A SCHOOL LEADERSHIP PERSPECTIVE ON THE ROLE OF EMOTIONAL INTELLIGENCE IN THE DEVELOPMENT OF SECONDARY SCHOOL STUDENT LEADERS

by

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In conclusion, I wish to say that this small step in unlocking the exciting world of student leadership is dedicated to all the student leaders who crossed my path and opened my mind to their amazing abilities, resilience, and dynamic energy and drive to make a difference to the school.

ABSTRACT

A SCHOOL LEADERSHIP PERSPECTIVE ON THE ROLE OF EMOTIONAL INTELLIGENCE IN THE DEVELOPMENT OF SECONDARY SCHOOL STUDENT LEADERS

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Summary

It is imperative for the South African education system to produce youth who are empowered to grow to be leaders of integrity and courage. Student leaders (prefects) face an enormous challenge in trying to persuade peers to be motivated and self-disciplined. The student leaders need to understand themselves as well as their peers in order to make considered responses to their peers. The level of emotional intelligence of student leaders will determine the effectiveness of their response to fellow students (learners) and allow them to fulfil their leadership responsibilities effectively.

Emotional intelligence leadership (EIL) profiles were obtained from an emotional intelligence leadership questionnaire, followed by semi-structured interviews which explored the role of emotional intelligence in student leadership. These research techniques allowed the researcher to gain insight into each student leader's level of emotional functioning as well as to identify emotional intelligence leadership skills that needed to be developed further. The importance of

providing training and opportunities to practise leadership skills at school was emphasized.

KEY TERMS:
Emotion, intelligence, emotional intelligence, student leaders (prefects in a school context), leadership, leadership styles, leadership competencies, development, emotionally intelligent leadership skills.

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INTRODUCTION

When I'm getting ready to persuade a person, I spend one-third of the time thinking about myself, what I'm going to say, and two-thirds of the time thinking about him and what he is going to say.
- Abraham Lincoln (Chandler, 2005:160)

1.1. BACKGROUND

According to Stephen Covey (2004:51), emotional intelligence (EI) is one's self-knowledge, self-awareness, social sensitivity, empathy and ability to communicate successfully with others. He further proposes that it is also a sense of timing and social appropriateness, of having the courage to acknowledge weakness and express and respect differences. Daniel Goleman, who is considered an expert on EI research, proposes that a person's emotional intelligence is by far the most decisive factor in vocational success, although intelligence quotient (IQ), is a real factor in this regard (Pool 1997:12; Côtē, Lopes, Salovey & Miners, 2010:505). Individuals who work hard to develop their emotional intelligence act with mental clarity and are able to build strong, trusting relationships (Boyatzis & McKee 2005:4; Côtē et al., 2010:498).

The importance of one's thoughts and emotions in informing one's actions is strongly emphasised in determining one's success (Neuland 2006:18). Emotionally intelligent people manage not only themselves well, but have the ability to manage others as well, as they understand that their own emotions are powerful drivers of other people's moods and, ultimately, their performance (Boyatzis & McKee 2005:4). Clem Sunter, who with Chantell Illbury, co-authored the book "Games Foxes Play" (2005:36), stated that the success of "foxes" (identified in the book as a successful person) lies in their adaptability to the external environment and the resourcefulness of their responses.

Important note: For the sake of consistency and clarity the term "student leader" will refer to students who are elected to serve in a leadership

position at school. They are also called prefects. For the same reasons, the term "development" as it appears in the title, refers to the process of the teacher in charge of the student body assisting and supporting student leaders to become more effective in their roles as student leaders.

Traditionally, a person's potential abilities, accomplishments and successes were predicted solely on verbal and performance-based tasks, known as general intelligence (Goleman, 1995:46). However, according to Gardner (1999:19-21), this is a restricted view of the scope of human potential. Gardner expresses the view that assessment based solely on academic tasks is very limiting as the brain has the ability to harbour an indefinite number of intellectual and emotional capacities. The development of an individual's capabilities is influenced by a person's background, culture and life opportunities. Success is therefore closely correlated with personal qualities such as perseverance, self-control and the ability to get along with others. Perhaps more significantly, cognitive functions are deficient in the total absence of emotion (i.e. some kind of affective base). Thus, one cannot make a decision "in the head" while ignoring what happens "in the heart".

Boyatzis explains that emotions precede cognitive functions, as they are a critical part of determining what we think (Goleman, Boyatzis and McKee 2001:44). Emotional intelligence consists of a combination of interpersonal and intrapersonal intelligences. Mayer and Salovey are credited with first using the term "emotional intelligence" (Pfeiffer 2001:138) and this term is an integral focus of this dissertation. The Mayer and Salovey model (Salovey & Sluyter 1997:10) regards emotions as mental abilities which play an important role in reasoning. This conceptualisation aims at recognising emotions as a distinct intelligence and not a set of personality traits or social skills.

It was widely accepted in the past that social and emotional skills are innate — you either have them or you do not — but Goleman (1998:34) argues that individuals can learn these skills with the correct training and support. Research in the area of emotional intelligence and leadership has been largely devoted to adults in the business world, but there has been very little focus on children and adolescents (Chan 2000:11). Yet, as the leaders of tomorrow, it is imperative that leadership training is directed at all student leaders who will benefit from it (Chan 2000:11; Karnes & Stephens 1999:89; Whorton & Karnes 1992:1228; Côtē et al., 2010:506).

The South African school system is presently plagued with behavioural and social problems. South Africa, a country with the highest incidence of rape and child rape statistics in the world, while 19.94 per cent, or approximately one in nine of its 48 million population are infected with HIV/Aids (www.scienceinafrica). According to the Department of Correctional Services, the incidence of youth-related crime has tripled since 1995. The average age of youth who are committing crime has dropped from 22 years in 1990 to 17 years in 1998. An estimated 15 per cent of youth are arrested for sexual crimes and 1.9 per cent for drug related offences (Eliasov & Frank 2000:11). Recent research suggests over a third (36.3%) of students were involved in bullying behaviour, 8.2% as bullies, 19.3% as victims and 8.7% as bully-victims (those that are both bullied and bully others) (Liang, Flisher & Lombard, 2007:167). While a great deal of emphasis is placed on academic disciplines in schools, it appears that schools are failing, to a greater or lesser degree, to develop social learning (Gordon 1994:44; Karnes & Stephens 1999:89). The ability to make leadership-based decisions therefore continues to grow in importance (Antonakis, Ashkanasy & Dasborough, 2009:248).

In a report in a local newspaper, three student leaders at a leading KwaZulu-Natal private school were accused of assaulting junior pupils. The outcome of the disciplinary hearing was that two of the student leaders were let off with a

reprimand and a warning while the third student leader was stripped of his position because it was his second offence (Power 2003:2). More recently, a student leader at an independent school was found guilty of slapping a junior boy. This was the second time such an incident had taken place involving the same student leader. The outcome of that disciplinary hearing was that the student leader was reprimanded and given a warning. These incidents have led the researcher to question the quality of the emotional response of student leaders to difficult situations. It seems clear that a large number of students in leadership positions need to harness and train their emotional skills to be able to formulate sound responses to external stimuli.

Recent research suggests that effective leaders are all alike in one crucial way – they all have a high degree of emotional intelligence and the ability to manage themselves and their relationships effectively (Srivistava & Bharamanaiker, 2004:107). This view is echoed by Sosik and Megerian (1999:379) who stated that leaders with high levels of emotional intelligence are more likely to be effective leaders. One of the main challenges faced by leaders today is that of developing and nurturing the capacity to cope effectively with the intellectual and emotional demands of leadership.

The focus of this research is therefore to explore an area that has been relatively underexplored, namely the area of emotional intelligence and leadership in adolescents, and also to provide scope for further research in this area. Adolescents can display leadership behaviours similar to that of adults (Charbonneau & Nicol 2002:1104). This dissertation seeks to measure the level of emotional intelligence and leadership skills in student leaders, in particular the student leadership body, and to draw up an emotional intelligence leadership (EIL) profile for each student, so that the teacher in charge of the student leadership body can implement specific programmes to address deficiencies identified.

The analysis of the problem, including the motivation for this study will now be discussed.

1.2 ANALYSIS OF THE PROBLEM

1.2.1. Motivation for the study

The researcher's interest in this topic began when she took over as the teacher responsible for the student leadership body at an independent school in South Africa. The responsibility was met with some degree of apprehension as it had been a body that had experienced immense problems with its members in the preceding four years. It appeared that the body functioned in an autocratic manner with the student leaders performing a role more akin to "policing" rather than a meaningful leadership role.

Traditionally the student leadership body was perceived as an instrument linking the student body to management and teachers in a top-down structure in terms of which the teacher's/management's agenda largely informed the role and function of the student leadership body. It appeared to the researcher that the problem was that the student leadership body served management before serving the needs of the student body. According to the researcher, the student leadership body was not being properly trained or guided in its task of caring for the school and its members in its entirety.

The main function of the teacher in charge of a student leadership body should be to guide the student leaders in performing their function, which is to lead the larger student body towards inculcating an ethos of excellence, obeying school rules, realising their full potential and counselling students when they have problems. This research was conducted at a private school situated in the North-West Province, offering the Cambridge curriculum to both local and international students. The student leadership body consists of twelve (12) student leaders, of which half are boarders and the other half day scholars, equally divided between

males and females. These students perform their duties during school hours, as well as after normal school hours to assist the boarders and houseparents in the boarding houses.

The students were elected to their positions by their peers in free and fair elections, indicating that they clearly had leadership qualities. They were, however, placed in the paradoxical position where on the one hand they had the mandate of the students, but on the other hand were expected to co-operate with decisions teachers and management had made – having very little power to make or influence these decisions. This raised the question of student empowerment as it was clear to the researcher that students in leadership positions should have a "voice" and be included in the decision-making process and take ownership of the leadership function. In the following months it became clear that changes were necessary to facilitate a paradigm shift at the school – a change had to be made from management's idiosyncratic views of a student leadership body to a more inclusive student leadership body serving the needs of all stakeholders in the school environment. This implied that student leaders needed to fulfil a greater function than simply imposing school rules on fellow students.

The researcher, as the teacher in charge, began giving more responsibilities to these student leaders. The importance of this move is echoed by Whorton and Karnes (1992:1229). The result of this added responsibility proved very successful as students did in fact begin to take ownership of functions. Their input was considered on various issues and, once again, the researcher's intuition was confirmed – students must be involved. According to Gordon (1994:43), for empowerment to have value and be effective, students must be active participants in leadership responsibilities and not just be "given" leadership titles. The researcher, through prior personal experience, knew that emotional intelligence involved not only being aware of one's own responses to others, but also the awareness of one's own emotional repertoire, and the ability to carefully

control or direct one's own responses to them. Furthermore, the researcher discovered through observations that, because the student leadership body was not always able to demonstrate emotional intelligence when dealing with issues that arose amongst students, they could not provide the leadership skills required, with the result that the student body often disintegrated into two camps of "us" versus "them".

There appears to be very little, if any, focus on the area of emotional intelligence and leadership in education in South Africa. The personal involvement and challenges faced by the researcher are the primary motivation for this dissertation. The difficulties experienced by the researcher in her role as teacher in charge of the student leadership body had led her to the view that to improve the effectiveness of the student leaders at this school, students had to improve their emotional intelligence with the aim of developing a higher level of transformational leadership behaviour. Research suggests that true leadership is primarily a matter of emotional intelligence – that is, a set of social and emotional competencies that enhance interpersonal effectiveness (Glenn 2002:10; Antonakis et al., 2009:252).

1.2.2. Investigation and statement of the problem

The importance of leadership training cannot be overemphasised as communities live in a time when crimes committed by young people are at an all-time high (Karnes & Stephens 1999:89). Often both parents work long hours and many homes find themselves run by single parents, and, in the case of the institution at which the researcher worked, half the student body lived in the boarding house with a single houseparent having the responsibility to emotionally support between thirty and fifty students. These houseparents have relied upon student leaders to assist with duties of supervision in the hostel. Student leadership training can help counter adversities faced daily by these students (Karnes & Stephens 1999:90).

While schools spend a great deal of time and emphasis on academic disciplines, they fail, to a greater or lesser degree, at the level of social learning. The fault lies partly with a misunderstanding of the nature of empowerment and partly from our lack of understanding of how to generate it from our students themselves (Gordon 1994:44). Steiner (1997:3) suggests that emotions are capable of empowering one if one takes notice of them and allows them to guide one's judgement. A clear understanding of emotional intelligence therefore allows one to recognise its empowering ability. While various assessment tools exist to measure emotional intelligence, Pfeiffer (2001:138-141) believes that emotional intelligence assessment tools tend to lack scientific objectivity. One of the aims of this dissertation is to develop a reliable assessment tool that will broaden the knowledge and insight regarding the emotional intelligence needs of student leaders.

Through observations and daily experiences, the researcher became aware of certain trends in the school, namely:

- Some student leaders coped effectively with their responsibilities, that is, they were able to guide and even discipline fellow students, while others shied away from their duties for fear of being "disliked" or becoming "unpopular".
- Some student leaders (particularly those in the boarding houses) were able to be mentors and motivate and inspire other students to focus on their own goals for themselves. These student leaders displayed a high level of self-confidence and had a knack of solving challenges that they encountered. They defused challenging situations in an open-minded rather than an autocratic way.
- Some student leaders were very autocratic, displaying an abuse of power, poor self-control and ultimately poor emotional intelligence. This manifested itself in their response to other students' provocations which led to student leaders losing their tempers and becoming involved in physical fights.

- Some student leaders needed to be constantly motivated, while others were self-driven and intrinsically motivated to perform at their best.

Some of the questions that the researcher had to deal with in trying to formulate the research problem were:

- Does the level of emotional intelligence of student leaders affect their ability to carry out their responsibilities effectively?
- How can the emotional intelligence needs of student leaders be assessed and measured?
- Why are some student leaders able to deal with conflict issues that arise from their interactions with peers more easily than others?
- What programme can a leader of a student body initiate to assist student leaders to carry out their tasks more effectively?
- Can emotional intelligence enhance the development of student leaders?
- If student leaders are more effective in carrying out their tasks, do they not then become an integral arm of the school management body?

The statement of the problem refers to the area that the research will focus upon. The above information has guided the researcher's formulation of the "statement of the problem" for this dissertation, namely:

From a school leadership perspective, what is the role of emotional intelligence in the development of secondary school student leaders?

The dissertation addresses the problem of assisting the teacher in charge of the student leadership body to gain insight and understanding into the emotional intelligence leadership (EIL) profile of the student leader and to understand the emotional intelligence skills, and the short-term and long-term leadership skills that need to be developed.

1.3. AIMS OF THE RESEARCH

The main aim of this research will be to investigate the role of emotional intelligence in the development of secondary school leaders, from a school leadership perspective.

1.3.1. Specific aims

The aims of this study are to:

- establish an understanding of the concept of emotional intelligence and the specific components of emotional intelligence.
- establish an understanding of the development of emotions and emotional intelligence in adolescents.
- explore the concept of leadership by focusing on leadership models and leadership styles.
- establish an understanding of the responsibilities and challenges faced by student leaders.
- explore the effect of emotional intelligence on student leadership.
- draw up an emotional intelligence leadership (EIL) profile of each student leader which shows the strengths and limitations of emotional intelligence leadership (EIL) skills in each student leader.
- establish whether the information gathered was relevant and informative to a teacher in charge of a student leadership body.
- establish whether the questionnaire is a valid tool for measuring emotionally intelligent leadership (EIL).

1.4. EXPLANATION OF RELEVANT CONCEPTS

It is important to have a clear understanding of the principal terms used throughout this study. Thus in each case the specific meaning of the terms used

in this study will be explained. Some concepts that are explained only briefly at the outset will be more thoroughly explored in the literature study, namely, emotional intelligence of adolescents and student leadership.

1.4.1 Adolescence

For the purpose of this research the researcher will focus on student leaders between the ages of 16 and 18, who serve on a school's student leadership body. According to Sadock and Sadock (2003:35) adolescence is commonly divided into three periods: early (ages 11 to 14), middle (ages 14 to 17) and late (ages 17 to 20). Sadock and Sadock (2003:41) contend further that some persons may have a period of extended adolescence into their late twenties before attaining to full adult independence. These divisions are arbitrary; growth and development occur along a continuum that varies from person to person.

Puberty, a physical process of change characterised by the development of secondary sex characteristics, differs from adolescence, which is largely a psychological process of change. Adolescence is characterised by profound biological, psychological, and social developmental changes. The biological onset of adolescence is signalled by rapid acceleration of skeletal growth and the beginnings of physical sexual development. The psychological onset is characterised by acceleration of cognitive development and consolidation of personality formation. Socially, adolescence is a period of intensified preparation for the coming role of young adulthood. These authors (Sadock and Sadock 2003:40) further state that, as opposed to the legal definition of adulthood, the end of adolescence occurs when persons begin to assume the actual tasks of young adulthood, which involve, inter alia, choosing an occupation, and developing a sense of intimacy that leads, in most cases, to marriage and parenthood.

Richardson (2002:55) identifies common concerns facing the adolescent in different phases of adolescent development:

Common concerns during middle adolescence: Concern for one's self, family battles, social success – being cool, finding a niche, sex, drugs, gangs, eating, diet and body shape.
Common concerns during late adolescence: Failing, freedom, finances, sexuality and depression.

The results of a study by Parker, Summerfeld, Hogan, Majeskie (2004:163) suggest quite strongly that intrapersonal adaptability and stress management abilities are important factors in the successful transition from a secondary school level to a tertiary level. The intrapersonal dimension involves the ability to distinguish among and label feelings, as well as the ability to use information about feelings to understand and guide behaviour. Once an individual can identify and interpret his/her own feelings, he/she is able to understand others more effectively.

From the research it is clear that there is a general consensus that the emotional development of the adolescent plays an important role in the successful transition from adolescence to adulthood.

1.4.2 Emotions

Emotions are an integral and significant part of human nature and the motivation for behaviour (Smith, 2002:95). While emotions are strong mental impulses or instinctive feelings, they are not moral or immoral (Jenkins, Oatley & Stein, 1998:136). The South African Concise Oxford Dictionary (2002, s.v. "emotion") defines emotion as "an instinctive or intuitive feeling as distinguished from reasoning or knowledge". Emotions are "messengers" in that they act as a signalling system, but in order for the emotional information to be effectively and appropriately employed by the individual, these signals need to be analysed,

assimilated and utilised by the more consciously controlled, cognitive areas of the brain (Ballard 2005:21). It is suggested further that feelings provide insight and energy into emotions, and are the real basis for any decision. Thus, an individual needs to make use of information gained from feelings to aid thinking. According to the "6 seconds" website, feelings are a complex, multi-layered aspect of every person (www.6seconds.org).

1.4.3. Emotional intelligence

The focal point of this research is the student leader's emotional intelligence level and the shortfalls or deficiencies in this regard. The identification of such deficiencies is based on the premise that emotional intelligence can be learned as a skill (Bar-On 2006:10; Goleman 1998:14).

Goleman defines emotional intelligence as the ability to be aware of and to control one's emotions in varying situations (cited in Kobe, Reiter-Palmon & Rickers 2001:155). Goleman (1995:184) further claims that although IQ and technical skills are important aspects of leadership, emotional intelligence is the most essential contributor to effective leadership. Kobe, Reiter-Palmon and Rickers (2001:155) suggested that, unlike cognitive intelligence, emotional intelligence is a more effective predictor of individual success because it reflects how a person applies knowledge to the immediate situation.

According to McBride and Maitland (2002:9) emotional intelligence can be described as the ability to recognise that a person has emotions, is able to identify them, and control them enough to enable a person to choose how to behave. A survey of the last eighteen years of research in the field of emotional intelligence has defined it as related to emotion and intelligence while at the same time being distinct from each other (Mayer, Roberts, & Barsade, 2008:517). A study undertaken by Kobe, Reiter-Palman and Rickers at the University of Nebraska in Omaha in 2001 (2001:160) found a positive correlation between emotional intelligence, social intelligence and leadership. Emotional

intelligence can be defined as a person's ability to identify, understand, use, monitor and change emotions in the self and others. It reflects the ability to understand and manage emotions and their interrelations with effective functioning. Wolmarans (1998:27) adds that a deficiency in emotional intelligence can present itself as low self-esteem, the playing of power games, unrealistic expectations of others, under-performance, as well as individualism and self-righteousness. These characteristics in student leaders could prove detrimental to the student body, as well as to the student leader as an individual.

1.4.4. Leadership styles

This research will focus on various leadership styles, namely forceful, transactional and transformational leadership. According to Goleman, Boyatzis and McKee (2001:53), the most effective leaders act according to one of these distinctive approaches and adapt their style according to the situation. Leaders should match their thinking styles to the emotion and situation in order to develop and maintain sound interpersonal relationships. Every leader has a preferred style that is determined by his/her personality disposition, emotions, self-perception and values that influence his/her interpersonal relationships and effectiveness. This preferred style can, however, be adapted by learned responses through emotional intelligence (Barbuto & Burbach 2006:51; Langley & Jacobs 2006:2).

The researcher aims to ascertain which leadership skills are strongly manifested in a student leader and also identify an area or areas in which the student leader lacks particular skills. These skills, or the lack thereof, are presented in the EIL profile of each student leader (see Table 5.6: Emotionally intelligent leadership profile scores).

1.4.5. Leadership competencies

A competency is the quality or extent of to which someone is competent, and this refers to having the necessary knowledge or skills to do something successfully (South African Concise 2002, s.v. “competence”). Leadership competencies and processes enable and empower ordinary people to do extraordinary things in the face of adversity (Stuart & Pauquet 2001:30; Prins 2006: 105-106). Personal and social competencies, which are vital for effective leadership, are: self- motivation, self-esteem, self-management, integration of head and heart, and change resilience (Martins 2003:21; Cherniss 1998:8). According to Goleman (1998:187), the three main areas of leadership competence fall broadly under the areas of personal competence, which incorporates issues such as achievement, self-confidence and commitment. The second involves social competence, including influence and empathy. The final competence involves cognitive skills.

Research has shown that people who influence others do so because they offer a sense of vision to an organisation without imposing it, and move its members to unite their goals while preserving each person’s individual interests (Harned 1999:27). Two types of leadership that incorporate different competencies are transactional leadership and transformational leadership. Transactional leadership focuses on the skills and tasks usually associated with leadership, such as public speaking, delegating authority and making decisions, while transformational leadership focuses on how leaders use their abilities to influence others (Fertman & Van Linden 1999:12; Antonakis et al. 2009:252). According to Srivsastava and Bharamanaiker (2004:106) effective leaders use a transformational leadership style, as opposed to transactional leaders who are orientated to leader-follower exchanges. Transformational leaders display four behavioural characteristics (Sosik and Megerian 1999:371; Antonakis et al. 2009:252; Harms & Credē 2010:6):

a) Charisma, high standards of conduct, self-sacrifice, far-sightedness
b) Inspirational motivation

c) Intellectual stimulation, and
d) Individual consideration (mentoring).

Views of leadership competence have changed drastically over the years – from dominance and control to the art of persuading people (Stuart & Pauquet, 2001:30). The authors go on to state that four further characteristics – positive impression, self-actualisation, self-regard and optimism – were significantly present in people with strong leadership potential. Rigid hierarchical structures, managerial domination and manipulation of the past are no longer acceptable (Stuart & Pauquet, 2001:33). Extensive research has shown that leaders who exhibit successful leadership behaviours through emotional intelligence achieve higher morale from followers, better performance, and greater organisational effectiveness (Serio & Eppely 2006:52; Maxwell 2003:131). Individuals who possess the ability to utilise interpersonal skills, who are proficient in basic competencies, and who demonstrate responsibility to themselves and to others are more likely to possess leadership abilities.

1.4.6. Student leadership in a school context

According to the South African Concise Oxford Dictionary a student leader is a senior student who is authorised to enforce discipline in school (2002:920, s.v. “prefect”). This research aims to focus on students who are elected to fulfil leadership positions at school, in this case student leaders.

Effective leadership is determined by the interplay of three key factors: constituents, situations and leader self-knowledge (McDowelle & Buckner 2002:29). Leaders’ self-knowledge enables them to understand their emotional intelligence and leadership strengths and weaknesses, allowing them to compensate for weaknesses through delegation, work to strengthen skills and exercise caution when dealing with skills outside their area of competence (McDowelle & Buckner 2002:22). The development of young leaders of the future

will need to include a new portfolio of life skills that will include team work, problem solving, using information technology, developing emotional intelligence, time management, prioritising and learning how to learn.

Goleman et al. (2001:98) believe that an appropriate educational strategy can result in emotional intelligence and leadership skills not only being learned but also being retained for a very long time. According to Glenn (2002:12) all student leaders can learn the social and emotional competencies they require to perform leadership functions, but they are often hampered by a lack of self-confidence, or by an inability to imagine how they can overcome what they believe are insurmountable obstacles. It is for this reason that the author of this dissertation believes that to overcome these emotional "blocks", leadership skills must be taught and nurtured and, more importantly, opportunities must be given to student leaders to apply and develop this vital competence.

Much has been said and written about whether leadership or emotional intelligence can be taught. Though aspects of leadership behaviour are not easily learned in "regular" classroom routines, a curriculum that encourages self-development rather than passive listening can be the foundation for developing leadership skills in students (Glenn 2002: 11). One way of cultivating leadership skills is to help students overcome obstacles that they believe are insurmountable. This can be achieved by training students to think through a situation and rehearse possible responses before delivering them (Glenn 2002: 12). According to Fertman and Van Linden (1999:14), the adolescent years are critical in developing future leaders whose decisions and actions will reflect universal human values – thus laying the foundation for caring and competent leaders.

1.5. RESEARCH DESIGN

The researcher intends to obtain in-depth understanding of the emotional intelligence of student leaders. While various measuring instruments have been used to measure the emotional intelligence and leadership skills of adults, there is very little evidence of such research having been undertaken among student leaders. The researcher believes that this research will stimulate further exploration into this area of South African student leadership in the future.

In order to achieve the stated aims of this study, the research survey was conducted using a complementary, mixed-method research approach, as described by Thomas (2003:6-7) and Neuman (2000:17). The researcher used the following methods of investigation:

1.5.1. Literature study

According to De Vos, Strydom, Fouche and Delport (2005:262), the first step is to determine to what extent theory and the literature review will be used to guide the study. In the case of this dissertation the researcher will undertake an extensive literature study to increase her understanding of:

- The definition and role of emotions in adolescence.
- The concept of emotional intelligence.
- Leadership styles and competencies required to be an effective leader.
- Student leaders, with specific focus on adolescent leaders elected by peers in a secondary school.
- How the complex of qualities falling under the concept of emotional intelligence relates to effective student leadership competency.
- The emotional intelligence competencies required to implement successful transformational leadership.

The literature study was the starting point that allowed the researcher to then embark on the empirical investigation.

1.5.2. Empirical investigation

The empirical investigation includes both quantitative and qualitative data collection as method triangulation could probably lead to a deeper understanding of the issues investigated. The purpose of a mixed-methods approach is to understand fully a phenomenon and to build on the synergy and strength that exists between quantitative and qualitative methods (Gay, Mills, and Airasian (2006:490).

1.5.2.1. Quantitative investigation

The researcher compiled a questionnaire which provides information on the level of emotional intelligence and emotional intelligence leadership competencies of every student leader who participated in this research. A pilot study was conducted to ensure that the researcher included all relevant aspects in the questionnaire. In addition, other questionnaires, as well as the findings from the literature study, were used in the compilation of the final questionnaire. The purpose of this questionnaire was to enable the researcher to compile an emotional intelligence leadership (EIL) profile of each student leader.

1.5.2.2. Qualitative investigation

A semi-structured interview followed the compilation of the EIL profile that was based on the results of the questionnaire. Semi-structured interviews are defined as those organised around areas of particular interest while allowing flexibility in scope and depth (De Vos et al, 2005:292). The researcher formulated specific items that explored the findings of the first questionnaire. The results of each case were presented in varying detail, and comparative interpretations were also

made. The interview was a useful technique as the subjects' behaviour, feelings and responses to situations could not always be observed by the researcher. Details on the methodology of the research will be explained and motivated in depth in Chapter 4.

1.5.3. Population and sampling

This questionnaire was administered to a limited group of student leaders, in this case the student leadership body that has been elected. The questionnaire was completed by twelve (12) student leaders. The twelve (12) student leaders were all interviewed by means of a semi-structured interview. The purpose of the interview was to verify the findings of the EIL profile. These aspects are further explored in Chapter 4.

1.5.4. Analysis of data

The quantitative responses enabled the researcher to compile an emotional intelligence leadership (EIL) profile of the dimensions of the student leader's emotional intelligence and emotional intelligence leadership competencies. The qualitative data analysis comprised transcribing of the actual words of the participants. This allowed the researcher to verify whether the questionnaire did indeed measure what it was intended to measure.

1.6. DIVISION OF CHAPTERS

A brief summary of each chapter follows to indicate the procedure followed in this dissertation:

CHAPTER 1: INTRODUCTION

The aim of this chapter is to provide introductory information regarding the concept of emotional intelligence and its correlation with the leadership

competence of student leaders at a private school. It gives a background to the issues involved and also provides a motivation for conducting this research. The focus of the research is stated through the statement of the problem. Its purpose is therefore to place the study in perspective and familiarise the reader with its subject matter.

CHAPTER 2: UNDERSTANDING THE CONCEPT OF EMOTIONAL INTELLIGENCE

This chapter includes an extensive literature study. The concept of emotions and emotional intelligence was analysed and described. The primary focus was on the level of emotional intelligence of student leaders. The assessment of emotional intelligence was discussed to gauge deficiencies in the emotional intelligence of student leaders. The literature study explored whether emotional intelligence can be learned.

CHAPTER 3: EI WITHIN THE CONTEXT OF SCHOOL STUDENT LEADERSHIP

The focus of this chapter was on the concept of leadership and leadership skills, specifically related to student leaders who are elected to leadership positions at school. The assessment of leadership styles and competencies were explored in an attempt to synthesise this information in relation to the concept of emotional intelligence.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

This chapter focussed on the research design in the empirical research section of this dissertation. The choice of research approach, which is the mixed method, was motivated. The compilation of the questionnaire and the administration of the empirical research undertaken were described in detail.

CHAPTER 5: RESULTS OF THE EMPIRICAL INVESTIGATION

This chapter discussed the findings of the empirical research, conducted through the questionnaire, narratives and semi-structured interviews. The interpretation, evaluation and analysis of the research findings were discussed. The results of the questionnaire were used to compile an emotional intelligence leadership (EIL) profile of each student leader. The deficiencies of the student leaders, with respect to their emotional intelligence leadership (EIL) profile, were highlighted.

CHAPTER 6: SUMMARY, RECOMMENDATIONS AND CONCLUSION

This chapter summarised the study, discussed limitations, and provided conclusions and recommendations.

1.7. CONCLUSION

This chapter outlined the purpose, background, motivation, research design and important concepts of this dissertation in an introductory way. The concept of emotional intelligence was briefly explained, as well as the relevance of this topic in relation to student leadership. The following chapter involves an in-depth literature study of the concept of emotional intelligence, with particular reference to emotional intelligence in adolescents and student leaders.

CHAPTER 2

UNDERSTANDING THE CONCEPT OF EMOTIONAL INTELLIGENCE

2.1. INTRODUCTION

The literature study in this chapter aims to analyse, conceptualise and explore the concept of emotional intelligence. The two terms “emotion” and “intelligence” will be explored separately to provide an understanding of the concept “emotional intelligence”. Various models, including the models of Mayer and Salovey, Goleman and Bar-On, which describe emotional intelligence, will be discussed. As the focus of this study is the student leader, the development of emotional intelligence in adolescence will be explored in depth. The literature findings from this chapter also played an important role in compiling the questionnaire, as factors relating to the development of emotional intelligence in student leaders had to be included. The literature study will continue in Chapter 3 where the concept of student leadership will be explored, discussed and explained.

2.2. THE CONCEPT OF INTELLIGENCE

The traditional IQ (intelligence quotient) tests, developed by Louis Terman, a psychologist at Stanford University in the USA, began during World War 1. This led to decades of “IQ thinking” that identified people as those who are smart, and those who are not – with no prospect of improvement (Goleman 1995:40). Gardner (1999:1) indicates that the concept of intelligence has evolved over time. Gardner (1999:34) further suggests that intelligence is not something that can be quantified but rather potentials that are developed, depending on cultural emphasis and one’s personal decisions. A commonly cited definition of intelligence is Wechsler’s statement that “intelligence is the aggregate of global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment” (quoted in Salovey & Mayer, 1990:189).

Gardner, in his 1983 book “Frames of Mind”, refuted the existence of a monolithic kind of intelligence and listed a wide spectrum of intelligences. These covered linguistic (the ability to show sensitivity and skill with spoken and written language); logical-mathematical (the ability to analyse logically; to see and be aware of patterns; to carry out mathematical operations; to use scientific methods); spatial (the ability to fashion and manipulate both wide and confined space; from navigators to graphic artists); body-kinaesthetic (using one’s whole body or parts of the body to solve problems or fashion articles); interpersonal (understanding others); intrapersonal (understanding oneself); music and naturalistic intelligences (appreciation of musical patterns and skills in performance and composition) (Goleman 1995:41).

Gardner’s view on the multiplicity of intelligence has continued to evolve, and some ten years later he gave the following summary of personal intelligences:

- *Interpersonal intelligence* is the ability to understand other people, what motivates them, how they work, how to work co-operatively with them.
- *Intrapersonal intelligence* is a correlative ability, turned inward. It is a capacity to form an accurate, realistic model of oneself and to use this model to operate effectively in life (Goleman 1995:42).

Cooper (2003:16) states that missing from Gardner’s summary of intelligences is one which Daniel Goleman sees not just as intelligence but as THE intelligence, meaning emotional intelligence. This, according to Gardner, could be because his work is strongly informed by a cognitive-science model of the mind (Goleman 1995:43). In more recent years a growing number of psychologists have begun to agree with Gardner that the old concepts of IQ revolved around a narrow band of linguistic and maths skills, and that doing well in an IQ test was most directly a predictor of success in the classroom but less and less so as life’s path diverged from the academic (Goleman 1995:46; Antonakis, Ashkanasy & Dasborough, 2009:258).

While Gardner (1999:34) discusses various potentials an individual can possess that can be considered as intelligences, scientific rigour requires certain criteria to be met for a concept to be considered as a form of intelligence (Ballard 2005:17). According to Pfeiffer (2001:139), for emotional intelligence to be considered as a form of intelligence it must fulfil a number of criteria:

- An ability to define the type of intelligence.
- A means of measuring the intelligence.
- The ability to document its partial or complete independence from other types of intelligences.
- An ability to demonstrate that it predicts some real world criteria.

2.3. DEFINING THE CONCEPT OF EMOTION

This section endeavours to give the reader some insight into the scientific notion of emotion.

2.3.1. Emotions

To understand the concept of emotion the physiological origins of emotions in the brain will be examined first. The reader may refer to Figure 2.1: Anatomy of the brain to gain a better understanding of the areas described.

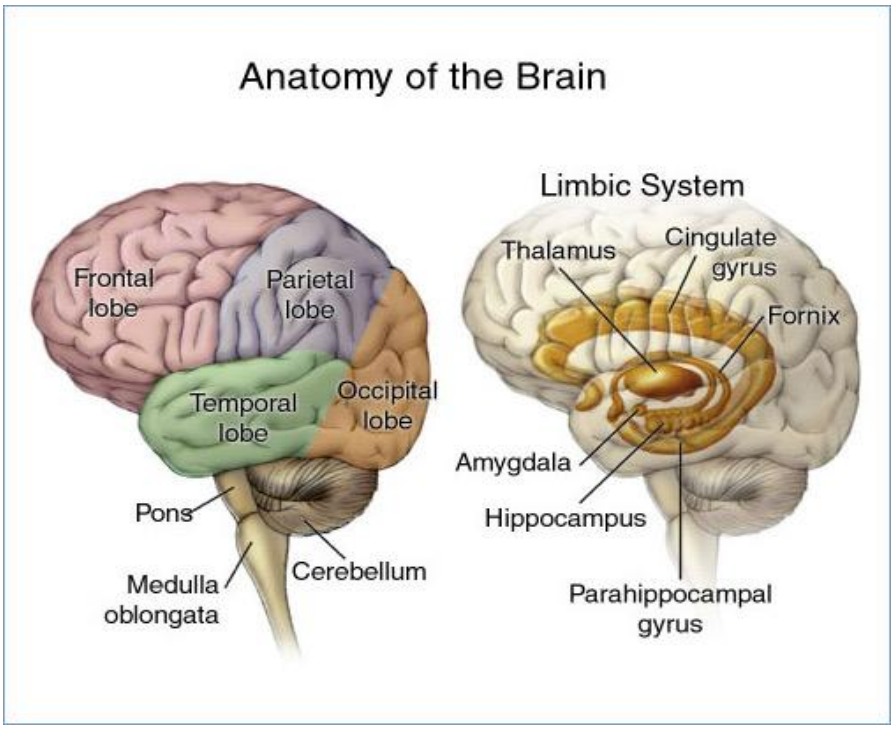

FIGURE 2.1. ANATOMY OF THE BRAIN (www.ahaf.org)

Located at the centre of our brain is the limbic system, which controls our capacity to form relationships with others. Situated near our forehead, the frontal cortex enables us to make judgements and decisions, construct plans, and restrain ourselves from acting on impulse. Furthermore, it ensures that we stay focused and attentive to our tasks. The amygdala is the brain's emotional memory bank, a repository for all our moments of triumph and failure, hope and fear, indignation and frustration (Goleman 1998:74; Jensen 2007:28). The prefrontal area of the brain (located just behind the forehead) is the site of "working memory". This part of the brain gives us the capacity to pay attention and keep in mind whatever information is salient – this area is vital for comprehension and understanding, reasoning and learning (Goleman 1996:74). The prefrontal lobes ordinarily keep the amygdala's urges in check, bringing to this raw impulse judgement, an understanding of the rules of life, and a sense of what response is most skilful and appropriate. The basic design of the brain is built around a simple opposition: some neurons initiate action, others inhibit some action.

The amygdala acts as the brain's alarm, thus, in any situation where a person feels threatened, the amygdala triggers an emotional response before the cortical centres have fully understood what is happening (Goulston & Ferrazzi 2010:16-17; Goleman 1995:22). The amygdala has the power to override the frontal lobes within a split second to meet the emergency it proclaims. The prefrontal lobes, however, cannot quickly and directly override the amygdala. Instead they have an array of "inhibitory" neurons capable of "shutting down" the amygdala (Goleman 1998:77). The inhibitory circuit between the frontal lobes and amygdala underlies many of the self-regulation competencies, especially self-control under stress and the ability to adapt to change, both of which allow calm in the face of those existential facts of life (Goleman 1998:78; Antonakis et al. 2009:255). This is important for an individual in understanding emotions and emotional responses to situations that are faced daily. When an individual faces a challenging situation, the make-up of that individual often results in the individual reacting before making a considered response to the situation. In retrospect, this often leads to regret or remorse over one's behaviour.

The root of the word "emotion" is "movere", the Latin verb meaning "to move". The prefix "e" indicates "to move away". This could imply that the tendency to act is implicit in every emotion (Goleman 1996:6). Emotions are mediated by the limbic system and the involuntary autonomic nervous system, resulting in a variety of bodily sensations which often result in action. The notion that emotion leads to action is confirmed by the physiological reaction that occurs when an emotion is experienced. Neuroscience has determined that different emotions evoke different reactions and will, therefore, result in different responses. When one is angry, the blood flow rushes to the hands, making it easier to strike physically. In addition, adrenaline rushes through our bodies, resulting in increased strength in the hand. One's heart rate increases too. On the other hand, an emotion such as surprise results in lifting the eyebrows, allowing for a larger visual sweep and permitting more light into the retina. This ensures more

incoming visual information with regard to the unexpected event (Goleman 1996:7). Emotions are therefore active and dynamic and lead to action.

Norton (2003:40) explains how emotions (feelings) and cognitions (thinking) work together. It is based on the fact that in most situations we use the emotional centre of our brains (the amygdala) before the cognitive centre (the neocortex) starts operating. This results in what Goleman calls an “amygdala hijack” which refers to a sudden reaction involving strong emotions, which often results in feelings of regret, guilt and/or embarrassment if the individual “overreacted” or “lost it”. Such emotions include erupting, shutting down, doing something extraordinarily brave, or acting irrationally. The researcher has often experienced student leaders being labelled as “bullies” because of their irrational expectation that fellow students will simply follow their instructions. They respond in aggressive and arrogant ways to rules that are broken. The researcher’s observation is that student leaders often react to situations, rather than proactively winning over the support and co-operation of fellow students.

The ability to recognise, regulate and harness emotions has been found to be associated with characteristics such as greater persistence at a challenging task, a more positive mood and more resistance to negative mood induction, more empathy and better social skills, and better relationships with others (Schutte & Malouff 2002:17). This ability to consider one’s response by understanding one’s own emotions and that of another person before one reacts is at the root of the concept of emotional intelligence.

Emotions can also be regarded as the body’s energy source, as they motivate an individual to respond to situations. Bourne (2000:260) discusses the importance of being “in touch” with one’s emotions in order to mobilise and drive oneself. Suppressing one’s emotions could lead to lethargy, numbness and tiredness which could in turn result in depression or anxiety, or both. According to Smith (2002:95) emotions are internally manifested and may include perceptual,

psychological and cognitive components existing simultaneously at different levels.

According to Salovey and Sluyter (1997:170), emotions have three components and an awareness of these components can ensure that emotional information is better harnessed to action. The first component is cognitive-experiential, which refers to our thoughts and awareness of our emotional states. The second is behavioural-expressive, referring to the recognition of verbal and non-verbal emotional information which allows for better interpretation of emotions. The third is the physiological-biochemical component, which refers to physical states such as heart rate and hormone levels which accompany emotional states. Recognising and understanding one's own emotions assist in reasoning and provide valuable internal and external information to the individual. It is apparent that emotions play an integral part in our reactions or responses to daily situations.

The mood of an individual – the emotional state that the individual is in – affects those around them. Therefore, an individual who is more positive and cheerful would be likely to have the same effect on the moods of those around him/her. Thus an individual's state affects those around them. When individuals can understand their own emotions and those of the people around them, they can finely tune their own responses to get the best out of a situation (Goleman 1998:167; Singh, Manser & Mestry 2007:542). This may illustrate the fact that student leaders face daily challenges with their colleagues. It is imperative that the student leaders understand their own emotional "make-up" to be able to respond positively to those around them.

Salovey and Sluyter (1997:9) further state that emotions form an integral part of executive functioning, and can be considered a separate intelligence. The section below explores the concept of intelligence and details the criteria for a concept such as emotion to be considered as a form of intelligence. The concept

of emotional intelligence will now be explained using various models to help the reader understand this construct in the context of leadership with specific reference to student leaders.

2.4 EMOTIONAL INTELLIGENCE

2.4.1. Defining emotional intelligence

Emotional intelligence is defined by Goleman, Salovey and Mayer, Bar-on and others as the ability to motivate oneself, to persist in the face of frustrations, to control impulse and delay gratification, to regulate one's moods, to keep distress from interfering with the ability to think, to empathise, to hope, to perform, to be creative (Maree & Ebersohn 2002:261). Emotional Intelligence has also been defined as a list of traits — such as achievement motivation, flexibility, happiness, and self-regard (Mayer, Roberts, & Barsade 2008: 509).

2.4.2 Emotional Intelligence as a separate construct

To be regarded as a separate form of intelligence, emotional intelligence must be shown to be structurally independent from other forms of cognitive ability (Matthews, Zeidner & Roberts 2002:265). If two forms of intelligence correlate too highly, they are considered to be the same form of intelligence. If the two forms of intelligence do not correlate, then the new form of intelligence would seem so different that it could not be considered to be a form of "intelligence". According to Salovey and Sluyter (1997:6), an ideal correlation between the two forms of intelligence would be low to moderate correlation.

Ballard (2005:29) contends that much research is still needed to confirm that emotional intelligence is in fact a separate construct, compared to other forms of intelligence that can provide valuable but separate information regarding an individual's functioning. Much of the research confirms, however, that emotional

intelligence differs both conceptually and statistically from other IQ measures (Ciarrochi, Forgas & Mayer 2001:190). Use of the MEIS (Multifactor Emotional Intelligence Scale) indicated that there was an overlap between measures of verbal intelligence, albeit not a strong correlation. This was expected, as individuals' ability to express themselves would relate to their competence in emotional intelligence.

Emotional intelligence is not in opposition to IQ, but, according to Stein and Book (2001:6), is an extension of the human's potential to succeed in a people-orientated environment. Stein and Book (2001:6) also pointed out that emotional intelligence is not the antithesis of IQ, but rather a combination of both emotion and cognition.

Lam and Kirby (2002:140) investigated how an individual's ability to perceive, understand and regulate emotions is related to performance. While general intelligence still made a significant contribution to an individual's performance, they found that when emotions were recognised by the cognitive systems of the brain, emotional regulation played an important role. The ability of an individual to guard against distracting emotions and to build on enhancing emotions facilitated individual task performance as well as team performance (Ballard 2005:30). However, as emotional intelligence is still a relatively new construct, some researchers caution against proposing that emotional intelligence contributes significantly to success in life (Mayer & Cobb 2000:17; Salovey & Slyuter 1997:17). Goleman, however, has suggested that emotional intelligence predicts about 80 per cent of an individual's success in life (Pool 1997:12).

2.4.3. Models of emotional intelligence

Salovey's definition of emotional intelligence encompasses the personal intelligences identified in Gardner's model as interpersonal and intrapersonal intelligence and covers five domains:

- **Self-awareness**: recognising a feeling as it happens. This implies the ability to observe, recognise and understand one's own emotions, to react appropriately to these emotions and to be able to identify causes of certain emotions, to appropriately acknowledge feelings when they occur and to understand how one's feelings affect people around you (Maree & Ebersohn 2002:267). According to Goleman (1995:51), it is being aware of both our mood and thoughts about that mood.

- **Managing one's emotions** – refers to the ability to soothe oneself, to shake off rampant anxiety, gloom and irritability. The ability to manage one's own emotions competently enables one to bounce back more easily and quickly from life's setbacks. According to Maree and Ebersohn (2002:267) self-regulation (or self-management) entails one's ability to control or handle (most of) one's emotions so that they are appropriate, and the ability to understand and identify situations that can cause certain emotions to occur as well as to be aware of the factors behind emotions.

- **Recognising emotions in others** – this encompasses the ability to empathise with others, or understanding others' feelings, and role-taking, or understanding others' point of view. One should be able to react appropriately to the subtle signs that others send out and be able to deal with individuals with whom it is difficult to communicate.

- **Motivating oneself** – this ability entails delaying gratification and being able to channel one's energy towards a goal. It has particular relevance for students' performance in school.

- **Handling relationships** - this skill involves establishing, promoting and maintaining sound relationships (Goleman 1995:47). While a person cannot control the emotions in others, one can reach out and offer a helping hand to someone who is negative or in distress. (Maree & Ebersohn 2002:267).

According to Jordan and Troth (2004:197), Mayer and Salovey's model of emotional intelligence was identified as the most appropriate model for research purposes, as this model clearly conforms to the criteria identified by Sternberg as being required to distinguish intelligence. Sternberg believes that intelligence comprises three aspects – practical, analytical, and creative abilities (Sternberg, 2004). For the individual, intelligence is a combination of varied abilities in these three areas, and thus, each person can be intelligent in relation to his or her strengths in those categories. Sternberg's theory differs from Gardner's in that it does not take highly specific talents and call them intelligences. Instead, Sternberg classifies broad talents by the underlying ability demonstrated by excellence in that instance. For example, Sternberg would classify Gardner's proposed existential intelligence as a combination of analytical and creative abilities. Sternberg also adds that his model is regarded as reflecting behaviour in the real world; it is purposive and goal-directed and involves automation of high level processes. This model involves four tiers of abilities ranging from basic psychological processes to more complex processes. The four branches are:

- **Perception,** the ability to perceive accurately, appraise and express emotion. It is important to identify and understand emotional information. Bernet (1996:2) distinguishes between "feeling" and "emotion" when discussing internal emotional states. All events trigger a physiological response in one's body, which results in a feeling, such as a racing heart or tingling sensation on the skin. These feelings prompt a reaction. When these feelings are identified and interpreted at a conscious level, this then becomes an emotion. Emotional perception also involves the identification of emotions experienced by others. The expression of emotions enables the individual to communicate inner states with the outside world. Appraisal of emotions is the ability to distinguish between accurate and inaccurate, honest and dishonest expressions of emotion.

- **Assimilation,** the ability to access and/or generate feelings when they facilitate thought. The individual should be able to prioritise thinking by focusing on important information that explains why feelings are being experienced. Emotions act as a signalling system, but, in order for this emotional information to be effectively and appropriately employed by the individual, these signals need to be analysed, assimilated and used by the more consciously controlled, cognitive areas of the brain such as the cortex (Burgoon & Bacue, 2003:182).

- **Understanding** is the ability to understand emotion and emotional knowledge (Denzin 2007:145-146). This factor also refers to an ability to recognise the likely transitions between emotions, for example, moving from feelings of betrayal to feelings of anger and grief. Differentiation of feelings involves recognising the variance in intensity between irritation and hatred, or affection and passion, and then acting accordingly. Another skill involved is to understand that emotions tend to occur in patterned chains (Salovey, Brackett & Mayer 2004:39). Reasoning about the progression of emotions enables the individual to better understand interpersonal interactions. Emotions change and adapt all the time. The emotionally intelligent individual is able to be more flexible by understanding this sequential characteristic of emotions.

- **Emotional management,** the ability to regulate emotions to promote emotional and intellectual growth (Peterson 2007:127). This is an individual's ability to connect or disconnect from an emotion depending on its usefulness in any given situation. Bernet (1996:3) asserts that an individual who suppresses his/her emotions is unable to use this information to guide a situation (Salovey & Sluyter 1997:10; Jordan & Troth 2004:198-199).

  .

In Table 2.1 below Cherniss and Goleman (cited in Maree and Ebersohn 2002:266) propose a model of emotional intelligence:

TABLE 2.1: MODEL OF EMOTIONAL INTELLIGENCE

	SELF	OTHER
RECOGNITION	**Self-awareness** • Emotional self-awareness • Accurate self-awareness • Self-confidence	**Social awareness** • Empathy • Service orientation • Organisational awareness
REGULATION	**Self-management** • Self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative	**Social skills / relationship management** • Developing others • Influence • Communication • Conflict management • Leadership • Change catalyst • Building bonds • Teamwork and collaboration

The model is significant for this study as it comprises both awareness and understanding of one's own emotions, but also covers the area of relationships which is an integral area of leadership. Student leaders are faced with responsibilities in respect of fellow students throughout their schooling. Part of this responsibility involves influencing others, managing conflict and communicating effectively with others within the school environment, while promoting the ethos of the school. The researcher believes that this model has significant application to student leaders. If students are unable to understand their own emotions, they will be less aware of others' emotions. This will hamper

relationships and responses to situations they find themselves facing on a daily basis.

Mayer and Salovey's model (1997:10) is regarded as an ability-based model of emotional intelligence and this implies that assessment tasks must demonstrate how emotional intelligence is made operational in the individual. The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive types of behaviour. The model proposes that EI includes four types of abilities:

1. Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artefacts - including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
2. Using emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalise fully upon his or her changing moods in order to best fit the task at hand.
3. Understanding emotions – the ability to comprehend emotional language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognise and describe how emotions evolve over time.
4. Managing emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Emotional intelligence explains why, despite equal intellectual capacity, training, or experience, some people are successful and others are not. One's educational qualifications and training do not ensure that one is able to deal effectively in relationships. Bar-On (2006:4) states that emotionally intelligent people tend to perform better in various aspects of life than do people who are less emotionally intelligent. For example, there have been situations in school where students have had a very high IQ, have shown superior cognitive ability, have consistently achieved "A" grades academically, yet have been unable to express themselves at a social level and are isolated from the larger student body. The question of their inability to socialise, exert influence on fellow students or even communicate and build relationships has been largely inhibited. The question has arisen at various stages in the researcher's mind (while being the teacher in charge of the prefect body) regarding why an intelligent individual clearly exhibits such deficiencies in their social ability. Furthermore, these student leaders remain isolated from elected positions of leadership, not because of a lack of intellectual ability, but because of a lack of social awareness coupled with poor communication skills.

Bar-On (1997:14) defines emotional intelligence as an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. This model comprises five scales with fifteen subscales. These are intrapersonal EQ, encompassing self-regard, emotional awareness, assertiveness, independence and self-actualisation: interpersonal EQ, comprising empathy, social responsibility and interpersonal relationships; stress management EQ, comprising tolerance and impulse control; adaptability EQ, comprising reality testing, flexibility and problem solving; and general mood EQ, comprising optimism and happiness.

From the definitions and models presented above, it is apparent that there are various overlaps between the different models. The Mayer and Salovey model focuses on emotions themselves and their interactions with thought. Goleman

departed from the arena of mental abilities and included a variety of other characteristics such as self-awareness, social awareness and skills. This trend was then followed by Bar-On in 1997 with the added component of the "environment", to ensure the continued growth and change of the definition of emotional intelligence.

However, from the research done so far, it is apparent that the concept of emotional intelligence is still developing, and it cannot be confined to a mental ability. For the purposes of this study, the researcher believes that Bar-On's definition, which includes the "environment" is the most appropriate for this study. The researcher is of the view that an individual's environment significantly influences one's perspective. Exposure to training, specifically emotional intelligence training, can open up a range of new possibilities for an individual in understanding the self and those around that person. Qualities such as self-confidence, flexibility, persistence, empathy and the ability to get on with others are an important part of the competencies required by student leaders. (This will be explored in greater depth in the next chapter). However, it is clear that competencies associated with emotional intelligence are vital for those in school leadership to be more effective.

2.4.4. Concepts related to emotional intelligence

The following concepts are used in various studies of emotional intelligence and will be discussed briefly (Erasmus 2007: 41, 42, 67).

- **Social intelligence**

The central theme relating to social intelligence is that people are reflective, thinking beings and their behaviour can be understood in the way that they actively seek to engage their social environment and pursue desired outcomes that are important in their lives. According to Thorndike, social intelligence is both distinct from academic ability and a key part of what makes people do well in the

practicalities of life (Goleman 1995:46). The concept of social intelligence provides a way of understanding individual personality and social behaviour. The concept of alexithymia is similar to this concept and is explained next.

- **Alexithymia**

This is a personality construct that is characterised by difficulty in identifying and distinguishing between feelings and the bodily sensations of emotional arousal: difficulty in describing feelings to other people; constricted imaginative processes; and a stimulus-bound, externally orientated cognitive style. Brackett, Mayer and Warner (2004:1399) define alexithymia as a self-reported difficulty in identifying and expressing emotions.

- **Self-esteem**

According to Fuller (2001:41), self-esteem consists of global self-esteem (how good you feel about yourself as a person) and specific self-esteem (how capable you feel you are in accomplishing particular activities such as English, maths and driving a car) Not all people with high self-esteem are resilient because the ability to bounce back from difficulty is dependent on a number of factors, some in the person's control, some not. This means that one cannot just train young people in coping skills and optimistic thinking and expect that they will become resilient. We need to go further and build schools, communities and families in ways that promote resilience. While self-esteem protects against delinquent behaviours and depression and is associated with academic achievement and positive adaptation as an adult, findings have also shown that some aggressive and bullying children having high levels of self-esteem. This is an important aspect for student leadership, as teachers should not simply expect that student leaders who display a high level of self-esteem will necessarily cope easily with their leadership roles.

However, Meadmore and Burnett (2003: 37-36) remind us that principals and educators, like parents, should not turn a blind eye to the building of self-esteem

because in doing so they might be overlooking the development of one of the most important personal attributes that any person might learn and possess. Self-esteem is seen as a personal attribute that can be carried into later life, to enrich the individual and the community.

- **Resilience**

According to Fuller (2001:40) it is important to recognise that the skills and habits of resilience and emotional intelligence benefit all people, not just those who are marginalised or come from "troubled" backgrounds. Fuller (2001:41) defines resilience as the "happy knack of being able to bungy jump through the pitfalls of life. It is the ability to rebound or spring back after adversity or hard times".

Resilience and emotional intelligence depend largely on a sense of connectedness, belonging, and empathy with others. Belonging implies being part of a group which in turn requires the development of moral actions such as honesty, altruism and caring. Fuller (2001:43) further explains that the factors of connectedness and belonging that lead to resilience are also the factors that reduce the level of problematic substance abuse in young people. When schools promote belonging and ensure high levels of involvement between staff and students, bullying is reduced. The school plays an important role in guiding student leaders on conduct and responsible behaviour.

- **Connectedness**

Smith (2002:10) states that connectedness is an important aspect of resilience. Students who feel connected to their family, peers, school, and community experience greater levels of support and are better able to cope with a wide range of adverse conditions, including those that promote antisocial behaviours in school.

- **Empathy**

Campbell and Schalekamp (cited in Erasmus, 2007:45) define empathy as the ability to understand another's feelings and to re-experience them oneself. It means to put yourself in another person's shoes, so to speak – to feel what the person feels, to understand with your heart. In the researcher's view, empathy requires abilities like understanding another person's point of view, accurately identifying another's emotions, experiencing an appropriate emotion in response, and to act on and communicate on this internal experience. A prerequisite for empathy is self-awareness, recognising and dealing with your own emotions. You cannot understand the feelings of others if you do not understand your own.

- **Happiness**

Furnham and Petrides (2003:815) report that psychologists have mainly focused on human unhappiness (for instance depression, anxiety, emotional disorder) and have neglected the positive aspects of human potential. The researchers demonstrated in their research that emotional intelligence predicts important life outcomes, such as exclusions from school and truancy. This study shows that a large amount of variance in happiness is determined by people's emotion-related self-perceptions and dispositions like, for example, emotion regulation, relationship skills, and social competence.

The concepts discussed above are very important in respect of student leadership as the functions of student leaders involve both interpersonal relationships and influencing others. The development of social competencies, connectedness and resilience provide a way to equip young people with the skills and resources to prepare them for success in life (Fuller 2001:47). Skills such as empathy allow student leaders to be able to show a better understanding towards others and therefore enable them to exert influence with greater skill. One of the suggested interventions is to develop the skills of emotional recognition, vocabulary of emotions and emotional regulation. As student leaders recognise

emotions in themselves, they develop the ability to regulate their own emotions and also begin to show increased understanding of emotions in others.

2.4.5. Measuring emotional intelligence

According to Davis (2004:12), some psychologists doubt whether emotional intelligence can be measured at all. Pfeiffer (2001:139) echoes this view when he states that to date there is no objective, theoretically grounded measure of emotional intelligence that stands up to scientific scrutiny and that can be regarded as reliable and valid.

A popular method of assessing "emotional intelligence" involves the use of self-reporting instruments such as the "Bar-On Emotional Quotient Inventory" (Schutte & Malouff 1999:15). Mayer, Caruso and Salovey (cited in Bar-On & Parker 2000:324) explain that self-reporting methods are closely linked to accurate self-concepts and that most people tend to overemphasise their abilities and thus tend to provide inaccurate information. The ability to read people, get into the right mood, to predict emotional future and to do it with feeling is of utmost importance (Caruso & Salovey 2004:75-80).

According to Smith (2002:97) Dr Bar-On distinguished IQ (cognitive intelligence) from non-cognitive intelligence (EQ). He states cognitive intelligence attempts to indicate one's capacity to understand, learn, recall, think rationally, solve problems, and apply what one has learned. Non-cognitive intelligence addresses the personal, emotional, social, and survival dimension of intelligence, which are more important for daily functioning than are the cognitive aspects of intelligence. What is more important when comparing emotional intelligence to cognitive intelligence is that IQ is considered to be static – it does not change over time, while non-cognitive intelligences can and do. Similarly, human behaviour and human interaction are rarely static; they are fluid, dynamic, and very complex in context and content from birth to death.

Austin, Saklofske, Huang, McKenney (2004:555) state that the assessment of emotional intelligence (EI) is a topic of considerable current interest. EI has been characterised by some researchers as a cognitive ability which should be assessed using problem-solving exercises whilst other researchers have developed an approach to EI assessment based on self-reporting questionnaires (Austin et al., 2004:555).

Mayer and Salovey (1997:16) discuss three criteria which need to be considered when assessing emotional intelligence within the framework of the ability model:

- The real ability discussed within the model must be assessed and not the existence of personal qualities such as enthusiasm and motivation. These traits are not regarded as components of emotional intelligence.
- The assessment must assess the genuine application of the ability and not simply provide a self-description of how emotionally intelligent a person is.
- The assessment should aim at connecting the various abilities discussed in Mayer and Salovey's model (Salovey & Sluyter 1997:10) with each other.

Barchard and Hakstian (2004:438) focus on two main approaches to studying EI that have evolved. These approaches or sub-domains of EI are, respectively, "Ability EI" and "Trait EI". Petrides, Frederickson, Furnham (2004:278) explain that there is a clear conceptual distinction between these two types of EI i.e. "Trait EI" and "Ability EI". Mayer and Salovey's (1997) model of emotional intelligence (EI) outlines Ability EI as a cognitive ability involving four skills: the ability to perceive, use, understand and regulate emotion. If we use the ability EI framework, we would predict that someone low on EI would have problems in one or more of the following areas, namely: Accurately perceiving others' emotions, whilst also monitoring their own; using these feelings (of themselves or others) to direct their own and others' behaviour and thought; understanding their own and other people's emotions and how these emotions change over time and in different situations; and regulating their own and others' emotions. These abilities form a hierarchy, increasing in complexity from emotion perception to emotion management.

Trait EI (or emotional self-efficacy) refers to a constellation of behavioural dispositions and self-perceptions concerning one's ability to recognise, process, and utilise emotion-laden information. It encompasses various dispositions from the personality domain, such as empathy, impulsivity, and assertiveness as well as elements of social intelligence and personal intelligence, the latter two in the form of self-perceived abilities.

In TABLE 2.2: CONSTRUCTS COMMONLY DESCRIBED AS RELATED TO ABILITY EI AND TRAIT EI (see below), some constructs are listed that are commonly seen as being related to each. With regards Trait EI, research carried out by Petrides, Frederickson and Furnham (2004:286) indicates that Trait EI is significantly related to scholastic achievement, with its effects having noteworthy implications for low IQ pupils. There, is however, currently no agreement about the boundaries or dimensional structure of these sub-domains of EI.

TABLE 2.2: CONSTRUCTS COMMONLY DESCRIBED AS RELATED TO ABILITY EI AND TRAIT EI

ABILITIES (Ability EI)	PERSONALITY TRAITS (Trait EI)
Perception of emotions in the self	Attending to emotions
Perception of emotions in others	Assertiveness
Perception of emotions in objects	Emotional expression
Managing emotions in the self	Emotion-based decision-making
Managing emotions in others	Impulse control
Understanding emotions	Motivation
Social competence	Optimism
Emotional integration	Responsive distress
	Responsive joy
	Self-esteem
	Stress management

Ciarocchi, Forgas and Mayer (2001:30) distinguish between self-reporting measurements and performance-based assessments:

- Performance tests measure “actual” EI while self-reporting measures assess “perceived” EI.
- Self-reporting measures are quicker as performance measures need to be administered by a trained professional.
- Self-reporting assessments have an element of distortion as respondents could distort their responses to offer favoured responses.
- Self-reporting measures tend to be closely related to personality factors such as extroversion, neurosis, openness, agreeableness and conscientiousness. Performance assessments, on the other hand, are more related to traditional intelligence measures, which mean they are related to cognitive functioning.

From the research it is evident that some researchers claim that emotional intelligence can be regarded as a separate construct (Antonakis et al. 2009:253). In the semi-structured interview of this study (see paragraph 4.3.3.2.), the researcher intended to verify the findings from the questionnaire that resulted in the EIL profile. The following section will examine the development of adolescents.

2.5. ADOLESCENTS

Adolescents are considered to be a group of people searching for themselves to find some form of identity and meaning in their lives (Erikson 1968; Louw & Louw, 2007: 302). They are also regarded as a unique group with a wide range of difficulties and problems in their transition to adulthood. When considering the period of adolescence, a number of theorists have articulated their expert opinions with respect to the developmental issues that are occurring.

According to De Avila (1995), Freud represented the stage of adolescence as a period of "storm and stress" as the adolescent tries to find the appropriate focus for the sexual feelings that have been formed during the previous stages of

development. Freud's view has been superseded by the more contemporary developmental views, which portray adolescence as a stage within a series of sequential stages. Erikson's theory of psychosocial development, Piaget's theories of cognitive development, and Marcia's theory of the stages of identity development are all representative of a developmental approach to adolescent growth.

Although each of the aforementioned theories has made great contributions towards the understanding of adolescent development, these theories do not provide the full picture. Hacker (1994:302) does not view adolescence as a stage among sequential stages, but rather as a part of life similar to both childhood and adulthood. He views the adolescent holistically with the adolescent "as a whole being who not only exists in the here and now but is inextricably linked to a past childhood leading imperceptibly to a future adulthood". It is this imperceptible leading to a future adulthood where meaning in life comes into play, especially in later adolescence.

2.5.1. Psychosocial development of adolescents

Adolescence is a developmental period that is filled with many challenges, especially for the teenagers of today's world. Early developmental theorists such as Erikson have defined the period of adolescence as one of identity versus role confusion, in which adolescents must determine who they are, combining their self-understanding and social rules into a coherent identity (Berger & Thompson, 1995). While engaging in this process, they also try and keep connections with things from the past that they value, and eventually move towards accepting group values and norms.

As adolescents try to discover who they are, rifts often develop between adolescents and their parents as the adolescents "know everything" and the parents "know nothing". The adolescents strive towards identifying themselves as

separate from their parents and as unique persons. Essentially, adolescents venture towards establishing their own goals and values, leaving behind the goals and values established by their parents or society with the ultimate goal being identity achievement (Erikson, 1968; Schaffer & Kipp, 2007:45).

2.5.2. Cognitive development of adolescents

Perhaps one of the most profound areas of adolescent development in the researcher's view, is cognitive processing. Today's adolescents face a variety of challenges and choices that require complex levels of thought. The cognitive changes and progressions that occur through adolescence are quite profound and differentiated from children in the elementary school years. Piaget described the reasoning that characterises adolescence as formal operational thought. Extending from the process of maturation and learned experience, it is the fourth and final stage of cognitive development. For many developmentalists, including Piaget, the single most distinguishing feature of adolescent thought is the capacity to think in terms of possibility rather than only in terms of reality (cited in Berger & Thompson, 1995: 549).

Unlike children who anchor their thoughts in the here and now of reality and what is tangible, adolescents have the ability to fantasise and look ahead at things on a much grander scale (Berger & Thompson, 1995: 550). Also, unlike children who seem to merely accept things as they are without explanation, adolescents will begin to question and search for answers and possibilities beyond the natural domain. For the first time in their lives, adolescents will begin to venture away from parents' values and beliefs towards the establishment of their own values and beliefs. Yet another domain of adolescent cognition is the ability to engage in deductive reasoning, which is reasoning that enables one to draw logical inferences and conclusions from general premises (Berger & Thompson, 1995: 551; Schaffer & Kipp, 2007:521). Within a variety of facets in life, for instance

school, work and sports, adolescents develop the ability to carry thought patterns to logical conclusions.

According to Berger & Thompson (1995:555) adolescence is a marked period of self-reflection as adolescents will think about what others think of them, what their parents expect of them, and question what tomorrow will bring. Searching introspectively is a normal function of adolescence as they try to sort out their challenges and questions about the world. However, this search and progression towards self-awareness is distorted by adolescent egocentrism. This is a self-view in which adolescents tend to look at themselves as being socially above and beyond almost all others in their midst.

2.5.3. Existential development of adolescents

Adolescence is also the period when existential questions and issues relating to the meaning of life usually arise. This is perhaps most notably evidenced in what Erikson deems to be a large part of the adolescent identity crisis as they strive for identity, rather than role confusion (Erikson 1968; Schaffer & Kipp, 2007:507). Here there is major conflict in terms of clarifying who one is, what one's goals in life are, and what life's meaning is. The role of identity is quintessential in existential theory and particularly for adolescents as their capacity for self-awareness is developed and existential concerns begin to arise in their minds (Yalom, 1980:77).

Abstract thinking as mentioned earlier is one of the key developments by which adolescence is marked. As adolescents discover who they truly are and begin to ask questions about what their life and existence mean, they begin to take on a new perspective in terms of the possibilities in life. How they handle this formulation of abstract thinking and the meaning of their existence can weigh heavily in terms of how they make the transition into adulthood. If they handle

these concepts well, the transition may go smoothly; however, if existential conflicts become difficult, the transition may also become difficult.

Adolescents will search for meaning in their lives in a variety of ways. This search for meaning may manifest itself in how adolescents dress, how they behave, what they are willing to do to fit in, sexual behaviour, drug abuse or other variations of adaptive or maladaptive behaviours. The length to which adolescents may go to establish meaning in their lives can often be difficult to understand, yet the establishment of meaning is essential for them in order that they may have a valued existence.

Another existential concern that may face adolescents is freedom. Hacker (1994: 316) states that assuming responsibility for one's choices is a simple means of dealing with this concern; however, he also implies that this is difficult for adolescents as they are often still highly dependent upon their parents for their choices. Parents being unwilling to let go of their adolescents and adolescents wanting to venture forth into the world of freedom can often lead to dissension in homes (Schaffer 2005:192). Furthermore, adolescents seem to want all of their freedom, and yet will refuse to accept the responsibility that coincides with the freedom and the choices they make. Becoming their own person is a key ingredient required for adolescents to progress towards a solid and autonomous adulthood. If they are held back or sheltered too much, they will have difficulty facing major decisions as they enter into adulthood. Also, adolescents may rebel if their desire to discover their own meaning is impeded in any way. It is important for adolescents to have a solid balance of both freedom and responsibility in order to make a successful transition into adulthood (Hacker, 1994: 316).

In essence, adolescents are comprised of who they were as children growing up, who they are now, and who they wish to become. As they venture into a further understanding of themselves and the world around them, they take on some deeper meanings of life on their own, rather than passively accepting them as

presented by others. As they search for meaning both within themselves and in the outside world, they are trying to set themselves on a path towards happiness and a full enjoyment of life (Hacker, 1994: 304).

2.5.4 Emotional development of adolescents

A major challenge facing adolescents is to develop a secure sense of self. Identity diffusion arises when an adolescent fails to develop a cohesive self or self-awareness. Smith (2002:11) states that children who are isolated or rejected by peers suffer loss of self-esteem and other emotional distress, tend to dislike school, and are at-risk for a wide range of destructive personal and interpersonal outcomes, including substance abuse, gang involvement, teen pregnancy, and violence at school. Due to the fact that aggression is viewed primarily as a learned behaviour, it can be unlearned and thus prevented by acquisition of more social and positive behaviours.

Richburg and Fletcher (2002:34) state that professionals must have a clear assessment of the types of thoughts, feelings, and emotions that contribute to aversive or undesirable behaviour in order to create effective intervention strategies. The journey of developing emotional intelligence begins with assessing an individual child's capacity for self-awareness. According to Cooper (2004:14) students' beliefs and values about themselves are what drives their understanding of reality. Many of these beliefs and values are either based on or at least are influenced by emotions. Unless teachers understand this, too many students are doomed to failure. It is therefore important that the teacher in charge of a student leadership body at school implements programmes to enhance a student's self-awareness and social awareness. These skills would be a starting point in the development of student leaders by the implementation of emotional intelligence leadership programmes by the teacher and the school.

2.5.5. Development of emotional intelligence in adolescents

Emotional understanding develops throughout childhood. A young infant responds to the emotional messages provided by its caregiver and, as the child develops, emotional understanding becomes more attuned and complex. Goleman (1995:xii) cites some disturbing data stemming from a large survey of parents and teachers. This survey of parents revealed that there is a worldwide trend for the present generation of children to be more troubled emotionally than the last: more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive and aggressive. The results of this study indicate that there is an increasing need to address the emotional health of children and adolescents. The challenge in addressing this issue, however, is learning how to manage children and adolescents in terms of healthy emotional development.

The transition to high school essentially marks the end of childhood and the beginning of an adventurous journey known as adolescence. This transition is in and of itself a difficult challenge in the realm of emotions (Goleman, 1995:316). The adolescent entering the eighth grade is faced with an atmosphere where proper social integration is of the utmost importance for success. As the adolescent travels on this journey to the time of graduation and engages in the progression towards adulthood, being emotionally competent is not only important, it is a necessary ingredient for a successful journey. Goleman (1995:315) again cites Hamburg as stating that students who have emotional competency can better deal with the pressures of peer politics, the higher demands required for academic achievement, and the temptations of alcohol, drugs and sex. Research has also found that higher scores of EI are associated with higher quality interpersonal relationships (Brackett, Warner & Bosco, 2005:198), academic performance and social competence (Brackett, Rivers, Shiffman, Lerner & Salovey, 2006:783).

When one looks at the five domains of the Salovey and Mayer model (see paragraph 2.4.3: Models of emotional intelligence) they have a wide range of useful implications for adolescents in high school. When faced with the struggles of broken families, abuse, the temptation of drugs, alcohol, and sex, as well as other struggles, all five factors as in Salovey's model (see paragraph 2.4.3: Models of emotional intelligence) of emotional intelligence can contribute to an adolescent being true to his or her self. Furthermore, these domains can assist in fostering a strong form of development in body, mind and spirit for each adolescent.

The challenges according to the researcher, in terms of emotional intelligence in schools is how, where, and when to foster it. Many might argue that this is something that should be done at home or left up to parents. Indeed, much of the emotional development in children and adolescents stems from their interactions at home with parents and siblings. However, the reality of today's world is that adolescents are less and less impressed by their parents, and more and more impressed by their peers, television, mass media, and their school environment.

Therefore, school is an opportune environment to provide or teach life skills within each of the five domains of emotional intelligence (Fernandez-Beroccal & Ruiz, 2008:426). In addition, schools are the first place, and the place where the largest part of socialisation takes place for children and adolescents. Goleman (1995:112) points out that emotional capacities essentially start to build from infancy. However, he cites Dr. David Hamburg as stating that a child's transition into grade school and an early adolescent's transition into high school are two crucial factors in a person's adjustment. He also points out that developing oneself within the domain of emotional intelligence is a key ingredient for facing these adjustments with success (Goleman 1995:315; Fernandez-Beroccal & Ruiz, 2008:429).

According to Bodine and Crawford (1999:28) many factors influence why some young people have success in life and why others have a harder time. Economic circumstances, genetics, trauma, and many other factors which the individual has little power to change play a role. The same researchers have identified forty developmental aspects that have tremendous influence on young people's lives. These assets can be grouped into eight categories:

Support: Adolescents need to experience support, care and love from their families and from others. They need organisations and institutions that provide positive, supportive environments.

Empowerment: Adolescents need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.

Boundaries and expectations: Adolescents need to know what is expected of them, and whether activities and behaviours are "in bounds" or "out of bounds".

Constructive use of time: Adolescents need constructive enriching opportunities for growth through creative activities, youth programmes, quality time at home, and constructive involvement with other youth and adults.

Commitment to learning: Adolescents need to develop a life-long commitment to education and learning.

Positive values: Adolescents need to develop strong values that guide their choices.

Social competencies: Adolescents need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.

Positive identity: Adolescents need a strong sense of their own power, purpose, worth, and promise.

According to Richardson (2002:57), to understand the schooling of young adolescents, one must understand how they respond to their learning environment, and be aware that there are reasons why students respond differently. Educators should be aware of the existence of transition trauma and

its sources, and develop a method of communication that will allow them to become more attuned to students' concerns. Educators should also be aware of the existence of emotional intelligence and how important it is to incorporate emotional reasoning and emotional development into the understanding of young adolescent learning.

Teaching young adolescents how to use coping strategies; how to acquire and use information; how to work with others, and how to manage personal growth are vital components necessary for transition success (Fernandez-Berrocal & Ruiz, 2008:429). Ironically, these skills are also components of emotional intelligence (Richardson 2002:58). Smith (2002:108) states that through its various institutions, society certainly does have the critical obligation and responsibility of helping adults and children acquire, maintain, and intensify compassion, honesty, self-discipline, and other traits essential to good behaviour and strong character. Social emotional learning and the facilitation of emotional intelligence may facilitate an individual's ability to make appropriate emotional and behavioural choices that lead to effective daily interaction with people and circumstances (Fernandez-Berrocal & Ruiz, 2008:429).

2.6. EMOTIONAL INTELLIGENCE CAN BE LEARNED

Previously, personality traits and the different intelligences were thought to be constant throughout life, but recent studies have indicated that personality traits and patterns of behaviour can be changed (Gannon & Ranzijn, 2004:25). According to Bar-On (2006:10), EI skills can be enhanced through the implementation of programmes at school.

As previously explained (see paragraph 2.3.1: Emotions), EI involves circuitry between the brain's executive centres in the prefrontal lobes and the limbic system which controls feelings and impulses. The former are determined by the interaction between genes and life experiences that determine emotional

reactions (Goleman, 2006:159). Skills based in the limbic system are best learned through motivation, extended practice and feedback with a genuine objective and determination. The problem is that training programmes often target the neocortex, the thinking brain, where technical and analytical skills are learned, instead of the limbic brain. A limbic neural pathway can only be changed by forming a new limbic connection. The limbic brain learns more slowly, particularly when ingrained habits learned early in life need to be changed. This process of training the limbic brain would be easier in adolescents, as habits are still in the process of developing. Re-educating the limbic brain takes regular practice and repetition to alter and strengthen brain centres that regulate emotions – the circuits between the amygdala and prefrontal lobes (Goleman, Boyatzis & Mckee, 2001: 130 -133, 201).

According to Goleman, research indicates that repetitive learning increases the rate at which new neurons are formed which then continually reshape neural pathways, and therefore the social brain and resultant behaviour (Goleman et al. 2001:201, Goleman, 1996:157-158). According to Chrusciel (2006:651-653), increased social and self-awareness improves EI significantly. Singh, Manser and Mestry (2007:545) state that emotional intelligence and emotional skills develop over time, change throughout life, and relate to one's potential for performance, they are process orientated, and can be improved through training (Fernandez-Berrocal & Ruiz, 2008:429).

The fact that emotional intelligence can be learnt is a critical factor in the researcher's opinion, because even though the elected student leader does not have all the necessary skills to conduct his/her responsibilities effectively, such an individual can be taught the requisite skills. The researcher hopes to facilitate the process of assisting a teacher in charge of a student leadership body to identify deficiencies in emotional intelligence and emotional intelligence leadership skills with the purpose of implementing programmes to develop the deficient skills identified. While it would be very useful to "teach" emotional

intelligence skills to all students who have leadership potential, it is not the focus of this study. For the purposes of this dissertation, the researcher endeavours to focus on those student leaders who have already been elected to their leadership position.

2.7. CONCLUSION

In this chapter the concept of emotional intelligence was analysed, conceptualised and described. Various models (see paragraph 2.4.3. Models of emotional intelligence) were discussed in order to understand this concept more clearly. The construct was conceptualised by brief discussions on theories encompassed within this term. The measurement of emotional intelligence was explored to enable the reader to understand why this concept can be regarded as a form of intelligence. This is an important factor as it is the aim of the researcher to measure the level of emotional intelligence and emotional intelligence leadership skills of each student leader for the purpose of drawing up and emotional intelligence leadership (EIL) profile for each student leader.

The age of adolescence was explored with various developmental areas being discussed. The main focus of the chapter was on the emotional intelligence of student leaders.

The following chapter will discuss and analyse the concepts of leadership and more specifically student leadership in a school context.

CHAPTER 3

EMOTIONAL INTELLIGENCE WITHIN THE CONTEXT OF SCHOOL STUDENT LEADERSHIP

3.1. INTRODUCTION

It is the researcher's view that educational management should incorporate the view of all "stakeholders" in the school and an inclusive policy of management should be adopted. The nurturing and maintaining of a culture of teaching and learning in a school is the responsibility of leadership at all levels in a school (Department of Education, 2007). A key area of leadership in school which is being under-utilised, in the opinion of the researcher, is that of the role of student leaders. These leaders, who are elected by the larger student body of the school as student leaders or members of the Student Representative Council, should be empowered and trained so that they can become an integral and effective arm of the management body and assist the school to achieve its goals. There is, according to the researcher, an urgent and compelling need to study youth leadership training and development models, and to disseminate this epistemic knowledge to organisations and institutions that educate and develop the youth.

A great deal of attention has been paid to adult leadership training, yet leadership skills need to be taught and developed primarily in the youth (Cowan & Callahan 2005:3). It is also imperative that learning leadership skills be integrated with the development of an adolescent's personality, behaviour, intuitive ability, and interpersonal skills. These skills should be introduced in childhood and adolescence. Educators (parents and teachers) need to assume the responsibility of ensuring not only that their children are loved and positively nurtured, but also that their children have a healthy level of self-esteem, and have attained the confidence to create an independent self-identity that is separate from them. It is crucial that the adolescent be exposed to sound ethical

and moral standards as part of everyday life, and, lastly, to be provided with a learning environment that is safe, supportive, and reflective. Becoming a leader is a developmental process that starts early in life (Van Linden & Fertman, 1998:11). These stages, while being sequential, remain fluid and, while adolescents move from one stage to the next, they often return to a prior stage when they encounter a new situation.

Concepts relating to leadership and leadership development in adolescents will be examined in this chapter. Various questions related to the subject are debated, namely, whether leadership develops naturally; whether people are born with the necessary skills or whether leadership can be taught; whether particular leadership competencies are required for successful leadership; also whether the environment has a role to play and, most importantly, for the context of this study, what is the role of emotional intelligence in student leadership?

In the view of Baker (1993:20) students do not acquire leadership skills by simply being elected to office. They need development and training (Hoyt & Kennedy, 2008:205-206). One of the keys to empowering young people is to provide them with opportunities to learn effective decision-making skills, as well as methods and techniques in conflict resolution (Close & Lechman, 1997:12). To ensure a successful development programme for emotional intelligence and leadership, schools must provide and promote student leadership training opportunities (Fernandez-Berrocal & Ruiz, 2008:429). Assuming responsibility and accountability for developing youth leadership life skills today ensures the promise for effective leadership tomorrow (Seevers, Dormody & Clason, 1995:28). In order to lead others effectively, student leaders need to first know themselves well, they need to learn about leadership skills and also need to understand others. According to Gartin (1991:4) student leaders need to be aware of personality types and leadership styles in order to better understand themselves and their peers. When a student leader recognises his/her own style, the strengths and weaknesses of this style, he/she can better appreciate the

styles of others. While the researcher believes that leadership is a skill that can be taught, it is also an art that must be practised. The researcher is also of the view that student leaders must be afforded the opportunity to practise the skills acquired through the training programmes.

3.2. THE CONCEPT OF LEADERSHIP

The question whether successful leaders are born or made has been debated for decades. Prior to 1930 it was believed that a limited number of people were uniquely endowed with abilities to become leaders. These abilities were believed to be inherited rather than acquired (Kleon & Rinehart 1998:3). In contrast to this view, the same authors quote McGregor as stating that all talent develops through an interplay between natural gifts on the one hand, and opportunities and challenges on the other (Kleon & Rinehart 1998:3). According to Brown, Bryant & Reilly (2006:331), leadership should not be viewed as a mere interaction, but rather as a function of a skill set deployed by the individual leader. He further proposes that to understand leadership one must not concentrate on what leaders do, but consider the capabilities an individual must have to perform effectively in a leadership role (Brown et al., 2006:2). According to Kleon and Rinehart (1998:2) leadership is a role that leads towards goal-achievement, involves interaction of influence and usually results in some form of changed structure of behaviour of groups, organisations or communities. In a school, leadership means building the school as a teaching and learning organisation, and helping each student to achieve his/her potential.

Leadership has been described as the art of persuading people, rather than dominating them. Leadership has also been defined as the competencies and processes required to enable and empower ordinary people to do extraordinary things in the face of adversity. In addition, it is the ability to deliver superior performance to the benefit of oneself and the organisation (Stuart & Pauquet 2001:30). Lee and Olszewski-Kubilius (2006:30) define leadership as involving

interactions with or having substantial influences on other people in real life situations. There are many definitions of leadership, but, in essence, the researcher adopts the view that leadership is about influencing people (peers) to achieve the end goals and aims of an institution (Van Niekerk, 1995:1). Leadership development is a process that extends over many years. It is the researcher's opinion that empowering adolescents with leadership skills would allow them to become effective partners in the educational management structure of the school.

For the last twenty-five years leadership research has been primarily focused on a two-factor person- and task-oriented paradigm. Previous research has also concentrated on personality traits of leaders rather than the detailed motivations or content of these constructs. The result of this approach has been that the content of leadership schemes and leadership expectations has remained vague. In addition, there is no one theory of situational influences on leadership behaviour (Schneider, Ehrhart, & Ehrhart, 2002: 279). Consequently, it is necessary to examine how a leader can influence others positively so that they willingly co-operate with the leader towards the attainment of organisational goals. Student leaders in a school context rarely possess the skills acquired through time and experience by leaders within the school environment, such as the headmaster or teachers and, as such, need to be made aware of competencies and capabilities that leaders should possess and display even at the junior level.

Few advances have been made in process-oriented studies and in making predictions regarding various dimensions of leadership such as personal liking, trust, and legitimacy, or in deconstructing their effects into cognitive and rational behaviour. In summary, while researchers have generated much in terms of understanding the effects of leadership behaviour and cognition, relatively little is known about its origins. For instance, it is unclear why certain individuals engage in specific types of leadership practices and others do not. Studying the

development and underlying motivation of adolescent leaders is one way to gain an understanding of why leaders behave and think in specific ways. Additionally, in researching the developmental process of the adolescent, the knowledge gained will provide useful insight into understanding through what process adolescents can develop into leaders (Hoyt & Kennedy, 2008:206).

A growing body of literature suggests that moods and emotions play a central role in cognitive processes and behaviour, thereby influencing the style adopted by the leader (George, 2000:1029). More specifically, it is proposed that emotional intelligence, particularly the ability to understand and manage moods in the self and others, contributes to effective leadership in organisations. Moods are pervasive and may not be related to the incident that caused the mood in the first place; for example, if a leader is angry because of deceit by a subordinate, he/she may be in a bad mood for an extended period, even after the matter has been dealt with. This negative mood would influence the leader's trust in another subordinate. Thus, depending on whether a leader is in a negative or a positive mood, it will affect his/her perception of a situation, and therefore influence the decisions that are made (George, 2000:1029). Emotions are extremely important in leadership as they influence our intra- and interpersonal processes, our judgements, decisions and the way we think. Leaders should match their thinking style to their emotions and situation in order to develop and maintain sound interpersonal relationships (Singh, Manser & Mestry 2006:545). Therefore, the researcher is of the opinion that student leaders would need to understand themselves better to understand how their moods, emotions and perceptions influence their behaviour in various situations that arise in the school context.

3.3. LEADERSHIP MODELS

Two main models of leadership will be discussed, primarily to enable the reader to understand the focus of the paradigm shift needed with respect to student leadership development. The traditional model, involving rigorous leadership that

is driven by the goals of the organisation, is discussed first. This model depicts the traditional “student leader system” where student leaders imposed their will on fellow students because they were driven by an authoritarian approach. Little or no value was placed on influencing constituents in a meaningful manner. This is followed by a discussion of the value driven model, which encompasses spiritual and emotional intelligences in addition to cognitive intelligence.

According to Mussig (2003:73), leadership is a reciprocal relationship between those who lead and those who decide to follow. The study of leadership, therefore, examines the dynamics involved in this relationship. Figure 3.1: THE GOAL-DRIVEN LEADERSHIP MODEL (Mussig, 2003:74), demonstrates a traditional control-based model of leadership with goal achievement at the core. This relationship secures congruity between the leader’s goals, which are usually organisational goals, and the follower’s goals. The power and authority of the leader is upheld at all times. According to the researcher, this model represents the current state of student leadership in the school where the research was undertaken.

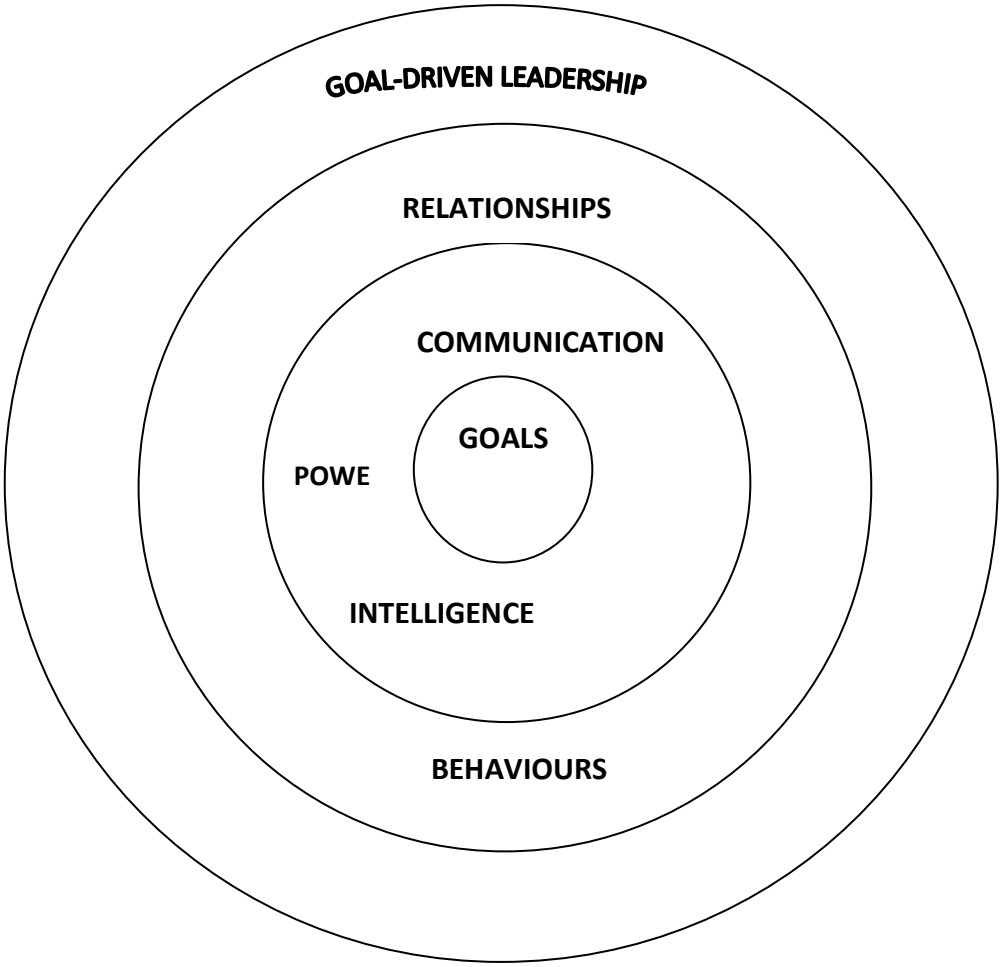

FIGURE 3.1: THE GOAL-DRIVEN LEADERSHIP MODEL

The leader seeks to instil in the follower the goals of the organisation, highlighting the overlap between organisational, leader and follower goals (Mussig 2003:74). This model maintains the leader-follower relationship, where the leader acts as a gatekeeper to rewards sought by the follower. This is an authoritarian style of leadership and represents the traditional style of leadership that characterised schools in South Africa. Currently, student leaders in the state school system are mostly wedged into a system where they serve the authoritative body above them. These student leaders lack the initiative and authority to bring about positive change or make valuable contributions to decisions in the school's management. They lack both skills and experience and their voices are,

therefore, largely disregarded. Their functions centre on the organisational goals as dictated by the authorities in the school, namely management. This model, when adopted, often fails to achieve the voluntary co-operation of constituents, as it focuses on external incentives, rather than constituents being self-motivated to achieve organisational objectives.

The second model, Figure 3.2: THE VALUE-DRIVEN LEADERSHIP MODEL, (Mussig, 2003:75), focuses on value-driven leadership, where the leader attempts to bring in a set of values to the relationship. This model embraces spiritual and emotional intelligences. Mussig (2003:74) further states that credibility is also a basis for effective leadership. Credibility is about creating trust and trust is about creating value-orientated leadership (Mussig 2003:74). The model below and the table that follows identify the key competencies required in value-driven leadership.

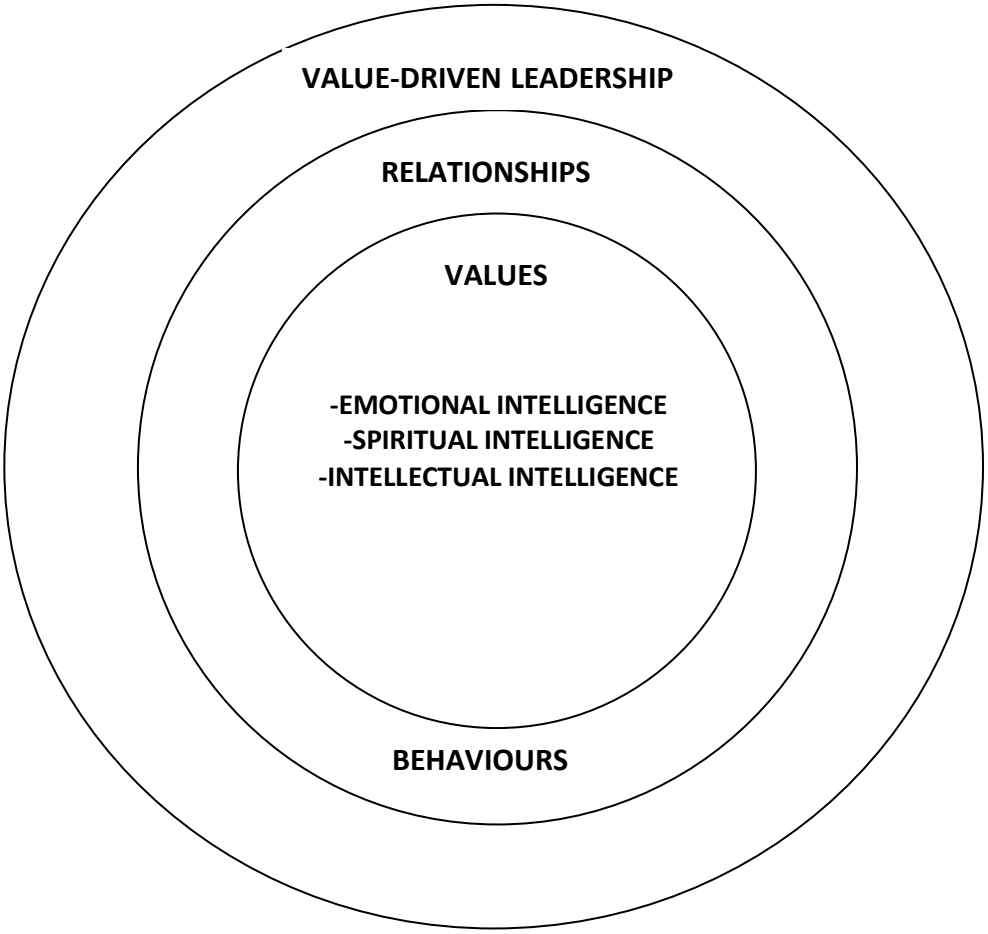

FIGURE 3.2: THE VALUE-DRIVEN LEADERSHIP MODEL

This model suggests that the following emotional and spiritual competencies are required in value driven leadership as indicated in Table 3.1: Spiritual, emotional and relationship competencies developed for the value-driven model (Mussig 2003:76).

TABLE 3.1: SPIRITUAL, EMOTIONAL AND RELATIONSHIP COMPETENCIES DEVELOPED FOR THE VALUE-DRIVEN MODEL *(Italics represent the researcher's personal opinion)*

Competence	Explanation
Honesty	Being honest in a relationship requires a high level of self-assessment and self-regulation by facing our own emotions and

	feelings and using that knowledge to create better relationships. Values should be an essential ingredient in developing personal and social competencies. Honesty and trust are closely interwoven and there is overwhelming research evidence supporting the importance of trust in both leadership and management. *Student leaders need to understand the value of building trust between themselves and their peers. There is strong criticism that student leaders treat juniors more harshly than seniors. This is counterproductive for them as leaders as they fail in their task of building integrity and winning the trust of all their subordinates*.
Sustainability	Orientation towards the future is multifaceted: it requires intellectual abilities that assist in developing long-term strategies, but it also entails the ability to be adaptable and flexible in setting goals, goals that are grounded in the shared values. It requires the ability to empathetically understand the needs of others, and to work "outside the box". *This would be a challenge for young leaders, particularly as their leadership is more about the situational context.*
Commitment	Awareness of commitment in student leaders must be emphasised. Short-term goals are easily attainable if the wider student body is motivated and enthusiastic. This is about developing ongoing enthusiasm and motivation for goal attainment. It requires high levels of personal and social competencies to elicit positive and optimistic behaviours. It also requires an understanding of values in differentiating between inspiring or motivating and manipulating.
Understanding/ Supportive	Using past experience to establish reliability for others to follow requires personal and social competencies, the ability to work against the convention as a change catalyst and developing relationships based on shared values. *This is an area that needs urgent attention. It has been neglected and, the researcher believes, it has contributed widely to the dissension between student leaders and their constituents.*

The competencies presented in the table above overlap largely with the competencies required in emotional intelligence. This emphasises the importance of emotional competencies that are often ignored in cognitive recognition, alluding to the fact that too much emphasis continues to be placed on cognitive intelligence rather than emotional intelligence (see paragraph 2.2: The concept of intelligence). A leader needs to have the confidence and trust of his/her constituents. Notwithstanding the fact that technical expertise and cognitive intelligence are important for a leader to possess, one cannot ignore the emotional and social skills needed to foster a sound leader-follower relationship. Student leaders are often criticised for unfair treatment of peers, and accused of treating their "friends" leniently. The importance of a student leader's values and integrity cannot be overlooked, and it once again points to the importance of leadership training that will allow such leaders to uphold the values they feel are important to them.

Leadership styles will now be discussed with an emphasis on transformational leadership.

3.4. LEADERSHIP STYLES

While there is no easy formula for being a good leader, the best leaders care passionately about their people, about their development and success (Welch & Welch 2005:79). While there are many types of leadership styles and methods, the most popular are transactional, transformational and principled. There are also other types of leadership styles such as forceful, enabling, adaptive, and inspirational. All of these leadership styles are useful, and are appropriate in different situations. It is essential that student leaders be exposed to the different leadership styles so that they gain insight and experience into using a style that is suitable to the situations they face.

Forceful leadership or a “command and control” style is useful in a crisis and is predominantly used in the military. If one is the head of an organisation desiring to develop one’s employees within a company by for instance changing values/ needs/beliefs of both the organisation and its employees, using a transformational leadership style would be appropriate. However, if one is leading a corporate organisation through a major cultural change, an inspirational and adaptive leadership style combination might work well. Hence, it is important to match the appropriate leadership style to a particular situation/outcome. Student leaders lack experience with respect to the adoption of an appropriate leadership style in situations they encounter. For example, a student leader would need to be authoritative if he/she has been left in charge of a group of students during detention or a homework session, but could adopt inspirational leadership when organising a sports event at the school.

Transactional leadership is a pragmatic and results-oriented leadership style. The transactional leader “addresses the self-interests of those being influenced by him”. Transactional leaders offer inducements to move in the direction desired by the leaders. This is often a direction that would also satisfy the self-interests of the followers (Avolio, 1999:35-36). In other words, a confluence of rewards is used to negotiate with the followers who in turn produce the desired behaviour or compliance. This style is very much a part of goal-driven leadership. This is a style that has characterised student leadership. Student leaders have imposed their authority and enforced rules. It seems as if little or no attention has been paid to motivating the student body towards the attainment of the school’s vision. From the researcher’s experience and various newspaper reports, characteristics of student leaders have been shown to include impatience, poor relationships and an autocratic management style (Keating 2007:3).

In contrast to transactional leadership where one person negotiates with another to obtain the desired behaviour or compliance for a reward, transformational leadership causes a developmental shift in the follower’s beliefs, values, needs

and capabilities (Bass & Avolio, 1997:12). The transformational leader develops followers into leaders. Burns, Bass and Sergiovanni, (cited in Avolio, 1999:34), refer to transformational leaders as “moral agents” who focus on developing themselves and their followers to a higher-level mission and purpose. The transformational leader induces in others a greater awareness regarding issues of consequence. This heightening of awareness requires a leader with self-confidence, vision and inner strength to argue for what is seen by the leader as good and right, rather than an acceptable social norm (Stuart & Pauquet, 2001:30). Transformational leadership focuses on the personal qualities of leadership – it is leadership by example. The qualities of transformational leadership focus on adolescents valuing how they serve as role models, making good choices and influencing others in positive ways (Barbuto & Burbach 2006:52). It is these key characteristics that must be developed among student leaders. The challenge, however, is that the leaders themselves are experiencing the volatile age of adolescence. Training and support is essential for student leaders at this age. Schools provide a valuable opportunity for nurturing nascent leadership skills. It is only in the cut and thrust of everyday school interaction, that student leaders will have the opportunity to learn by practising different leadership styles.

Four factors are characteristic of transformational leadership. They are commonly referred to as the ``four I’s’’:

- *Idealised influence*: measures the strength of the leadership role model and how followers identify and want to emulate leaders who act as strong role models for followers (Bass 1985:38; Howell & Avolio, 1993:893). These leaders have elevated standards of moral and ethical conduct. There is a high degree of trust between the follower and the leader. This would encompass EI values of social awareness. Leaders who are able to express empathy and meet the needs of followers will be able to win the confidence of their peers and build a trusting relationship.

- *Inspirational motivation* (i.e. followers are motivated by attainment of a common goal): firstly, measures the extent of expectations, and then inspires followers through motivation to be committed. The leader communicates high expectations to followers, inspiring them through motivation to be committed, and to become part of the vision of the organisation (Barbuto & Burbach 2006:53).
- *Intellectual stimulation* (i.e. followers are encouraged to break away from old ways of thinking and are encouraged to question their values, beliefs and expectations): measures the extent to which the leaders encourage their followers to be creative and innovative and to accept challenges. The leader is simultaneously supportive of the followers as they try new approaches and engage in innovative ways of dealing with organisational issues. This is an area that is not often ventured into by student leaders. They are often denied the value of using their own initiative, despite their closeness to the wider student body's issues.
- *Individualised consideration* (i.e. followers' needs are addressed both individually and equitably) (Bass and Avolio, 1997:28): measures the extent of a leader's role in providing a supportive climate while assessing the needs of the followers. Leaders provide a supportive climate in which they listen carefully to the individual needs of the followers. Leaders act as coaches and advisors while trying to have the follower become fully self-actualised. These leaders transform their followers' needs, values, preferences, and aspirations toward fulfilling their potential and produce high levels of performance, compared to transactional leaders (Dvir & Shamir, 2003: 327-329). This is an area of student leadership that is virtually non-existent. Student leaders need to be trained in this regard.

The characteristics of transformational leadership seem to cover some of the social competencies of emotional intelligence. The personal competencies, however, remain very important in the student leaders' ability to execute responsibilities effectively. Over the last two decades, research evidence has

indicated that transformational leadership yields a wide variety of positive individual and organisational outcomes (Bommer, Rubin, & Baldwin 2004:199). Howell & Avolio (1993:895) found that a leader's internal locus of control was significantly related to intellectual stimulation and individualised consideration. Other researchers have shown that variables such as moral reasoning and physical fitness (Atwater, Dionne, Camobreco, Avolio, & Lau 1998:561), emotional intelligence (Barling, Slater, & Kelloway 2000:160), and impression management (Sosik, Avolio, & Jung 2002:231), were all related to transformational leadership (Bommer et al. 2004: 196-197). Transformational leadership is concerned not only with the performance of followers but with developing followers to their fullest potential (Bass & Avolio 1990:3). Much of this type of leadership is encompassed in the value-driven model of leadership.

Youth leadership encompasses both transactional and transformational leadership. Transactional leadership focuses on the tasks and skills usually associated with leadership such as speaking in public, delegating authority, leading meetings and taking decisions. Transformational leadership focuses on the process of leadership and what it means to be a leader. It is concerned with how individuals use their abilities to influence people. The difference can be described as "doing" versus "being" a leader. Student leaders are often relied upon to "do" certain tasks, for example monitoring peers in the way they dress and instructing them to obey school rules. The role of "being" a good leader involves, for example, being a role model, gaining knowledge of oneself and how to respond in an emotionally intelligent way to peers, dealing with conflict management constructively, motivating others by being self-motivated. These are issues the researcher believes have been largely ignored in the development of student leadership skills.

3.5. IMPORTANCE OF EMOTIONAL INTELLIGENCE IN LEADERSHIP

To be successful, leaders need additional competencies, such as emotional intelligence, to the threshold abilities of basic intelligence and relevant job knowledge (Prins 2006:110). A leader should have enough technical knowledge/expertise to make his or her followers trust the leader's judgement. Boyatzis and McKee (2005:30) argue further that what makes a difference once you are in a role of leadership, is not what you know but how you use your knowledge. The above-mentioned authors have presented the four quadrants of emotional intelligence (see Table 3.2: Emotional intelligence domains and competencies), which house eighteen competencies important for leadership (Boyatzis and McKee, 2005:29).

TABLE 3.2: EMOTIONAL INTELLIGENCE DOMAINS AND COMPETENCIES

Personal competencies: these capabilities determine how we manage ourselves	
Self-awareness	
Emotional self-awareness	Reading one's own emotions and recognising their impact; using "gut feel" to guide decisions
Accurate self-assessment	Knowing one's own strengths and limits
Self-confidence	Having a sound sense of one's self worth and capabilities
Self-management	
Emotional self-control	Keeping destructive emotions and impulses under control
Transparency	Displaying honesty, integrity and trustworthiness
Adaptability	Demonstrating flexibility in adapting to changing situations or overcoming obstacles
Achievement	Having the drive to improve performance to meet inner standards of excellence
Initiative	Being ready to act and to seize opportunities
Optimism	Seeing the "up-side" in events

Social competence: These capabilities determine how we manage our relationships	
Social awareness	
Empathy	Sensing others' emotions, understanding their perspectives, and taking an active interest in their concerns
Organisational awareness	Reading the patterns, decision networks, and politics at the organisational level
Service	Recognising and meeting follower, client or customer needs
Relationship management	
Inspirational leadership	Guiding and motivating with a compelling vision
Influence	Using a range of persuasive skills
Developing others	Bolstering others' abilities through feedback and guidance
Change catalyst	Initiating, managing, and leading in a new direction
Conflict management	Resolving disagreements
Building bonds	Cultivating and maintaining a web of relationships
Teamwork and collaboration	Fostering co-operation and teambuilding

The importance of the paradigm shift from the traditional model to the value driven model encompasses the specific skills needed for emotionally intelligent leadership (EIL) development with specific reference to student leaders. These skills need to be developed in student leaders. An emotionally intelligent student leader with a more "relaxed and comfortable" leadership style will be a more effective leader and accomplish more with his/her peers (Coetzee, van Niekerk & Wydeman, 2008:65).

Sosik and Megerian (1999:371) suggest four intersections between emotional intelligence and transformational leadership:

- Adherence to professional standards of behaviour and interaction which they related to idealised influence or charisma.

- Motivation which is related to the inspirational motivation component of transformational leadership. The authors opine that emotionally intelligent leaders feel more secure in their ability to control and influence life events.
- Intellectual stimulation.
- Individual focus on others which is related to individualised attention.

Sosik and Megerian (1999:372) further suggest that the above aspects are necessary to establish and manage strong emotional relationships with followers. These ideas are very similar to the descriptions of various aspects of transformational leadership, particularly idealised influence (Brown et al. 2006:333). Rosete and Ciarrochi (2005:389-391) find that emotional intelligence, particularly the perception and understanding of emotions, accounted for most of the variance between transformational leadership and personality. This suggests that it is the student leader's own emotional state and maturity that will be the core determinant of becoming a successful leader.

3.6. STUDENT LEADERS

3.6.1. Current role of student leaders

For the purposes of this research, as stated in chapter one, the concept of student leaders focuses on adolescents aged between 16 and 18 who are democratically elected to serve as student leaders at school. These student leaders may only be elected to serve on the student leadership body when they are in their final two years at school. While the primary role of the student leadership body was to serve as an extension of the management and teaching body of this school (see paragraph 1.2.1. Motivation for the study), student leaders are also expected to play a positive role in nurturing and supporting the student body at large.

In most schools, the function and role of student leadership is not accompanied by any organised or formal programme to guide student leaders. In most cases, the researcher is of the view that student leaders simply act as assistants in a quasi-policing role of the teaching staff and management of the school. There is a paradox in this situation in the sense that students democratically elect peers who are usually friends or seen as the “most popular”, yet it is this very same body of students that have to guide and direct peers especially when they are being defiant against the school’s ethos and code of conduct. While these newly elected student leaders have a fairly good sense of what they are meant to do, in terms of enforcing school rules, they have little or no idea how to exert their influence in order to achieve their aims. From her own experience, the researcher has more frequently encountered student leaders who adopt a more autocratic leadership style. The student leaders find it easier to simply impose control over their peers as they have the authority to do so. The lack of training and development in terms of leadership, and the concomitant lack of skills with respect to different leadership styles and lack of experience, all lead to the adoption of an autocratic style of leadership. This results in conflict and the deterioration of relations between the student body and student leaders, with the wider student body becoming rebellious and difficult, and punishment of fellow students becoming more frequent. This extrinsic form of punishment is largely ineffective, leaving the wider student body to continually “test” the system as well as the student leaders.

Gordon (1994:43) states that student leaders receive a contradictory message when they are asked to take on leadership roles. They question whether they are being co-opted into a system in a patronising way, where they are expected to play the part of co-operators with decisions others make, or whether they are allowed to act as agents of meaningful change. This study will seek to highlight the importance of developing leaders so that they can be involved in educational management in a significant way, improving the quality of lives of both the educators and students. Educationally, when student leaders simply rebel

against rules, the supposed freedom of rebellion achieves very little and much of that is negative. It generally results in student leaders who are co-opted into a system, continually working against that system – to the detriment of the school as a whole. But ascribing power that is not real is even more counterproductive. To have value, empowerment cannot be "given". It can only be achieved through active doing. The authentic "power" lies in understanding the problem, of what needs to be done to solve it, and how to do it. It goes with a sense of responsibility to oneself and to the group that has undertaken the responsibility. Empowerment joins rights with responsibilities (Gordon 1994:44-45; Hoyt & Kennedy, 2008: 208, 215). This research aims to provide some insight into the skills necessary to assist student leaders to be effective in this crucial role.

It is because of this paradox in the student leadership situation that the researcher has found the need to conduct this study – because it has become apparent that it is not necessarily those who possess the requisite skills that are elected to the position. Van Linden & Fertman (1998:48) stated: "Teenagers learn to be leaders by watching the people around them act as leaders. Leadership is learned by watching, imitating, and practicing with people. It involves trial and error and learning from mistakes and successes alike." The researcher is of the opinion that the most important skills to develop are the skills involving emotional intelligence and, since adolescents experience disparate and largely volatile emotional states as they progress from childhood into adulthood, the development of these skills is imperative if they are to be able to carry out their responsibilities successfully.

3.6.2. The concept of student leadership

Obiakor (2001:329) states that as a society, we must begin to shift our paradigms and power. In addition, we must be careful about how we evaluate intelligence, since our traditional method appears to have failed. One of our greatest errors is the supposition that gifted students are those who come from good

neighbourhoods with good schools. We must pay attention to emotional intelligence as we evaluate general intelligence. In other words, the total person must be evaluated by incorporating in our evaluation how that individual uses common sense to solve intrinsic and extrinsic problems.

According to Obiakor (2001:321), the traditional emphasis on intelligence or academic achievement seems to downplay the emotional intelligence and resilience needed to survive in a complex and competitive society. Richardson (2002:57) adds that if schooling of young adolescents is to be properly understood, then it is important to understand how they respond to their learning environment, and to be aware that there are reasons why students respond differently. Educators must also be aware of the existence of emotional intelligence and how important it is to incorporate emotional reasoning and emotional development into the understanding of young adolescent learning.

Research has shown that "leadership development starts early" and that "skills critical for effective leadership, including the capacity to understand and interact with others, develop strikingly in adolescence and especially in young adulthood" (Gardner 1983:51). Yet, even with the learned leadership skills, many adolescents never have the opportunity to use their leadership skills (Fertman & Van Linden 1999:10). The majority of research and writings on leadership focuses primarily on adult leadership in corporate organisations or other institutions (Cowan & Callahan 2005:3). According to Fertman and Van Linden (1999:10), leadership is defined as a set of skills and attitudes that can be learned and practised, and that all adolescents can develop these skills and attitudes. Student leaders who are elected often do not demonstrate any leadership potential or skills, but this view is the basis for the premise that leadership skills can be taught if the environment is created to foster such skills.

The critical need for further research in this area is difficult to over-emphasise because there appears to be a relative paucity of specialised writing or research

about youth leadership education and development. Yet, it is in adolescence where leadership skills are introduced, tested and cultivated over time. It is where leadership is incubated. Without the proper learning environment, adolescents are unable to develop these skills. The researcher is of the opinion that student leaders need to learn the appropriate leadership skills, to be able to implement them, and to be provided with the necessary support system to guide them.

Surprisingly, most youth do not realise that they have attained leadership competencies unless it is pointed out to them. Adolescents acquire skills through various means and test them out in activities and interactions with others. Leadership competencies for youth are very basic and can include: communicating, organising, planning and co-ordinating, being responsible and accountable for their own actions as well as those of others, anticipating problems, conflict resolution skills, decision-making, developing interpersonal skills and learning how to delegate responsibilities. A sound and structured leadership development programme will ensure that the youth cultivates these competencies so that they can be used properly later in adulthood.

Leadership training begins early in life (Martinek, Schilling & Hellison, 2006:141). Most parents, however, are not aware of leadership skills, let alone how they are taught, or when this process occurs. Additionally, parents do not understand the developmental process of acquiring leadership skills. Parents play a vital role in the leadership developmental process of their children. Parents serve as a support group that encourages, challenges and reflects on the adolescent's experience with testing their new skills. Avolio (1999:89) describes teenagers who were extremely challenged, sometimes way beyond what they thought was their potential, but who received support and constructive advice from their parents – these teenagers grew up to be some of the best developers of people. They learned what could be learned from their successes and especially their failures. Failures would be analysed, reflected on, and the process improved and tried again. Even though parents play a significant role in the development

process, they are sometimes confused or misinformed about how and where leadership skills are taught to their child. Beyond the home, leadership for the most part is not taught in school, in a sports programme or in social organisations, (Van Linden & Fertman 1998:124). It is unfortunate that most of these organisations do not focus on, nor are they properly prepared to teach, leadership.

3.6.3. Stages of leadership development in adolescents

The concept of leadership must be made concrete so that adolescents can grasp it and mould it to their lives. Youth learn leadership skills throughout their various stages of development. At each stage, the proper environmental setting needs to be in place to optimise what the adolescent needs to learn. For instance, the first stage in youth leadership development is becoming aware of themselves, their strengths and weaknesses, and their skills (Van Linden & Fertman, 1998:65–80). Most learners at this level do not realise that they possess certain leadership skills, nor do they feel they have the potential to become a leader. In fact, most parents, teachers and institutional leaders are unaware of the importance of this developmental stage. Unfortunately, many adolescents will end up staying at this level and never progress to the higher stage of development. It is imperative that, once students are elected to a leadership position, they are then provided with training so that they can progress to the next stage.

Stage two is what Fertman and Van Linden (1999:1) call “interaction” or what the Center for Creative Leadership says is the “challenge” stage (McCauley, Moxley, & Velsor, 1998: 9-17). At this point the youth has progressed from the “awareness” stage to the second level where the youth is able to implement the leadership skills and then to reflect and to try once again. The greater the personal motivation, the greater the potential for the youth to progress and become good leaders. At this second stage, adolescents see a more personal side to their leadership abilities, as they focus on the qualities relating to

interacting with and respecting themselves and others. This relates to our personal and social awareness in terms of EI domains and competencies (Boyatzis & McKee 2005:29). Adolescents learn how to handle stress and disappointing failures. Avolio (1999:86) provides research of teenagers who did not have a formal position of authority, but nonetheless challenged themselves by taking on a broad range of responsibilities for which they had to influence others; they appeared to develop their leadership skills more effectively in later life. They developed a more mature model of leadership mentally, and this helped them develop and influence others as adults. The development of emotional intelligence skills – learning about oneself and others, gaining insight into relationship management and social awareness – form an integral part of the skills that need to be developed at this stage. They need to become familiar with situations that may arise, practise skills learnt and consider appropriate responses. This will enable adolescents to advance to the final stage known as "mastery".

At the final stage of development, known as "mastery" or "support" (McCauley et al. 1998: 9-17), adolescents realise their potential; they have a healthy support group, and are able to channel their energies towards also directing their own lives (Van Linden & Fertman, 1998: 99-113). In this study, direction was provided to assist student leaders to reach this stage during their period of leadership at school.

3.6.4. Characteristics of effective student leaders

Leadership entails a long-term and short-term leadership dimension. Long-term leadership deals with leading the organisation towards its desired vision, while short-term leadership refers to the actions that leaders take to deal with specific situations (Van Niekerk, 1995:88). Short-term leadership is also referred to as situational leadership. When a decision is needed, an effective leader does not just fall into a single preferred style, such as using transactional or

transformational methods. In practice, things are not that simple. Student leadership involves mainly situational leadership, as student leaders usually hold their positions for a year, but they nevertheless need to align their leadership to the long-term goals of the school.

Factors that affect situational decisions include the motivation and capability of followers. This, in turn, is affected by factors within the particular situation. The relationship between followers and the leader affects the leader's behaviour as much as it does the follower's behaviour. The leaders' perception of the followers and the situation will affect what they do rather than the truth of the situation. The leaders' perception of themselves and other factors such as stress and mood will also modify the leader's behaviour. Student leaders are themselves in a vulnerable position, as they lack experience and expertise, yet they are expected to influence followers in a mature way.

When "standing" for a student leadership position, student leaders have often expressed that they want to "make a difference" (Peters 2008:5). Yet, there are many documented cases of student leaders abusing their power, bullying fellow students, and having their "badges taken away" (Nicholson 2007:1). The student leader status is usually taken away because these students are no longer fit to be role models (Keating 2007:3). This trend, according to the researcher, highlights the fact that the leader's emotions and moods adversely influence his/her perception and behaviour when interacting with fellow students. This lack of personal and social competencies as described in Table 3.2: Emotional intelligence domains and competencies (see paragraph 3.5: Importance of emotional intelligence in leadership), often leads to problems encountered by student leaders. Welch & Welch (2005:61) state that "Before one becomes a leader, success is all about growing yourself. When you become a leader success is all about growing others." The focus continues to be on themselves rather than on the organisation and its members.

According to George (2000:1039) effective leadership includes the following essential elements:

- development of a collective sense of goals and objectives and how to go about achieving them;
- instilling in others knowledge and appreciation of the importance of work activities and behaviours;
- generating and maintaining excitement, enthusiasm, confidence, and optimism in an organisation as well as co-operation and trust;
- encouraging flexibility in decision-making and change;
- establishing and maintaining a meaningful identity for an organisation.

The researcher believes that it is vital for student leaders to be afforded the opportunity to build the competencies and become more effective in fulfilling their leadership roles. According to Bodine and Crawford (1999:36) it is important for students to realise that style is not destiny. The authors also state that individuals are malleable and can learn self-awareness. Therefore, a programme that enhances emotional intelligence skills in student leaders will enable these young leaders to manage their moods and styles and thereby develop resilience when faced with challenging situations. Successful student leaders will be able to encourage and support fellow students, as well as be effective role models themselves. Furthermore, student leaders need to manage conflicts that arise among peers, ensure that the wider student body adheres to the school rules, and that the ethos of the school is upheld. Student leaders are a significant part of school management, and, if trained properly, they can assist management in achieving the long-term vision of the school, both inside and outside the classroom.

3.7. A LEADERSHIP MODEL FOR STUDENT LEADERS

The short-term leadership model developed by Van Niekerk (1995) has been modified for student leaders. According to Van Niekerk, leadership can be viewed from the long-term and short-term perspective. Long-term leadership involves influencing followers towards the vision of the school, whereas short-term leadership involves handling specific situations effectively. The main aspects of Van Niekerk's long-term leadership model (1995) involve the vision of the organisation. A vision is the shared reflection of values and dreams, of the aspirations and hopes of the organisation. This model is presented below.

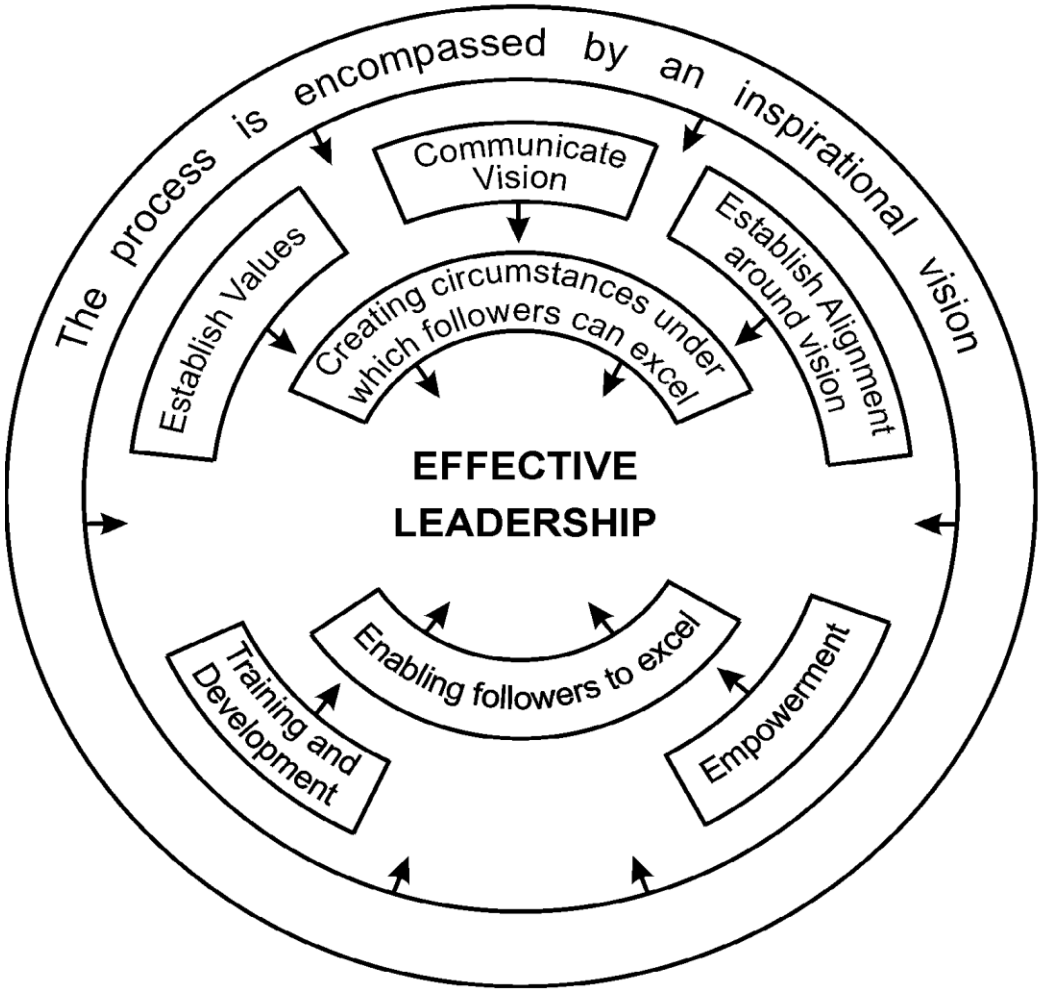

FIGURE 3.3: VAN NIEKERK'S LONG-TERM LEADERSHIP MODEL

The researcher is of the opinion that student leadership is concerned with both long-term and short-term leadership. Leadership entails both the effective handling of specific situations on a day-to-day basis, but at the same time, it is also important to influence fellow students towards a future vision that will guide their daily behaviour. Emotional intelligence plays an important role in this regard; for example, in handling conflicts with or responding to provocation by fellow students. Student leaders need to firstly manage their own emotions effectively in order to understand the emotions of others and then be able to handle the situation effectively. For example, if student leaders were to take the initiative of setting up peer-tutoring sessions to help fellow students with their academic work, it could face resistance as students could view it as extra work or punishment. Student leaders would need to exercise their ability to inspire and motivate students to support this idea. This can, according to the researcher, prove to be quite challenging, as adolescents do not always have the experience and knowledge to do this, as they are themselves at a learning stage.

The following short-term leadership model has been adapted from Van Niekerk's model (1995) for the benefit of student leaders.

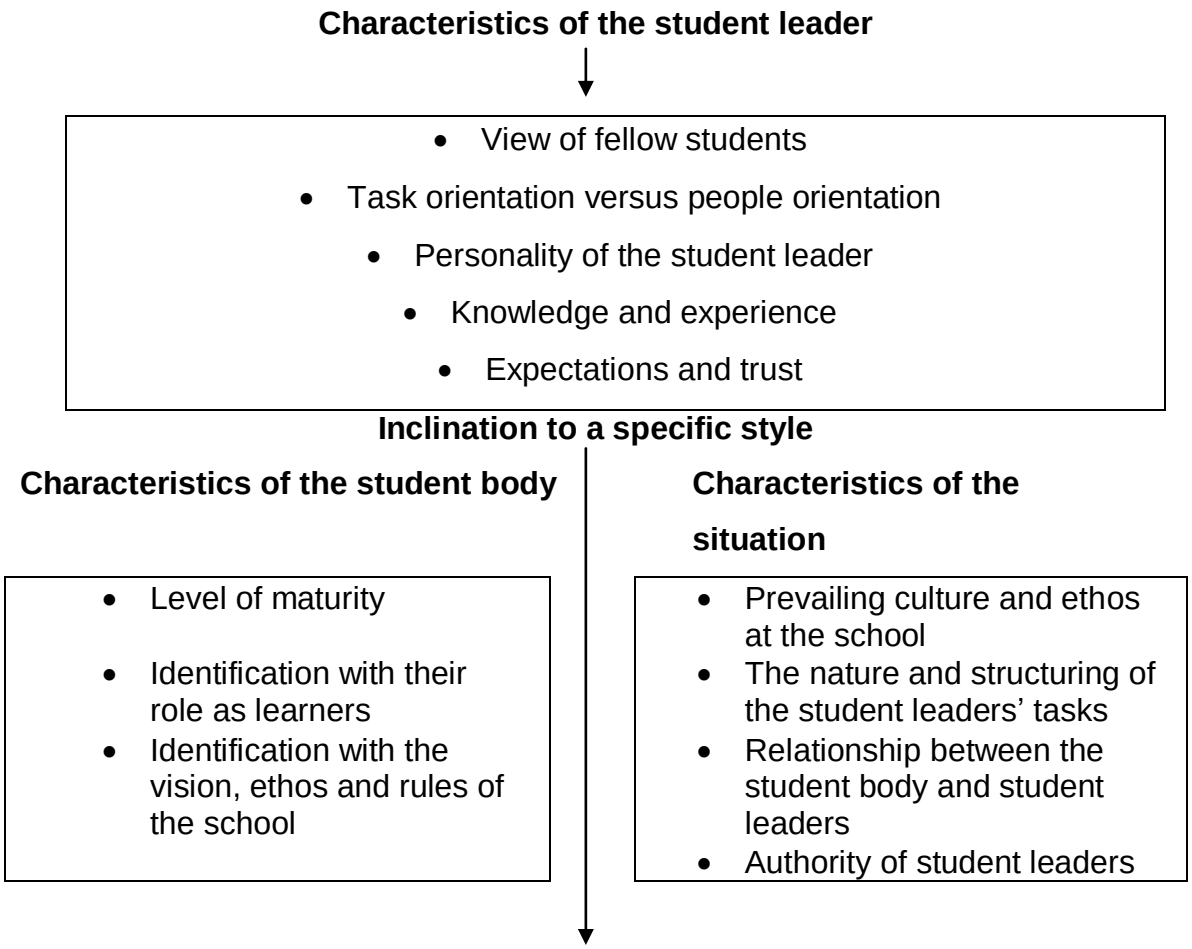

FIGURE 3.4: AN ADAPTED SHORT-TERM LEADERSHIP MODEL FOR STUDENT LEADERS

This model explores the factors that influence the decisions made in a situational context. It is essential that student leaders understand that a variety of factors influence the decisions that are made and the leadership style that is adopted**.** The three components of the model that are essential for successful situational leadership are briefly discussed.

3.7.1. Characteristics of the student leader

With reference to Figure 3.4: An Adapted Short-term Model for Student Leaders, each student leader approaches his/her task in a different manner. The

approach adopted is influenced by the student leader's view of fellow students – are they "buddies", do they need to be policed, are they a nuisance, do I have a responsibility to build a relationship with them, do they have potential, can they be trusted? The student leader who has a negative attitude towards fellow students will approach them in a more autocratic way, indicating lack of faith in fellow students. On the other hand, student leaders could have high expectations of fellow students, believing that self-discipline is normal and possible, and thereby adopt a more positive approach. It is important for student leaders to be neither too permissive nor too controlling in their approach to fellow students. Self-awareness is vital in this regard, as most situations that arise require a student leader to act on his/her intuition and knowledge.

The next aspect relates to whether the student leader is task orientated or people orientated. The researcher strongly believes that it is important to have differentiation of tasks given to student leaders based on whether their orientation is to get the job done or whether they like working with people. While it is important to listen to fellow students and invite their input in decision making, it is equally important for them to ensure that rules are followed and order is maintained. Taking into consideration the fact that they are learners themselves and lack the experience to always find a balance, it is a real challenge to train students to be effective in this area. Leadership programmes need to enhance students' willingness to respond positively to peers and their ability to influence others. George (2000:1038) declares that leaders must be able to anticipate how followers will react to different circumstances, events and changes, and effectively manage these situations. The researcher therefore believes that emotional intelligence skills are vital to student leadership in this regard.

The personality of the student leader is an important factor as well. From a psychoanalytic perspective, Freud believed that the post-puberty years constitute the final stages of personality development while Erikson referred to

the development of identity as the most significant phase of personality development in adolescence (Louw & Louw 2007:308). According to Erikson, this experimenting, exploring and questioning is not an indication of negative development, but rather of the way in which the individual forms an identity (Louw & Louw 2007:308). The researcher believes that student leaders must be given the opportunity to question issues that arise so that they develop the ability to think critically.

The development of an emotionally intelligent student leader is crucial in the provision of effective student leadership. It is the premise of this dissertation that an emotionally intelligent student leader will be an excellent leader. While parenting and peer interaction play a role in personality development, schools are able to provide rich and varied experiences that offer opportunities for exploration, which also contributes meaningfully to personality development (Louw & Louw 2007:314). All leaders have some level of bias and see things through their own subjective lens, and examining one's own prejudices will allow the leader to stay in tune with the emotional dispositions of the wider student body. Acceptance of the subjective nature of perception, and willingness to attempt to see things the way others see them, will be particularly effective in helping the leader to develop the interpersonal skills of persuasion, motivation, conflict resolution and communication (McDowelle & Buckner 2002:81).

The level of knowledge and experience of leadership will affect the leadership style of student leaders. Student leaders must have a thorough knowledge of the code of conduct, the vision of the school and must consider themselves to be a part of this vision – this will enable them firstly to be role models themselves, and secondly to exert their influence in accordance with the objectives of the school. One of the main problems that arises as a result of a lack of skills of both leadership in general and what their specific roles entail is that student leaders act first and think later. The researcher has experienced many compromising situations that had to then be "rescued" by teachers or fellow students. These

included an incident where a student leader swore at a junior resulting in a complaint from the parents of a junior, leading to a situation where the student leader had to be disciplined instead of the junior who had violated a school rule in the first place. In another incident, a student leader slapped another student who failed to comply with an instruction resulting in a sense of outrage by the wider student body. In such situations, where student leaders simply impose their will autocratically on others, the result is often a negative labelling of student leadership, and also a generally negative attitude towards the school. This is counter-productive for the student body, the student leadership body and the school. In this regard the social competencies identified in Table 3.2: Emotional intelligence domains and competencies (see paragraph 3.5: Importance of emotional intelligence in leadership) are of the utmost importance.

As far as expectations and trust of student leaders are concerned, they centre on the competencies of self-management as indicated in Table 3.2**:** Emotional intelligence domains and competencies (see paragraph 3.5: Importance of emotional intelligence in leadership). A leader who trusts followers and has high but realistic expectations of them will be more likely to follow a democratic leadership style (Coetzee et al., 2008:66). When student leaders have led followers for a period of time, they will also start building the confidence of followers by giving them responsibility and, as such, allow them to "lead" in some instances. The researcher believes that having high expectations of followers and giving them the opportunity to lead is a sign of maturity on the part of leaders.

It is imperative that leaders are able to accurately appraise others' emotions as well as effectively portray personal emotion (Prati, Douglas, Ferris & Ammeter 2003:25). This ability is related to an individual focus on self-awareness. An individual who has a higher degree of self-awareness is more capable of understanding others. This is a particularly valuable skill with respect to student leadership as it will lead to student leaders showing greater sensitivity when

dealing with fellow students. The same authors further state that emotionally intelligent leaders are better at managing strong relationships using emotion (2003:26). Therefore, leaders are encouraged to show respect for, guide, inspire, listen to, persuade and develop a passion for the well-being of their followers (Zigramy, Blanchard, O'Connor & Edeburn, 2004:214-216).

3.7.2. Characteristics of the student body

With reference to Figure 3.4: An Adapted Short-Term Model for Student Leaders (see paragraph 3.7: A leadership model for student leaders), the leadership style adopted by the student leaders depends on the level of maturity of the followers. The style adopted can be one that is not carefully considered or well developed, as some student leaders are only at the beginning of their adolescence while others are on the verge of early adulthood. It is a challenge to be able to "read" the followers and then adapt the leadership style adopted accordingly. The self-knowledge of the student leader will allow greater knowledge of others. Here again, emotional intelligence characteristics such as empathy and service orientation play an important role. Understanding the other person's perspective and sensing their emotional state will allow the student leader to respond appropriately to the situation at hand. McDowelle and Buckner (2002:18) elucidate the value of understanding constituents and their needs when trying to guide them.

All students are not academically motivated, and many are disinterested or apathetic about being at school. The researcher's view is that it is primarily the task of teachers to encourage and motivate students to fulfil their potential. Often this lack of interest is manifested in the form of behavioural problems and pushing of boundaries. They often "test" student leaders by deliberately breaking rules and encouraging others to do so. It is in this regard that relationship management is critical. Influencing fellow students requires creative tactics of persuasion. Another aspect that needs attention is that of building

bonds. This is an area of student leadership that has been left relatively unexplored in the researcher's opinion. A large part of their function is focused on enforcing school rules, yet it is the belief of the researcher that leadership is about caring for and supporting followers as much as it is about enforcing rules. In this regard, student leaders need to reach out and foster relationships with all students, even those who are frustrated and struggle in their academic role. They need to find ways to bolster others' abilities through feedback and guidance. The importance of building trust between the student leader and the wider student body is vital and has a powerful effect of influencing positive action within the school (McDowelle & Buckner, 2002:70).

As mentioned previously, it is the responsibility of all stakeholders in a school to share the vision of the school, and identify with the ethos and rules of the school. It is not uncommon for some students to struggle with this. Such students will need more attention, greater empathy and guidance. This will require greater efforts from teachers as well as student leaders. In fact, student leaders could potentially achieve a better level of influence as they are peers and, as such, able to empathise and understand these students better.

3.7.3. Characteristics of the situation

Referring to Figure 3.4: An Adapted Short-Term Model for Student Leaders (see paragraph 3.7: A leadership model for student leaders), the primary focus of school leadership is people. More specifically, it is to lead co-students in a productive manner (McDowelle & Buckner, 2002:88). The existing culture and ethos at a school will influence the behaviour and motivation of students. Key components of the school's "climate" are the overall behavioural expectations of learners and the manner in which the adult managers establish, facilitate the internalisation of, and enforce, those expectations (Bodine & Crawford, 1999:111). A positive emotional climate in a school that fosters student input and involvement will bring out the best in all students. It is important in this regard that student leaders display a high level of self-discipline and are role

models to the wider student body. According to the researcher this makes the task of leading and influencing fellow students much easier.

The nature and structuring of the task of the student leadership body is another area that requires careful attention. Student leaders are elected to their positions, but then are left largely on their own. The researcher believes that a paradigm shift is required with respect to the nature of the student leaders' role. Following media reports about the difficulties student leaders face and the extent of disruption they have been causing in schools, in particular with the poor manner of disciplining fellow students, the researcher is of the opinion that student leaders' tasks are not well-structured and that they remain uncertain about how to perform their function effectively. When student leaders are given tasks that lack structure and training, it has disastrous consequences for many schools.

The relationship between the student body and student leaders will be influenced by the characteristics of both the student body and the student leaders. The expectations of the school will play a major role in this regard, in the way the school envisages the role of the student leadership body, and how the student leadership body, in turn, aims to contribute towards the vision of the school. Once again, the paradigm shift is emphasised. The student leadership body is not a policing body, and the relationships fostered must be based on the relationship management competencies identified in Table 3.2: Emotional Intelligence Domains and Competencies (see paragraph 3.5: Importance of emotional intelligence in leadership).

While the student leadership body does hold a level of authority in some respects over the general student body, this is not absolute. It should be regularly communicated to the student body that this relationship is not about authority and control, but one of support and guidance. While it is necessary to exert their authority in specific situations, in the past too much emphasis has

been on authority, and very little on other competencies required. Characteristics required by student leaders are emotional self-control and transparency. Teamwork and collaboration also play an important role here. A disproportionate emphasis on authority will result in an autocratic leadership style, which has a negative influence on the school.

Van Niekerk (Coetzee et al, 2008:74) states that the characteristics of the leader will influence the leader towards a specific style of leadership, such as more democratic or more autocratic. The degree to which the leadership style will be accepted is dependent on the characteristics of the student body. The effectiveness of the style of leadership that emerges under specific conditions will depend on the characteristics of the student body and the characteristics of the situation (Coetzee et al, 2008:74).

While student leaders are relatively immature and are required to deal with a student body that is also relatively immature, training (e.g. in the form of role play) is very important. It is essential that student leaders are given the opportunities to practise different leadership styles and be trained in emotional intelligence so that they become more effective leaders and are able to serve the school in an effective manner. The researcher is of the view that each situation a student leader faces is unique, the personalities and circumstances also differ, and the student leaders must be aware of themselves and their peers so that they may respond appropriately, and at all times ensure that they are working towards the vision of the school.

3.8. CONCLUSION

In this chapter the concept of student leadership was explored. Leadership skills were explained and the emotional intelligence skills needed for effective leadership were identified and elucidated upon. The researcher believes that a high level of emotional intelligence is needed for effective leadership – and this

chapter has endeavoured to enlighten the reader on the importance of emotional intelligence in leadership.

Leadership entails both long-term and short-term leadership, and the characteristics and importance of both aspects in relation to student leadership have been discussed. The findings from this chapter have been very important for the compilation of the questionnaire (see paragraph 4.3.2.2: The questionnaire used in this study).

In Chapter 4 there will be a discussion on the research design and the measuring instruments used in the empirical investigation on the role of emotional intelligence in the development of the secondary school student leader.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1. INTRODUCTION

Chapters two and three contain a survey of the literature consulted for the research. An overview was given in Chapter two and three on the role of emotional intelligence in student leadership, the development of adolescents, and specifically the importance of training and offering opportunities to practise leadership skills from an early age. Furthermore, the importance of emotional intelligence development for student leaders was highlighted in Chapter two with particular emphasis being placed on self awareness and awareness of others. Chapter three referred to three theoretical models that allowed the researcher to understand the concept of leadership and how different leadership styles are adopted with specific reference to long-term and short-term leadership issues that arise. The importance of emotional intelligence in student leadership was discussed from an educational management perspective. The researcher is of the opinion that, if student leaders are given the necessary opportunities to develop and improve their emotional intelligence skills as student leaders, they can become important members of the educational management body to work in a more collaborative and supportive way and serve effectively to fulfil the vision of the school.

The preceding two chapters served as a background for the empirical study. The focus of this chapter is to describe the research design and methodology used in the empirical research. As mentioned in Chapter one (paragraph 1.2.2: Investigation and statement of the problem) the question of the role of emotional intelligence and how it pertains to student learner leaders is the core focus of this study. According to the researcher, student leaders can be seen as an extension of the educational management structure, and it is the opinion of the researcher that student leaders are not meaningfully utilised or adequately trained to serve

in their specific leadership role as effective members of the educational management body. This study proposes that student leaders, if properly trained, can be a significant and effective “extension” of the educational management body.

To ensure the required quality of the study, clarity must be gained about the critical elements of both the quantitative and qualitative research designs that will complement the literature study outlined in the preceding two chapters. Quantitative research through the use of a questionnaire was used to compile a profile of the dimensions of the student leader’s emotional intelligence and leadership competencies (see paragraph 4.3.2.2: The questionnaire used in this study). Qualitative research is required as indicated in Chapter one (paragraph 1.5: Research design) to gain information about, and an understanding of, the nature of emotional intelligence and leadership in the development of the student learner leaders.

It is the opinion of the researcher that a mixed method approach is necessary to complement the literature study so that a holistic understanding of student leadership and their challenges could be obtained. The mixed method was explained in greater detail in paragraph 4.3.1. The mixed method approach.

Because this research is based on human emotions and this study is both sensitive and personal, ethical considerations played a very important role and had to be taken into consideration before any empirical investigation could be undertaken. Those important ethical considerations, taken into account due to the sensitivity of the study, will now be discussed.

4.2. ETHICAL CONSIDERATIONS

For researchers in the social sciences, ethical issues are pervasive and complex, while data should never be obtained at the expense of human beings (De Vos,

Strydom, Fouche & Delport, 2005:56). Those who volunteer to be participants in research must have their rights and needs respected and protected. Subjects can be harmed in a physical and/or emotional manner. The ethical obligation to protect the subjects rests with the researcher.

It is important for the researcher to obtain consent from the respondents indicating their willingness to participate in the research. According to De Vos, Strydom, Fouche & Delport (2005:59) informed consent implies that all possible or adequate information on the goal of the investigation, the procedures which will follow during the investigation, the possible advantages and disadvantages, should be explained to the respondents and, if they are minors, to their parents/guardians.

Another important ethical aspect that must be taken into account is the right to privacy, self-determination and confidentiality. Researchers that assure respondents of anonymity must ensure that this confidentiality is upheld (De Vos et al. 2005:62).

McMillan and Schumacher (2001:196) propose ten ethical principles that should concern researchers. These are to:

- Maintain ethical standards to which the study adheres.
- Inform the subjects of all the aspects of the research.
- Be open and honest with the subjects.
- Ensure that subjects are protected from physical and emotional harm, discomfort and danger.
- Obtain informed consent. This includes providing subjects with an explanation of the research and allowing them the opportunity to terminate their participation at any time without penalty.
- Maintain confidentiality of subjects.

- Obtain approval from the institutions involved.
- Minimise misinterpretations and misunderstandings.
- Potential benefits of the research should be withheld if the potential harm is greater.
- Subjects will be provided with the opportunity to receive the results of the research in which they have participated.

A more judicious point raised by Cornett, Chase and Miller (1990:144) is that the degree to which a study is ethical or unethical does not ultimately rest with the scientific research community, some abstract canon of ethics, or even an ethics checklist, rather it is the result of a process of continuous interaction between the researcher and participant. This process must be based on an element of trust that may be built up through the participant finding the researcher approachable, communication that is two-way, a sense that the researcher is "human" and able to reveal personal aspects of himself/herself, and assurances of confidentiality. Trust is, according to the researcher, the foundation of an ethical study. In this study, the researcher has been the teacher in charge of the student leaders, and a strong relationship of trust existed between the researcher and respondents due to the fact that the student leaders often sought support and advice from the researcher in her capacity as the teacher in charge of the student leadership body.

Weis (1992:49) explores what it means for a researcher to work in a multicultural environment, an environment often far removed from the researcher's own original cultural location. The ethical imperatives for such research in this environment include knowing who you are before going into the field. A second critical imperative here is to acknowledge your perspective. In dealing with cultures that are not our own, it is critical to be honest about where one is coming from theoretically and personally. This is essential since all behaviour observed in fieldwork is interpreted through this biographical lens that leads one to "see" things about others. The issue of multiculturalism is significant for this

study as it took place in a multicultural environment with a heterogeneous population of respondents. A third imperative is to exhibit integrity. This is both methodologically and ethically essential since people will talk only to you honestly as a researcher if they trust you. The length of time spent in the field will, in part, determine this relationship. It is important to establish oneself as a trustworthy member of the community before attempting to conduct interviews. Weis (1992:49) does not elaborate on what is precisely deemed to be ethical behaviour other than to stress that this trust must not be broken.

In this study, the researcher obtained the written consent of the headmaster of the school where the research was to be conducted. Written consent was also obtained from parents and student leaders to allow the student leaders to participate in the study (copies of letters included in Appendix 2). These letters included an explanation of the purpose of the research. Particular care was taken not to violate the rights of the individual in relation to privacy, confidentiality and self-determination (De Vos et al. 2005:27). Furthermore, student leaders were assured of their right to withdraw from the study at any stage without any prejudice to them in any way.

The selection of participants can present certain problems, particularly if close friends, supervisors or colleagues are used (Grafanaki 1996:334). These relationships may lead to a conflict of interest, which may be draining for the researcher and may interfere with his/her objectivity and role boundaries, and certain ethical issues may arise (Grafanaki 1996:334). In this study, the researcher acted in a dual role as both researcher and teacher simultaneously. This dual role could either be conflicting or complementary. Ongoing teacher-student relationships may have either positive or negative histories and involve power differentials between the teacher researcher and the student participant. Hence the student's freedom to participate or decline is not likely to be clearly definable. The constraint on freedom felt by the participants based on the positive or negative history of prior relationships may affect not only the ethical

issue of consent but also the accuracy or validity of the data collected and the quality of the findings (Nolan & van der Putten, 2007:403).

Mohr (1996) claims that teacher-researchers see themselves as doubly bound to ethical behaviour both as teachers and researchers. How students are treated is a measure of the quality of both teaching and researching. A teacher's or researcher's primary responsibility is to their students. They are teachers first. They respect those with whom they work, openly share information about their research, explaining research questions and methods of data collection, updating their plans as the research progresses. They are honest in their conclusions and sensitive to the effects of their research findings on others. This situation was no different. The researcher was a teacher first – and as such, put the interests of the student leaders first at all times. In her role as researcher, she ensured that she remained objective and sensitive to the needs and situation of the student leaders.

To ensure that integrity and honesty were upheld at all times, a meeting was set up between the researcher and the participants to explain the procedure in more detail. The researcher assured the student leaders that the information would be treated with the utmost confidentiality, respect and integrity on the part of the researcher. It is important that the participants understand that the role of the researcher is diagnostic and not judgemental (Morse 1994:49). These ethical considerations were taken into account throughout the time the research was undertaken.

The research design will now be explained in detail.

4.3. RESEARCH DESIGN AND METHODOLOGY

The research design can be described as a blueprint or an outline of how one intends to conduct the research (De Vos et al., 2005:112, Mouton, 2001:55). This

study follows a mixed design that combines a quantitative and qualitative research design.

The research design adopted for the purpose of this study is a case study. A case study can be described as an exploration or an in-depth analysis of a "bounded system" (bounded by time and/or place), or a single or multiple case over a period of time (De Vos et al., 2005:273). In this case, the research is bound by the fact that it is taking place at a single place with a limited number of respondents. This study is in a relatively new field (emotional intelligence and leadership of student leaders) and to allow the researcher flexibility in the research, a combination of quantitative and qualitative research was used.

4.3.1. The mixed method approach

Mixed method research is defined as a procedure for collecting, analysing and "mixing" both quantitative and qualitative data at some stage of the research process within a single study to understand a research problem more completely (Maree 2007:261, De Vos et al., 2005:360). The reason for using the mixed method is that it allows for a more complete analysis of the research situation.

There are four main reasons for combining qualitative and quantitative methods within one study (Maree 2007:261):

- To explain or elaborate on quantitative results with subsequent qualitative data.
- To use qualitative data to develop a new measurement instrument or theory that is subsequently tested.
- To compare quantitative and qualitative data sets to produce well-validated conclusions.
- To enhance a study with a supplemental data set, either qualitative or quantitative.

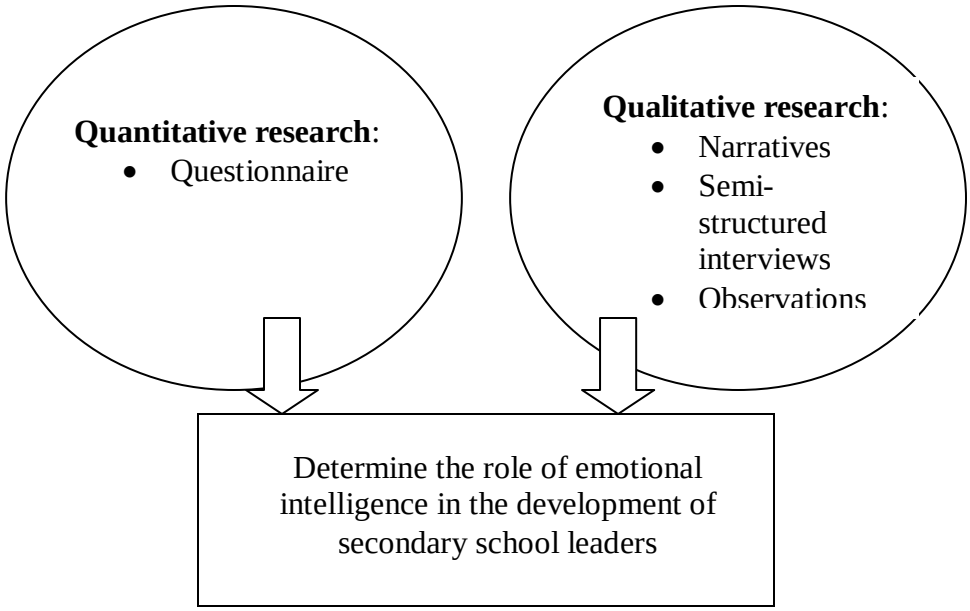

FIGURE 4.1: PRESENTATION OF THE MIXED METHOD APPROACH

The explanatory design is the most straightforward mixed methods design, as the data is collected in two separate phases. First the quantitative data is collected and analysed, followed by the qualitative data. The purpose of this design is to use the qualitative findings to help clarify the quantitative results. The rationale is that quantitative results provide a general picture of the research problem while the qualitative results refine, explain or extend the general picture (Maree 2007:264).

The purpose of this explanatory mixed method study is to determine the role of emotional intelligence in student leadership and the development of emotionally intelligent leadership in student leaders. The goal of the quantitative phase of the study is to describe the present level of functioning of the student leaders in terms of the emotional intelligence factors and emotional intelligence leadership factors such as self-awareness, awareness of others, social awareness, inspirational motivation and other factors highlighted in Chapters two and three of

this dissertation. Qualitative research will further be discussed in paragraph 4.5.3: Qualitative research.

4.3.2. Quantitative research

Quantitative research is a process that is systematic and objective in its manner of using numerical data from only a selected subgroup of a population to generalise the findings to the population that is being studied. The three most important elements in this definition are objectivity, numerical data and generalisability (Maree, 2007:145). Objectivity refers to judgement based on observable phenomena that is moderately uninfluenced by emotions or personal prejudices. Numerical data means that the measurement consists of rules for assigning numbers to objects in order to represent quantities or attributes numerically (De Vos et al. 2005:160). Generalisability means that the research findings and conclusions from a study conducted on a sample population can be extended to the population at large. While the dependability of this extension is not absolute, it is statistically probable.

4.3.2.1 The questionnaire

The New Dictionary of Social Work (1995:51) defines a questionnaire as a "set of questions on a form which is completed by the respondent in respect of a research project." Babbie and Mouton (2001:233) mention the fact that, although the term questionnaire suggests a collection of questions, a typical questionnaire will probably contain as many statements as questions, especially if the researcher is interested in determining the extent to which respondents hold a particular attitude or perspective. Of all instruments available, questionnaires are probably the most generally used instruments of data collection (De Vos et al. 2005:166).

A face-to-face survey in the form of a questionnaire was given to all participants. The advantages of this method are:

- This method has the highest response rate.
- Long questionnaires can be used.
- The interviewer can assist with issues that are not clear to the respondent.

The disadvantages are:

- Interviewers should be well-trained.
- Interviewer bias is a great risk (Maree 2007:159).

The questionnaire consists of a number of "closed" questions that must be answered by the respondent. According to De Vos et al. (2005:175), the degree, frequency and comprehensiveness of a phenomenon can be ascertained quite meaningfully by means of closed questions, in which the respondent has to choose one option from a number of possible answers for each item. In this questionnaire, the Likert four-point scale was used to prevent respondents choosing the alternative middle option of a three- or five-point scale.

The advantages of closed questions in a questionnaire are:

- The result of the investigation can become available fairly quickly.
- Respondents find the questions easy and can complete the questionnaire quickly (Neuman 1997:232-234).
- The respondents understand the meaning of the questions better.
- Questions can be answered within the same framework.
- Responses can consequently be better compared with one another.
- Answers are easier to code and analyse statistically.
- Response choices can clarify meanings for respondents.

- There are fewer irrelevant and confused answers to questions and replications are easier (De Vos et al. 2005:175).

The disadvantages of closed questions are:

- They can suggest ideas that respondents would not otherwise have had.
- Respondents may be frustrated because their desired answer is not a choice.
- Misinterpretation of a question may go unnoticed.
- Such questions may force respondents to give simplistic responses to complex issues.

4.3.2.2. The questionnaire used in this study

In this specific empirical survey, emotional intelligence and leadership are the main themes of the questionnaire. Various dimensions and aspects of emotional intelligence and leadership are covered and the respondents are asked to identify their emotions, behaviour and experiences.

The questionnaire to measure emotional intelligence and leadership was compiled by adapting the questionnaire of Strydom (1999) and the Multifactor Leadership Questionnaire (Bass & Avolio, 1990), the findings from the literature study, and the narratives that are explained in detail in paragraph 4.5.2.2.1: The pilot study. The questionnaire covered five domains, namely, emotional literacy, emotional intelligence competencies, emotional intelligence values, long-term leadership competencies and short-term leadership competencies (see paragraph 4.3.2.1.2: The Compilation of the Questionnaire). The aim of the questionnaire is to measure both the emotional intelligence and leadership competencies of each student leader, for the purpose of identifying areas that need further development and training.

According to Strydom (1999:42) the student leader's life-world is determined by the way he/she experiences personal and general stress in life. The adolescent has more opportunities regarding choice of subjects, friends, sport, cultural and recreational activities. There is also more pressure on adolescents to achieve in the areas of academics, sport and culture.

In an effort to minimise the possible negative aspects of the closed questions that are included in this questionnaire, Strydom (1999:39) suggests that the researcher does the following:

- Be present when the questionnaire is completed to clarify any ambiguous questions.
- Observe and make notes of any behaviour, reactions and emotions that the questions evoke from the respondents.
- Engage in a conversation with the respondent about the items or topics from the questionnaire that the respondent would like to discuss.
- Make notes about opinions and meaning attributions that the respondent mentions.

These factors would allow the researcher to ensure that negative aspects that could arise are alleviated or addressed, so that results from the questionnaire are reliable. The researcher followed the above-mentioned guidelines when administering the questionnaire.

The purpose of the questionnaire is to compile a unique personal profile of the dimensions of the student leader's emotional intelligence and leadership skills. Certain items in the questionnaire are re-phrased for the target group of this study, namely student leaders at a private school.

4.3.2.2.1. The pilot study: a Narrative analysis

A pilot study serves to orientate a researcher towards the field being investigated; to aid the formulation of a research problem; to plan the modus

operandi; and to determine the range of the investigation (De Vos et al. 2005:215). The feasibility of the planned project is investigated, and possible deficiencies in the measurement procedure are brought to the fore. In this case study, the pilot study was valuable in aiding the researcher to refine the questionnaire and confirm the factors that were included in the research instrument.

The word “narrative” is associated with terms such as “tale” or “story” especially told in the first person (Maree 2007:102). There are different kinds of narrative research studies ranging from personal experiences to oral historical narratives. The pilot study took the form of narratives, and was conducted in 2008 with the student leader body where twelve student leaders were asked to write an essay on each of the following topics:

a) What are your expectations of others (management, teachers and peers) as a student leader and what do you think are others’ expectations of you as a student leader?

b) What are the problems that student leaders encounter in this role?

c) How do you see the ideal student leader?

The reason for posing the above questions was that they allowed the researcher to gain insight into the responsibilities and challenges faced by student leaders. The narratives also allowed the researcher to gain a perspective from the student leaders’ points of view about their leadership role.

The pilot study was conducted at a private, multicultural school in the North West Province in South Africa, which offers the Cambridge curriculum. There are 420 learners at the school of which 223 are male and 167 are female. This is a secondary school with 196 foreign students and 224 South African students. The school starts at Form 1 (equivalent of Grade 7) and ends at A-Level (equivalent of Grade 13). The school includes students from the Democratic Republic of Congo, Zimbabwe, Nigeria, Botswana, Malawi and South Africa. The school also

provides a boarding facility which comprises three male and three female hostels. The boarders make up 221 of the 420 students at this school. Therefore, the student leaders who serve in the hostels have more responsibilities and pressure in their leadership roles. There are 36 teachers of different nationalities, the majority being South African. The conditions relating to the pilot study were similar to those of the target group used in the study.

The student body democratically elects twelve student leaders per year. The student leader body consists of an equal number of males and females. Furthermore, they are equally divided into day scholars and boarders. All the student leaders perform their duties at school during the school day while the boarders are equally allocated between the different boarding houses, and perform duties such as homework and meal supervision in boarding houses as well.

The students apply for the student leader position. A student is eligible to be a student leader if he/she is in Form 5 or 6 (equivalent of Grade 11 or 12), who has not had a disciplinary hearing in the past twelve months and has been at the school for at least two years. The student leaders are interviewed by a panel which consists of the teacher who is in charge of the student leader body, a member of the school's Pastoral Board who is also a House Parent, a member of the school's Management Body and the Head Boy/Girl or Deputy Head Boy/Girl of the student leader body. The applicant could be excluded from the election list if he/she failed to adhere to the ethos of the school or its Code of Conduct. Upon selection by the panel, the applicant campaigns to be elected by addressing the student body at a special assembly. (The election process takes place in October but the new student leadership body is only announced and expected to begin their service in January of the following year.) The student leader serves as a member of the student leader body when he/she is in Form 6 or A-Level (equivalent of Grade 12 or 13) and all members are now aged 16 to 18. To ensure that the election is free and fair, voting is carried out by secret ballot. The

Head Boy/Girl and Deputy Head Boy/Girl are elected by all the student leader applicants as well as the outgoing members of the student leader body.

Once the student leaders are elected to their positions, they are taken on a team-building weekend away from the school. The purpose of this weekend is to help them to work as a team and to build a relationship of trust and understanding with each other. The researcher has found this weekend to be a valuable experience as individual emotional strengths and weaknesses are often identified. Student leaders undergo exercises where they learn to support each other and work with each other in simulations involving pressure situations. In addition to this, the student leader body is also given an opportunity to attend a motivational workshop for one morning annually, to help them cope with the year as school leaders.

The population of this study was a hundred per cent represented as all the respondents participated in the pilot study.

- Six (6) respondents were male and six (6) were female, while seven (7) were from South Africa and five (5) were foreign students: two (2) from Malawi, two (2) from Botswana and one (1) from the Democratic Republic of Congo.
- Eight (8) of the respondents were the eldest child in their families and four (4) were middle children.
- Ten (10) respondents came from families where their parents were married, one (1) respondent had lost a mother and one (1) respondent had lost a father.
- The respondents' parents were all aged between 39 and 53. Ten (10) of the respondents had siblings while two (2) were only children.

The respondents were all aged between 16 and 18. As described in paragraph 2.5: Adolescence, the age between 16 and 18 is a developmental period that is filled with many challenges, especially for the teenagers of today's world (Louw & Louw, 2007: 302).

Themes emerging from narratives

The responses that emerged have been grouped together into clusters under a main theme. One of the narratives will be included as an example (see Appendix 4 at the end of this dissertation).

A. Moral accountability

Student leaders raised the issue of being morally accountable and responsible for their actions. They believed they were role models and had to fulfil this role by conducting themselves in an ethical manner. The student leaders recognised the importance of being trustworthy and reliable. They also felt that it was very important to "stand up" for what they believed in. This could be compared to idealised influence as raised in Chapter 3 (see paragraph 3.4. Leadership styles)

B. Good communication

Student leaders highlighted the importance of good communication when dealing with their peers. Characteristics such as "approachable", "ability to diffuse situations", "remain calm" and "see the other's point of view" were all raised.

C. Ability to motivate others

Student leaders felt that their own conduct should give peers a role model to emulate. They also felt that a student leader must be emotionally mature and responsible, and that his/her response to

peers should motivate them to act “appropriately” by his/her own positive approach to matters at school.

D. Sacrifice in service of others

Student leaders felt strongly about the issue of serving others. The student leaders indicated that it was important that they made sacrifices to serve the wider student body, but, in the same vein, indicated that sometimes the pressure created too much stress for them. They also believed that it was important to go “beyond the call of duty”.

E. Peer pressure was a difficult issue with which to deal

Student leaders felt somewhat helpless and lacked the ability to influence peers and faced negative peer pressure. They also often lacked confidence and often had “guilt” issues from having to impose rules on their peers.

F. Problems with teachers

Student leaders felt that teachers placed them under “enormous pressure” and expected too much of them. Furthermore, the student leaders were of the opinion that they were often unable to communicate their grievances and problems to their teachers.

The above-mentioned themes assisted in the compilation of the questionnaire and also **enabled the researcher to gain an in-depth understanding of the challenges** as faced by student leaders.

4.3.2.1.2. The compilation of the questionnaire

As stated previously, the literature study, together with the themes that emerged in the pilot study, were used in the compilation of the questionnaire.

The questionnaire consists of five main topics that describe a variety of aspects of the adolescent's life-world with special reference to emotional intelligence and leadership. These topics are:

1) Does the respondent demonstrate emotional literacy?
2) Does the respondent demonstrate emotional intelligence competencies?
3) What are the respondent's emotional values and beliefs?
4) What leadership skills does the respondent demonstrate?

The Questionnaire: Emotional intelligence leadership questionnaire for student leaders is included in Appendix 3.

The topics in the questionnaire will now be discussed.

Section 1: Biographical details

This section allows the biographical data of the respondents to be extracted from the questionnaire. Questions regarding age, grade, gender and race are included in this section.

Section 2: Emotional literacy

The questionnaire focuses on the following dimensions of emotional literacy

- The student leader's ability to become aware of his/her emotions.
- The ability to express these emotions properly and in an acceptable manner.
- The ability to become aware of others' emotions and to interpret these emotions "correctly".

Section 3: Emotional intelligence competencies

The student leader has to master a variety of emotional competencies. These include:

- The motivation to see daily problems as challenges and to handle them accordingly.
- The ability to use emotional energy for important issues and not to get side-tracked by unimportant issues.
- Emotional creativity which implies that the force and energy of emotions is used optimally.
- The ability to bounce back after a disappointment.
- The ability to form and sustain warm, genuine and intimate relationships with others.
- The ability to, when needed, disagree with others in order to reach a point where change and renewal can take place.

Section 4: Emotional values and beliefs

The emotional values and belief system of every respondent is explored. This includes:

- Personal empathy.
- A positive outlook on life.
- Intuition.
- The ability to recognise and trust reliable people.
- Personal strength and integrity.

Section 5: Leadership competencies

This section of the questionnaire assesses the leadership effectiveness of the student leaders. The questions sought to assess both short-term and long-term leadership skills.

This section explores:

- Focus on vision
- Communication of vision
- Value management

- Developing co-learners
- Characteristics of the student leader
- Characteristics of co-students
- Characteristics of the situation

After the completion of the questionnaire the responses are marked and interpreted. As explained previously the purpose of this questionnaire is to compile a personal profile of the student leaders' emotional intelligence as well as to identify their effectiveness as leaders, and to identify shortcomings in both their emotional intelligence and leadership competence. The results of the questionnaire were explored further in the semi-structured interview.

4.3.3. Qualitative research

Qualitative research as a research methodology is concerned with understanding the process and the social and cultural contexts which underlie various behavioural patterns, and is mostly concerned with exploring the "why" questions of research (Maree, 2007:52). The emphasis is on the quality and depth of information, and not on the scope or breadth of the information provided, as in quantitative research.

Qualitative research can be thought of as a process of systematic enquiry into the meanings used by individuals to make sense of their actions and to guide them (Grafanaki, 1996:329). Qualitative research is associated with participant observations, interviewing, focus groups, qualitative examinations of texts as well as conversation and language discourse analysis. According to Maree (2007:55), qualitative research acknowledges an interactive relationship between the researcher and participants, as well as between the participants and their own experiences, and how participants have constructed reality based on those experiences.

The focus and goals of qualitative research are (Ambert, Adler & Detzner 1995:879-880):

- It seeks depth in terms of a smaller group of individuals with more intimate and personal information about these people.
- The aim of qualitative research is rather to understand how and why people behave, think and make meaning as they do, than to focus on what they believe or do on a larger scale.
- The goals of qualitative research are multi-levelled and are particularly well-suited to the study of student leaders and their responses to particular situations.

Qualitative research also falls within the context of discovery rather than verification. In other words, new information may come to light, which may reflect on new ways of thinking, or new behaviours, which may modify existing ideas. This means that, although it can accommodate hypothesis testing, researchers may use an inductive approach in a way that allows them to shift their focus according to the needs of the individuals, and explore in a rich "context bound" milieu, rather than being guided mainly by existing research perspectives (Ambert et al. 879-880; De Vos 1998:37,46, 244, Maree 2007:56). The daily actions and activities of ordinary people within their own particular settings need to be understood in order to see how their actions and settings provide the academic knowledge and societal resources necessary for research (Putney, Green, Dixon & Kelly, 1999:374).

It is important that the findings of qualitative research are trustworthy. The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln & Guba, 1985:290). This is quite different from the conventional experimental precedent of attempting to show validity, soundness, and significance. In any qualitative research project, four issues of trustworthiness demand attention: credibility, transferability,

dependability, and confirmability. Credibility is an evaluation of whether or not the research findings represent a “credible” conceptual interpretation of the data drawn from the participants’ original data (Lincoln & Guba, 1985:296). Transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project. Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. Confirmability is a measure of how well the inquiry’s findings are supported by the data collected.

It appears that qualitative research needs to be assessed according to its own criteria of validity, objectivity and reliability. These concepts can be defined as (Schamberger 1997:32; Maree 2007:80):

- *Validity* – refers to the extent that the findings are accurate or reflect the underlying purpose of the study.
- *Objectivity* – this refers to the ability of the researcher to do justice to the object of the study. In the case of the interviewee, this infers a need to be open, respectful and sensitive. While objectivity cannot be fully reached within any research, it is enough to endeavour to achieve it.
- *Reliability* – this refers to the procedures and, in qualitative research, the interviewer himself is the only important instrument as such; one refers to interviewer reliability which reflects the skills of sensitivity, respect and openness.

This study uses qualitative research methods, such as interviewing and observations, as well as quantitative measures, by implementing questionnaires, to gather data. The data obtained by the interpretation of the responses will be used to gain further understanding and insight into the life-worlds of the student leaders who took part in this study.

4.3.3.1. The semi-structured interview

Qualitative studies typically employ unstructured or semi-structured interviews. Unstructured interviews are also known as in-depth interviews (De Vos et al. 2005:292). It appears from the literature (De Vos 1998:297, Maree 2007:86-87) that the interview is the most common method of data collection in qualitative research and that it helps in the understanding of the closed worlds of individuals, families, organisations and communities. In this regard, learning about these closed worlds depends largely on how the interviewer is able to maximise the flow of valid and reliable information, while at the same time minimising distortions in the way the interviewee recollects events.

The semi-structured interview is commonly used in research projects to corroborate data emerging from other data sources (Maree 2007:87). These interviews require the answering of certain predetermined questions, while the interview is guided by the schedule rather than be dictated by it (De Vos et al. 2005:296). The participant shares more closely in the direction that the interview takes and can raise matters that the researcher did not consider. The aim is always to obtain rich, descriptive data that will help the researcher to understand the participant's construction of knowledge and social reality. If the persons being interviewed trust the researcher, information will be given that could not have been collected in any other way (Maree 2007:87). Questions should be neutral and open-ended to allow the participants to express themselves freely (De Vos et al. 2005:297). De Vos (1998:300) describes the main advantage of this type of interview as providing for the relatively systematic collection of data, thus ensuring that important data is not forgotten. At the same time, the main disadvantage of this type of interview is that it requires a highly trained and proficient interviewer. Above-average listening skills are a pre-requisite as well as qualities such as accurate understanding, warmth, acceptance and genuineness (Grafanaki 1996:331; Schamberger 1997:32). Other disadvantages of this type of interview are that it is time-consuming and that it encourages large amounts of

data, which have to be ordered and interpreted, as well as compared with each other.

Tuckman (cited in Cohen, Manion and Morrison (2002:268)) is of the opinion that the interview provides access to what is inside a person's head, making it possible to measure what a person knows, what a person likes or dislikes and what a person thinks. According to Henning (2004:42), an interview allows the interviewer to look for what other people are saying about their feelings and thoughts. It also allows the researcher to look for signs that tell how the interviewee communicates these thoughts. A semi-structured interview was used in this study to control the process in order not to allow the interviewee to deviate from the topic, but at the same time to allow the interviewee to speak freely. According to Cohen, Manion and Morrison (2002:271), if respondents are required to answer the same questions, the interviewer is able to compare their responses. The same authors go on to say that data analysis is simple and it allows many short questions to be asked in a short space of time.

Before the interviews, respondents were assured of confidentiality during the interviews. The respondents were also notified in advance of the dates and times of their appointments.

The interview in this study covered the following questions:

- What is the personal image and self-concept of the student leader?
- What is his/her relational image with significant others in his/her life? The student leader's relationships with his/her family, friends, teachers, houseparents, peers, objects and ideas and self are explored.
- What is the student leader's involvement with his/her life-world? The student leader's experiences and meaning attribution to his/her life-world forms a central part of this interview.

- What are the challenges faced by the student leader during the school day in fulfilling his/her role as a student leader?
- What is the student leader's response to conflict situations and how can the leadership abilities of the student leader be subjectively evaluated?

4.3.3.2. The semi-structured interview used in this study

Qualitative researchers direct interviews through the use of a definite research agenda, with the purpose of gaining information on the specific phenomenon that is being investigated. A transcription of one interview with a respondent is presented in Annexure C.

De Vos et al. (2005:299) propose further that the face-to-face interview can be seen as a meaning-making process. The researcher would have a schedule in advance that contains questions and themes that are important to the research being conducted. In order to overcome some of the limitations identified earlier, other elements of qualitative interviewing will be used, such as allowing the respondent to respond spontaneously around the question that has been asked. This may help to reconstruct reality from the world of the interviewee and may assist the interviewer to obtain an insider view of the phenomenon explored (De Vos et al. 2005:300).

The semi-structured interview was used to follow up on the feedback obtained from the questionnaire. Interviews were conducted with all twelve respondents. Grafanaki (1996:331) states that this is a flexible way of gathering data that is at once personal and detailed. As a researcher, it is important to be attentive to the responses of the participant so that new emerging lines of inquiry are identified and probed (Maree 2007:87). According to Schamberger (1997:32) the researcher should follow up on the remarks of the participant in the form of a reflective summary, ask probing questions for clarification, as well as to avoid leading questions, interruptions and reinforcing only certain pertinent responses.

When constructing the questions, the researcher must focus on the literature study to know which questions to ask to cover the construct.

4.3.3.3. Observation

Observation is an essential data gathering technique as it holds the possibility of providing the researcher with an insider perspective of the group dynamics and behaviours in different settings (Maree 2007:84). As mentioned, the researcher was in a favourable position to observe the participants as the researcher was also the teacher in charge of the student leader body.

The researcher focused on observing the situations below:

- Non-verbal communication such as:
    - Body language – changes were immediately evident to the researcher as the respondents were familiar to the researcher.
    - Facial expressions – responses to situations that participants encountered both with peers and in their approach to management were observed.
    - Reaction to questions during the interview.
    - Behaviour during interview.

The suppositions made during this research based on the findings from the literature study are included below.

4.4. SUPPOSITIONS FROM THE LITERATURE STUDY

Research findings from the literature study, which focused on exploring the concepts of emotional intelligence, student leadership and adolescent development, indicate many varying views on the main concepts of this dissertation. The suppositions from the literature study described below shed

light on the different aspects of the research question, which seeks to determine the role of emotional intelligence in the development of secondary school student leaders.

4.4.1. Emotions need to be identified in order to foster the development of emotional intelligence

The recognition and identification of emotions in the self and others relates to daily functioning and may contribute to more emotional well-being (Louw & Louw, 2007:245).

4.4.2. Emotional intelligence plays an important role in the lives of student leaders

In terms of the challenges that face student leaders in schools today, it appears that emotional intelligence may be a way of improving the situation through self-control, persistence, empathy, problem-solving skills, self-esteem and respect for others (Louw & Louw, 2007:245; Goleman 1995:315).

4.4.3. Emotional intelligence and leadership skills can be learned

The notion that emotional intelligence can be learned, and that emotional intelligence skills can be developed, highlights the importance of the role of educators and parents in helping to teach adolescents healthy emotional responses and how to be more emotionally intelligent (Louw & Louw, 2007:245; O' Neil 1996:8-11). According to Fertman and Van Linden (1999:10), leadership is defined as a set of skills and attitudes that can be learned and practised, and that all adolescents can develop these skills and attitudes.

4.4.4. Emotional intelligence plays a key role in effective leadership

An emotionally intelligent student leader with a more relaxed and comfortable leadership style will be a better leader and accomplish more with his/her peers (Coetzee, Van Niekerk & Wydeman, 2008:65). As stated in Chapter 3, (paragraph 3.7: A leadership model for student leaders) Van Niekerk's (1995) leadership model has been adapted for student leaders and adopted for the purposes of this study. Factors that affect situational decisions include the motivation and capability of followers. This, in turn, is affected by factors within the particular situation. The relationship between followers and the leader is also a factor that affects leader behaviour as much as it does follower behaviour. The leader's perception of the follower and the situation rather than the truth of the situation, will affect what they do. The leaders' perceptions of themselves and other factors such as stress and mood will also modify the leaders' behaviour. It emanated from the literature study that emotional intelligence impacts on a leader's performance in the leadership role.

4.5. CONCLUSION

This chapter described the research design and methodology. The most important aspect underpinning the empirical research was to ensure that ethical considerations were maintained and that the researcher maintained her integrity at all times. The research design and methodology was discussed, substantiating the reasons for using the mixed method.

Compilation of the questionnaire was done in an in-depth manner using the literature study and other questionnaires, in addition to conducting a pilot study to refine the questions in the questionnaire. The purpose of the questionnaire was to compile a profile of the emotional intelligence and leadership dimensions of each student leader. The qualitative research was explained describing the use of the semi-structured interview and observation techniques.

This chapter also explained the assumptions made on the basis of the literature study undertaken in Chapter 2 (Understanding the concept of emotional intelligence) and Chapter 3 (EI within the context of school student leadership).

The next chapter will present the data from the findings of the empirical investigation, as well as an analysis and interpretation of the results.

CHAPTER 5

RESULTS OF THE EMPIRICAL INVESTIGATION

5.1. INTRODUCTION

The primary purpose of this chapter is to analyse the findings of the empirical investigation, as described in Chapter 4. Twelve (12) student leaders participated in the study and each respondent had to complete a questionnaire and participate in an interview.

The student leaders completed the emotional intelligence leadership (EIL) questionnaire as compiled by the researcher (paragraph 4.3.2.2: The questionnaire used in this study). An EIL profile of each student leader was then drawn up to identify the emotional intelligence and emotional intelligence leadership strengths and weaknesses of each student leader in this regard. During the feedback of information given to the respondents, a semi-structured interview was conducted to obtain richer data regarding the responses received from the questionnaire and to verify whether the questionnaire accurately measured what it was intended to measure. The research process will be briefly outlined below.

5.2. REFLECTION ON THE RESEARCH PROCESS

5.2.1. Compilation of the questionnaire

The questionnaire was compiled specifically for this study and incorporates aspects of both EI and leadership. Various questionnaires were used in the compilation and a pilot study was also conducted. The rationale behind the use of the pilot study which consisted of narratives (completed by the twelve respondents) is motivated and explained in detail in Chapter 4 (see paragraph

4.3.2.1.1.: The pilot study). These narratives consisted of essays that each student leader had to write on topics given to them by the researcher.

The purpose of the pilot study was to give the researcher the opportunity to compile and refine a questionnaire (Emotional Intelligence Leadership questionnaire), but various important themes also emerged that allowed the researcher to gain a better understanding of and insight into specific challenges that student leaders face in their leadership roles as part of the management body of the school. The process of compiling the questionnaire was explained in Chapter 4 (see paragraph 4.3.2.2: The questionnaire used in this study). The process of administering the questionnaire will now be explained.

5.2.2. Administering the questionnaire

The EIL questionnaire (see Appendix 3: The EIL questionnaire) was handed out to each student leader. The purpose of this phase of the empirical research, namely, to find out the role of emotional intelligence in student leadership, was discussed by the researcher in detail with the student leadership body before they embarked on completing the questionnaire. The respondents were given an assurance of confidentiality and also the option of withdrawing from the research at any particular stage in the process. The student leaders took between twenty (20) and thirty (30) minutes to complete the questionnaire.

The completed questionnaires were then submitted to the ICT (Information and Communication Technology Department): Research Support Unit of UNISA for data capturing, exploratory statistical analyses and profile compilation. The purpose of this was to ensure data-validity, establish the reliability of EIL constructs, calculate measurement scales for these EIL constructs, and, aided by these measures, profile each student leader according to his/her EIL capabilities.

5.2.3. Presentation of data

The data is presented in the following order:

- **Biographical attributes**: Tables 5.1 – 5.4 (see paragraph 5.3.2.1: Description of the sample) present the biographical attributes of all twelve (12) respondents that were extracted from questionnaires.
- **Scale reliability testing**: Table 5.5 (see paragraph 5.3.2.2: Scale reliability testing: results) presents the scale reliability tests that were conducted.
- **EIL profile**: Table 5.6 (see paragraph 5.3.2.2: Scale reliability testing: results) presents the emotionally intelligent leadership profile scores which comprise the grand mean scores and standard deviations, as well as the individual mean scores and standard deviations of each emotional intelligence and leadership dimension/ component (and sub-dimension) evaluated in the questionnaire.
- **Follow-up interviews to validate EIL questionnaire profile**: The interpretations from the questionnaire were discussed with each respondent in a semi-structured interview comprising mainly open-ended questions, which were conducted with each respondent. These interviews enabled the researcher to confirm the scores obtained in the EIL questionnaire, and as mentioned, allowed greater insight into the findings from the questionnaire so that richer data could be obtained. The researcher also added personal observations made of each respondent throughout the interview, as well as during the year. As the researcher had served as the teacher in charge of the student leadership body, the researcher had a personal relationship of trust and had a working relationship with the student leaders to the extent that they often sought advice and guidance when carrying out their responsibilities as student

leaders. This gave the researcher a greater level of understanding of the student leaders in their leadership positions regarding their specific needs/demands.

5.3. SUMMARY OF THE EMPIRICAL FINDINGS

5.3.1. Background of the target population used in this study

The study was undertaken at a private secondary school in the North West Province, South Africa. The student body democratically elects twelve (12) student leaders per year. The student leadership body consists of an equal number of males and females and are equally divided amongst day scholars and boarders. All the student leaders perform their duties at school during the school day while the boarders are equally allocated between the different boarding houses, and perform duties such as supervision of “prep” (homework sessions) and meal supervision in boarding houses as well (see paragraph 4.3.2.2.1: The pilot study: a narrative analysis).

Once the student leaders are elected to their positions (see paragraph 4.3.2.2.1. The pilot study: a narrative analysis), they are taken on a “team building weekend” away from the school. The purpose of this team building exercise is to help the student leaders to learn to work as a group and to build a relationship of trust with each other. The researcher has found this team building exercise to be a valuable experience, as individual strengths and weaknesses regarding their ability to work as a leadership team are often identified. Student leaders also learn to support each other and work with team members in situations under pressure. The focus of the team building workshop is to enlighten student leaders on different scenarios that could arise in their leadership positions and to explore possible responses to these situations.

The findings from the EIL questionnaire and interviews will now be discussed in detail.

5.3.2. Findings from the empirical investigation: The EI-leadership questionnaire and individual interviews

The biographical attributes of the student leaders participating in the study are described below and presented in Tables 5.1 – 5.4.

5.3.2.1. Description of sample

The population used in this study was a hundred per cent represented in this school as all twelve (12) student leaders participated in the study.

- Six (6) were male and six (6) were female, while seven (7) were from South Africa and five (5) were foreign students: two (2) from Malawi, two (2) from Botswana and one (1) from the Democratic Republic of Congo.
- Eight (8) of the student leaders were the eldest child in their families and four (4) were the middle child.
- Ten (10) of them came from families where their parents were married, one (1) had lost a mother and one (1) had lost a father.
- Their parents ranged in age from 39 to 53.
- Ten (10) of the student leaders had siblings while two (2) were the only child in their families.

TABLE 5.1: FREQUENCY – AGE GROUP

Age				
Age	**Frequency**	**Per cent**	**Cumulative Frequency**	**Cumulative Percent**
16	1	8.33	1	8.33
17	4	33.33	5	41.67
18	4	33.33	9	75.00
19	3	25.00	12	100.00

TABLE 5.2: FREQUENCY - GRADE

Grade				
Grade	**Frequency**	**Per cent**	**Cumulative Frequency**	**Cumulative Percent**
Grade 12	8	66.67	8	66.67
Grade 13	4	33.33	12	100.00

TABLE 5.3: FREQUENCY - GENDER

Gender				
Gender	**Frequency**	**Per cent**	**Cumulative Frequency**	**Cumulative Percent**
Male	7	58.33	7	58.33
Female	5	41.67	12	100.00

TABLE 5.4: FREQUENCY – POPULATION GROUP

Population Group				
Popultation Group	**Frequency**	**Per cent**	**Cumulative Frequency**	**Cumulative Percent**
Black	8	66.67	8	66.67
White	2	16.67	10	83.33
Indian	2	16.67	12	100.00

5.3.2.2. Scale reliability testing: results

Prior to the calculation of the dimensions and sub-dimension scores for the Emotional Intelligence and Leadership questionnaire, investigative scale reliability testing was conducted on the individual questionnaire-item responses to establish internal consistency reliability. Although the number of respondents was limited, it was argued that a measure of internal consistency reliability – even if limited in scope to the study at hand – would substantiate deductions based on the aspects of the Emotionally Intelligent Leadership (EIL) profile calculated from questionnaire responses.

Scale reliability testing is a valuable statistical technique often applied to determine whether responses to subsets of questionnaire items, which have been grouped together to describe a dimension or component of the topic under investigation, truly contribute towards explaining that aspect. This applies to sub-dimensions of a particular dimension as well. In the present study, for example, one such dimension was defined as “emotional literacy”, with sub-dimensions of “self-awareness”, “emotional expression”, “social awareness”, “intentions”, “creativity”, “resilience”, “interpersonal relationships” and “healthy expression”.

An indication of internal consistency reliability can be gleaned from the Cronbach alpha coefficient which is calculated in scale reliability testing. A Cronbach alpha value in the region of 0.7 or greater is usually regarded as a good indicator of internal consistency reliability. (Values less than 0.7 is often regarded as acceptable in exploratory/or pilot studies).

The results are reflected in Table 5.5.: Scale reliability test results confirmed that scores calculated for the various EI and leadership dimensions represented true measures of the aspects of EI and leadership competencies. For each respondent’s EI and leadership dimensions, a dimension score was calculated as the mean response to the subset of questionnaire items that describe a particular

dimension. A list of the EIL dimensions investigated for indications of internal consistency reliability for the various dimensions and sub-dimensions of the EI and Leadership scales are presented in Table 5.6: Emotionally intelligent leadership profile scores. The results indicated internal consistency reliability for all EI and Leadership dimensions. The sub-dimensions of the scales, as such, did not seem to exhibit internal consistency reliability (items for sub-dimensions were thus pooled for each component) – which could perhaps be attributed to the limited number of respondents available in the study). EI and leadership dimensions (with sub-dimensions combined within each aspect) were thus used in the composition of the EI and Leadership profiles of the leaders.

Table 5.5: Scale reliability test results which follows on the next page explains the following aspects of the analysis: The various EI and leadership dimensions investigated, subsets of questionnaire items grouped within each dimension, item-response values reversed, Cronbach alpha coefficients and mean dimension scores are reported.

TABLE 5.5: SCALE RELIABILITY TEST RESULTS

Results of scale reliability testing conducted on the subsets of item-responses of the EI & leadership questionnaire				
EI & leadership dimensions	**Subset of questionnaire items included**	**Questionnaire items omitted from the respective subsets**	**Cronbach alpha coefficient**	**Mean score (and standard deviation)**
Emotional literacy	q2.1(11 items) q2.2(8 items) q2.3(14 items)	q2.2.3	0.86	2.51 (0.39)
EI competencies	q3.1(13 items) q3.2(9 items) q3.3(12 items) q3.4(10 items) q3.5(12 items)	q3.5.4	0.89	2.33 (0.31)
EI values	q4.1(10 items) q4.2(10 items) q4.3(8 items) q4.4(10 items) q4.5(8 items)	q4.3.7 q4.4.11 q4.4.12	0.84	2.46 (0.26)
Long-term leadership competencies	q5.1.1(8 items) q5.1.2(7 items) q5.1.3(8 items) q5.1.4(14 items)	-	0.97	1.99 (0.46)
Short-team leadership competencies	q5.2.1(9 items) q5.2.2(10 items) q5.2.3(7 items)	-	0.86	1.92 (0.37)
Note: Results of scale reliability testing performed on the sub-dimensions of the EI and Leadership dimensions are not reported in the table. Internal consistency reliability was not established for the sub-scales.				

The EI Leadership profiles subsequently calculated for each of the twelve (12) student leaders are presented in Table 5.6 as emotionally intelligent leadership (EIL) profile scores.

In the discussion that follows, agreement between the EI leadership profiles compiled from the questionnaire responses and the results of the interviews conducted with the respondents are compared to establish whether the two assessments correlate. As an introduction an overview of the general EI leadership dimensions is presented in paragraphs 5.3.3.4 to 5.3.3.8. Individual interviews and profiles are then compared in section 5.3.5.: interpretations of EIL profiling: evaluation by means of semi-structured interviews. Please note that, in the EI leadership profiles presented in Table 5.6: Emotionally intelligent leadership profile scores, a low component score/mean, indicated in red, would mean that a specific leader feels confident about a certain component (indicated in red), and a high component score/mean will indicate that a leader feels insecure about a component or aspect of emotional intelligence or leadership. This follows logically if kept in mind that questionnaire response ratings were designed to indicate “complete confidence” (or “always true”) with a response rating of “1”, up to “no confidence” (or “never true”) with a response rating of “5”. Since the dimension scores were calculated as mean response ratings, the same rating scale applies to the dimension scores.

TABLE 5.6: EMOTIONALLY INTELLIGENT LEADERSHIP PROFILE SCORES

EIL component scores for 12 student leaders (columns A-N) and average EIL component scores and standard deviation calculated as the mean component score and standard deviation for the 12 student leaders

EIL aspects	A	B	C	D	E	F	G	H	I	J	K	L	N	Mean	Std
Emotional literacy															
Self-awareness	2.45	2.09	2.64	1.82	2.09	2.73	2.36	3.27	2.22	2.45	1.73	3.09	12	**2.41**	**0.47**
emotion. express	1.86	3.14	2.71	2.57	2.57	2.14	3.14	3.71	2.57	2.71	2.29	3.14	12	**2.71**	**0.51**
social awareness	2.71	2.07	2.50	2.64	2.14	2.21	2.43	3.21	2.50	2.36	1.79	3.14	12	**2.48**	**0.42**
EI competencies															
intentions	3.31	2.38	2.69	2.38	2.15	1.69	2.69	2.62	2.08	2.69	2.00	2.92	12	**2.47**	**0.44**
creativity	1.22	1.11	2.33	2.56	2.11	2.22	2.22	2.22	2.00	1.33	1.00	3.22	12	**1.96**	**0.67**
resilience	2.17	2.50	2.33	1.83	2.17	2.83	2.50	2.58	1.83	2.25	2.50	3.08	12	**2.38**	**0.37**
interp relations	2.20	2.33	1.70	2.20	1.80	1.40	2.10	3.20	1.80	2.30	1.50	2.40	12	**2.08**	**0.49**
healthy expression	2.45	2.55	2.55	2.55	2.45	2.09	3.09	3.18	2.55	2.36	2.45	3.36	12	**2.64**	**0.37**
EI values															
empathy others	2.30	1.90	2.30	2.30	2.40	2.30	2.60	1.50	2.60	1.80	1.80	2.60	12	**2.20**	**0.36**
outlook on life	2.40	2.33	2.10	1.80	2.10	2.40	1.80	3.30	1.50	2.20	1.50	2.70	12	**2.18**	**0.51**
trust level	2.86	2.14	1.86	2.29	2.57	1.43	2.71	2.00	2.29	2.43	1.43	2.86	12	**2.24**	**0.49**
personal power	3.60	3.40	3.60	3.90	3.20	3.00	2.20	2.50	3.30	3.20	2.80	2.80	12	**3.13**	**0.49**
integrity	3.00	2.88	2.88	2.50	2.63	2.50	1.63	2.13	2.00	2.75	1.50	3.13	12	**2.46**	**0.53**
Leadership competencies															
Long-term															
focus on vision	2.00	2.13	2.63	1.63	2.13	1.88	2.63	2.25	1.75	2.13	1.75	3.75	12	**2.22**	**0.58**
comm. vision value	1.43	1.86	2.71	2.00	2.00	2.00	1.86	1.71	2.00	2.00	1.14	3.14	12	**1.99**	**0.52**
management	1.50	1.63	2.50	1.63	2.00	1.63	2.38	1.25	1.50	2.00	1.13	2.63	12	**1.81**	**0.49**
develop co-learner	1.93	1.50	2.50	1.86	2.00	2.14	2.00	1.07	2.00	2.00	1.43	2.86	12	**1.94**	**0.47**
Short-term															
own characteristics	1.56	1.89	2.44	1.44	2.11	1.56	1.75	2.00	1.56	2.11	1.33	2.88	12	**1.89**	**0.47**
char of co-learners	1.70	1.70	2.30	1.90	2.00	1.50	2.50	1.40	2.10	2.00	2.00	2.60	12	**2.00**	**0.38**
char of situation	1.57	1.71	2.57	1.57	2.00	2.14	1.71	1.43	1.43	2.00	1.29	2.86	12	**1.86**	**0.48**
Five EIL scales															
Emotional Literacy	2.44	2.31	2.59	2.34	2.22	2.38	2.56	3.34	2.43	2.47	1.88	3.13	12	**2.51**	**0.39**
EI competencies	2.35	2.22	2.35	2.29	2.15	2.05	2.55	2.76	2.05	2.24	1.95	3.00	12	**2.33**	**0.31**
EI Values	2.80	2.56	2.59	2.59	2.61	2.39	2.20	2.28	2.39	2.48	1.87	2.80	12	**2.46**	**0.26**
Long-Term Leader	1.76	1.73	2.57	1.78	2.03	1.95	2.19	1.49	1.84	2.03	1.38	3.05	12	**1.99**	**0.46**
Short- Term Leader	1.62	1.77	2.42	1.65	2.04	1.69	2.04	1.60	1.73	2.04	1.58	2.76	12	**1.91**	**0.37**

Mean Score Legend

1 = always true 2 = mostly true 3 = sometimes 4 = rarely 5 = never true

Note that a low component score or mean score will thus indicate that the specific leader feels confident about a certain component (see leader K for instance) and a high component score/ mean score will indicate that a learner feels insecure about a component or aspect.

Notes:

- A few items have been reversed on the questionnaire to comply with scale reliability testing.

- In the interpretation of profile scores reported in Table 5.6, dimensions scores that deviate with more than one standard deviation from the mean/ average for a dimension should be considered possible outliers in the context of the study and be given extra consideration in the sense that this could point to a “strength” or “weakness” in the particular student leader’s EIL profile.

5.3.2.3. Emotional literacy (an overall measure for all respondents combined)

This section of the questionnaire measured the student leader’s self-awareness and social awareness, as well as the ability of the respondent to express himself/herself in a positive manner. A healthy level of emotional literacy indicates that a learner can express himself/herself candidly and was able to see the “bigger” picture in a complex situation. It also measured the student leader’s ability to interpret the emotions of others. For the study, an average mean score of 2.51 was established for all respondents, with a standard deviation of 0.39. Therefore a score of 2.12 to 2.9 indicates that a respondent’s score fell within one standard deviation of the mean score for this group of student leaders. (This implies that, according to normal probability distribution principles, one could expect to find 68.2% of the emotional literacy scores of respondents within one standard deviation from the mean, namely between 2.12 to 2.90). The average emotional literacy score of 2.51 indicates that respondents in general exhibited a degree of confidence – though not absolute confidence – in the emotional literacy component in the questionnaire.

The emotional intelligence competencies component of the EIL profiling is discussed next.

5.3.2.4. Emotional intelligence competencies

This dimension of emotional intelligence includes initiative, creativity, resilience, interpersonal relationships and healthy expression. This, therefore, measures factors such as the student leader’s ability to seize an opportunity or even create it. Furthermore, it looks at the student leader’s ability to adapt to multiple

demands without losing focus. It also measured the student leader's optimism and creativity in dealing with challenging situations. An average emotional intelligence competency mean score of 2.33 (with a standard deviation of 0.31) reported in this study indicates that respondents in general exhibit a healthy level of emotional intelligence.

5.3.2.5. Emotional intelligence values

The emotional intelligence values EIL component comprise the student leader's level of empathy, whereby the learner is able to attune himself/herself to a wide range of emotional signals, including non-verbal signals. Other factors such as integrity, outlook on life, trust level and personal power were also measured. It is important to for student leaders to admit to their faults, confront unethical behaviour of others, are remain conscious of the authority they possess but use it to positively influence others.

The general emotional intelligence values mean dimension score was established as 2.46 with a standard deviation of 0.26. According to normal distribution principles, a score range of 2.20 – 2.72 implied that approximately 68% of student leaders fall within this range. This score measure implies that respondents in general exhibited a moderate to good level of emotional intelligence values.

5.3.2.6. Long-term leadership competencies

This section explored the leader's vision, values and ability to communicate this vision. It also measured the student leader's skills in developing others, and supporting their interests, strengths and weaknesses.

The average mean dimension score for the long-term leadership aspect was measured as 1.99, with a standard deviation of 0.46. This indicates a more

solid/healthy measure of long-term leadership than that established for the EI dimensions. (Although the relatively large standard deviation of 0.46 indicated that individual measures on this dimension ranged more among individual respondents).

5.3.2.7. Short-term leadership competencies

This section measured the student leader's awareness of the situation within the organisation and that of co-learners. The student leader's ability to exercise self-management and remain calm in trying situations was also explored.

The average mean dimension score for the short-term leadership dimension was reported as 1.91, with a standard deviation of 0.37.

The last two sections on short-term and long-term leadership were particularly important as this study has been undertaken in the context of educational leadership. The purpose was to focus on the leadership skills of the student leaders to enable them to become a valuable and effective arm of the management structure of the school.

In the next section, the interpretation of responses from the follow-up interviews with the student leaders is compared with their personal EI leadership profile. All direct quotes from the interviews are presented in *italics.* For illustrative purposes, the transcript of a complete transcribed interview is included in Appendix 5. (There was a technical problem with the recording device used during the interview, which resulted in the interview of Respondent G not being recorded. The interpretations are based on the scores from the questionnaire and observations and notes made by the researcher during the interview. No direct quotations have been included for this respondent.)

5.3.3. The interview schedule

The researcher conducted the semi-structured interview by giving each student leader feedback on the EIL profile results (see Table 5.6: Emotionally intelligent leadership profile scores). As mentioned in paragraph 5.2.: Reflection on the research process, the aim of the interview was to verify/correlate whether the emotional intelligence and emotional intelligence leadership competencies assessed via the EIL questionnaire, correlated accurately with the student leader's perceptions of his/her EIL profile and the researcher's observational assessment of the student leader's EIL profile, and to confirm or refute results obtained.

The respondent would be informed that, for example, "I would like to discuss the issue of social-awareness with you. How would you describe the manner in which you respond to others?" This type of open-ended question would enable the researcher to probe into whether the respondent's skills are indeed below the norm. Specific scenarios could be created to further confirm the results. For example, the researcher could describe a situation where the respondent handled a junior student in a poor manner, and went on to describe how a fellow prefect criticised the respondent's handling of the situation. The researcher could then ask the respondent how they felt about the criticism. This could clarify issues with regard to the section on interpersonal relations and how the student leaders reacted to others.

By using open-ended questions, the researcher allowed the respondent to speak freely, yet guide the direction of the interview, as all questions asked were guided by the profile obtained from the quantitative research. The interviews focused on at least two areas where the respondent scored below the norm, one area where the respondent scored on the norm and one area above the norm. The findings and interpretations from interviews will now be explained in detail.

5.3.4. Verification of EIL profile evaluation by means of semi-structured interviews

A semi-structured interview was conducted with each respondent to verify the findings from the EIL profile. This type of interview allowed respondents the opportunity to express themselves freely while still enabling the researcher to guide the direction of the interview. The interview interpretations have been formulated to protect the identity of every respondent. The researcher believed that in compliance with ethical principles it was vital that the confidentiality of the respondents was maintained throughout the research process. Furthermore, particular characteristics pertaining to a student leader, such as positions in the leadership body, have been omitted as they could allow the student leader to be identified.

5.3.4.1. Respondent A

- **Background information**

Respondent A was a confident leader who was relaxed and open to discussion. The respondent had served as a student leader in the boarding house for a number of years, as well as coached a soccer team and been the leader of a variety of musical groups. The respondent was a high academic achiever. From the researcher's personal relationship and observation, this respondent had displayed a high level of emotional intelligence and strong leadership qualities, such as being a role model and upholding values. The responses from each respondent in relation to the subheadings from the questionnaire will now be discussed in their relevant categories:

- **Emotional literacy**

In the interview respondent A expressed a positive level of self-awareness and social awareness, but this respondent proved to be "weary" of emotional expression and consciously limited it. During the interview the following was

expressed, "*I am not the type of person who would like to open up about what I am feeling*." The emotional literacy dimension score of 2.44 (see Table 5.6: Emotionally intelligent leadership profile scores) on the questionnaire validated these observations in that it represented a moderate to healthy level of emotional expression.

- **Emotional intelligence competencies**

Respondent A had a high level of emotional intelligence. The respondent attained a score of 2.35 on the emotional intelligence dimension of the individual EIL profile, which was close to the average EI score of 2.33. An average score of 2.33 in general describes a person who has high ego strength and can be consistent, persevering, emotionally disciplined and concerned about moral standards. The researcher could confirm these characteristics through both the interview, and her observations and interaction with the respondent. The interviewee stated, "*I have the willpower to say no*", and the researcher had seen the respondent make decisions against the interviewee's peers and the interviewee could withstand pressure in a positive way.

- **Emotional intelligence (EI) values**

In the interview respondent A exhibited a high level of emotional intelligence values. The interviewee shared the school's vision, "*I pride myself that I am one of those people who knows the code of conduct backwards…students can come and confront me about them because I know that I'll probably give them the right response*." The respondent appeared conscious of the fact that he/she was a role model and was growing himself/herself. Despite questioning his/her own values "…*it's a situation where you are questioning values as well*," this respondent seems certain of who he/she is and of his/her value system.

However, respondent A scored 2.86 on the trust sub-dimension of the EI Leadership profile (see Table 5.6: Emotionally intelligent leadership profile scores) on his/her ability to trust others, and which was above the mean score of

2.24, implying a lower level of trust. When asked whether the interviewee trusted others easily, the response was: "*Not really…..there's only a specific group of people that I trust*." In her personal observation of this respondent, the researcher found the respondent to be reserved in expressing his/her emotions. Furthermore, it was evident that he/she had very few close relationships. Most of the respondent's relationships were warm, friendly and supportive but the respondent had the "knack" of keeping the rest of the student body at a distance.

- **Long-term leadership competencies**

This respondent scored 1.76 for the long-term leadership dimension of the EI leadership profile (see Table 5.6: Emotionally intelligent leadership profile scores) which was below the average mean score of 1.99 for the sample, indicating a stronger than average level of long-term leadership competencies. This indicated a positive value system and the ability to pursue one's goals despite obstacles and setbacks. The researcher could confirm that this respondent had strong values and was not easily persuaded to abandon them. This was confirmed by the response: "*To a certain extent I could say I am a very influential person with the people in my group and they also know, for example they know the type of person I am, so even when they do try they know I can easily say no. I've got the willpower to actually say no."*

- **Short-term leadership competencies**

Through the respondent's service in the boarding house as a student leader that extended beyond the years of his/her student leadership, this respondent had a high level of awareness of the characteristics of co-learners and the school. The respondent had demonstrated emotional maturity in dealing with situations and rarely acted in an impulsive manner. Respondent D made the following comment about this student leader: "*He/She never made it seem that he/she was superior and you were inferior, he/she made it sound that everyone was equal, everyone was there for the betterment of the school*."

The findings from the interview confirmed the scores obtained by respondent A on the questionnaire.

5.3.4.2. Respondent B

- **Background information**

Respondent B was an emotionally mature and outspoken member of the student leadership body of the school. This respondent had been a boarder at the school for his/her entire school career (6 years), and served as a hostel student leader as well. He/She was a high academic achiever and had always expressed strong personal convictions and values. As a member of the student leadership body, this respondent had organised many of the main events throughout this year, took the responsibility as the spokesperson for student leader issues and worked in a dedicated manner to bring individual members of the group of student leaders together. This respondent was confident in his/her role as a student leader and often raised pertinent issues with the school management team.

- **Emotional literacy**

The interview with respondent B confirmed a high level of self-awareness and social awareness. The phrase, "*I don't take criticism well*" confirmed his/her self knowledge. From her personal observation and interaction with this student, the researcher found respondent B to have a very good level of self-awareness and had found this respondent to have the ability to express emotions in a positive manner. The respondent stated, "*I'm not normally a person to go around and make sure that everyone sees that I'm angry……I clear my head and move on*." This represented an individual who could interpret his/her own emotions and express his/her emotions in an appropriate manner, rather than making an unconsidered response.

- **Emotional intelligence competencies**

Respondent B scored 2.22 (see Table 5.5: Emotionally intelligent leadership profile scores) for emotional intelligence. This indicated that respondent B was resilient and highly creative. This was demonstrated during his/her service as a student leader. In the interview, he/she expressed the importance of service to others, and explained how his/her role as a student leader had not been confined to rule making, but more importantly to extending support to others and acting as a counsellor. This student leader was considered by juniors in the hostel to be compassionate and supportive.

Respondent B also demonstrated the ability to use criticism, no matter how subtle, to become self-motivated to achieve higher standards. Circumstances such as achieving "*second-best*" led him/her to do more and "be more", so that he/she was in a state of constant improvement "*I think it encourages me to do more, it encourages me to go the extra mile*."

- **Emotional intelligence (EI) values**

The score of 2.52 indicated an individual who had a positive outlook on life; knew how to accept responsibility and displayed a high level of fair and just behaviour. The researcher could confirm this individual's ability to conduct himself/herself with the highest level of integrity and this was demonstrated in his/her interaction with the rest of the student body. This was also witnessed in the respondent's interaction with both management and teaching staff. The respondent often engaged the school management and individual staff members in discussions on how to bring about positive changes at the school in order to build a positive school spirit and relationships. This respondent could be critical of decisions without being rude. The respondent often brought to light problems that were faced in the boarding house (for instance, issues relating to food and laundry) and was a significant participant in trying to resolve these problems as well.

- **Long- term leadership**

Respondent B scored 1.73 (see Table 5.5: Emotionally intelligent leadership profile scores) on the long-term leadership sub-dimension of the questionnaire for the combined measure of vision, value management and development of co-learners. The respondent expressed strong views about others taking responsibility and that student leadership be extended to all senior students and that all of them have roles of responsibility. Respondent B stated "*Sixth Formers (equivalent of matrics) are all student leaders and they all help in building a positive school spirit and they all help to work to building the spirit of the school*." The respondent also expressed a moment of epiphany when he/she stated that, "...*you realise by helping other people you help yourself*." Respondent B had organised various events at the school with the intention of building school spirit and a sense of unity between staff and students.

When asked about student leadership, he/she stated, "*I think all in all it's an opportunity that you can't miss in life. For me it doesn't matter what type of angles you come from, I think being a student leader is one of the most rewarding experiences at this school because often it seems like all you're doing is giving, giving, you're tired, you can't do your work, but you have to go and do this, do that. At the end of the day what you gain is that you look back and you have a legacy to look at. I think that's important, I think that's what everyone can gain from being a student leader.*" It was apparent that this respondent understood the importance of service to others and taking responsibility as a leader.

- **Short-term leadership**

Respondent B believed that by focusing on short-term goals, the long-term goals are eventually achieved. "*My general outlook on life – I like to think simply in the short run…….but I just think short-term, short-term, short-term, and eventually I'll get the long run*." Respondent B had very positive leadership characteristics and used these to encourage and motivate peers to become involved. Respondent B

scored 1.77 (see Table 5.5: Emotionally intelligent leadership profile scores) on the questionnaire. His/her involvement and interaction with fellow students had encouraged and developed the wider student body to greater positive involvement in the school. On various occasions, he/she organised sporting and entertainment events that were structured to enhance student and staff involvement with each other, for example, trolley races and "Fun Days".

Respondent B made a positive effort to serve others and concentrated on being a role model, "*I think the fact that you end up becoming more of a role model and like a counsellor is bigger than the fact that you become a rule maker and stick to the rules*."

The scores obtained on the questionnaire by respondent B could be confirmed by the findings from the interview and the usual day-to-day observations by the researcher.

5.3.4.3. Respondent C

- **Background information**

Respondent C was a quiet and somewhat reserved individual. Due to his/her ability to disappear into the background, he/she was often overlooked. This respondent assumed responsibility for the tasks he/she was given but rarely took on the leadership role. Answers in the interview were short and lacked the necessary detail.

- **Emotional literacy**

Respondent C scored on the norm at 2.59 (see Table 5.5: Emotionally intelligent leadership profile scores) for emotional literacy. The researcher believes that this respondent rated himself/herself as more competent than he/she actually was. In the interview, the respondent was, as mentioned above, quiet and reserved and lacked the confidence to express himself/herself with ease. The respondent

confirmed that this self-rating on his/her ability to express him/her as well as awareness of others was inaccurate when he/she stated: "*...questions on emotions and how I feel about other people. I have never really thought about that and...."* It appeared from the interview that this respondent struggled to appraise both his/her own emotions as well as those of others, and consequently struggled in his/her response to others.

- **Emotional intelligence competencies**

Respondent C scored 2.35 (see Table 5.6: Emotionally intelligent leadership profile scores) indicating a mean score for emotional intelligence. This respondent seemed to have good interpersonal relationships and was able to adapt his/her responses to different age groups in an appropriate manner, "*With Form 4s I'm mostly strict and firm with what I say whereas with Form 1s I try and smile and say things in a nice way."*

- **Emotional intelligence (EI) values**

Respondent C didn't appear to have given much thought to his/her role as a leader and, while he/she followed the rules of the school when necessary, he/she seemed unsure of himself/herself in other areas. Respondent C scored 2.59 (see Table 5.6: Emotionally intelligent leadership profile scores) indicating a mean score for emotional intelligence values. This score correlated with casual observations and the interview: this respondent was not confident about his/her own opinions and made a conscious effort not to stand out. This was confirmed when the respondent said, "*But then I wouldn't want to be the one who was standing out*." In response to the question about how he/she saw himself/herself as a leader, "…*as a student leader I try to work behind the scenes*" as well as *"...but as a leader I'm more of a follower*."

- **Long-term leadership competencies**

Respondent C appeared to have long-term goals if the researcher took into account his/her sense of responsibility towards the tasks assigned to him/her,

and his/her sense of responsibility towards his/her work. Respondent C scored 2.57 (see Table 5.6: Emotionally intelligent leadership profile scores) indicating a score beyond the one standard deviation range of 1.53 to 2.45. This score confirmed the uncertainty that was disclosed in the interview. As he/she was unsure of himself/herself, the respondent preferred to be directed towards what was expected of him/her, rather than taking the initiative to lead. This was confirmed in his/her view "...*as a leader I am a follower*."

- **Short-term leadership competencies**

Respondent C's personality as a quiet and reserved student leader led to his/her dealing with the rules and regulations of the school, and largely avoiding other issues that might challenge the student body, for example, dealing with students' personal problems, or trying to build school spirit. This respondent was able to serve when needed, and approached duties of supervision with enthusiasm, but held back in providing new ideas or becoming involved in running any activities. The researcher did find that a score of 2.42 (see Table 5.6: Emotionally intelligent leadership profile scores) which fell beyond the one standard deviation range of 1.54 to 2.28, confirmed that respondent C's short-term leadership competencies needed to be developed further. This researcher had often witnessed this respondent's reluctance to take on the sole responsibility for a task, and was more comfortable working with a fellow student leader.

The scores on the questionnaire obtained by respondent C were confirmed by the findings in the interview.

5.3.4.4. Respondent D

- **Background information**

Respondent D was a quiet, self-assured student leader who conducted himself/herself with confidence. Despite a more reserved approach, this respondent was very clear on his/her vision and principles, and this has been

evident throughout the researcher's interaction with this respondent. This respondent was a day scholar and therefore conducted duties mainly during the school day, with some responsibilities involving supervising afternoon homework as well as sporting activities.

- **Emotional literacy**

Respondent D obtained a score of 2.34 (see Table 5.6: Emotionally intelligent leadership profile scores) for emotional literacy. This respondent was able to assess his/her own emotions as well as those of others and was able to respond appropriately. The researcher could confirm through her observations that respondent D had demonstrated this. The respondent's high level of self-knowledge and awareness of others was also evident in the interview, "*I am a good listener, at times I tend to over-think things a bit and I have to learn to be more decisive."*

The respondent demonstrated a good understanding of fellow students and was conscious of their body language, "*...by the way a person's looking and when I am talking to that person the level of the pitch in their voice or the certain movements or the things that they do."*

- **Emotional intelligence competencies**

Respondent D achieved a score of 2.29 (see Table 5.6: Emotionally intelligent leadership profile scores) which indicated a healthy level of emotional intelligence. This indicated that respondent D had healthy interpersonal relations and a high level of resilience. The resilience sub-dimension score of 1.83 (see Table 5.6: Emotionally intelligent leadership profile scores) confirmed that he/she has a high level of resilience. The respondent stated, "*I don't get knocked down easily, I think as soon as I get knocked down I get back up as quickly as possible."* The fact that he/she displayed awareness of fellow students' body language and also stated that he/she "*has a great respect for himself and people*" demonstrated an individual who possessed the skill to assess the

emotions of others and an ability to respond accordingly. This was verified by the researcher in her observations.

- **Emotional intelligence (EI) values**

Respondent D had conducted himself/herself in accordance with the school's code of conduct and had strong moral values. Respondent D scored 2.59 (see Table 5.6: Emotionally intelligent leadership profile scores) indicating a mean score for emotional intelligence values. This was observable in his/her conduct and in the interview when he/she stated: "*Accepted? Not if it means jeopardising who I am and what I stand for, then if that had to be the sacrifice then, not really."* Despite the fact that this respondent was quiet, there was evidence of a strong will and determination whenever he/she had taken charge of a situation.

- **Long-term leadership competencies**

This respondent was conscious of his/her conduct as a role model, had a strong vision, was hard working and possessed the ability to engage in self reflection. Respondent D claimed that it was important as a leader, "*To know yourself well you have to have gone through a lot of different situations and come out of those situations and reflected on those situations on what you did wrong and what you did badly and what you could do better and also through the experience of seeing what other people do wrong and the similarities you see in yourself and in them and in the mistakes that they have made and that you shouldn't go down that same path and try to better yourself and be the best you can."* The respondent's conduct as well as his/her score of 1.78 (see Table 5.6: Emotionally intelligent leadership profile scores) on the questionnaire indicated that he/she was confident of himself/herself as a leader.

- **Short-term leadership competencies**

Respondent D scored 1.65 (see Table 5.5: Emotionally intelligent leadership profile scores) in this section of the questionnaire. This respondent was clearly conscious of the characteristics of others and how he/she should interact with

others. He/She understood that there were many different sides when a situation arose and *"...has learnt to be more assertive, better in judging situations and dealing with situations with regard to what has actually happened looking at different perspectives not just looking in one direction, gained respect from his fellow students by giving it to them as well."* As mentioned above, respondent D was conscious of the body language of others and considered such factors before responding to them.

The scores obtained by respondent D could be verified by the interview and casual observations by the researcher.

5.3.4.5. Respondent E

- **Background information**

Respondent E spoke very reluctantly in the interview and remained evasive throughout. This respondent seemed to have serious issues with having been caught in risk-taking behaviour earlier in the year and having received warnings from the school management and teacher in charge of student leaders.

The respondent had served as a student leader in the boarding house but had a very erratic relationship with junior students. He/She was one of the student leaders who paid very little attention to his/her position as a role model. He/She confined answers to vague and ambiguous responses and seemed to consciously respond to what he/she believed the researcher/teacher "would like to hear". Answers were well prepared before they were delivered and lacked spontaneity and detail.

- **Emotional literacy**

Respondent E tended to be more reserved and non-committal about his/her responses indicating that he/she was emotionally cautious and found it difficult to express his/her emotions easily. This respondent seemed to be easily threatened

and seemed to be overly concerned about being judged negatively "…*it's just how people judge".*

Furthermore, despite obtaining a mean EI score of 2.22 (see Table 5.6: Emotionally intelligent leadership profile scores) on the emotional expression sub-dimension scale, the respondent was unable to express or identify emotions during the interview, confirming the researcher's opinion (that was held even during observations of this respondent) that this particular respondent answered the questionnaire with the intention of saying "...what the teacher (researcher) would like me to say."

- **Emotional intelligence competencies**

In this section, the respondent once again obtained a mean score of 2.15 (see Table 5.6: Emotionally intelligent leadership profile scores), but the interview indicated otherwise "...*there are going to be other people watching you at every step and at times the leadership feels like a noose around your neck*". This could indicate a generally lower level of emotional intelligence.

On the issue of resilience, the respondent claimed to have bounced back from the situation when he/she was caught engaging in risk-taking behaviour and given a final warning. Yet, he/she seemed to bear a grudge and found it difficult to take responsibility or move on "...*you are supposed to set a good example for others, and hence mentioned earlier that sometimes it feels like a noose around your neck*". From her observations, the researcher had found this respondent very guarded and unable to appraise or communicate emotions in order to deal with them appropriately. Furthermore, the researcher had witnessed this respondent succumbing to peer pressure and breaking rules, despite agreeing to abide by and uphold the school's code of conduct.

- **Emotional intelligence (EI) values**

This respondent, who obtained a mean scores of 2.61 (see Table 5.6: Emotionally intelligent leadership profile scores) on this dimension, demonstrated throughout the interview his/her emotional insecurities with the issue of being accepted by peers and the discomfort of being "*watched*" and "*being judged*". This respondent still seemed quite individualistic but very guarded so that he/she would appear to be doing the right thing. He/She seemed to lack self-confidence and did not yet have a sound value system that he/she followed. Two student leaders, when referring to him/her as a fellow student leader, commented: "...*the fact of honesty, to do the right thing even though no one is watching"* (respondent I) and "*I would have to say there's a bit of hypocrisy that there are some people with their blazer and tie claim they stand for one thing, but you can see them doing other things, I would change that*" (respondent H). The researcher was of the opinion that this respondent's EI values needed to be developed further.

- **Long-term leadership competencies**

While respondent E scored 2.03 (see Table 5.6: Emotionally intelligent leadership profile scores) on the questionnaire, this respondent lacked the vision of a leader. His/Her constant discomfort at being "judged" and "watched" demonstrated an individual who was driven by external factors such as a need for constant recognition. He/She lacked the necessary confidence to stand up for what he/she believed in. This respondent had a negative reputation with juniors and he/she was accused of "bullying" them as well as using "foul language" while he/she was fulfilling duties in his/her role as student leader in the boarding house.

The following statement, as made by the respondent in response to complaints against his/her inability to follow rules with respect to wearing the correct uniform and keep to the physical demarcations at the school for boarders: *"No matter what you do, there are going to be other people watching you at every step and at times the leadership feels like a noose around your neck. And whatever you*

do, it just keeps getting tighter and tighter. So you have to watch your every step, and make sure that even the most innocent move that you might think is innocent, others might judge it in the wrong way and completely take you down for it." This illustrated that this respondent always felt that he/she could make a judgement call as to whether certain rules were relevant or not. His/Her failure to understand the negative impact of his/her conduct, lack of vision and principles, and inability to abide by rules that he/she imposed on others, resulted in others losing respect for him/her.

- **Short-term leadership competencies**

It was the opinion of the researcher that this respondent had not yet reached the level of emotional maturity to stand on his/her own. He/she scored 2.04 (see Table 5.6: Emotionally intelligent leadership profile scores) in this section, which should have indicated an individual who was confident, had the characteristics to openly engage and develop other members of the student leadership body, as well as exhibited a good understanding of the challenges and demands of the school. The respondent constantly hid behind peer tutoring (a programme whereby senior students assist junior students in academic subjects) which was conducted very well, and felt that all other misdemeanours should be overlooked. This respondent failed, according to the researcher, to take the responsibility to show exemplary behaviour seriously.

The results obtained on this questionnaire could **not be verified** by the interview and day-to-day observations by the researcher in the school surroundings.

5.3.4.6. Respondent F

- **Background information**

This respondent was an easy-going and relaxed learner. He/she was a day scholar and therefore mainly conducted duties during the school day, with responsibilities involving supervising afternoon prep as well as sporting activities.

The respondent lost a parent a few years earlier and there was evidence of strong resilience and self-control, which will be discussed further.

- **Emotional literacy**

This respondent scored 2.38 (see Table 5.6: Emotionally intelligent leadership profile scores) in this section of the questionnaire. The interview confirmed a healthy level of self-awareness as well as social awareness. The respondent expressed himself/herself confidently throughout the interview and spoke in a relaxed manner.

This respondent was able to differentiate between the emotional needs of students in different forms and adjust his/her interaction accordingly. The respondent stated: "*I think where you really get to know the forms is with the Form 1s to Form 3s, especially the Form 1s because they are new and they don't know what to expect and you need to be there for them and you need to help them wherever you can."* This alluded to the fact that respondent F had a good understanding of others and was able to appraise the emotional level of fellow students and respond appropriately to them.

- **Emotional intelligence competencies**

Respondent F manifested a high level of emotional intelligence both in this section of the questionnaire (scored 2.05, See Table 5.6: Emotionally intelligent leadership profile scores) and the interview. This respondent's ability to deal with time management and stress were evident in his/her reply to a question on dealing with pressure, "*You can do it, you can balance your time, and you can make time for others, you just have to start planning so far ahead."*

The researcher was aware of the trauma faced by the respondent when he/she lost a parent and the impact it had on his/her emotional life. It had resulted in an individual who was self-reliant and self-motivated, and could focus on the major issues at hand, *"... just do a little bit of your work every day, if you're asked for*

help just give it to them because as much as you are helping them you are learning yourself as well".

- **Emotional intelligence (EI) values**

The respondent scored a mean value of 2.39 (see Table 5.6: Emotionally intelligent leadership profile scores). Observation suggested that this respondent had sound values and could withstand peer pressure. The statement: "*You feel empowered in a way, you feel like you need to do better and need to like help wherever you can and set an example for everyone and like be in control in a certain way, I guess..."* could indicate that this respondent understood the importance of displaying exemplary behaviour and took his/her responsibilities seriously.

- **Long-term leadership competencies**

Respondent F scored 1.95 (see Table 5.6: Emotionally intelligent leadership profile scores) indicating that this respondent had a sound set of values: "*Get to know each other, help each other out, don't judge each other. Some people handle situations differently so don't think just because they handle situations differently you can't rely on them because that's not true. Never overlook each other, if a student leader says no to someone, don't override them and say no sure you can do that, because if you are not standing by each other and not being one student leadership body how are you going to be strong for the school. Be there together."*

The latter statement confirmed the researcher's observations that this respondent shared a common vision with the rest of the student leadership body.

- **Short-term leadership competencies**

Respondent F had an inclusive approach towards his/her fellow students. He/She had proved to have good communication and interpersonal skills and this has led him/her to exercise effective skills in different situations. For example, the

respondent stated: "*As a person, I think I always try and find the funny side of everything and if everyone else is stressed I'm the one to tell the guys to relax a bit, let's take a breather and we'll go back to it. As a student leader, you are under pressure so there isn't the time to be funny, there isn't the time to take a break so you have to push and sometimes you lose the humorous side because you need to push on, you need to finish, you need to cope."*

The researcher had often observed this respondent showing empathy and kindness to juniors. This level of emotional support had often portrayed his/her ability to understand the different emotional needs of all the learners. The EIL profile score of 1.69 on the short-term leadership dimension corresponds with the reported observation.

5.3.4.7. Respondent G

- **Background information**

Respondent G was a day scholar who had performed duties mainly during the school day. This student leader faced the latter half of this year on his/her own as his/her parents had moved out of town. This resulted in him/her taking full responsibility for himself/herself. This respondent had matured emotionally, had become self-reliant and self-motivated to work and perform his/her duties with no parental supervision.

Due to technical problems with the recording device, there was no transcript of this interview. The findings are presented from notes made during the interview and observations of this student leader during the year.

- **Emotional literacy**

Respondent G scored a mean value 2.56 (see Table 5.6: Emotionally intelligent leadership profile scores) indicating a high level of self-awareness and social

awareness. The researcher could confirm this respondent's ability to express himself/herself positively and appraise the emotions of others accurately.

- **Emotional intelligence competencies**

This respondent showed a high level of flexibility during his/her reign as a student leader. In this section, the respondent obtained a mean score of 2.55 (See Table 5.6: Emotionally intelligent leadership profile scores). Despite the personal challenges of having to take responsibility and provide for himself/herself, the respondent managed to focus and "juggle" his/her responsibilities as a student leader, a student and an individual living on his/her own. It indicated that the respondent was able to take the initiative and had the ability to find creative solutions to challenging situations.

- **Emotional intelligence (EI) values**

A combined EI values mean score of 2.20 attests to the fact that this respondent had a sound set of values. While this respondent's ability to show empathy towards others was not identified as a strength in the questionnaire, (this comment concurs with the score of 2.60 on the interpersonal relations sub-dimension scale of EI values (see Table 5.6: Emotionally intelligent leadership profile scores)), the respondent had a very positive outlook on life. His/Her optimism was apparent in his/her ability to bounce back and focus on improving his/her situation in the future. Furthermore, the respondent did not need adult supervision at home to ensure that he/she remained focused on the responsibilities placed on his/her shoulders.

The respondent displayed integrity in his/her dealings with others. This was evident to the researcher in the discipline displayed by this student leader towards his/her work and responsibilities at school.

- **Long-term leadership competencies**

Respondent G embraced the school's vision as his/her own. The respondent worked tirelessly to serve when needed and was always available to support

fellow student leaders. He/she assisted juniors in areas of sport where he/she exhibited great strength. The score of 2.19 (see Table 5.6: Emotionally intelligent leadership profile scores) confirmed this view.

- **Short-term leadership competencies**

This respondent displayed a positive approach to other learners and situations that arose at school on a day-to-day level, by displaying understanding to fellow students. The score of 2.04 (see Table 5.6: Emotionally intelligent leadership profile scores) confirmed this observation. This respondent was sensitive to others and was able to defer to the better judgement of fellow student leaders when the need arose. He/she had the ability to communicate his viewpoint, but was also able to listen and support others when that view differed from his/her own.

In summary it can be concluded that “daily casual observations” of the student leader in the school environment correlate with the EIL profile.

5.3.3.8. Respondent H

- **Background information**

This respondent was one of the youngest members (sixteen years old) of the student leadership body. This respondent was self-assured but a quiet introvert. His/Her role as a student leader in the boarding house bore witness to his/her having a positive impact on juniors and peers alike. Academically, this respondent was a high achiever. He/She was often involved in drama and music.

- **Emotional literacy**

Respondent H scored 3.34 (see Table 5.6: Emotionally intelligent leadership profile scores) which was way above the mean score, indicating that he/she struggled with emotional literacy. It was discovered in the interview that this particular respondent found it fairly difficult to communicate his/her emotions and

was very uncomfortable expressing emotions. The respondent said, "*I keep things that make me uncomfortable away from thinking"; "I don't like to talk about things that make me uncomfortable*."

- **Emotional intelligence competencies**

The respondent had a mean score of 2.76 (See Table 5.6: Emotionally intelligent leadership profile scores) in this area, suggesting that he/she has sound interpersonal relations, was fairly resilient and was able to express his/her dissatisfaction in a positive way. The interview confirmed that respondent H could handle his/her own emotions and appraise the emotions of others fairly well. Despite feeling overwhelmed at times (there was evidence during the interview that he/she was going through some sort of personal challenge), the respondent managed to control his/her emotions and focus on the task at hand.

- **Emotional intelligence (EI) values**

Respondent H had a mean score of 2.28 (See Table 5.6: Emotionally intelligent leadership profile scores) for this section. Respondent H has strong values and was not persuaded to succumb to peer pressure. This respondent was sure of himself/herself and of his/her responsibility as a role model. He/She had always demonstrated exemplary behaviour and, despite being one of the youngest student leaders, had often taken charge of situations. This respondent had a strong personality and this was evident both in observations and the interview: "*Most of my friends, my friends know that if they're doing anything I will tell an authority or give them up because it's against the rules*." This statement was said with confidence and one could come to the conclusion that this respondent had stood by his/her value system.

- **Long-term leadership competencies**

This following quotation substantiated the fact that the respondent had worked hard to fulfil this vision of creating a caring and secure environment for all learners: *"For me being a student leader was mostly about making a difference in*

the boarding house, because I've been a boarder since I came to this school and I've seen the student leaders go through and the difference they've made in the hostel." Respondent H obtained a mean score of 1.49 in this section. He/She has shared the greater vision of the school by encouraging members of his/her hostel towards holistic development, by supporting them both academically and in cultural activities.

His/Her conscious desire to be a role model and "...*make a difference*", as well as his/her deep dissatisfaction at others who "...*with their blazer and tie claim they stand for one thing, but you can see them doing other things, I would change that"* could possibly imply that this respondent was able to focus on the greater vision, and was able to communicate this vision in both words and conduct. As an extension of the educational management team, this student leader could play a pivotal role in assisting the school to operate more effectively.

- **Short-term leadership competencies**

The respondent was very aware of himself/herself and, despite his/her difficulty with emotional expression; he/she was able to respond aptly to situations he/she found himself/herself in. The score of 1.60 (see Table 5.6: Emotionally intelligent leadership profile scores) on the questionnaire indicated that this respondent had the ability to manage his/her emotions and exert his/her influence in accordance with the objectives of the school.

The interviewee further claimed, "*I'm a good listener. Most people come to me with their problems and talk about them*." This was confirmed in the researcher's observations of the respondent. His/Her ability to serve and be innovative indicated that he/she had a good understanding of the needs of the school as well as the student body. The sensitivity displayed by the interviewee in his/her statement that "*great responsibility can easily be abused. I feel most juniors are ready to do what's asked of them. It could easily be abused. I take it very seriously. Even things like 'tuck in your shirt' or 'you're on detention' are strong*

things to say," indicate that he/she understood the enormity of this responsibility. This would place him/her in a very important position to exercise his/her influence towards fulfilling the aims of the school.

In this instance the researcher found the interview to validate the EIL profile of this particular student leader.

5.3.4.9. Respondent I

- **Background information**

Respondent I was a foreign student who had to move to South Africa because of a personal family tragedy. This student arrived and experienced many language barriers as he/she was not English speaking. Within a year, the respondent was able to speak English, was able to work his/her way to the top academic group in the grade, and his/her natural leadership skills began to emerge.

The respondent was a boarder and served as a student leader in the boarding house. One of this respondent's outstanding characteristics as a member of the student leadership body was that he/she embraced the vision of the school. This was evident in his/her conduct, as he/she led with personal conviction.

- **Emotional literacy**

Respondent I scored 2.43 (see Table 5.6: Emotionally intelligent leadership profile scores) on the emotional literacy dimension of the questionnaire. The respondent had a healthy level of self-awareness, confirmed by the following, "*I keep quiet when I'm angry … and how to respond to it*." From the score it was confirmed that this respondent was able to appraise emotions in himself/herself and others. The respondent also appeared to have a good level of social awareness "*I try to resolve it without making one person feel really guilty."*

- **Emotional intelligence competencies**

This respondent's mean score of 2.05 (see Table 5.6: Emotionally intelligent leadership profile scores) with a particularly high score for resilience (1.83 on this sub-dimension scale) suggested that respondent I had a high level of interpersonal relationships and strong level of resilience. From her observations, the researcher could confirm this was the case as the respondent had been through a particularly difficult transition into the country and the school, coupled with the personal tragedy of losing a parent, and had shown an admirable level of adaptability and resilience.

- **Emotional intelligence (EI) values**

Respondent I was passionate about setting the correct example for peers, especially in his/her role as a leader. The interviewee expressed the following phrases in the interview, "...*taking responsibility for your actions", "act as an example*", and *"it's about you first before telling others*" and "*act in the right way so you can show others*." The researcher could confirm the value placed on being a role model by Respondent I through her observations of this respondent.

The score of 2.60 on the EIL profile for the empathy sub-dimension scale indicated that Respondent I was not very empathetic. The researcher found that this was probably because Respondent I was not focused on how others felt, but rather on his/her own righteous conduct, "*I believe leadership is not about commending and leading and stuff. Most of it has taught me that it's about you must make sure you act in the right way."*

The "outlook on life" sub-dimension score on the EIL profile of 1.50 for respondent I (see Table 5.6: Emotionally intelligent leadership profile scores) compared to the corresponding mean sub-dimension score of 2.18 for the leader group indicated an individual with a high level of optimism and an ability to pursue goals despite obstacles and setbacks. This was evident in this respondent's statement "*most of the time it's about self-motivation*." The

researcher had also observed that determination and perseverance had been the outstanding qualities of this respondent.

- **Long-term leadership**

The respondent scored within the one standard deviation range for the long-term leadership dimension (1.38-2.30) with a score of 1.84. This confirms that respondent I had always been conscious about long-term goals and had motivated himself/herself throughout his/her term of leadership. He/She has been supportive and encouraged fellow student leaders, "*I always make sure that I encourage every single person."*

- **Short-term leadership competencies**

A mean score of 1.73 (see Table 5.6: Emotionally intelligent leadership profile scores) indicated that the student leader felt secure about his/her own characteristics and those of co-learners, as well as showed a level of emotional maturity in the situation he/she finds himself/herself in. In this case, the respondent indicated an ability to appraise his/her own emotions and respond appropriately in order not to jeopardise his/her position or the situation at hand. As stated above (emotional literacy section), the respondent had stated: *"I try to keep quiet when I'm angry*."

This respondent was also painfully aware of the situation he/she found himself/ herself in and displayed creative ways of responding to difficult situations. This was apparent in the following statement: "*People used to laugh at him because he couldn't talk properly. So I took motivation from that… from him*." The researcher had also witnessed this respondent standing up in front of the entire school and performing a song of his/her own composition despite his/her poor articulation of English. This had allowed fellow learners to appreciate his/her courage.

Respondent I has also indicated a healthy level of response to co-learners in difficult situations, "*First, I will try and make them feel right and try to resolve it without making one person feel guilty*." The researcher had also observed this respondent's sensitivity to others when approaching fellow students, indicating respect for others at all times.

The EIL profile and interview, as well as observations, thus correspond for respondent I.

5.3.4.10 Respondent J

- **Background information**

Respondent J was a confident and outspoken learner who was hard-working and an above average academic achiever at school. He/She was a very social person and had many friends. This respondent was a day scholar and, as such, performed duties mainly during the school day.

- **Emotional literacy**

Respondent J had a mean score of 2.47 on the EI dimension of the EIL profile (See Table 5.6: Emotionally intelligent leadership profile scores) implying that he/she was confident in the area of emotional literacy. At the onset of the interview, he/she appeared very nervous and was very conscious of what he/she was meant to say. After a further explanation, he/she relaxed and eased into the interview.

The respondent knew himself/herself and was able to appraise his/her own emotions and responses to these emotions. This was apparent to the researcher when the respondent admitted to being nervous and asked for a few moments to regain control of himself/herself. Furthermore, the respondent's ability to recognise that he/she can be controlling (over others) allowed him/her to consider the responses to situations he/she found himself/herself in. The

interviewee stated: "*You see a person who likes taking control of certain things. You see a person who has dreams and wants to be on top and sometimes can be controlling to a certain point."*

Respondent J tended to answer questions more generally but, in her observations, the researcher had noticed that this respondent had very strong views and confidently expresses them. The respondent was also able to read the mood around him/her and responded fairly accurately to others. The interviewee expressed his/her social awareness fairly accurately as the following response reflected: "*Since I aim to be the best sometimes I get intimidated by certain people so I got to mix with people who were of a higher social status so to speak and I got to be myself and I got to mix with people who I wouldn't normally see as part of my social circle and I got to mix with them, understand them and I think through that I got to learn more about myself."*

- **Emotional intelligence competencies**

Respondent J had a score of 2.24 on the EI dimension of the EIL profile (see Table 5.6: Emotionally intelligent leadership profile scores) suggesting a high level of emotional intelligence. This indicated that the respondent had good interpersonal relationships, a high level of resilience and a positive outlook on life. This was confirmed by the interview as well as the researcher's observations. *"Like, I can go from a difficult situation and be able to carry on with life following my directional path."*

Respondent J had positive personal relationships and was able to express his/her thoughts and ideas in a positive manner. The presence was very vibrant and he/she was full of energy. This had an almost contagious effect on those around him/her, suggesting that an individual with a positive outlook and strong personal power can influence those around them just through their presence.

- **Emotional intelligence (EI) values**

This respondent conducted himself/herself with integrity. Respondent J obtained a mean score of 2.48 in this section of the questionnaire. His/her self-assured disposition had been visible and he/she was not easily swayed by others to compromise who he/she was. "*Okay, first let me start with the rebels so to speak, I got to mix with them, but just from speaking to them I think I got to withhold peer pressure, I got to withstand that, they would talk about certain things and I would just listen and then obviously when you are in a circle like that you would want to add in certain things so I think I learned how to be myself through that. I could mix with them and socialise with them but not fall for what they do and I got to mix with people who have morals and values and they made me realise that I should have morals. Okay, I do have morals and values but then I should live up to my morals and values."* The observations made by the researcher were verified by the questionnaire findings and the interview that this respondent was confident about his/her values.

- **Long- term leadership competencies**

Respondent J was able to focus on his/her vision, *"...as a leader likes to get things done. ...as a leader likes to be influential in a positive way. ... as a leader likes to bring about change and ... as a leader likes to live up to what I think is a motto of a leader which is 'be a service to whatever organisation I am involved in.'"* The respondent was very clear in the interview about the expectations he/she had for himself/herself. This has been evident throughout this learner's stay at the school and corresponded with his/her EIL profile rating of 2.03 for long-term leadership.

- **Short-term leadership competencies**

The fact that this respondent was aware of his/her ability to take control, as quoted above, could mean that he/she is able to make a considered response to situations and tried to see both sides. The interviewee stated: "*I try to understand their way of thinking and try to make them understand my way of thinking*." This

was a strength in situational leadership as this respondent understood the importance of engaging others to try and win them over to his/her thinking, yet he/she expressed a willingness to listen. The short-term dimension score of 2.04 on the EIL profile is in agreement with the example presented. As stated in Chapter 3 (see paragraph 3.7.2.: Characteristics of the student body), student leaders need to find ways to strengthen others' abilities through feedback and guidance.

Furthermore, respondent J understood his/her student leadership role of "... *being a service to whatever organisation I am involved in".* The researcher believes that understanding one's leadership role in the organisation leads to an individual taking responsibility and sharing the vision of the school, as this was evident in the case of this respondent.

5.3.4.11. Respondent K

- **Background information**

This respondent was a day scholar who was an average achiever academically, but very strong in the areas of music and culture. He/she was talkative and energetic and was an enthusiastic participant in this study.

- **Emotional literacy**

Respondent K scored 1.88 (see Table 5.6: Emotionally intelligent leadership profile scores) which was below the mean score indicating a very healthy level of emotional literacy. The respondent tended to over-analyse situations, but in doing so was more conscious of his/her response to situations, as indicated in the statement: *"…because we all got to know each other first to be able to know – now I know she's in a bad mood because I know how she reacts, so I won't really bother her a lot or something like that."*

It appeared from the interview that respondent K's emotional intelligence with respect to self awareness and social awareness, had developed during this year, confirming the view from the literature study that emotional intelligence could be learned. *"At first I didn't handle it at all, so I would end up for a long time sitting down and thinking, just thinking what's going on - why is this happening, maybe what did I do wrong, or what did someone else do wrong, no wait don't blame other people, blame yourself first, ok what is the problem - so it was very muddled up, and the more responsibility I was given the more I learned to think – ok, so this is what happened and that's what works when you're stressed, and you actually have to stop when you know it's not working and start again or try it in a different way."*

- **Emotional intelligence competencies**

Respondent K's score of 1.95 (see Table 5.6: Emotionally intelligent leadership profile scores) indicated a high level of emotional intelligence. This suggested that the respondent was able to manage himself/herself in stressful situations, influence others positively and handle difficult situations in a creative way. This was evident in the interview when the respondent stated: "*The one thing I really liked about our whole thing that was happening this year was that we tried to show something or to bring a certain message across, we all needed to be together but we did drama skits all the time and when you need these popping ideas I was always there because I was always excited, that was my favourite thing to do when we did the drama skits. On a cultural side and ideas I would always syringe colour into the room. Cultural, acting, music - that was my side. So that's what I really enjoyed."*

- **Emotional intelligence (EI) values**

Respondent K had a sound set of values which was verified by the EI dimension score of 1.87 (see Table 5.6: Emotionally intelligent leadership profile scores) achieved on the questionnaire in this section. He/she displayed empathy for others "*I think this year's student leaders, we did a great job on that because we*

all got to know each other first to be able to know – now I know she's in a bad mood because I know how she reacts, so I won't really bother her a lot or something like that." Respondent K also had a positive outlook on life and was able to exercise personal power to influence others positively. "…*so if I see that somebody's upset I would know, ok this person doesn't really like to be bothered so don't really approach them. You get more out of them if you approach them later after they're feeling better and say - hey what happened when you were like . . . That actually helps because I think it's quite important to know the people first*." This was evident in the observations, the findings of the questionnaire and confirmed by responses in the interview.

- **Long-term leadership competencies**

Respondent K had a long term leadership dimension score of 1.38 (see Table 5.6: Emotionally intelligent leadership profile scores) which was below the mean score 1.99. This respondent had shared the school's vision of offering a holistic education to all its students. In areas where he/she possessed strengths such as music and drama, he/she worked tirelessly to assist and support others. This respondent communicated his/her personal values and the school's vision through his/her creative work and in the manner that he/she conducted himself/herself. He/She had been an outstanding ambassador for the school, when he/she constantly assisted and participated in drama and musical performances throughout the country while representing the school.

- **Short-term leadership competencies**

This student's ability to manage emotions, time and the demands of student leadership were confirmed by the score of 1.58 (see Table 5.6: Emotionally intelligent leadership profile scores). This corroborates the observations made by the researcher.

Respondent K's EIL profile singled him/her out as an outstanding person with scores constantly deviating outside the one standard deviation range for all dimensions. Observations and interviews correlate strongly with these findings.

5.3.4.12 Respondent L

- **Background information**

This respondent had struggled academically. He/She was extremely polite and always showed a willingness to serve. However, he/she struggled with asserting himself/herself and lacked self confidence. Respondent L was a boarder and served as a hostel student leader, and being the only boarder in his/her hostel, he/she found the role of student leader both demanding and challenging. As indicated in his/her EIL profile, respondent L's dimension score fell outside the one standard deviation range for all dimensions and deviated constantly to the negative/insecure side.

- **Emotional literacy**

This respondent was reluctant to talk about his/her emotions. He/she lacked the confidence to express himself/herself articulately. Respondent L scored a mean value of 3.13 on the EI dimension of the EIL profile (see Table 5.6: Emotionally intelligent leadership profile scores). The researcher had observed this insecurity in this particular respondent on various occasions. The interviewee expressed the following: "*I feel like sometimes I feel like my decisions are not the right ones... so I don't want to..."* He/she also confirmed this hesitancy in expressing his/her decisions *"I'm not confident with what I tell people sometimes*."

- **Emotional intelligence competencies**

Respondent L scored 3.00 (see Table 5.6: Emotionally intelligent leadership profile scores) indicating a low level of emotional intelligence. This score alluded to a low level resilience and healthy emotional expression. The respondent did obtain a mean score of 2.40 (see Table 5.6: Emotionally intelligent leadership profile scores) for interpersonal relationships sub-dimension scale. These findings were confirmed by both the interview and the researcher's observations, where the researcher had often witnessed this respondent's difficulty in facing peer pressure.

- **Emotional intelligence (EI) values**

While respondent L tried to maintain a positive outlook on life and was able to direct his/her personal power positively, his/her low level of emotional intelligence seems to have influenced his/her integrity to some extent and his/her ability to withstand peer pressure. The score of 2.80 (see Table 5.6: Emotionally intelligent leadership profile scores) confirmed the findings in the interview and the observations by the researcher of respondent L's inability to direct his/her personal power towards influencing peers to follow school rules. When asked whether he/she would succumb to breaking rules if his/her friends pressurised him/her, he/she responded: "*I would, I think I would...*"

- **Long- term leadership competencies**

This respondent had not yet adopted the common vision of the school. This was verified by the score of 3.05 (see Table 5.6: Emotionally intelligent leadership profile scores) obtained in the questionnaire in this section. It is the view of the researcher this respondent had low self-esteem. He/she seemed to be unsure and hesitant of himself/herself and expressed his/her need and comfort when he received guidance, "*Okay like from where I'm from, my parents, I was always led to the right direction so I found it easy to follow. And the, if I'd say… I never had issues with listening or taking orders from people...Yeah, I had to give them and then I found that difficult."* This respondent was still cautious and guarded when it came to leading others, suggesting that this area still needed to be developed.

- **Short- term leadership competencies**

Because this respondent faced so much indecision and a lack of confidence, he/she had largely tried to impose the necessary rules in the school and hostel. The respondent expressed dissatisfaction at the level of service he/she provided, "*The thing is, when I first applied to be a student leader my aim was to leave a positive mark. Especially with the students but then as time went by I found it very difficult because I think I consider myself as a person that follows a lot more than leading. So sometimes if I had to do something I found it difficult. So I don't*

think I did what I wanted to do." A short-term leadership sub-dimension value of 2.76 confirms this. The researcher was of the view that these skills could be developed over time.

Respondent L's EIL profile was thus substantiated in the interview and casual observations by the researcher.

5.3.5. The correlation between the EIL profile results and interview evaluation

A summary of the correlation between the EIL profile and interview evaluation is included below.

TABLE 5.7: FREQUENCY OF AGREEMENT ESTABLISHED BETWEEN EIL PROFILE AND INTERVIEW EVALUATION

	Correspond	Do not correspond	Total
Frequency	11	1	12
%	91.7%	8.3%	100%

A correspondence rate of 92% serves as a solid indication that the EIL profiling design was highly effective in this particular instance. Below is a table that illustrates the probable trend between EI competencies and long-term leadership.

TABLE 5.8: PROBABLE RELATIONSHIP BETWEEN EI COMPETENCIES AND LONG-TERM LEADERSHIP

Respondent	EI competencies		Long-term leadership	
	EI profile score	Direction	Long-term profile score	Direction
A	2.35	+	1.76	+
B	2.22	+	1.73	+
C	2.35	+	2.57	-
D	2.29	+	1.78	+
E	2.15	+	2.03	+
F	2.05	+	1.95	+
G	2.55	+	2.19	+
H	2.76	+	1.49	+
I	2.05	+	1.84	+
J	2.24	+	2.03	+
K	1.95	+	1.38	+
L	3.00	-	3.05	-

Legend:

1. Always true **+**
2. True **+**
3. Sometimes **+**
4. Rarely **-**
5. Never **-**

The table above indicates a relationship between EI competencies and long-term leadership competencies. The direction of the measures agrees for the two measures in all but one instance (respondent C). Pearson's correlation coefficient of 0.6 on the 6% level of significance confirms the indication of a relationship between EI competencies and long-term leadership competencies.

The findings from the questionnaire and semi-structured interviews are now summarised below.

5.3.6. Summary and analysis of findings from the questionnaires and semi-structured interviews

The summary of the findings from the questionnaires and interviews will be discussed under the sub-headings of each section of the questionnaire.

5.3.6.1. Emotional literacy

It was found that all respondents who had a higher level of emotional literacy responded more positively to difficult situations. This was confirmed by both the questionnaire findings and findings from interviews with various respondents (see paragraph 5.3.4.1: Respondent A, paragraph 5.3.4.2: Respondent B, and paragraph 5.3.4.4: Respondent D) . The respondents who could recognise and appraise emotions in themselves were more competent in recognising and appraising the emotions in others. This was also confirmed by respondents B, D, F and K (see paragraphs 5.3.4.2, 5.3.4.4, 5.3.4.6 and 5.3.4.11). With the majority of respondents, a positive correlation was found between the scores on the EIL profile and the outcomes of the interview for this section.

However, in the case of respondent D (see paragraph 5.3.4.4: Respondent D), the data from the questionnaire did not correlate with the results from the interview. It is the researcher's view that this discord may have been the result of the respondent saying what he/she expected the interviewer wanted to hear from him/her. The close relationship between the researcher and respondent could have been responsible for this dichotomy. In this instance, whereas the respondent's score on the questionnaire indicated a high level of emotional literacy, the interview proved that this respondent had a poor level of emotional literacy. This respondent struggled to express and appraise emotions in both himself/herself and others.

Respondents A (see paragraph 5.3.4.1), C (see paragraph 5.3.4.3), E (see paragraph 5.3.4.5) and K (see paragraph 5.3.4.11) indicated that this process of filling in the questionnaire made them more aware of their own emotional feelings and those of others. This indicated to the researcher that even this process of filling in the questionnaire, provided a positive learning experience for each student leader and contributed to his/her self-awareness.

5.3.6.2. Emotional intelligence competencies

In this section of the questionnaire factors such as intentions, creativity, resilience, interpersonal relationships and healthy expression of emotions were measured. Respondents with a higher level of emotional intelligence competencies were more self-assured, confident and led with integrity. This was evident, based on the findings in the questionnaire, and particularly in the interviews of respondents A (see paragraph 5.3.4.1), B (see paragraph 5.3.4.2), D (see paragraph 5.3.4.4), F (see paragraph 5.3.4.2), G (see paragraph 5.3.4.7) and I (see paragraph 5.3.4.9). It seems, according to the researcher, that these respondents were more effective leaders to the extent that when facing difficult situations or working under extreme pressure – they could even cope better without losing focus on their goals.

The researcher also discovered that in the case of respondent F (see paragraph 5.3.4.6), respondent G (see paragraph 5.3.4.7) and respondent I (see paragraph 5.3.4.9), each of these student leaders had faced a high level of personal adversity and appeared to cope much better in the face of extreme pressure and stress than other members of the student leadership body. It seems as if these student leaders were also able to interact with juniors in a more empathetic and understanding manner and they did not try to exercise personal power in an authoritarian manner. This suggests that student leaders who had undergone personal adversity (see paragraph 5.3.4.6: Respondent F, paragraph 5.3.4.7:

Respondent G and paragraph 5.3.4.9: Respondent I) *had demonstrated a higher level of resilience and emotional maturity than their peers.*

5.3.6.3. Emotional intelligence values

Respondents who were able to empathise with the rest of the student body demonstrated a sensitivity and an understanding of the needs of different age groups and used their personal power deferentially. It seems as if these respondents enjoyed healthier emotional relationships with the rest of the student body, and could influence other learners more positively (see paragraph 5.3.4.2: Respondent B, paragraph 5.3.4.4: Respondent D and paragraph 5.3.4.9: Respondent I). Respondents who had a positive outlook on life and who conducted themselves with integrity seemed to be more effective as leaders. These student leaders appeared to have high levels of intrinsic motivation and were clear about their values as students and as leaders. This was evident, based on the findings in the questionnaire and interviews and also confirmed by the observations of respondent B (see paragraph 5.3.4.2), respondent D (see paragraph 5.3.4.4), respondent F (see paragraph 5.3.4.6), respondent G (see paragraph 5.3.4.7), respondent I (see paragraph 5.3.4.9) and respondent K (see paragraph 5.3.4.11).

5.3.6.4. Long-term leadership competencies

It was confirmed by the findings in the questionnaire and the interview that student leaders, who had clear goals and aligned themselves to the vision of the school, were able to be more effective leaders. The respondents were not easily influenced by peers (or friends) and had an inner need to be respected as leaders. Respondent A (see paragraph 5.3.4.1), respondent B (see paragraph 5.3.4.2), respondent D (see paragraph 5.3.4.4), respondent F (see paragraph 5.3.4.6), respondent I (see paragraph 5.3.4.9), respondent H (see paragraph 5.3.4.8), respondent J (see paragraph 5.3.4.10) and respondent K (see

paragraph 5.3.4.11) all demonstrated this aspect. These student leaders also considered their positions as role models to be vital. The contrary was found in three respondents, respondent C (see paragraph 5.3.4.3), respondent E (see paragraph 5.3.4.5) and respondent L (see paragraph 5.3.4.12). Each of these student leaders were uncertain about the vision of the school, and therefore merely imposed rules and it seems that they were less effective in influencing the wider student body towards the vision of the school.

5.3.6.5. Short-term leadership competencies

The scores on the short-term leadership skills of respondents A, B, D, G, H, I, J and K (see Table 5.6: Emotionally intelligent leadership profile scores) were considered to be positively linked to the scores on emotional intelligence. It was found that student leaders who were able to express themselves (see paragraph 5.3.4.9: Respondent I and see paragraph 5.3.4.11: Respondent K), manage themselves and motivate themselves (see paragraph 5.3.4.2: Respondent B, paragraph 5.3.4.4: Respondent D, paragraph 5.3.4.8: Respondent H and paragraph 5.3.4.10: Respondent J) were also the same student leaders who could control their responses in difficult situations, engaged in self reflection, motivated others and were able to influence peers positively. These student leaders were able to focus on their goals.

5.4. CONCLUSION

It appears that **there is a statistically significant correlation between a high level of emotional intelligence and strong leadership competencies** and vice versa (see Table: 5.8: Probable trend between EI competencies and long-term leadership). This study was undertaken with a very limited sample and these tentative findings would require further investigation.

The following chapter will deal with the implications of the findings, recommendations and suggestions for further research.

CHAPTER 6

SUMMARY OF THE FINDINGS, LIMITATIONS AND RECOMMENDATIONS

6.1. INTRODUCTION

The previous chapter focused on the findings of the empirical investigation undertaken into the role of emotional intelligence in the development of student leaders from a school leadership perspective. An emotional intelligence leadership (EIL) profile was drawn up for each student leader from the EIL questionnaire that was completed by each respondent who was part of this survey. An interview was also conducted with every student leader to attempt to verify whether the questionnaire did indeed measure what it was intended to measure, namely, the EIL skills of each student leader. The findings from the EIL profile were used as guidelines to direct the semi-structured interview (as mentioned above) as the interviewee tried to verify the results.

In this chapter, a summary of the findings of this entire study will be presented. Findings derived from both the literature study and the empirical research will be reviewed followed by a discussion that deliberates upon the implications of these findings. This will be followed by a discussion of the limitations of this study, recommendations and suggestions for further research.

6.2. OVERVIEW OF THE RESEARCH PROCESS

As explained in Chapter One, there has been an increase in violence and behavioural problems experienced in South African schools, some of which having been perpetrated by students in leadership positions (Keating 2007:3). The researcher is of the opinion that emotional intelligence (EI) plays a significant role in student leadership, to the extent that it will enable student leaders to make considered decisions in their specific leadership roles, thereby making them more effective leaders.

Student leadership entails supporting the school towards fulfilling its vision through a more meaningful involvement of student leaders with the wider student body. Student leaders currently perform monitoring tasks, such as supervision of homework sessions and assisting teachers with their tasks (see paragraph 3.6.1: Current role of student leaders). However, they also perform the important task of setting an example, being a role model, encouraging fellow students, and sacrificing their own time to serve the needs of fellow students at school. EI refers to an individual's ability to know and manage his/her own emotions and reactions, as well as his/her ability to manage and respond appropriately to others. It is the view of the researcher that EI has a significant role to play in enabling student leaders to fulfil their roles more effectively.

The statement of the problem for this study is recapped for the benefit of the reader, namely:

From a school leadership perspective, what part does emotional intelligence play in the development of secondary school student leaders?

As stated in Chapter 1 (paragraph 1.3: Aims of the research), the aims of this study were to:

- Establish an understanding of the concept of emotional intelligence and the specific components of emotional intelligence.
- Establish an understanding of the development of emotions and emotional intelligence in adolescents.
- Explore the concept of leadership by focusing on leadership models and leadership styles.
- Establish an understanding of the responsibilities and challenges faced by student leaders.
- Explore the effect of emotional intelligence on student leadership.

- Examine whether the questionnaire presented incorporates the various aspects of emotional intelligence and leadership provision of each student leader.
- Draw up an emotional intelligent leadership profile of each student leader that exposes strengths and limitations of emotionally intelligent leadership skills in each student leader.
- Establish whether the information gathered was relevant and informative to a teacher in charge of a student leadership body.
- Establish whether the questionnaire is a valid measuring tool for emotionally intelligent leadership.

Each of these aims is an important part of the research findings and will be integrated and explained in detail in the next paragraph (see paragraph 6.3: Synthesis of findings).

A brief review of the research process with reference to the above-mentioned research problem, in relation to each chapter will be outlined:

Chapter One has introduced the general context, namely a private boarding school in the North West Province, where this research was undertaken. This allowed the researcher to highlight the challenges faced by student leaders in a South African private school today, and it enabled the researcher to formulate the aims that guided the research. The methodology and design of the research was briefly outlined together with a summary of the chapter layout. An outline of the entire study was made in Chapter One.

The purpose of Chapter Two was to undertake a literature study into the concept of emotional intelligence. The neurological link between emotions and behaviour was explained in detail. Various models of emotional intelligence were discussed in addition to the development of emotional intelligence in adolescents. This enabled the reader to understand the development and role of emotions and

emotional intelligence in adolescents, how emotional intelligence affects an adolescent's understanding of himself/herself and others, and how it influences his/her responses to different situations.

Chapter Three covered the concept of leadership, focusing specifically on student leadership. The concept of student leadership was explored. Leadership skills were discussed and the emotional intelligence skills needed for effective leadership were also identified and explained. Because this research deals with adolescents, emotional intelligence has been linked with this part of the population in order to show how it affects their development. Research into current literature on the role of emotional intelligence in leadership was undertaken. The emotional intelligence domains and associated competencies and the influence thereof on leadership were explored. A long-term leadership model was presented and a short-term leadership model was adapted for student leaders to allow the researcher to contextualise the role and responsibilities of student leaders.

Chapter Four outlined the research design and methodology and the rationale for using the methods specified was substantiated. The researcher had embarked on a mixed method approach. The instruments used for data collection and the justification behind the use of these instruments were explained in detail. The most important aspect regarding the empirical research was to ensure that ethical considerations were maintained and that the researcher maintained her integrity at all times. Compilation of the questionnaire was done in an in-depth manner using other questionnaires and the findings from the literature study, in addition to conducting a pilot study to refine the questions in the questionnaire. The purpose of the questionnaire was to compile a profile of the emotional intelligence and leadership dimensions of each prefect. The qualitative research was explained describing the use of the semi-structured interview and observation techniques.

Chapter Five presented the findings from the empirical investigation. The emotional intelligence leadership (EIL) profiles of all student leaders (respondents) were presented in a table (see Table 5.6: Emotional intelligence leadership profile scores), followed by a summary of the findings from the semi-structured interviews. Significant correlations were found between the EIL profile and the semi-structured interview analysis, as well as between the level of EI and long-term leadership competencies of student leaders. By utilising quantitative and qualitative research methods, triangulation of the data was possible, and this enhanced the validity and reliability of this study as a whole.

6.3. SYNTHESIS OF THE LITERATURE AND EMPIRICAL FINDINGS OF THE STUDY

The synthesis of the findings from this research and the consequent recommendations will be discussed in accordance with the research problem and objectives as stated in Chapter One (see paragraph 1.3: Aims of the research).

6.3.1. Establish an understanding of the concept of emotional intelligence and the specific components of emotional intelligence

The concept emotional intelligence, for the purpose of this study, is the ability to motivate oneself, persist in the face of frustrations, to control impulses and delay gratification, to regulate one's moods, to keep distress from interfering with the ability to think, to empathise, to hope, to perform and to be creative (see paragraph 2.4.1: Defining EI). The main competencies that were identified were self-awareness, that is, awareness of one's own emotions, awareness of emotions in others, managing oneself and managing one's relationships (see paragraph 3.5: Importance of EI in leadership). Therefore the ability to recognise and regulate emotions, consider one's response by understanding one's own emotions and that of another is at the core of EI.

Leaders, including student leaders should endeavour to adjust their thinking styles to their emotional state and situation in order to develop and maintain sound interpersonal relationships, given that it is the emotionally mature leader who is the most influential in a group (see paragraph 2.3.1: Emotion).

6.3.2. Establish an understanding of the development of emotions and emotional intelligence (EI) in adolescents

The main findings from the literature study on the development of emotions and emotional intelligence amongst adolescents formed the foundation of the empirical investigation.

Adolescence is commonly divided into three periods, and for the purpose of this study as mentioned in paragraph 2.5: Adolescence, the late stage (ages 17 to 20) was the most significant. As stated in paragraph 2.5.1: Psychosocial development of adolescents, this is an age that is often characterised by turmoil as the adolescent struggles to develop his/her own identity. The researcher is of the view that adolescents need to recognise and identify their own emotions so that they are able to make the transition into adulthood more confidently and more responsibly. This is particularly important for adolescents who have been elected to leadership positions in school, as they are tasked with guiding and influencing their peers towards the vision of the school. Emotions are extremely important in leadership as emotions can influence a person's intra- and interpersonal processes; his/her judgements, decisions and the way a person thinks (see paragraph 2.3.1: Emotion).

As described in paragraph 2.3.1: Emotion, the frontal cortex – the logical part of the brain – weighs a situation logically and rationally and generates a conscious plan of action. An individual who lacks self-awareness would often bypass the frontal cortex and act without considering his/her response – resulting in the amygdala hijack. The greater the awareness of this process in the brain by an

individual, the more likely it is for an individual to consider the situation and control the amygdala hijack. This would indicate that the individual is now capable of ensuring that the response comes from the frontal cortex, and now responds after carefully considering the circumstances.

This implies that for one to be able to understand and respond suitably to others, or appropriately in different situations, one has to first understand one's own emotions. Thus, in order to foster the development of EI in an individual, one must first become emotionally literate, that is, one must be able to recognise and identify one's own emotions (see paragraph 2.4.3: Models of EI). This is one of the basic competencies identified in EI, known as self-awareness.

During the empirical investigation, it was found that all respondents who had a high level of emotional literacy, responded more positively to difficult situations. Those who could recognise and appraise emotions in themselves were more competent in recognising and appraising the emotions in others. In the majority of respondents, a *positive correlation* was found between the scores and the outcomes of the interview for this section (see paragraph 5.3.5.1: Respondent A, paragraph 5.3.5.2: Respondent B, 5.3.5.4: Respondent D, 5.3.5.6: Respondent F and paragraph 5.3.5.11: Respondent K).

The next important competency identified was that of awareness of emotions in others. During the empirical investigation, some student leaders claimed that the process of completing the questionnaire had created an awareness of their own emotions, as well as the emotions of others (see paragraph 5.3.6.1: Emotional literacy). This allowed the student leaders to consider a co-learner's emotional state, body language and how to approach a co-learner and react to his/her emotional state (or needs) in a sensitive and empathetic way. As this area was not the focus of the study, this supposition was not conclusive. The researcher is of the view that those student leaders who displayed a higher level of EI may

have acquired it as a result of their particular socialisation, or a genetic predisposition rather than as a result of a conscious learning programme.

The empirical investigation indicated that the respondents who were more aware of their own emotions and those of others were also able to relate to and function at an emotional level on a day-to-day basis. This supposition was verified in the study (see paragraph: 5.3.5.11. b: Emotional literacy).

The respondents who possessed emotional competence are better able to deal with peer pressure, higher academic demands, and the temptations of drugs and alcohol (see paragraph 2.5.5: Emotional intelligence in adolescence). It appears as if the best time to foster EI is when the adolescent is in the school environment. EI appears to have played an important role in the lives of the student leaders participating in this study. According to this investigation the respondents who were more emotionally intelligent experienced an elevated self-concept, higher levels of self-motivation, better problem-solving skills and appeared to be more determined and self-controlled (see paragraphs: 5.3.5.2.c: EI competencies and paragraph: 5.3.5.4.c: EI competencies).

The observations made by the researcher were positively correlated to the interviews and EIL profiles. These indicated that student leaders who were able to empathise with the rest of the student body, demonstrate an understanding of the needs of different age groups, and use their personal power deferentially, enjoyed healthier relationships with the rest of the student body, and thereby influenced them positively. The respondents who had a positive outlook on life and who conducted themselves with integrity, according to this survey seemed to be more effective leaders in that they were respected by their peers. These respondents also appeared to have a high level of intrinsic motivation and were clear about their values as student leaders (see paragraphs 5.3.5.1: Respondent A, 5.3.5.2: Respondent B, 5.3.5.4: Respondent D, 5.3.5.6: Respondent F and 5.3.5.9: Respondent I).

6.3.3. Explore the concept of leadership by focusing on leadership models and leadership styles

For the purposes of this study, leadership is viewed as the ability to influence people (peers) to achieve the end goals and aims of an institution (Van Niekerk, 1995:1; see paragraph 3.2: The concept of leadership). Student leadership encompasses both transactional and transformational leadership. Transactional leadership focuses on the tasks and skills usually associated with leadership such as speaking in public, delegating authority, leading meetings and taking decisions (see paragraph 3.4: Leadership styles). This style of leadership entails the leader rewarding the followers for compliance. Therefore, extrinsic motivation is applied. This is often the case at school at present, where student leaders impose a punishment for non-compliance, thereby discouraging those who do not wish to comply with rules (see paragraph 3.4: Leadership styles).

Transformational leadership focused on the process of leadership and what it means to be a leader. Transformational leadership is concerned with how individuals used their abilities to influence people. The difference could be described as “doing” versus “being” a leader (see paragraph 3.4: Leadership styles). In transformational leadership, the leader seeks to develop followers. The main characteristics of this type of leadership were idealised influence (followers idealise and emulate the behaviours of their trusted leader); inspirational motivation (i.e. followers are motivated by attainment of a common goal); intellectual stimulation (i.e. followers are encouraged to break away from old ways of thinking and are encouraged to question their values, beliefs and expectations); and individualised consideration (i.e. followers’ needs are addressed both individually and equitably).

Student leaders were often relied upon to “do” certain tasks, for example, monitoring peers in the way they dress and instructing them to obey school rules. The role of “being” a good leader involves, for example, being a role

model, (see paragraph 4.3.2.2.1: The pilot study), gaining knowledge of oneself and how to respond in an emotionally intelligent way to peers, dealing with conflict constructively, motivating others by being self-motivated (see paragraph 3.5: Importance of emotional intelligence in leadership). These are issues the researcher believes have been largely ignored in the development of student leaders. Upon taking up office, student leaders are not nurtured or trained to fulfil their roles effectively.

Short-term leadership, also known as situational leadership, involved a leader's response to daily circumstances that arise (see paragraph 3.7: A leadership model for student leaders). Emotional intelligence played a vital role in this regard. Student leadership involves both long-term and short-term leadership (see paragraph 3.6.4: Characteristics of effective student leaders). The student leader must, therefore, have a sound set of values and their vision must be in line with the vision of the school. The supposition that student leaders who aligned their vision to that of the school's, were more effective in communicating this vision, was confirmed by this study (see paragraphs 5.3.5.1: Respondent A, 5.3.5.2: Respondent B, 5.3.5.4: Respondent D and paragraph 5.3.5.9: Respondent I).

Certain factors such as the student leader's own characteristics, the characteristics of co-learners and that of the school or situation, influence how decisions are made by student leaders: This supposition was proven to be true (see paragraph 3.7: A leadership model for student leaders). Student leaders who displayed a more democratic approach and involved co-learners in decision-making, had a more positive influence on their peers and the school. Those leaders who understood their co-learners and adapted their approach, accordingly were also more effective leaders (see paragraph 3.7: A leadership model for student leaders).

Student leaders who had adopted the vision of the school as their own, were able to act in accordance with that vision and represented the ethos of the

school at all times (see paragraphs 5.3.5.1: Respondent A, 5.3.5.2: Respondent B, 5.3.5.4: Respondent D and paragraph 5.3.5.9: Respondent I, paragraph 5.3.5.11: Respondent K). The contrary was also confirmed when the respondents who had not aligned themselves with the long-term vision of the school struggled to be effective in their leadership positions and were at times victims of peer pressure and felt uncertain about their roles (see paragraphs 5.3.5.5: Respondent E and 5.3.5.12: Respondent L). The supposition that student leaders who possessed characteristics such as integrity and acted as positive role models were all more effective in their leadership roles, was confirmed by the research (see paragraph 5.3.6.4: Long-term leadership competencies).

For a student leader to understand and respond suitably to peers and the situation that arises, a student leader should have a high level of self-awareness (see paragraph 3.5: Importance of emotional intelligence in leadership). Leadership involves being a role model and student leadership is no different. In fact, this was cited by many respondents as one of their most important tasks (see paragraph 4.3.2.2.1: The pilot study.) The measure of short-term leadership skills in the empirical research were considered to be *positively linked* to the scores on emotional intelligence. It was found that student leaders, who were able to express themselves emotionally in an effective way, manage themselves and motivate themselves, were also the same student leaders who could control their responses in difficult situations; engage in self-reflection, motivate and influence others positively, and focus on their goals (see paragraph 5.3.5.1: Respondent A, paragraph 5.3.5.2: Respondent B, 5.3.5.4: Respondent D, 5.3.5.6: Respondent F, paragraph 5.3.5.7: Respondent G, paragraph 5.3.5.8: Respondent H, paragraph 5.3.5.9: Respondent I, paragraph 5.3.5.10: Respondent J and paragraph 5.3.5.11: Respondent K). Furthermore, there was also a positive correlation between long-term leadership skills (competencies include vision, communication of vision, value management and development of

co-learners) and emotional intelligence competencies (see Table 5.8: Probable relationship between EI competencies and long-term leadership).

6.3.4. Establish an understanding of the responsibilities and challenges faced by student leaders

According to the researcher, student leaders at private schools are often elected to their positions by the wider student body, and are meant to act as the bridge between management and the student body of the school. As mentioned in paragraph 3.7: A leadership model for student leaders, it is important that student leaders have insight and understanding into their own emotions, the emotions of the wider student body, as well as the situations that arise at school daily. Student leaders who considered their positions as role models to be important were respected and found to influence co-learners positively because of their own moral accountability to the school (see paragraph 5.3.4.4: Respondent D). This was also confirmed by student leaders in the interviews (see paragraph 5.3.5.9.c: Emotional values). Respondents with a higher level of emotional intelligence could motivate themselves in difficult situations. It was found that four of the student leaders who had faced a significant episode of personal adversity had a higher level of resilience and coped even better emotionally with challenging situations (see paragraph 5.3.5.6: Respondent F and paragraph 5.3.5.9: Respondent I).

Peer pressure was generally difficult for student leaders to deal with (see paragraph 4.3.2.2.1: The pilot study). The respondents who had a clear set of values were conscious of the difficulties in facing peers, yet were able to maintain their self-respect through their conduct. The empirical study revealed that student leaders who lacked self-esteem and self-confidence were also found to be more easily influenced by their peers and had an inner need for acceptance, even if it eroded their own value systems or was against school rules (see paragraphs 5.3.5.5: Respondent E and 5.3.5.12: Respondent L).

Student leaders faced a great deal of pressure from teachers by having a great deal of responsibility imposed on them (see paragraph 4.3.2.2.1: The pilot study). While this supposition was not specifically researched, it had emerged that some student leaders indicated that they received inadequate support from the management and teaching staff (see paragraph 4.3.2.2.1: The pilot study). It was also found in the survey that the respondents were sometimes expected to relieve teachers of their responsibilities. According to the researcher, respondents were not being effectively utilised as leaders, trained or recognised as an extension of the management body of the school.

6.3.5. Explore the effect of emotional intelligence on student leadership

Research by emotional intelligence experts, for instance Bar-On (2006), Mayer, Salovey and Caruso (2002), as well as Bipath (2008), indicated that emotional intelligence has a more significant influence on successful leadership than IQ (Intelligence Quotient) or technical competencies. Emotional intelligence has a genetic and nurturing component which implies that, for some individuals, emotional intelligence is a natural talent that makes them more successful. More importantly, emotional intelligence, based in the limbic areas of the brain, may also be learned and retained over a long period of time with appropriate training, motivation, coaching, feedback and integration into everyday life in order to address deficiencies (see paragraph 2.6: Emotional intelligence can be learned).

The relevance of the emotional intelligence domains with respect to successful leadership practices are summarised in table 3.2: Emotional intelligence domains and competencies. While it is important that a leader possesses the technical expertise necessary to be an effective leader, it is also important how the leader uses his/her knowledge (Boyatzis and McKee 2005:30). A high level of emotional intelligence enables leaders to feel more secure in their ability to control and influence both themselves and others (see paragraph 3.6.4: Characteristics of effective student leaders). Factors such as those indicated in transformational

leadership (see paragraph 6.3.3: Explore the concept of leadership by focusing on leadership models and leadership styles) are common to emotional intelligence. The empirical investigation also revealed that respondents with a higher level of emotional intelligence were more self-assured, confident and had a higher level of resilience. They were better leaders to the extent that, when facing difficult situations or working under extreme pressure, they could cope better without losing focus on their goals (see paragraph 5.3.5.6: Respondent F, paragraph 5.3.5.7: Respondent G and 5.3.5.9: Respondent I).

Emotional awareness allows student leaders to accurately perceive their peers' emotions through social awareness, and this influences the way they behave (see paragraph 3.7.1: Characteristics of the student leader). Respondent D (see paragraph 5.3.5.4) was always conscious of the body language of fellow students, and this influenced the way he/she responded to his/her peers. Respondents with higher levels of emotional intelligence were more conscious of their role and responsibility towards others, and understood the importance of sacrificing their time in service of others. The respondents had internalised the values they were charged with upholding (see paragraph 5.3.4.6: Respondent F). There were, however, other student leaders, who, while providing a service to others, were selective as to how they would serve. They lacked self-confidence and were still mainly concerned with being "liked" and upheld some values more out of a sense of duty rather than an intrinsic belief in those values (see paragraphs 5.3.5.1: Respondent A, 5.3.5.2: Respondent B, 5.3.5.4: Respondent D and paragraph 5.3.5.9: Respondent I).

The researcher believes that in addition to emotional awareness and the ability to understand and use emotions, emotionally intelligent leaders should be able to manage their impulsive reactions and responses by rationally considering the effects of their behaviour and in doing so, influence peers in a positive manner. The self-confidence, instilled by self-awareness, contributes to student leaders having a positive self-esteem which is a prerequisite for a person's emotional

management. These student leaders are able to express their emotions appropriately and in an acceptable manner (see paragraph 3.6.4: Characteristics of effective student leaders).

6.3.6. Establish whether the questionnaire presented incorporates the various aspects of emotional intelligence and the leadership competencies of each student leader

The literature study undertaken in Chapter Two and Chapter Three, a pilot study and various questionnaires were used to compile the questionnaire used for this study (see paragraph 4.3.2.2: The questionnaire used in this study). The following aspects were incorporated:

- **Emotional literacy** referred to the ability to recognise and identify emotions in themselves and in others (see paragraph 5.3.2.3: Emotional literacy).

- **Emotional intelligence competencies** incorporated measuring initiative, creativity, resilience, interpersonal relationships and healthy expression (see paragraph 5.3.2.4: EI competencies).

- **Emotional intelligence values** refer to the student leader's level of empathy, in terms of which the learner is able to attune himself/herself to a wide range of emotional signals, including non-verbal signals. Other factors such as integrity, outlook on life, trust level and personal power were also measured (see paragraph 5.3.2.5: Emotional intelligence values).

- **Long-term leadership competencies** measured the leader's vision, values and ability to communicate this vision (see paragraph 5.3.2.6: Long-term leadership competencies).

- **Short-term leadership competencies** measured the student leader's ability to understand his/her own characteristics; the characteristics of co-learners and those of the situations that arose in school on a daily basis (see paragraph 5.3.2.7: Short-term leadership competencies.

The incorporation of the above aspects enabled the researcher to compile a questionnaire and to successfully draw up an EIL profile for each student leader (see Table 5.6: Emotional intelligence leadership profile scores).

6.3.7. Establish whether the information gathered was relevant and informative to a teacher in charge of a student leadership body

This was confirmed as the teacher in charge of the student leadership body could use this information to develop training workshops that would enable student leaders to cultivate and sharpen their particular emotional intelligence leadership (EIL) skills. The EIL profile identified both the emotional intelligence leadership strengths and limitations faced by student leaders (see table 5.6: Emotional intelligence leadership profile scores).

As stated in paragraph 1.2.2: Investigations and statement of the problem, the word "development" in the title refers to the process in terms of which the teacher in charge of the student body, could assist and support student leaders to become more effective in their roles as student leaders. The teacher in charge of the student leadership body could gain insight and understanding into the EIL profile of the student leader, and understand the short-term and long-term leadership skills that need to be developed. The traits that could be learned and measured include self- and social awareness, resilience, integrity, initiative, optimism, empathy, motivation, influence, discipline, self-actualisation, sensitivity and adaptability (Gannon & Ranjzin 2004:3; Covey 2004:16-17, 171, 181). It is also vital that the management body and teaching staff at schools become aware

of the role that EIL plays in student leadership so that they can ensure that programmes to develop these skills are included in the school curriculum.

The fact that emotional intelligence can be “learned” (Fernandez-Berrocal & Ruiz, 2008:431) has made the information increasingly relevant and useful to the extent that deficiencies in EIL can be corrected (see paragraph 2.6: Emotional intelligence can be learned).

6.3.8. Establish whether the questionnaire is a valid measuring tool for emotional intelligence leadership (EIL)

The abovementioned aim was achieved through the use of semi-structured interviews. The finding indicated that there was a 92% correlation rate between the EIL profile and findings from the semi-structured interview (see paragraph 5.3.5: The correlation between the EIL profile results and interview evaluations as evidence). The day-to-day observations of student leaders by the researcher also confirmed most of the results obtained by the questionnaire. This confirmed that the questionnaire did indeed measure what it was intended to measure. The questionnaire played a vital role in establishing programmes to develop student leaders’ EIL skills, as it allows the teacher in charge of a student leadership body and other teachers involved with the student leadership body to identify deficiencies in EIL skills and thereafter implement programmes to address these deficiencies. Goleman, Boyatzis & McKee (2002:291, 292, 297, 302, 310), maintain that change takes place in an organisation when leadership is developed in a process that involves emotionally intelligent leadership practices, ideals and ideas. This emphasises the importance of identifying the role of emotional intelligence in the development of secondary school student leaders.

However, certain limitations in this study were identified which will be discussed below (paragraph 6.4: Limitations of this study).

6.4. LIMITATIONS OF THIS STUDY

6.4.1. Limited sample size

The study was conducted with a very small sample of specific respondents taking part in this survey. The semi-structured interviews were time-consuming and, because the study was conducted at only one school, it made generalising of results more difficult. However, the sample size was representative in terms of gender and the population was multi-cultural and multi-national (see paragraph 5.3.2.1: Description of sample).

6.4.2. The dual role of the researcher

The researcher was also the teacher in charge of the student leadership body at the time, with the result that many of the student leaders had developed a close relationship with her. This “close” trust relationship could have detracted from the objectivity of the responses (see paragraph 4.2: Ethical considerations). This personal relationship did in fact lead to bias which was evident in the case of Respondent E (see paragraph 5.3.5.5: Respondent E), where the researcher was of the view that this respondent answered the questionnaire based on what he/she wanted the researcher to believe of him/her, rather than answering truthfully. While this could be seen as a disadvantage, it could also be seen as an advantage in the sense that the researcher knew the student leader well enough to ascertain the authenticity of the responses. This use of more than one method of data collection increased the reliability of the results.

6.4.3. The questionnaire and interview bias

The respondents could have answered questions untruthfully and this could have distorted the results (see paragraph 5.3.5.5: Respondent E). The results of the interview could also be inaccurate if the respondents misunderstood questions or

were deceptive in their responses. However, as explained in the previous paragraph, the use of more than one method of data collection facilitated greater reliability of results (see paragraph 6.4.2: The dual role of the researcher).

Recommendations for further research will now be discussed.

6.5. RECOMMENDATIONS

6.5.1. Creating an awareness of emotionally intelligent leadership in both teachers and student leaders

Emotional intelligence is a vital component of leadership (see paragraph 6.3.5: Explore the effect of emotional intelligence on student leadership) as it makes leaders more effective in their responses to followers, and also increases their ability to influence followers positively. Student leaders need to understand the importance of developing their emotional intelligence skills, so that they can become more effective in their specific leadership roles. By undertaking the process of completing a questionnaire (see paragraph 4.3.2.2: The questionnaire used in this study) areas of weakness in emotionally intelligent leadership skills could be identified. This will enable the teacher in charge of the student leadership body to implement programmes that will allow emotionally intelligent leadership skills to be practised and learned.

The component of self-awareness was the most fundamental skill to develop (see paragraph 2.4.3: Models of emotional intelligence). The process of completing the questionnaire will create greater self-awareness among student leaders (see paragraph 5.3.6.1: Emotional literacy). The researcher recommends that the questionnaire be standardised and implemented as a measuring tool for the development of EIL skills in schools (see paragraph 6.5.3: Standardisation of the questionnaire).

6.5.2. Training teachers to be more aware of the importance of emotionally intelligent leadership

The researcher is of the opinion that the EIL profile could assist teachers to identify areas where student leaders need more practise in order to develop the emotional intelligence competencies required for effective leadership. The key to sustained change and improvement in emotional intelligence is an individualised learning programme of awareness, which targets deficiencies identified by the EIL profile. Emotionally intelligent leadership competency development could have an impact on the people, culture, and structures that support change, development and norms (Goleman, Boyatzis & Mckee, 2002: 134-137, 139, 317).

This initiative will be invaluable in terms of developing student leaders to fulfil their leadership roles effectively. It will not only assist schools in their task of management, but provide the country with a pool of emotionally intelligent leaders to confront the critical challenges facing South Africa today.

6.5.3. Standardisation of the questionnaire

The questionnaire that was compiled for the purposes of this study (see paragraph 4.3.2.2: The questionnaire used in this study) was administered to a limited sample size. While a response rate of 92 per cent served as a clear indication that the EIL profiling design was highly effective for the purposes of this study (see paragraph 5.3.5: The correlation between the EIL profile results and interview evaluation), the researcher recommends that the questionnaire be administered to a larger representative population so that it can be adopted as a standardised measuring tool. The researcher believes that the study should be large enough to allow the instrument to be standardised so that it can be used in a local and international context.

This will facilitate implementation by teachers in a fairly simple manner and yield results that are reliable and valid. It will also allow teachers to implement specific training programmes to develop and improve the EIL skills of student leaders.

6.5.4. Contribution to body of knowledge on emotionally intelligent leadership

Notwithstanding the aforementioned limitations of this study, this research still offers some useful knowledge in the field of emotional intelligence in student leaders. There is a significant amount of information available on leadership and emotional intelligence in the corporate world, but the paucity of scientific information with respect to emotional intelligence in student leadership indicates that it is an area of research that seems to be neglected.

6.5.5. Extension of research to generalise findings

The South African schooling landscape is a very disparate one in terms of economic, social, geographic, linguistic, racial and cultural differences. This study must be read in the context of a private school whose student body comprised a heterogeneous population of nationalities, cultures and races from relatively affluent backgrounds. It is imperative that research must be extended to include the complexities that characterise South African schools in general (for example, include students from disadvantaged backgrounds, schools that are overcrowded) and not just private schools. The researcher strongly recommends that this study be extended and her conclusions generalised, so that EIL programmes can be implemented to develop all student leaders in South Africa.

6.5.6. Develop emotionally intelligent leadership competencies in student leaders

The lack of recognition given to student leaders as an extension of the educational management body needs to be researched more extensively (see paragraph 1.2.1: Motivation for the study). The researcher is of the view that leadership skills at student level need to be nurtured and developed as a matter of priority. Once student leaders have been made aware of the importance of emotional intelligence in leadership and have an EIL profile, the student leader must, as an individual, take personal responsibility to try and improve his/her own EIL skills. The fact that emotional intelligence can be "learned" (see paragraph 2.6: Emotional intelligence can be learned) means that student leaders, given the opportunity to improve their skills, can improve their areas of weakness.

It is more difficult to adjust one's responses, particularly when ingrained habits learned early in life need to be changed. This would be easier in adolescents, as all habits are in the process of developing. Re-educating the limbic brain takes regular practise and repetition to alter and strengthen brain centres that regulate emotions – the circuits between the amygdala and prefrontal lobes (Goleman, Boyatzis & Mckee, 2002: 130 -133, 201, see paragraph 2.6: EI can be learned). This would imply that programmes implemented to improve EIL skills must allow student leaders the opportunity to practise these skills. The fact that a strong correlation was found between EI competencies and long-term leadership skills (see Table 5.8: Probable relationship between EI competencies and long-term leadership) implies that if EI skills can be developed and improved in all student leaders, it would have a positive effect on their leadership skills.

6.5.7. Compare the demands and challenges of student leaders with teachers in a management position in schools

The researcher is of the opinion that individuals in leadership despite the different stages, all face similar challenges. If such a study were to find a positive correlation between the challenges faced by student leaders and teachers in managerial positions, these teachers in managerial positions could act as mentors to student leaders. This could facilitate the improvement of student leadership programmes at schools.

6.5.8. Development of a model that can improve the level of EIL in student leaders

The researcher is of the opinions that if a model could be developed to enable teachers in charge to improve the EIL skills of student leaders, this would add value to the student leadership body and the school as a whole. This model should identify the different areas of EIL and provide guidelines on improving the different skills necessary for effective leadership.

6.6. CONCLUSION

As mentioned in Chapter 1 (see paragraph 1.1: Background), South African schools are plagued with behavioural and social problems. This study seeks to emphasise the important role that student leaders can play in assisting the management of schools in dealing with some of the problems facing schools today. In this research, a small sample was used to examine the role of EI in student leaders from an educational leadership perspective. It is hoped that the results of this investigation will stimulate further research into the very real importance of emotionally intelligent behaviour of student leadership and the role of student leaders in educational management. The researcher hopes that this study will make a meaningful contribution to the body of knowledge with respect

to emotionally intelligent student leadership and its potential contribution to educational management.

On a personal note, the researcher was also appointed to a management position at the school during the time that she conducted this study. The researcher experienced many of the same challenges and dilemmas that the student leaders at this school faced, namely, facing pressure from colleagues when unpopular decisions are made; ensuring that no matter how much stress was placed on her she did not lose focus of the vision of the school; handling conflict situations effectively; and remaining self-motivated and focused on the goals of the school. This implied to the researcher that all leaders face similar challenges in their positions as leaders and need to develop the necessary emotional intelligence leadership skills to cope effectively in a leadership position.

The main focus of this study is a school leadership perspective on the role of emotional intelligence in the development of secondary school student leaders. The researcher believes that developing EIL skills could make a positive impact on the role that student leaders fulfil in schools today, and may help them to become self-actualising leaders in South Africa tomorrow.

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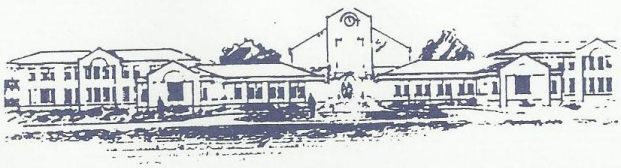
APPENDIX 1: LETTER OF PERMISSION FROM THE SCHOOL



International School of South Africa

Private Bag X2114, Mafikeng, 2745, South Africa
Telephone Number: +27 (18) 381-1102 • Fax: +27 (18) 381-1187
email address: admin@issa.co.za

30 October 2009

I, **James Haupt**, Headmaster of the International School of South Africa, hereby grant permission to Shehnaz Omar Moosa, to conduct her research at this school for her MEd dissertation, titled "A school leadership perspective on the role of emotional intelligence in the development of secondary school student leaders".

.....

J A J Haupt
Headmaster

APPENDIX 2: LETTER OF CONSENT TO PARENTS

LETTER OF CONSENT TO STUDENT LEADERS

Shehnaz Moosa
Deputy Head
BCom(Wits) BEd(Educational Management) (Special Needs) UNISA

3 May 2010

Dear Mr and Mrs _____

Mrs Moosa is currently the Deputy Head and aims to identify the emotional intelligence needs of student leaders. The findings of this programme will enable us to compile a programme to help develop the Emotional Intelligence of our student leaders.
All information will be treated confidentially. The study leaders for this project are Professor CA Jansen and Professor EJ van Niekerk from UNISA.
Your child has been selected to participate in this project. Enquiries will be answered.

Yours sincerely

_____ _____

Mrs S Moosa — Mr James Haupt
Deputy Head — **Headmaster**

1, _____ the parent/guardian of _____
Student's name

hereby gives permission that he/she participates in this project.

_____
Parent/Guardian

Shehnaz Moosa
Deputy Head
BCom(Wits) BEd(Educational Management) (Special Needs) UNISA

3 May 2010

Dear _____

Mrs Moosa is currently the Deputy Head and aims to identify the emotional intelligence needs of student leaders. The findings of this programme will enable us to compile a programme to help develop the Emotional Intelligence of our student leaders.

All information will be treated confidentially. The study leaders for this project are Professor CA Jansen and Professor EJ van Niekerk from UNISA.

You have been selected to participate in this project.

Yours sincerely

_____	_____
Mrs S Moosa	Mr James Haupt
Deputy Head	Headmaster

1, _____ agree to participate in this research. I understand that I may withdraw at anytime if I so wish.

_____
Student

APPENDIX 3: THE EIL QUESTIONNAIRE

CONFIDENTIAL

EMOTIONAL INTELLIGENCE LEADERSHIP (EIL) QUESTIONNAIRE FOR STUDENT LEADERS

The aim of this questionnaire is to measure the emotional intelligence (EI) and emotional intelligence leadership (EIL) competencies of every member of a student leadership body (also called 'prefect' for the purpose of this study). The findings of this study will be used to draw up an EIL profile of each prefect and to identify the emotional intelligence (EI) and emotional intelligence leadership (EIL) strengths and weaknesses of each prefect. All information obtained from this questionnaire will be treated confidentially and will be used for ***research*** purposes only.

SECTION 1: BIOGRAPHICAL DETAILS

Please ***circle*** the correct block that is applicable to ***you***:

1.1 How *old* are you?

15 Years	16 Years	17 Years	18 Years	19 Years
1	2	3	4	5

OFFICIAL USE **1**

1.2 In what *grade* are you?

Grade 10	Grade 11	Grade 12	Grade 13
1	2	3	4

2

1.3 What is your *gender*?

Male	Female
1	2

3

1.4 Which *racial group* do you belong to?

Coloured	Black	White	Asian
1	2	3	4

4

Instructions:

- Complete each scale by ***circling*** the number provided (1 **or** 2 **or** 3 **or** 4 or 5) in each column that ***best*** describes your answer to that question or statement.
- Remember: There are ***no correct or incorrect*** answers. Be as honest as possible.
- Please study the following example carefully before answering the questions.

Example:

For each of the following statements, indicate how you feel about yourself:

	Always true	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	**Official use**
There is a teacher whom I trust	1	2	3	4	5	
I wish I could get more pocket money even if I have to do boring schoolwork to earn it	1	2	3	4	5	

You may now begin to complete your questionnaire.

SECTION 2: EMOTIONAL LITERACY

2.1 **SELF-AWARENESS**

For each of the following statements, indicate how you feel about yourself:	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	**Official use**
I can identify my feelings	1	2	3	4	5	
I have learnt a lot about myself by listening to my feelings	1	2	3	4	5	
Most of the time I am aware of my feelings	1	2	3	4	5	
I know how to express myself when I am upset	1	2	3	4	5	
When I am sad I know why	1	2	3	4	5	
I tend to judge myself by thinking how others see me	1	2	3	4	5	
I am satisfied with my emotional life	1	2	3	4	5	
People who show strong emotional feelings scare me	1	2	3	4	5	
I often wish I was someone else	1	2	3	4	5	
I listen to my body's messages and understand my feelings by listening to these messages	1	2	3	4	5	
I accept my emotions as my own	1	2	3	4	5	

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2.2 **EMOTIONAL EXPRESSION TOWARDS OTHERS**

Indicate to what extent the following statements describe how you feel towards others:	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I compliment others when they are doing well	1	2	3	4	5	
I express my emotions in a positive way even when they are negative	1	2	3	4	5	
I inform others about my emotional needs and wants	1	2	3	4	5	
My best friends know that I appreciate them	1	2	3	4	5	
I keep my feelings to myself	1	2	3	4	5	
I let people know that I am upset when they express negative feelings towards me	1	2	3	4	5	
I find it difficult to reach out to other people when I need emotional help/support	1	2	3	4	5	
I will do anything to be accepted by my friends even if I suppress my own emotional needs	1	2	3	4	5	

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2.3 SOCIAL AWARENESS

Indicate to what extent the following statements describe how you experience the following situations:	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I believe I can tell how other people feel by looking into their eyes	1	2	3	4	5	
I find it difficult to talk to people whose world views/philosophies of life differ from my own	1	2	3	4	5	
I focus on other people's positive characteristics	1	2	3	4	5	
I feel the need to put arrogant people in their place	1	2	3	4	5	
Before I give my opinion I take into account the other person's feelings	1	2	3	4	5	
When I deal with other people I can read their emotional feelings	1	2	3	4	5	
I am willing to listen to another person's opinion/view point	1	2	3	4	5	
When I walk into a room full of people I can sense their emotional mood	1	2	3	4	5	
When meeting new people I find it easy to start a conversation	1	2	3	4	5	
I am sensitive to the underlying emotions of people's words	1	2	3	4	5	
I can sense what other people feel about me	1	2	3	4	5	
I can sense other people's feelings even when they try to hide them	1	2	3	4	5	
I find it difficult to express my emotions to people	1	2	3	4	5	
I can sense when someone close to me is upset/unhappy	1	2	3	4	5	

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SECTION 3: EMOTIONAL INTELLIGENCE COMPETENCIES

3.1 **INTENTIONS**

Indicate how you would describe yourself in each of the following situations:	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	**Official use**
I find it difficult to ignore distractions when I have to concentrate	1	2	3	4	5	
If I start with an activity or assignment I want to complete it	1	2	3	4	5	
If necessary I know how to say NO without hurting people's feelings	1	2	3	4	5	
I know how to reward myself once I have achieved a goal	1	2	3	4	5	
I can resist a short-term gain in the interest of pursuing my long-term goals	1	2	3	4	5	
If necessary I can focus all my attention on a specific task	1	2	3	4	5	
I do things that I later regret	1	2	3	4	5	
I accept responsibility for controlling of my emotions	1	2	3	4	5	
I prefer to deal with problems as they happen	1	2	3	4	5	
I consider what I would like to achieve before I do something	1	2	3	4	5	
I am able to talk myself out of a bad mood	1	2	3	4	5	
I get angry when someone criticises me	1	2	3	4	5	
I get unreasonably angry in certain situations	1	2	3	4	5	

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3.2 CREATIVITY

Indicate to what extent the following statements describe you:	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I suggest creative projects to my friends	1	2	3	4	5	
I like to share information and ideas with my friends	1	2	3	4	5	
I dream of the future and plan how to achieve it	1	2	3	4	5	
I get the best ideas when I am relaxed	1	2	3	4	5	
I enjoy thinking out creative ideas	1	2	3	4	5	
I have a good understanding of which of my ideas can be realistically achieved	1	2	3	4	5	
I enjoy to implement creative ideas/plans at school	1	2	3	4	5	
I get excited about new ideas/or approaching new solutions	1	2	3	4	5	
I am good at brainstorming to devise solutions to problems	1	2	3	4	5	

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3.3 RESILIENCE

Indicate to what extent the following statements describe you:	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
When disappointed I bounce back easily	1	2	3	4	5	
I can perform well if I really need to	1	2	3	4	5	
Certain disappointments in my life can bring about a positive change	1	2	3	4	5	
I am willing to wait patiently if I have to	1	2	3	4	5	
I am of the opinion that there is always more than one possible answer	1	2	3	4	5	
I know how to achieve self fulfillment	1	2	3	4	5	
I always try to complete tasks without delay	1	2	3	4	5	
I am hesitant to try something new if I have failed in a new venture on a previous occasion	1	2	3	4	5	
I know when there are issues that I should leave alone because I cannot resolve them on my own	1	2	3	4	5	
If I get stressed I create an opportunity where I can relax	1	2	3	4	5	
I can often see the humorous side in a difficult situation	1	2	3	4	5	
I intentionally put a problem aside in order to gain a better perspective on a situation	1	2	3	4	5	
When I am faced with a problem I look for a resolution	1	2	3	4	5	

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3.4 **INTERPERSONAL RELATIONSHIPS** *Indicate how you would describe yourself in each of the following situations:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	**Official use**
Losing a precious friendship will make me feel sad	1	2	3	4	5	
I get uncomfortable if somebody displays strong emotion in my presence	1	2	3	4	5	
I have a few friends on whom I can rely in times of difficulty	1	2	3	4	5	
I express my love/appreciation for my family and friends	1	2	3	4	5	
I know where to go to find help if I have a problem	1	2	3	4	5	
My values and beliefs guide my daily relationships with other people	1	2	3	4	5	
My family always support me when I need them	1	2	3	4	5	
It is difficult to accept that my friends really care about me as a person	1	2	3	4	5	
I find it difficult to make new friends	1	2	3	4	5	
I suppress my emotions in front of other people	1	2	3	4	5	
						82

3.5 **HEALTHY EXPRESSION OF EMOTIONAL FEELINGS (POSTITIVE/NEGATIVE)** *Indicate how you would describe yourself in each of the following situations:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I can explain to a person why I disagree with him/her and persuade him/her to change his/her point of view	1	2	3	4	5	
I reveal my feelings even if it leads to an argument	1	2	3	4	5	
I can only rely on myself to get things done	1	2	3	4	5	
I stay calm in situations where others get angry	1	2	3	4	5	
I ignore problems	1	2	3	4	5	
It is difficult to reach consensus with my friends	1	2	3	4	5	
I find it easy to motivate and organise groups of people	1	2	3	4	5	
It is personally rewarding to engage with the challenge of solving problems at schools	1	2	3	4	5	
I listen with an open mind to criticism and accept it when it is justified	1	2	3	4	5	
I allow issues to build up to a critical point before I am willing to share my feelings around the issue	1	2	3	4	5	
When I criticise a person I focus on his/her behavior/problem and not the person	1	2	3	4	5	
I avoid confrontation even when it is necessary to address it	1	2	3	4	5	
						94

SECTION 4: EMOTIONAL VALUES AND BELIEFS

4.1 **EMPATHY WITH OTHERS** *Indicate to what extent the following statements describe you:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I can sense (feel) another person's emotional pain	1	2	3	4	5	
I can read people's emotions by looking at their body language/gestures	1	2	3	4	5	
I behave in a trustworthy/confidential manner when dealing with other people's emotions	1	2	3	4	5	
I will go out of my way to support someone experiencing an emotional problem/trauma	1	2	3	4	5	
When I deal with other people I take their feelings into consideration	1	2	3	4	5	
I can put myself in someone else's shoes	1	2	3	4	5	
I find it difficult to forgive some people	1	2	3	4	5	
I can forgive myself for my own faults	1	2	3	4	5	
I am supportive towards people who are experiencing an embarrassing situation	1	2	3	4	5	
I am sensitive to the possible harmful effects which my own emotional shortcomings may have on other people	1	2	3	4	5	
I am jealous or insecure with people who I think are better than me	1	2	3	4	5	
						105

4.2 OUTLOOK ON LIFE *Indicate to what extent the following statements describe you:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	**Official use**
I always look on the positive side in everything	1	2	3	4	5	
I am passionate about life	1	2	3	4	5	
I know I can find solutions to difficult problems	1	2	3	4	5	
I believe that things will work out for the best as I am a positive person	1	2	3	4	5	
I feel frustration when forced to make changes in my life	1	2	3	4	5	
I accept myself for who I am	1	2	3	4	5	
I see a challenge as a learning opportunity	1	2	3	4	5	
I can adapt easily when faced with challenges/difficulties	1	2	3	4	5	
I see/perceive life as essentially unfair	1	2	3	4	5	
I can cope when I am under pressure	1	2	3	4	5	

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4.3 LEVEL OF TRUST *Indicate to what extent the following statements describe you:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
People will use/abuse me if I allow it	1	2	3	4	5	
I trust someone until that trust is broken	1	2	3	4	5	
I am careful of whom I trust	1	2	3	4	5	
I respect my friends	1	2	3	4	5	
I can trust friends/other people that I associate myself with	1	2	3	4	5	
People prove untrustworthy in my life	1	2	3	4	5	
When meeting other people I am reserved	1	2	3	4	5	
I only trust people if I know them well	1	2	3	4	5	

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4.4 PERSONAL POWER *Indicate to what extent the following statements describe you:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I am responsible for creating my own future	1	2	3	4	5	
Fate plays a role in my life and there's little I can do about it	1	2	3	4	5	
I find it difficult to work with peer pressure	1	2	3	4	5	
Circumstances of life are beyond my control	1	2	3	4	5	
I need the recognition of others to make me feel worthy as a person	1	2	3	4	5	
It is easy for people to like me	1	2	3	4	5	
I find it difficult to accept a compliment	1	2	3	4	5	
I feel that I am in control of my life	1	2	3	4	5	
I know that I am basically an unhappy/emotionally unfulfilled person	1	2	3	4	5	
I feel uncomfortable when things change too quickly	1	2	3	4	5	
I like to take charge of my life/be emotionally in control	1	2	3	4	5	
I know what I want and I try my best to achieve it	1	2	3	4	5	

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4.5 INTEGRITY *Indicate to what extent the following statements describe you:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I am prepared to own up to my mistakes	1	2	3	4	5	
I feel that I lack integrity	1	2	3	4	5	
The school is an extension of my value system	1	2	3	4	5	
I value an honest approach towards people	1	2	3	4	5	
I am prepared to compromise my values to fit in with my peer group	1	2	3	4	5	
I can be ruthless to further my ambitions	1	2	3	4	5	
I tell the truth regardless of consequences	1	2	3	4	5	
I go against my beliefs to gain acceptance in my peer group	1	2	3	4	5	

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SECTION 5: LEADERSHIP COMPETENCIES

5.1 LEADERSHIP COMPETENCIES IN THE *LONGER TERM*

5.1.1 FOCUS ON THE VISION *For each statement circle the number that comes closest to your position of the option:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	**Official use**
I have a clear vision of the future for my school	1	2	3	4	5	
I make sure that co-learners have a clear understanding of the vision aspired to by the school	1	2	3	4	5	
I ensure that co-learners understand the goals to which my school has declared its commitment	1	2	3	4	5	
I support co-learners' endeavours to be loyal to our school	1	2	3	4	5	
I make sure that co-learners understand the school's slogan/motto	1	2	3	4	5	
I support co-learners who embrace the school's vision	1	2	3	4	5	
I steadfastly endeavour to fulfill my leadership ideals/dreams	1	2	3	4	5	
I lead by example	1	2	3	4	5	

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5.1.2 **COMMUNICATION OF THE VISION** *Circle the number of the option that comes closest to your position for each statement:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I am deeply committed to realising the vision of my school (as represented by the school motto)	1	2	3	4	5	
I communicate a positive and healthy outlook for the future of my school	1	2	3	4	5	
I actively endeavour to inspire co-learners' confidence in the future of my school	1	2	3	4	5	
I show co-learners that sharing a common vision can serve their long-term interests	1	2	3	4	5	
I set a clear premium on having a strong sense of purpose in life	1	2	3	4	5	
I stress the importance of serving co-learners by leading through example	1	2	3	4	5	
I talk enthusiastically about the prioritising of co-learners' needs	1	2	3	4	5	

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5.1.3 VALUE MANAGEMENT *Circle the number of the option that comes closest to your position for each statement:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I encourage co-learners to obey the school rules	1	2	3	4	5	
My co-learners know what my core values in life are	1	2	3	4	5	
I spend energy to ensure that co-learners uphold the values to which our school has declared its commitment	1	2	3	4	5	
I create an atmosphere of mutual trust when leading activities	1	2	3	4	5	
I demonstrate my most important values through the way that I behave	1	2	3	4	5	
I develop co-operative/trustworthy relationships with people (co-learners, staff members and other stakeholders) that I work with	1	2	3	4	5	
I talk enthusiastically about the vision of my school	1	2	3	4	5	
I care about/have compassion with the emotional feelings of co-learners	1	2	3	4	5	

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5.1.4 FOCUS ON DEVELOPMENT AND EMPOWERMENT OF CO-LEARNERS *Circle the number of the option that comes closest to your position for each statement:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I encourage co-learners to participate in developing themselves	1	2	3	4	5	
I encourage co-learners to participate in decision making	1	2	3	4	5	

5.1.4 FOCUS ON DEVELOPMENT AND EMPOWERMENT OF CO-LEARNERS *cont…*						
Circle the number of the option that comes closest to your position for each statement:	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	**Official use**
I trust co-learners to perform tasks with care/pride	1	2	3	4	5	
I give co-learners the opportunity to accept responsibility for the tasks assigned to them	1	2	3	4	5	
I listen to both sides of a viewpoint/story before I make up my mind	1	2	3	4	5	
I offer support and assistance to enable co-learners to complete tasks successfully	1	2	3	4	5	
I encourage co-learners to undertake initiatives in a creative way	1	2	3	4	5	
I support new ways of doing things	1	2	3	4	5	
I get others to feel a sense of ownership about the activities that they lead	1	2	3	4	5	
I believe that co-learners should take ownership of their initiatives	1	2	3	4	5	
I praise co-learners for a job well done	1	2	3	4	5	
I encourage co-learners to look at problems/challenges from various angles	1	2	3	4	5	
I suggest new and innovative ways of completing tasks	1	2	3	4	5	
I help co-learners to develop their interpersonal relationship skills	1	2	3	4	5	

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5.2 LEADERSHIP COMPETENCIES IN THE *SHORT TERM*						
5.2.1 LEADER'S AWARENESS OF OWN CHARACTERISTICS *For each statement circle the number that comes closest to you position of the option:*	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I am confident that I will be able to optimally discharge my responsibilities as a leader	1	2	3	4	5	
I like challenges that test my skills/abilities	1	2	3	4	5	
I am enthusiastic about my duties/responsibilities at my school	1	2	3	4	5	
I have a good relationship with co-learners	1	2	3	4	5	
I know how to represent co-learners in my school	1	2	3	4	5	
I treat co-learners and staff members with dignity and respect	1	2	3	4	5	
I seek advice when I need support	1	2	3	4	5	
I give credit to co-learners when they make contributions	1	2	3	4	5	
I recognise my weaknesses without taking criticism personally	1	2	3	4	5	
I know my strengths and weaknesses as a leader	1	2	3	4	5	

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5.2.2 THE LEADER'S AWARENESS OF THE CHARACTERISTICS OF CO-LEARNERS						
Circle the number of the option that comes closest to your position for each statement:	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	
I know the talents of many co-learners	1	2	3	4	5	
I am aware of the level of motivation of co-learners	1	2	3	4	5	
I regard co-learners as unique individuals	1	2	3	4	5	
I encourage co-learners to excel	1	2	3	4	5	
I treat co-learners as unique individuals rather than as mere members of a group	1	2	3	4	5	
I am sensitive to the stress experienced by co-learners	1	2	3	4	5	
I try to understand co-learners' view points	1	2	3	4	5	
I help co-learners to understand the purpose of school rules	1	2	3	4	5	
I understand my co-learners' "level of emotional maturity"	1	2	3	4	5	
I am sensitive to the emotional needs of co-learners	1	2	3	4	5	

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5.2.3 THE LEADER'S SITUATIONAL AWARENESS						
Circle the number of the option that comes closest to your position for each statement:	**Always true**	**Mostly true**	**Some-times true**	**Rarely true**	**Never true**	**Official use**
I meet my school's expectations as regards to my position as a leader	1	2	3	4	5	
I regard failures as learning opportunities	1	2	3	4	5	
I communicate effectively with co-learners as a group	1	2	3	4	5	
I go beyond self-interest for the good of the group	1	2	3	4	5	
I act in ways that build co-learners' respect for me	1	2	3	4	5	
I meet co-learners' expectations as regards my position as a leader	1	2	3	4	5	
I express confidence in my co-learners' abilities to meet the vision of our school	1	2	3	4	5	

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*Thank you for taking the time to complete this questionnaire and for your **valuable contribution** to this study.*

APPENDIX 4: COPY OF A NARRATION BY A STUDENT LEADER

Questions (in bold) posed by the researcher. Answers given by respondent.

Researcher: What are your expectations of others (Management, teachers and peers) as a student leader and what do you think are others' expectations of you as a student leader?

Student leader:

"In my honest opinion, I expect myself to live the saying "lead by example", and the student body expects that as well. In saying that, I realise that I took up the student leader responsibility so I have to sacrifice my "student leader privileges" in order to set a good example. I expect myself to be professional at all times i.e. to be presentable in and out of the school uniform, to be polite to those under me because I look at respect as a reflection action; give it and you will earn it.

As a guy, and one in a position of power, I believe that it is essential that I set aside my ego and pride in order to do my job at world's best. I am not expected to do so by the student body from what I hear about past student leaders, they were "Kings of Scotland" and I'm trying my best not to fall under that list. It is expected of me to do the right thing all the time and in order to do that, I must establish a relationship with the students based on mature understanding and acceptance of responsibility to making our lives here at ISSA a social and educational success.

It is said that, "a great leader is a good follower". From this quote, I gather the idea that I must follow the school rules and basic human morals in order to enforce what the school and life require."

Researcher: What are the problems that student leaders encounter in this role?

Student leader:

"On the morning I gave my speech to the school, I said that I wanted to be the bridge between students and teachers and at times, since I have been a student

leader, that hasn't worked. When we, as student leaders, lack this, it is a problem for us to do our job because we are not doing anything; we are just forcing action or promoting rebelliousness.
Most of the student leader body is composed of Lower 6, so with our peers (U6), it is a lack of communication because we are not conveying whatever message we have to convey seriously but at the same time in a respectful manner because they have expectations of us as friends before student leaders. So there is a clash between these two, especially when one has a weak will towards the upper-class mates and friends.

The worst problem is between the teachers and student leaders. . .at times there is a miscommunication and it comes off as one of the two MUST be in the wrong. No one accepts this- each group thinks the other is not adhering to the pact between the two parties. This is the most essential relationship/communication way because without this there is no bridge."

Researcher: How do you see the ideal student leader?

Student leader:
"I see the ideal student leader as someone who is respected, listened to and liked. It is someone who complies with each and every rule and is successful in both the academic and sporting fields. It is someone who participates without being asked and enjoys doing it. This would encourage other students as it is a situation of "lead by example". That is how I see the ideal student leader.
This ideal student leader doesn't exist. Being a student leader is not only about doing what you're told. I think the ideal student leader would rather be, in our times, someone who can relate to the students and see and understand things from their point of view. Someone who can and will comply with rules to the best of their abilities, and if they can't, they should be able to handle the situation when other students question why they have to do something and the student leader doesn't. The student leader should speak in such a manner that the

student does not resort to rebellion or to complaints. The ideal student leader should be approachable, sociable with all students, young or old, and should be "emotionally intelligent" i.e. should be able to control anger/emotions and speak or handle a situation without hurting anyone's feelings and there is still a good relationship between student leaders and students, and student leaders and teacher."

APPENDIX 5: TRANSCRIPT OF A SEMI-STRUCTURED INTERVIEW

This interview has been transcribed word-for-word, to preserve the meaning conveyed. *Italics* indicate that the name of the student was used in the actual interview, but has been changed to protect the identity of the student leader.

Interviewer: (*Student's name),* when you did this, after you had completed this questionnaire on emotional intelligence and student leadership. . .

Student leader: Yes ma'am?

Interviewer: What went through your mind, what are your feelings and perceptions towards it?

Student leader: Towards the questionnaire?

Interviewer: The process.

Student leader: Towards the process?

Interviewer: Yes.

Student leader: Hm, what did I think afterwards?

Interviewer: Yes.

Student leader: It actually got me thinking about the way I see myself in the leadership capacity and what I have gone through this year with my experience of being a prefect and it actually gave me a better overview of actually what I have done throughout the year. It got me really thinking.

Interviewer: Okay, thinking?

Student leader: In that sense.

Interviewer: And thinking, tell me more about the thinking...

Student leader: Thinking about all the challenges that I have overcome, dealing with all sorts of people from different age groups, those younger than me, those in the same age group as I am.

Interviewer: The challenges, tell me more about the challenges that you had to overcome this year

Student leader: Well, like at the beginning, dealing with my fellow peers - getting them to not look at me just as a friend, but as a leader, as a prefect as well, and not just taking me for granted that I am just their friend, and that I'm going to let things slide by just because I am a friend of theirs, and gaining respect from fellow students which I eventually did, and just getting used to being a prefect.

Interviewer: Okay, being a leader, what have you learned about being a student leader?

Student leader: What have I learned about myself?

Interviewer: Yes

Student leader: That I am a good listener, that at times I tend to overthink things a bit and I have to learn to be more decisive and I have learnt how to be a better leader throughout this experience as a prefect this year, what else? What I learned about myself that I didn't really know?

Interviewer: Just what you want to say, just what you have learnt as a student leader.

Student leader: This year?

Interviewer: This year.

Student leader: Hm

Interviewer: You think very long there. What is holding your thinking process?

Student leader: Yes, I am actually trying to think what I have learned about myself that I didn't already know and not already said.

Interviewer: Your ability to bounce back in situations, your resilience, how would you rate that?

Student leader: I'd say I do have resilience, I don't get knocked down easily, I think as soon as I get knocked down I get back up as quickly as possible.

Interviewer: Okay, with regards to your ability to understand other peoples' feelings and emotions?

Student leader: I think I am quite well read in that area, I think I am able to read people quite easily and judge what they feel at that certain moment in time.

Interviewer: Okay, what do you use to judge the feelings against your criteria?

Student leader: What do I use? Basically the way a person's looking and when I am talking to that person, the level of the pitch in their voice or the certain movements or things they do.

Interviewer: Okay, *Student's name* as a leader, (*Student's name)* as a person?

Student leader: *Student's name* as a leader? Student leader as a person? Student leader as a person is easy going, communicates well with others, easy to talk to, doesn't get pulled back by, whats the word I'm looking for? By insecurites, has great respect for people and himself.

Interviewer: *Student's name* as a leader?

Student leader: *Own name*, as a leader has learnt to be more assertive, better in judging situations and dealing with situations with regards with what has actually happened looking at different perspectives not just looking in one direction, gained respect from fellow students by giving it to them as well.

Interviewer: Is it important for you to be accepted?

Student leader: Accepted? Not if it means jeopardizing who I am and what I stand for, then if that had to be the sacrifice then, not really.

Interviewer: Okay, and you as part of the leadership group this year, the prefect body? Student leader as part of that leadership body?

Student leader: As part of that leadership body I think I played a fair part of it and at times, I went further than what a lot of people expected, I tried to do as much as possible, as much as I could, I tried to help as much as I could in terms of extra activities helping out wherever help was needed by teachers, by fellow students.

Interviewer: How okay are you with feelings, emotions?

Student leader: With feelings? Okay, I don't open myself up to a very big extent but I feel I'm fairly okay.

Interviewer: Fairly, okay? And with other people's feelings, emotions, reading them and dealing with them?

Student leader: Other people's feelings? In terms of reading into them and dealing with them, I feel good in that area I know how to handle people at certain situations if I talk and a person's feeling this way, I know I should do this not do that.

Interviewer: Which emotions are difficult for you to handle?

Student leader: For me? Usually sad feelings and stuff like that, I don't really want to be stuck in that zone for long periods of time I usually pull myself out of there as quickly as possible, I don't want to go deep into it. Yes, I think that specific one.

Interviewer: Okay, and dealing with sad feelings in other people?

Student leader: Other people? When I see sadness in other people I try to help them out as much as I can but not interfere too much, helping them to feel better about themselves and to get out of that sad place they are in, comfort them but not comfort them too much.

Interviewer: Okay, that's their process?

Student leader: Yes, that's their process.

Interviewer: Anything you would like to add to this process?

Student leader: To this process?

Interviewer: Anything that you think we should be aware of to make this emotional intelligence in student leaders better. That whole process?

Student leader: To make student leaders better? Knowing themselves very well and people should know where they stand emotionally in a leadership capacity.

Interviewer: What more could have been done this year in terms of equipping you for this whole role in knowing yourself better and in terms of knowing the processes?

Student leader: What could have been done?

Interviewer: If you could have this year over, would you have done things differently, would you have liked to have had more skills in the beginning?

Student leader: If I could have done it again? I feel I would have pretty much done it the same way as I did it this year but if I had the chance, maybe, what can I say- cause , I think this year I did a lot more good than I did bad.

Interviewer: Okay, the skills, did you have the skills, could they have given you more, did you have enough skills to handle it, skills- like you were saying - knowing yourself very well?

Student leader : Maybe more workshops, or training. To know yourself well you have to have gone through a lot of different situations and come out of those situations and reflected on those situations, on what you did wrong and what you did badly, and what you could do better. And also through the experience of seeing what other people do wrong, and the similarities you see in yourself, and in them and in the mistakes that they have made and that you shouldn't go down that same path, and try to better yourself and be the best you can.

Interviewer: Okay, thank you.

Shehnaz: Thanks very much (*Student's name)*, thanks for your time.