpjambn s]cpamtd­n hcmdp­v**
25. **HutZymKnI IyXy\nÀhlW¯nÂ hogvNhcmdp­v.**
26. **A[ym]IcpsS {]bmk§Ä Xncn¨dnªv Ah eLqIcn ¡m\pÅ {ia§Ä \S¯mdp­v.**
27. **]n Án F tbmK¯nÂ KuchXcamb {]iv\§fp­mIpt¼mÄ DÄhenbmdp­v**
28. **A[ym]IÀ¡v Fs´¦nepw {]bmkw A\p`hs¸Spt¼mÄ AXv kzbw ]cnlcn¡m³ Ahsc kÖcm¡mdp­v.**
29. IrXyamb kqNI§fpsS ASnkvYm\¯nÂ kvIqfnse A¡mZanI \nehmcw hnebncp¯mdp­v.
30. tPmen¯nc¡n\nSbnÂ kvIqÄ Hm^oknÂ hcp¶ kµÀiIsc AhKWnt¡­n hcmdp­v.
31. kvIqfnÂ amXrIm]camb Iogvhg¡w \ne \nÀ¯m³ ko\nbÀ A[ym]IcpsS klIcWw A\nhmcyamsW¶v Ahsc t\_m[ys¸Sp¯mdp­v
32. **t\«§Ä ssIhcn¡m³ Ip«nIÄ¡v {]tNmZ\w \ÂInb A[ym]Isc {]tXyIw A\ptamZn¡mdp­v.**
33. **ssZ\w Zn\{]hÀ¯\§Ä AhtemI\w \S¯m³ aSn ImWn¡mdp­v**
34. tafIfpsS NpaXem hn`P\w \S¯pt¼mÄ A[ym]IcpsS A`ncpNnbpw XmÂ]cyhpw ]cnKWn¡mdp­v.
35. NpaXem hn`P\w \S¯pt¼mÄ A[ym]IcpsS IgnhpIfpw ]cnanXnIfpw ]cnKWn¡mdp­v.
36. **tPmen¯nc¡n\nSbnÂ Xs¶ kao]n¡p¶htcmSv ]cpjambn s]cpamtd­n hcmdp­v.**
37. Ip«nIfpsSbpw A[ym]IcpsSbpw anI¨ krãnIfpÄs¸Sp¯n kvIqÄ Xe amKkn\pIÄ {]kn²oIcn¡mdp­v.
38. hnaÀi\§sf AhKWn¡mdp­v.
39. **kvIqfnsâ {]iv\§Ä Ìm^v AwK§fpambn NÀ¨ sNbvXv P\{]Xn\n[nIsf t\_m[ys¸Sp¯mdp­v.**
40. hnhn[ Zn\mNcW ]cn]mSnIÄ ]n Sn F bpsS ]¦mfn¯t¯msS \S¯m³ Ignbmdp­v.
41. **Xs¶ hnaÀin¡p¶ Iogv Poh\¡mtcmSv Rm³ {]XnImc at\m`mhw sh¨p]peÀ¯mdp­v.**
42. **hnZymÀ°nIÄ X½nepÅ {]iv\§fnÂ \oXn ]qÀhamb \ne]mSpIÄ kzoIcn¡mdp­v.**
43. **A¡mZanI cwKs¯ Xsâ IgnhpIfpw t]mcmbvaIfpw Xncn¨dnªv {]hÀ¯n¡mdp­v.**
44. **NpaXem hn`P\w \S¯nb tijw A[ym]IcpsS {]hÀ¯\§fnÂ \nc´cw CSs]Smdp­v.**
45. **Hmtcm ]cn]mSn Ignbpt¼mgpw A[ym]IcpsS anIhpIfpw ]cnanXnIfpw t\_m²ys¸Sp¯m³ AhtemI\ tbmK§Ä \S¯mdp­v.**
46. **A[ym]IÀ X½nepÅ {]iv\§fnÂ \oXn ]qÀhamb \ne]mSpIÄ kzoIcn¡mdp­v.**
47. ¢mÊv kab¯v A[ym]Isc sIm­v Hm^okv tPmenIÄ sN¿n¸n¡mdp­v.
48. A[ym]IcpsS So¨nwKv am\zÂ hnebncp¯n t]mcmbvaIÄ t\_m[ys¸Sp¯mdp­v.
49. kvIqÄ \S¯n¸pambn \_Ôs¸« {]iv\§Ä aÁp {][m\m[ym]Icpambn NÀ¨ sN¿mdp­v.
50. **A[ym]IcpsS i¼f¯nÂ \n¶pw dn¡hdn \S¯p¶ Xn\v ap¼v AhtcmSv {]iv\w kwkmcn¡m³ aSn ImWn¡mdp­v.**
51. **A[yb\ hÀjmcw`¯nÂ Xs¶ NpaXem hn`P\w \S¯mdp­v.**
52. **^mIvNzÂ UbdnbnÂ A[ym]IcpsS IgnhpIfpw ]cnanXnIfpw IrXyambn tcJs¸Sp¯mdp­v.**
53. **A[ym]IÀ¡pw hnZyÀYnIÄ¡pw kzm[o\n¡m³ Ignbp¶ hn[w Rm³ hn\bw ImWn¡mdp­v.**
54. kvIqfnsâ {]iv\§Ä ]n Sn F sb t\_m[ys¸Sp¯n ]cnlmc{ia§Ä GsÁSp¡m³ Ahsc k¶²cm¡m dp­v.
55. **Ìm^v dqanÂ \S¡p¶ cm{ãob NÀNIfnÂ au\w ]men¡mdp­v.**
56. **kvIqfnsâ `uXnI {]iv\§Ä bYmkabw taem[nImcnIsfbpw kvYm]\§sfbpw Adnbn¡mdp­v.**
57. kvIqÄXe tamWnÁdnwKv kanXn cq]oIcn¨vv AwK§Ä¡v AhcpsS D¯chmZn¯§Ä t\_m[ys¸Sp¯mdp­v.
58. kvIqÄ {]hÀ¯\§fnÂ Fkv Fkv Pn (kvIqÄ kt¸mÀ«v {Kq¸v) ]¦mfn¯w Dd¸p hcp¯mdp­v.
59. **kvIqfnÂ \S¡p¶ kwLS\m]camb NÀ¨IfnÂ CSs]Smdp­v.**
60. **F¨v.Fw tIm¬^d³knÂ Xsâ kvIqfnse anIhpIfpw ]cnanXnIfpw AhXcn¸n¡mdp­v.**
61. **tae[nImcnIfnÂ \n¶pw In«p¶ \nÀt±i§Ä bYmkabw Ìm^v AwK§sf Adnbn¡mdp­v.**

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APPENDIX II A

FAROOK TRAINING COLLEGE

EMOTIONAL AWARENESS INVENTORY

[FINAL]

Abdul Hameed Muktar Mahal Seyed Mohammed.P

Lecturer Senior Scale M.Ed student

Farook Training College Farook Training College

**\nÀt±i§Ä**

 **Xm¦fpsS sshImcnImht\_m[w Af¡m\pÅ Hcp am\IamWnXv. Xmsg sImSp¯ncn¡p¶ Hmtcm {]kvXmh\¡pw FÃmbvt¸mgpw, an¡t¸mgpw, Nnet¸mÄ, A]qÀhambn, Hcn¡epanÃ F¶n§s\ A©v {]XnIcW§Ä km[yamWv. Hmtcm {]kvXmh\bpw {i²m]qÀhw hmbn¨v AXv \n§sf kw\_Ôn¨v F{Xt¯mfw icnbmsW¶v A\ptbmPyamb tImf¯nÂ icn ASbmfw (✓) D]tbmKn¨v ASbmfs¸Sp¯pI. CXneqsS e`n¡p¶ hnhc§Ä hfsc clkyambn kq£n¡p¶XmsW¶pw KthjWmhiy§Ä¡v am{Xta D]tbmKn¡pIbpÅq F¶pw Dd¸v \ÂIp¶p.**

1. `bw A\p`hs¸Spt¼mÄ Fsâ NcybnÂ hcp¶ amÁs¯ Ipdn¨v Rm³ APvR\mImdp­v.
2. tZjyw ]nSn¨ncn¡p¶ kµÀ`¯nÂ F¶nÂ tZjyaps­¶ Imcyw Rm³ Adnbmdp­v.
3. Fsâ kwkmc¯nÂ CSÀ¨ hcpt¼mÄ AXv GXv hnImcw aqeamsW¶v Rm³ Xncn¨dnbmdp­v.
4. Ip«nIÄ¡v Ft¶mSpÅ kao]\w Fsâ GXv Xc¯nepÅ s]cpamÁw aqeamsW¶v F\n¡v t\_m[yap­v.
5. tZjyw A\p`hs¸Spt¼mÄ AXnsâ ImcWs¯ Ipdn¨v Rm³ APvR\mImdp­v.
6. BtcmsS¦nepw ]cpjambn s]cpamtd­n hcpt¼mÄ AXn\v Fs¶ t{]cn¸n¡p¶ hnImcw F´msW¶v Rm³ Xncn¨dnbmdp­v.
7. Fsâ {]hr¯nbnÂ Fs´¦nepw amÁw hcpt¼mÄ AXpambn \_Ôs¸« hnImcs¯ Ipdn¨v Rm³ A{i²\mImdp­v.
8. BtcmsS¦nepw shdp¸v tXm¶pt¼mÄ AbmtfmSpÅ Fsâ s]cpamÁ¯nÂ F´v amÁamWp­mhpI Fs¶\n¡dnbmw
9. slUvamÌÀ F¶ \nebnÂ Fsâ kwXr]vXn¡pÅ ASnkvYm\w F¶nepÅ GsXÃmw KpW§Ä BsW¶v F\n¡dnbmw.
10. aÁpÅhÀ Fs¶ apXseSp¡p¶Xv F¶nepÅ GXv \yq\yX aqeamsW¶ Imcy¯nÂ Rm³ A{i²\mWv.
11. `bs¸«ncn¡p¶ AhkvYbnÂ F¶nÂ `baps­¶ Imcyw Rm³ Adnbmdp­v.
12. Nn´IÄ¡v XSÊw t\cnSpt¼mÄ AXv GXv hnImcw aqeamsW¶v Rm³ Xncn¨dnbmdp­v.
13. k¦Ss¸«ncn¡p¶ AhkvYbnÂ AXnsâ ImcWs¯ Ipdn¨v Rm³ APvR\mImdp­v.
14. kl{]hÀ¯ItcmSv X«n¡bdp¶ kµÀ`¯nÂ Ahsc HXp¡n \nÀ¯p¶Xv `oXn aqeamsW¶v Rm³ Xncn¨dnbmdp­v.
15. am\knI ]ncnapdp¡w A\p`hs¸Spt¼mÄ Fsâ s]cpamÁ¯nÂ F´p amÁamWv A\p`hs¸SpI Fs¶\n¡dnbmw.
16. `bw tXm¶pt¼mÄ AXnsâ bYmÀ° ImcWs¯ Ipdn¨v Rm³ APvR\mImdp­v.
17. kplr¯p¡Ä Ft¶mSv hm¡p]men¡msX hcpt¼mÄ AXv Fsâ GXv Xc¯nepÅ kao]\w aqeamsW¶v Rm³ Xncn¨dnbmdp­v.
18. GsX¦nepw hyàntbmtSm hkvXphnt\mtSm shdp¸v tXm¶pt¼mÄ F¶nÂ shdp¸ps­¶v Rm³ Adnbmdp­v.
19. IogvPoh\¡mÀ Fsâ ]cnanXnIÄ Nq­n¡mWn¡pt¼mÄ ]Icw AhcpsS ]cnanXnIÄ Nq­n¡mWn¡p¶Xv Ipip¼p aqeamsW¶v Rm³ Xncn¨dnbmdp­v.
20. k¦Ss¸«ncn¡p¶ AhkvYbnÂ F\n¡v k¦Saps­¶v Rm³ Adnbmdp­v.
21. Fsâ PohnX ]¦mfnbnÂ \n¶pw hyXykvXamb kao]\ap­mIpt¼mÄ AXv AhtcmSpÅ Fsâ GXv Xc¯nepÅ kao]\w aqeamsW¶v Rm³ Xncn¨dnbmdp­v.
22. Rm³ kt´mjn¨ncn¡pt¼mÄ F\n¡v kt´mjaps­¶v Rm³ Adnbmdp­v.
23. shdp¸\p`hs¸Spt¼mÄ AXnsâ ImcWs¯ Ipdn¨v Rm³ A{i²\mImdp­v.
24. k¦Sa\p`hs¸Spt¼mÄ AsXsâ D¯chmZn¯t\_m[s¯ F§s\ kzm[o\n¡psa¶v F\n¡dnbmw.
25. Hm^okv Poh\¡mcpsS Ft¶mSpÅ s]cpamÁw F¶nse GXv {]tXyIXIÄ aqeamsW¶ Imcy¯nÂ Rm³ APvR\mImdp­v.
26. kt´mjw A\p`hs¸Spt¼mÄ AXnsâ ImcWs¯ Ipdn¨v Rm³ APvR\mImdp­v.
27. aÁpÅhcpsS t\«¯nÂ \yq\X ImWp¶Xv Akqb aqeamsW¶v Rm³ Xncn¨dnbmdp­v.
28. Iogv Poh\¡mtcmSv shdp¸\p`hs¸Spt¼mÄ AXv AhtcmSpÅ Fsâ kao]\¯nÂ F´v amÁamWv hcp¯mdpÅXv F¶v F\n¡dnbmw.
29. Bscsb¦nepw hg¡p ]dªmÂ AXn\v Fs¶ t{]cn¸n¡p¶ hnImcs¯ Ipdn¨v Rm³ A{i²\mImdp­v.
30. aÁv slUv amÌÀamcnÂ \n¶pw \nÊlIcW at\m`mhap­mIpt¼mÄ AXv Fsâ GXv ]nghv aqeamsW¶v Rm³ Adnbmdp­v.
31. kl{]hÀ¯ItcmSv hg¡ntS­nhcp¶ kµÀ`§fnÂ AXn\v Fs¶ t{]cn¸n¨ hnImcw GsX¶v Rm³ Xncn¨dnbmdp­v.
32. GIm´\mbn Nn´n¨ncn¡pt¼mÄ AXnsâ ImcWs¯ Ipdn¨v Rm³ A{i²\mImdp­v.
33. shdp¸p aqew Rm³ Bscsb¦nepw AhKWn¡pt¼mÄ AXv shdp¸p sIm­msW¶v Rm³ Xncn¨dnbmdp­v.
34. kt´mjw A\p`hs¸Spt¼mÄ AXv Fsâ {]hÀ¯\§sf F§s\ \_m[n¡psa¶v F\n¡dnbmw.
35. tZjyw Fs¶ Iogvs]Sp¯pt¼mÄ tPmenbnepÅ GIm{KXsb AsX§s\ \_m[n¡psa¶ Imcys¯ Ipdn¨v Rm³ APvR\mImdp­v.
36. IogvPoh\¡mÀ A\pkcWt¡Sv ImWn¡pt¼mÄ AXv Fsâ kao]\¯nse GXv ]nghv aqeamsW¶v Rm³ Xncn¨dnbmdp­v.
37. DÂ¡¬Tbp­mIpt¼mÄ AXv Fsâ {]hÀ¯\§sf F§s\ \_m[n¡psas¶\n¡dnbmw.
38. Fsâ {]hÀ¯nIÄ¡v ASp¡pw Nn«bpw \ãs¸Spt¼mÄ AXnsâ ImcWs¯ Ipdn¨v Rm³ APvR\mImdp­v.
39. kl{]hÀ¯ItcmSv {]XnImc at\m`mht¯msS s]cpamtd­n hcpt¼mÄ AXv F´v hnImcw aqeamsW¶v Rm³ Xncn¨dnbmdp­v.

# *APPENDIX – III*

# *LIST OF SCHOOLS VISITED*

|  |
| --- |
| 1. A.L.P.S Pazhedam
 |
| 1. G.UP.S Muthiriparamba
 |
| 1. New L.P.S Ponnani
 |
| 1. G.M.L.P.S. Mariyad
 |
| 1. G.M.U.P.S Kunnamkulam
 |
| 1. G.L.P.S Kakkad
 |
| 1. A.M.U.P.S Mangattupuram
 |
| 1. A.M.L.P.S Chemmankadavu east
 |
| 1. G.U.P.S Cholakundi
 |
| 1. G.L.P.S Thazhekkade
 |
| 1. G.M.L.P.S Ponani town
 |
| 1. G.F.L.P.S Ponani
 |
| 1. A.U.P.S Karuvathoor
 |
| 1. S.R.K.M.L.P.S Panniyankara
 |
| 1. A.M.U.P.S Kodur west
 |
| 1. G.L.P.S Malappuram
 |
| 1. G.L.P.S Kodalakundu
 |
| 1. A.L.P.S Sethusitharam.
 |
| 1. A.M.L.P.S Chemmankadavu
 |
| 1. K.C.M.A.U.P.S
 |
| 1. A.M.L.P.S Omanur
 |
| 1. A.M.L.P.S Paithiriparamba
 |
| 1. M.A.U.P.S Panakkad
 |
| 1. G.L.P.S Pukayur
 |
| 1. G.M.U.P.S Kuttasserikulamba
 |
| 1. M.I.L.P.S Kakkodi
 |
| 1. A.U.P.S Varissiakkuni.
 |
| 1. A.M.L.P.S Kuttaloor
 |
| 1. S.S.M.U.P.S Vadakkummuri
 |
| 1. A.M.L.P.S Olamathil
 |
| 1. G.M.L.P.S Koyappa
 |
| 1. G.U.P.S Mundothuparamba
 |
| 1. A.M.L.P.S Kidangayam
 |
| 1. G.L.P.S Kazhuthuttipuraya
 |
| 1. Madrasathul Islamiyya
 |
| 1. S.N.M.A.L.P.S Ugrapuram
 |
| 1. G.M.U.P.S Cherur
 |
| 1. G.U.P.S Thottumukkam
 |
| 1. M.M.U.P.S New Mahi
 |
| 1. A.U.P.S Edakkaparambu
 |
| 1. G.U.P.S Chervaikara
 |
| 1. G.L.P.S Puthalam
 |
| 1. A.M.L.P.S Kundilparamba
 |
| 1. II.U.P.S Karasseri
 |
| 1. G.L.P.S Baypure
 |
| 1. A.M.L.P.S Kalpatta
 |
| 1. G.M.L.P.S Komanna
 |
| 1. A.M.L.P.S Karuthecheth
 |
| 1. M.L.P.S Pallipram
 |
| 1. G.F.L.P.S Chaliyam
 |
| 1. A.L.P.S Badirur, Makkada
 |
| 1. G.M.U.P.S Vettikkattiri
 |
| 1. G.L.P.S Velleeri
 |
| 1. A.M.L.P.S Vavoor
 |
| 1. St.ThomasU.P.S Kalluvari
 |
| 1. A.M.L.P.S Chengara
 |
| 1. H.N.C.K.M A.U.P.S Kavasseri
 |
| 1. Keeshal Devi vilasam.U.P.S
 |
| 1. Azad Memorial U.P.S Kumaranellur
 |
| 1. A.M.L.P S.Irivatty
 |
| 1. A.M.L.P.S Pattuparakulamba
 |
| 1. A.M.L.P.S Karukathrishi
 |
| 1. A.L.P.S Kalam, Velleri
 |
| 1. G.L.P.S Kilinakode
 |
| 1. G.M.L.P Areacode west
 |
| 1. G.M.L.P.S Pandikkad
 |
| 1. G.L.P.S Thayyangad
 |
| 1. G.M.U.P.S Perakamana
 |
| 1. A.M.U.P.S Pathiyamaliyekkal
 |
| 1. A.L.P.S Mundamparamba
 |
| 1. A.M.L.P.S Cheruputhoor
 |
| 1. G.L.P.S.C.U Campus
 |
| 1. A.U.P.S Cholappuram
 |
| 1. C.H.M.K.M.U.P.S Mundakkulam
 |
| 1. G.L.P.S Chaliyam
 |
| 1. G.M.L.P.S Puthoor
 |
| 1. A.M.L.P.S Patterkadave
 |
| 1. A.M.L.P.S Neeripalam
 |
| 1. G.M.U.P.S Nallalam
 |
| 1. I.S.M.U.P.S Parachraparaya
 |
| 1. A.K.H.M.A.U.P.S Chathrathody
 |
| 1. A.L.P.S Choolur
 |
| 1. A.L.P.S Muthuvathuparamba
 |
| 1. A.l.P.S.kavathikulam
 |
| 1. A.L.P.S.MUNDAYODE.
 |
| 1. A.L.P.S.North Kozhakkottur
 |
| 1. A.M.L.P.S Cholayimukku
 |
| 1. A.M.L.P.S Iringallur west
 |
| 1. A.M.L.P.S Klari south
 |
| 1. A.M.L.P.S Kochinoor
 |
| 1. A.M.L.P.S Muthanoor
 |
| 1. A.M.L.P.S Parappur East
 |
| 1. A.M.L.P.S Parappur west
 |
| 1. A.M.L.P.S Parappur west
 |
| 1. A.M.L.P.S Patnhrekkas
 |
| 1. A.M.L.P.S Thattadathathainkave
 |
| 1. A.M.L.P.S Thoombatupur
 |
| 1. A.M.L.P.S Vengarakuttoor
 |
| 1. A.M.L.P.S. Iringallur
 |
| 1. A.M.L.P.S. Olamathil
 |
| 1. A.M.L.P.S. Panat
 |
| 1. A.M.U.P.S Kambiliparamba
 |
| 1. Bavantaparamba Champad
 |
| 1. C.M.M.U.P.S Erangalur
 |
| 1. M.J.B Durankara.
 |
| 1. G.F.U.P.S Kadavanad
 |
| 1. G.L.P.S Klari
 |
| 1. G.L.P.S Kunnamangalam
 |
| 1. G.L.P.S Okmuri
 |
| 1. G.L.P.S Parappurathuparamba
 |
| 1. G.L.P.S Peruvallur
 |
| 1. G.L.P.S Pulath
 |
| 1. G.L.P.S Pullanur New
 |
| 1. G.L.P.S Thencheri
 |
| 1. G.L.P.S. Olakara
 |
| 1. G.L.P.S. Parappor
 |
| 1. G.L.P.S. Ponnad
 |
| 1. G.L.P.S. Pulpatta
 |
| 1. G.L.P.S. Valamangalam
 |
| 1. G.M.L.P.S Mampuram
 |
| 1. G.M.L.P.S Thavanur
 |
| 1. G.M.L.P.S. Parathakkad
 |
| 1. G.M.U.P.S Kizhisseri
 |
| 1. G.M.U.P.S Veliancode south
 |
| 1. G.M.U.P.S .Kodiyathoor
 |
| 1. H.I.M.U.P.S Manliapetta
 |
| 1. M.K.K.H.M A.U.P.S. Pathanapuram
 |
| 1. P.M.S.A.L.P.S Muthuparamba
 |
| 1. P.M.S.A.L.S Chattiparamba
 |
| 1. P.M.S.A.M.A.U.P.S Karalthode
 |
| 1. P.M.S.A.M.U.P.S Nelliguba
 |
| 1. P.M.S.A.M.U.P.S Olamathil
 |
| 1. P.M.S.A.M.U.P.S Vengara
 |
| 1. P.M.S.A.P.T.M.A.L.P.S Palakkad north
 |
| 1. M.L.P.S Paralikavay
 |
| 1. A.L.P.S Vattapparamba
 |
| 1. A.L.P.S St.Thomas Neeleswaram
 |
| 1. T.I.O.U.P.S Peruvalloor
 |
| 1. A.M.L.P.S Thavanur South
 |
| 1. G.L.P.S. Chagara
 |
| 1. A.L.P.S Makkada perinchila
 |
| 1. A.L.P.S Pallipram
 |
| 1. A.M.L.P.S Ponampad west
 |
| 1. G.U.P.S. Thottumukkam
 |
| 1. G.L.P.S Purangu
 |
| 1. T.T.K.M.A.L.P.S Thikkikulamba
 |
| 1. G.L.P.S Veliancode New
 |
| 1. A.M.L.P.S Mattathur north
 |
| 1. G.U.P.S Karuvambram
 |
| 1. G.U.P.S Maithra
 |
| 1. G.M.L.P.S Iringallur
 |
| 1. A.L.P.S Mundothuparamba
 |
| 1. A.M.L.P.S Mullampara
 |
| 1. A.M.U.P.S Atteeri
 |
| 1. G.M.L.P.S Mattathur
 |
| 1. A.M.L.P.S Chalilkundu
 |
| 1. A.M.L.P.S Kuttoor south
 |
| 1. F.U.P.S. Thuvvakkad
 |
| 1. G.L.P.S Kizhuparamba south
 |
| 1. G.L.P.S Kuzhimanna
 |
| 1. A.U.P.S Ganapati. Kizhisseri
 |
| 1. A.U.P.S Vennacode
 |
| 1. G.U.P.S Chengara
 |
| 1. G.L.P.S Chemmbakuth
 |
| 1. G.U.P. School, Kakkattiri
 |
| 1. G.M.L.P School, Ullaoor
 |
| 1. G.M.L.P. School, Trithala
 |
| 1. A.U.P. School, Malamalkavu
 |
| 1. T.L.A.H.S
 |
| 1. G.U.P.S Malamalkavu
 |
| 1. G.U.P.S Thrithala
 |
| 1. T.L.A. M.L.E.M.U.P.S
 |
| 1. G.M.U.P.S Areacode
 |
| 1. G.U.P.S Moorkkanad
 |
| 1. G.G.H.S.S. Kundamkuzhy
 |