

Major Research Project Report on

**IMPACT OF GRATITUDE ON LEADERSHIP
STYLE AND SOCIAL INTELLIGENCE AMONG
TEACHERS:**

An Indian Study

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DECLARATION

DECLARATION FROM THE STUDENT

We declare that this project work has been prepared based on our own research and we have present this project solely for the fulfilment of our MBA degree and we have not presented any part of the project work for any other degree from this or any other university. We shall be accountable for mistakes, if any, for the work.

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DECLARATION FROM THE SUPERVISOR

I hereby declare that this project work has been prepared and presented under the supervision as per the guidelines laid by the DELHI TECHNOLOGICAL UNIVERSITY regarding supervision of project work.

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ABSTRACT

Through the paper it has been explored as to whether that practice of gratitude by the teachers enhances their skills as a leader as well as making them more socially intelligent beings which inculcates intentionality and focus among their relationships with the students. The potential of the practicing the idea ²⁷ of gratitude and its co-relationship with the social intelligence and leadership is seen from the quantitative study of about 150 samples (professors, teachers and Ph.D. scholars) taken from Delhi Technological University, University of Delhi, and other universities. Tools use for survey are Gratitude questionnaire (Gq-6s), Multileader questionnaire (Mlq-6s) and Tromso Social intelligence Survey (TSIS) methods. For analysis SPSS has been used and various test like correlation, mean, standard deviation and chi square test has been performed on the data obtained from survey. Significant correlation between gratitude, social intelligence and leadership has been found.

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INTRODUCTION

In India gratitude has deep evolutionary and biological roots. "Gratitude is exalted as one of the most important virtues (dharma) in many Hindu texts," (Famous Professor of Religion from the University of Florida Dr. Vasudha Narayanan). Gratitude or thankfulness which is a value that is inherited among us from our childhood, this value has been given utmost important in almost all religions in the world.

Hindus celebrate several festivals signifying the importance of gratitude. Guru Purnima is celebrated in gratitude to teachers, to those who have taught us skills and to all those from whom we have learnt something or who have shaped our life. Harvest festivals like Pongal pay respect to the Sun God for helping us with a bounty harvest and thank the rain, seeds, cattle and the farmers. The first chapter in Quran starts with the word 'Alhamdulillah' which translates into 'all praise is for God'. Muslims often respond with 'Alhamdulillah' when asked how they are, to be grateful for all they have in life. "If you are grateful, I will certainly give you more" talks about the importance of gratitude in life. Similarly, religions like Sikhism, Buddhism and Jainism speak about gratitude too.

Many persons involved in deep researches have enlightened as to how amongst children this gratitude develops right from their childhood. This kind of researches points the deep tendency of human regarding gratitude and also it suggest various strategies relating to education and care as a parent during the period of childhood.

"Recent cross-cultural studies have found cultural differences in the development of different forms of gratitude expression, suggesting that socialization—via parents, teachers and the larger culture—likely plays an important role in the development and manifestation of gratitude in children" (As quoted by Wang in Wang & Tudge during the year 2015)

As students step in college life, their sense of gratitude becomes blur as they are being less controlled by their parents and their actions can't be monitored. Since teachers play a great role in developing students' personality, so for our study we have measured the impact of gratitude on leadership and social intelligence among teachers.

As per Emmons and Shelton during 2002, the phenomena of "gratitude or thankfulness" has been taken a famous term of Latina called as Gratia, which means grace, courteousness, and also thankfulness for the fellow beings. Words from gratitude "have to do with kindness, generousness, gifts, the beauty of giving and receiving, or getting something for nothing"

Sansone & Sansone in 2010 quoted, "In a way we find that the Gratitude is something appreciating others for doing things which are valuable and also meaningful to us and this signifies kind of a thanksgiving appreciating".

In a study done recently we have found a very healthy relationships between gratitude and good affects, satisfaction towards life, optimism, and also support for social aspects.

Significance of Gratitude in the field of Education

Various studies which has been conducted during the recent time in positive psychology proclaims the significance of gratitude for increasing students wellbeing. But, it has been found to be rare in order to bring the edu. in mainstream in order to have a connection between gratitude and also the teaching as well as learning methodology.

Student orient themselves where they feel appreciated and where there is trust. It is not until they can relax and be present enough to learn. We often discourage the students for not engaging them self and also for always showing negative protest and blaming others for their faults. It has been suggested by some sources that they indicate typically Y kind of those students who are engaged in their own requirements and interests. Still the environment provided by us also make possible such attitudes.

When educators show sign of gratitude when they are in conditions of poor and stress in which their effectiveness are find to be extremely in threat, then we find that gratitude goes much deeper than emerges from various other academic discussions and scientific researches. Gratitude among the teaching community is very important since it imposes direct effect on further refining the environment of the education and this contributes to the well being of the students and lowering negative emotions among students like rancour and envy. Efficiency, success, productivity, and sensitivity are also important for the students. Therefore the gratitude is very vital resource for sustaining the performance.

Social Intelligence- Importance in teachers

Aspect of 'Social Intelligence (SI)' is the potential to connect with others and get other people to cooperate. Sometimes referred as "skills of the people," Social intelligence have awareness of the circumstances and the social aspects governing those and also have an awareness about those interaction styles and approaches which can provide benefits to a

person complete his or her objectives in interacting with other persons. This inculcates certain self-insight and a mindfulness of our understandings and patterns which we reflect.

Intelligence socially is important for all profession especially for teachers. It promotes humanity, enriches our life with people and society concerned. Every teacher should possess some level of social intelligence. Teaching competency is the quality, attribute and specialities in order to assess efficiency and effectiveness of the teachers. Teaching competence plays a major role in class room management and other academic activities.

According to Thorndike E L in 1920, intelligence refers to a “ability of the person for understanding and also managing the people and engaging in interactions socially. It also refers to the individuals found of social world knowledge. Allen and Ryan (1960) are the fore runners of the movement of competencies which are defined as composite skills, behaviours or knowledge that can be demonstrated by the teacher education based on the competency has become a special requirement for educational indications and for a movement that specializes accountability and efficiency.

From the Neuroscience of the Social it is evident that the emotions in classroom can be set by the teacher of the class. This indicates that teachers are in a position to help students learn and be in better state of mind. Our thinking and emotional centres are connected neurally, due to which feelings of the people may improve or inhibit the learning ability of brain. Also it has been revealed from the new social neuroscience as to when two people interact, emotional centres of these people put impact on each other for betterment or for worse.

There is a direct impact of these results on educational approaches and conditions in schools which can improve the students learning. Better results are shown when teachers, students, and leaders of the school take steps to become more emotionally aware and socially intelligent persons by working together.

Importance of Leadership in teachers

In order to support students in their success, in classroom educators and students a Collaborative and shared leadership is essential. There is no doubt that some teachers are certainly better than others, there is a possibility that few teachers may not adopt the thinking of the leader. It is fact that some teacher may not expresses or feels like a leader, however, for teachers it is essential to develop the leadership thinking. By using skills and qualities of leaders, teachers can perform better for their institutions and also for their

students than they think possible — and their willingness to perform the not possible task creates leaders around us.

Teacher Leadership

Through Leadership teachers inspire students individually or cooperatively, to advance learning pedagogy that results in achievements of the students. Three intended development concentrations are individual growth and team collaboration are included in these Leadership club efforts.

A study on teacher-leaders discovered that educators who possess leadership skills behave differently than typical teachers. Such teachers possessing leadership easily uses leadership skills for organizing and empowering students and teachers skills like trust building, to inspire self-reliance, improving better approachability, to identify hurdles and carrying out various responsibilities. Finally, these kind of skills benefit to students and teachers through enhancing the environment and facilitating learning.

Relationship between Gratitude and Social Intelligence

Educational literature and research in large volume indicates the importance of teachers ability for building a strong relationships with fellow students. As stated by Soini, Pyhalto and Pietarinen in 2010, a study was recently conducted which shows that good relationships with students is the base for the wellbeing of education and other numerous research indicates “pupils relationship and relationship with learning atmosphere” is very much emphasised pedagogical principal which controls works of the teachers by “*Atjonen, Korkeakowski, & Methalainen, 2011*”.

For increasing motivation to show respect to the benefactor, gratitude is paid, this is done even in such situations where efforts like this are costly and this increases helping behaviour. The work done by Barbara Fredrickson in 2004 regarding positive emotions indicates the ability of gratitude for increasing and building people repertoire of social skills. Algoe et al research, 2008 indicates that “gratitude plays a role which goes beyond the repayment of kindness, also for assisting in the relationship formation and maintenance”.

The context of this paper whether teachers are thankful to their students, teachers can improve their relations with the students if they acknowledges what they have received from this.

Relationship between Gratitude and Leadership

If we are aware and grateful to the benefit which we receive by shifting our focus from ourself to others and endures each other's obligations in relationships. This kind of psychological bonding is changed in a situation where fundamental rewards like praising others for good work are given by the leaders. In order to recognise the achievements of the followers gratitude is a good method and this provide an indication that by way of idealized influence and motivation we can achieve high performance.

If teachers appreciate unique talents of the students through which they have achieved success, Gratitude also allow teachers to role model dedication to their students. Students feels a basic and very strong requirement for esteem, self realisation and affiliation which thankfulness or gratitude towards students may allow teacher-leaders to fulfil these needs by way of motivation, individual consideration and ideal influence.

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Relationship between Leadership and Social Intelligence

Since leadership is the process of social influence, teachers demonstrating the transformational leadership style which is tune in to themselves and their students behaviours, goals and emotions as well as who adequately work on students feedback are always very effective.

For educating and shaping the personalities of the students and to make them educated, to promote effective teaching and learning methodologies as well as knowing arms, role of the teachers is utmost important and effective. One who manages efforts of the trainees for achieving the required goals and who consider culture-social and social building of any educational organization is a successful and real mentor. Therefore, Leadership intelligence as a social intelligence competencies causes success for mentors, as researches have revealed that effectively and fruitfully communicating trainers will be successful in future.

Hence, looking at the importance among three variables and their association, we have found that there has been a lack of research in India, therefore we have conducted a study on impact of gratitude on leadership and social intelligence among teachers.

LITERATURE REVIEW

Researchers have found that Gratitude is a feeling which comes after people receive aid which is assumed as expensive, important, and philanthropic (Wood, Maltby, Stewart, Linley, & Joseph, 2008). Many researchers have also conceptualized gratitude as an feeling that is always focused towards appreciating the caring, kind, generous, supportive act of fellow individuals(c.f. McCullough, Kilpatrick, Emmons, & Larson, 2001)

It has also been found that it is a optimistic feeling an individual gets to realize when another individual has intentionally offered, or attempted to offer, to some degree of importance.(McCullough, Kilpatrick, Emmons, & Larson, 2001; McCullough & Tsang, 2004).

According to (McCullough et al., 2002), (Adler & Fagley, 2005), (GRAT: Watkins, Woodward, Stone, & Kolts, 2003) three scales have been recognized to measure the gratitude. These scales are unifactorial GQ-6, the multifactorial Appreciation Scale & the multifactorial Gratitude, Appreciation, and Resentment Test.

On the basis of the above findings by the researchers it can be said that a feeling of being thankful, emotion of returning the favor of some kind behavior expressed by an individual. It is related to kindness, generousness, greeting, responsibility, recognition, a feeling of thanking, appreciating the efforts of others, elegance, thankfulness, integrity, obligation, praising the efforts of others, requital, comeback, receptiveness, thankfulness, blessing, sense of obligation.

It is basically an emotion, which implies the pleasant feelings about the advantage received.

Feelings like gratitude, guiltiness, love ,affection, sense of belongingness can play a valuable role in creating a sense of trust by inspiring others to support the affiliation even when such behavior can prove to be costly for oneself in the short time period.It can also be said that for human beings communicating such interpersonal behavior is quite essential for survival. We can interpret that emotions help and encourage individuals to deal with the challenges. Emotions also guides the decisions by

individuals in an social environmental setting(Keltner & Haidt, 1999). We think that function of gratitude can influence individuals to return the help or some act of helpfulness received by an individual knowingly that such returning can prove to be of cost to that individual in a short period of time. It can be thought of as this behavior of exchange of actions of generosity can help in building trust, building and therefore sustaining relationships.

Somebody has offered a favor or some act of help, kindness, compassion, sympathy, benevolence, love, affection, and we respond to that act by reciprocating the same kind of act, this reflects a sense of gratitude. Gratitude is recognized when some other individual has shown some act which reflects that he or she values us.

It can be interpreted that following are achieved by acts of gratitude:

- (a) A two way relationship is established by reciprocation of the acts. It includes ethical, descent community, self respect, esteem, helpfulness and respect.
- (b) It can be seen that the recipient recognizes and acknowledges the act of kindness by the other individual and values him and assumes and realizes that the act was done to benefit him.
- (c) The receiver displays that according to him the act does not make the actor as having value only as an apparatus of his own wellbeing

If this account is right, then words of gratitude are demonstrations of a compound of beliefs, principles, feelings, emotions and attitudes. When we show gratitude for the kind acts and gestures of others we express that we're glad for the advantage and the concern that has been shown by others; we express our beliefs that they've done something for us and in our favor and hence we are benefitted; we express that we also have respect for them and value them and therefore the mutual relationship and it can also we seen that we don't only perceive them as mere instruments or objects in the universe that have just brought us the benefit; we do respect their sacrifices and benevolent acts that were for our benefit.

The donor exhibits that he values the mutual relationship by demonstrating some act of kindness and recipient also return the favor by returning some act of kindness and generosity, helpfulness and each of the parties has exhibited attitudes and behavior appropriate for a moral community.

It is advantageous to renounce one's momentary personal responsibility on occasion, for example, when one needs to manufacture or keep up a long haul relationship. Subsequently, it is our view that the motivation behind appreciation is to console prosocial acts toward one's advocate, regardless of whether those demonstrations are exorbitant to ourselves right then and there. Along these lines, appreciation's impact on choices to help ought to be particular from the impact of a general positive emotional state. Past demonstrating that appreciation empowers helping conduct in a way various from the manner in which general positive states impact helping conduct, it is additionally important to separate the impact of appreciation from that of the exchange standard (i.e., discerning mindfulness that one ought to reimburse another person who has given help). Historically, clinicians have authorize much corresponding prosocial conduct to cognizance of this collective standard. Although the majority of research on the correspondence standard has not surveyed members' passionate states, and subsequently can't decide the job of full of feeling reacting in adherence to this standard, it isn't our declaration that an absolutely subjective reaction is unequipped for prompting prosocial conduct. Or maybe, we contend that in specific situations, appreciation can encourage prosocial conduct such that a social standard segregated from passionate responses can't. (e.g., Pruitt, 1968; Walster, Berscheid, & Walster, 1973; Wilke & Lanzetta, 1970).

Gratitude offers several advantages:

Appreciation opens the way to more connections. In addition to the fact that saying thanks "you" make great habits, however demonstrating appreciation can enable you to gain new companions, as per a recent report distributed in Emotion. The investigation found that perceiving another associate makes them bound to look for a steady relationship. So whether you express thanks an outsider for holding the entryway or you lead a speedy card to say thanks to that associate who supported you with an undertaking, perceiving other individuals' jars lead to new chances.

Appreciation advances physical wellbeing. Thankful individuals experience less a throbbing painfulness and they account feeling improved than other individuals, as per a recent report distributed in Personality and Individual Differences. As anyone might expect, thankful people are additionally bound to deal with their wellbeing. They work-out more frequently and are bound to go to customary registration with their specialists,

which adds to assist life span.

Appreciation progresses mental wellbeing. Appreciation decreases a large number of harmful feelings, going from jealousy and scorn to disappointment and lament. Robert A. Emmons, Ph.D., a first appreciation specialist, has directed different examinations on the connection among appreciation and prosperity. His examination states that appreciation adequately expands joy and diminishes melancholy.

Appreciation improves compassion and diminishes hostility. Appreciative individuals are bound to carry on in a prosocial way, notwithstanding when others act less kind, as indicated by a recent report by the University of Kentucky. Study members who evaluated higher on appreciation scales were more averse to respond against others, notwithstanding when given terrible input. They encountered more sympathy and compassion toward different people and a decreased want to look for vengeance.

Appreciative assistance individuals rest better. Depicting in an appreciation diary improves rest, as indicated by a recent report distributed in *Applied Psychology: Health and Well-Being*. On the off chance that you go through only 15 minutes squiggle down a couple of appreciative emotions before bed, and you may rest soundly and more.

Appreciation progresses confidence. A recent report distributed in the *Journal of Applied Sport Psychology* found that gratefulness upgraded contender's confidence, which is a basic factor to ideal execution. Different examinations have demonstrated that thankfulness diminishes social correlations. As opposed to being fact insulted to individuals who get more cash-flow or better paying employments – which is a primary trademark in diminished confidence thankful individuals are skilled to develop other individuals' achievements.

Appreciation upsurges mental quality. For a considerable length of time, explore has demonstrated appreciation reduces pressure, however it might likewise assume a noteworthy job in debilitating injury. A recent report distributed in *Behavior Research and Therapy* structure that Vietnam War Veterans with created

dimensions of appreciation experienced minor rates of Post-Traumatic Stress Disorder. A recent report distributed in the Journal of Personality and Social Psychology found that appreciation was a significant factor to strength ensuing the psychological oppressor assaults on September 11. Recognizing all you should be appreciative for – notwithstanding amid the most exceedingly terrible times of your life – sustains strength.

Appreciation is great. Useful for your wellbeing and prosperity. Useful for your connections. Truth be told, I've expounded on the advantages of appreciation here, here, and here. Be that as it may, appreciation isn't continually great. Concentrating on what you have rather than what you have-not is commonly a smart thought, yet there are periods when feeling grateful may reverse discharge.

1. Don't overdose on gratitude. With regards to monitor your gratefulness, the aphorism "more is better" doesn't naturally apply. In the event that you set excessively high of an objective for your appreciation, you may wind up lessening short, which startlingly could leave you feeling not as quite a bit of thankful and cheerful than if you hadn't followed your appreciation by any stretch of the imagination.

2. Do not focus on feeling thankful to someone who isn't worthy. In the event that you are in a debased association with somebody who is sincerely or physically abusing you, or who can't satisfy you, focusing on appreciation might be the wrong decision.

3. Don't use gratitude to avoid serious issues. Appreciation causes you center around what is indispensable as opposed to becoming involved with the little aggravations of regular daily existence; be that as it may, not all challenges are little disturbances, and concentrating your consideration on things you acknowledge may furnish you with alleviation from genuine glitches, however the help might be fleeting.

4. Don't demean your particular achievements through unnecessary gratitude.

Subsequent to something great transpires, you will just benefit from considering and perceiving the general population who helped accomplishing it. Yet, recognizing your own job in the process is likewise basic. In the event that you centre on expressing gratitude toward every other person and controls your own diligent work and ability to say the least, you may experience the ill effects of low confidence behind your appreciation. Try not to give appreciation a chance to hinder getting kudos for your very own part in your prosperity.

5. Do not misstep thankfulness for ineptness. Appreciation is the wonderful feeling you get the chance to feel when another person causes you out. While obligation, by and large indicates a negative feeling which can be comprehended in a manner like somebody helped you and now you owe them. On the off chance that you wrongly decipher sentiments of appreciation for obligation, you may end up buckling down to restore some help not to express the sentiment of gratefulness but rather to take the weight of an obligation off your shoulders.

"Leadership is doing the right things."- Peter Drucker

"A manager takes employees where they want to go. A great leader takes subordinates where they don't essentially want to go but should to." — Rosalyn Carter

"Leadership is the skill of a superior to impact the behaviour of a subordinate or group and persuade them to follow a specific course of action." — Chester Bernard

"Leadership is the aptitude of a manager to persuade employees to work with confidence and zeal."- Koontz and O'Donnell

"Leadership is not making friends and influencing people, i.e., salesmanship it is the lifting of man's visions to higher sights, the raising of man's personality beyond its normal limitations."- Peter Drucker

On the basis of above definitions of leadership, it can be said that the focus is on the capacity of a person to impact, guide, lead, and direct collective endeavors towards the successful accomplishment of hierarchical objectives and goals. Therefore, it very well may be said authority is the way of affecting that urges subordinates or devotees to put in their earnest attempts towards the accomplishment of wanted goals.

It also implies leadership is not only limited to doing the right things it also includes getting the right things done from the subordinates or team members by encouraging them and motivating them to work with confidence. It is the capability of an individual to influence the attitude, actions and behavior of subordinates and guiding them to do the right acts in the right way.

An enormous common thematic leadership theory classified recognized from Gardner et al. (2010) underscore worldwide types of development, which likewise accentuate fundamentally on the individual dimension of investigation. Significantly, these speculations characterize initiative marvels as by methods for stable procedures, for example, dispositional highlights to estimate authority results. It incorporates quality hypotheses, inquire about on initiative aptitudes and capability, and authority style (e.g., transformational/value-based administration, ruinous administration and moral initiative), which recognize explicit authority characteristics, practices, and

attributes that by and large conjecture pioneer observations and productivity crosswise over a wide range of settings. Dispositional elements might be underscored in different speculations, for example, pioneering and culturally diverse administration when they center around individual elements (e.g., knowledge) to impact relational results. This point of view recommends that with the end goal for pioneers to impact individual and authoritative results, they should have, or can impact, a significant number of the qualities depicted by these speculations. Subsequently, topical hypothesis classifications with a worldwide ULP are elucidating and offer niggardly clarifications of authority (Lord and Dinh,

2012); in any case, they offer restricted knowledge into the procedures by which pioneers trouble managerial results and they create challenges for how astute distinctive topical hypothesis classifications relate or influence each other.

Conveyed administration regularly is given a role as some kind of solid build when, truth be told, it is just a developing arrangement of thoughts that every now and again separate from each other.

It regularly is utilized reciprocally with "shared administration", "group authority," and "popularity based initiative." However, these terms are not equivalent words for circulated administration. Contingent upon the circumstance, a dispersed point of view infers shared administration. A group initiative methodology does not really include buying in to a disseminated viewpoint where authority practice is characterized as the association of pioneers, supporters, and circumstance. So also, an appropriated point of view infers initiative that can be just or despotic.

Circulated initiative is about administration practice instead of pioneers or their jobs, employments, schedules, and structures. Despite the fact that it is essential to think about them, administration practice is as yet the beginning stage. A dispersed point of view traces initiative practice with a certain goal in mind; authority practice is seen as a result of the cooperations of school pioneers, adherents, and their circumstance. This point is explicitly significant, and one that is as often as possible bypassed in dialogs of conveyed authority. Rather than review authority practice as a result of a pioneer's information and ability, it is smarter to characterize the disseminated viewpoint as the collaborations among individuals and their circumstance. These associations help in understanding initiative practice. This "pioneer in addition to" see, be that as it may,

is only a glimpse of something larger in light of the fact that, from an appropriated point of view, authority practice that outcomes from communications among

pioneers, supporters, and their circumstance is basic.

Various researches show that accountability for leadership is roles can be dispersed in several customs. Researches have depicted that how this accountability can comprise multiple leaders-not just principals or coprincipals-who work in a synchronized way at epochs and in analogous at others.

Transformational leadership

² It is a theory of leadership where a pioneer works alongside groups to recognize territories where change is required, making a dream to control the change through motivation, and executing the adjustment as per submitted individuals from a gathering; it is an essential piece of the Full Range Leadership Model. Transformational initiative upgrades the inspiration, certainty, and occupation execution of adherents with the assistance an assortment of instruments; these incorporate associating the devotee's obligation of self and to a venture and to the aggregate character of the foundation; ⁴ being a good example for subordinates so as to urge them and to bring their enthusiasm up in the undertaking; moving supporters to assume more prominent liability for their work, and perceiving the qualities and shortcomings of devotees, enabling the pioneer to fix up subordinates with errands improve their exhibition.

Transactional leadership

This theory aims on the utilization of remunerations and disciplines so as to accomplish consistence from supporters. Transformational pioneers turn upward to changing the future to rouse adherents and achieve objectives, though value-based pioneers endeavors to keep up business as usual, rather than going for advancement. Value-based pioneers much of the time get results from representatives by utilizing specialist, while transformational pioneers have a genuine vision for their organization, can rouse individuals, and are altogether dedicated to their work.

The MLQ tests for some value-based administration fundamentals - ⁷Contingent Reward and Management-by-Exception - and the results for these components are frequently coordinated to those for the transformational components tried by the MLQ. Studies have found transformational initiative practices advances to higher fulfillment with pioneer among adherents and higher pioneer viability, while value-based practices closes to higher devotee work fulfillment and pioneer work execution. The Multifactor Leadership Questionnaire (MLQ) assesses three distinct kinds of administration styles: Transformational, Transactional, and Passive-Avoidant. It licenses people to gauge how they see themselves regarding authority practices (utilizing the Leader/Self structure), yet the focal point of the MLQ lies in the rater/other input that is helped with the Rater structure. It was structured with the 360-degree criticism strategy.

Transformational pioneers have improved associations with their bosses and make all the more an impact to the association than the individuals who are just value-based. Associations whose pioneers are value-based are not excessively much compelling than those when contrasted with transformational pioneers especially if sufficient of the value-based initiative is detached administration by-special case.

Spiritual Leadership

Spirituality in the workplace and spiritual leadership can be understood as buildings within the initial development section. At this stage, it is vital that initial theories meet the four elements that provide the necessary and adequate conditions for any theoretical model to be developed. They must specify (1) The investigator's units or variables of interest, (2) harmony as defined in the laws of relation between models that, however, indicate that they are related, (3) Interval limits expected to work by relationship laws, and (4) The system-specifying contingency effects state at intervals that the ideal units were characteristic values that have been established and persistence over time. There will be spirituality within the geographical point, but people do not proselytize or pressure. Although, We tend to realize that spirituality expresses itself not as much in words or preaching in the case of effective leadership, However, in the incarnation of non-secular values such as integrity and in the demonstration of non-secular behavior

such as meticulous expression and concern. Spirituality in the job place could be defined as a "structural framework value proven in the society which encourages knowledge of transcendence of staff by working methods." facilitates their feeling of connection in an attitude that has empathy and happiness. Many concepts of management emphasize the need for the leader to formulate an enlivening strategy for associate degrees. What is really essential, moreover, is not so much words but action: undisputed level of morality, Others show consideration and empathy. In addition, we should always describe what efficient management is implied by that utterance. The efficacy of leadership has been evaluated on several levels: subjective assessments by supporters, colleagues and supervisors; by successor's results; or the fulfillment of structural objectives such as gain and efficiency. A holistic perspective of management results on the supporters and achievements of objectives for each leader, as every viewpoint offers only one piece of evidence. This management assessment meta-analysis incorporates the non-secular characteristics and procedures which are examined with regard to management achievement policies. These characteristics and methods are reflected in the different interventions. Individuals usually know that the principles and procedures outlined in non-secular doctrines clash with those required for corporate leading fulfillment. The assessment demonstrates instead that the condition of achievement in each domain is respectable. This research divides management achievement steps into three classifications: The supporters, the teams involved and individuals connected with the leader are connected as a personal individual. Six achievement steps are recognized within the scope of the supporters: Follower satisfaction with the leader, the preservation of promotes, follow-up morality and moral conduct and, ultimately, the citizens ' framework (OCB). Leading team achievement measures were further offset into 3 classifications: efficiency or efficiency, sustainability of the long term business reputation. The measures related to the achievement of the manager as a staff were also alleviated in 3 classifications: leading incentive, connections with others and privacy.

Advantages of Leadership

- **Productivity enhancement**

If leaders can skillfully delegate duties, they can assist boost efficiency of labor. Good executives can identify and delegate the strengths and limitations of various team members. Efficient imbalance of power, eventually leading to greater revenues and greater profitability, can lead to greater labor performance. Unproductive management, on the other side, can decrease efficiency. If a supervisor, for instance, chooses to conduct simple duties and delegates to staff challenging tasks, it may lead to an improvement in efficiency. However, a leader who understands how or when to assign job duties tailored to the abilities and abilities of each individual will often discover that staff do these job more effectively.

- **Enhances worker morality**

Effective management can also enhance worker morality and increase worker allegiance. Loyal staff has confidence in their executives and are prepared to work harder and remain with them in harsh moments. New employees can be excessive recruiting and mentoring, so promoting strong morals through excellent management has a profound effect. Morals and values are one of the major benefits of management, as they create a sense of employee property and allegiance.

Disadvantages of Leadership

- **It takes much longer for other activities than significant assignments.**

It's not enough and is not a successful undertaking to only provide your workforce with the necessary funds and instruction. While it is vital that employees are guided, encouraged, motivated, managed and trained to create sure that they efficiently fulfill their functions; executives are not actually producing products or services whilst they act as representatives. Leadership roles find themselves spending more time to do management duties than spending more time interacting with customers and selling. In some cases, leaders manage this management restriction by recruiting admin staff to perform some of these responsibilities. The downside, however, is that high-class, skilled managers represent a price to the business that can reduce the budget of an

enterprise.

- **Could contribute to a personality clash**

This is one of the benefits and drawback of being a leader which you cannot prevent because an organization has people who do not often agree and coordinate. Conflicts may contribute to disputes, conflicts that can contribute to unnecessary disputes and decrease efficiency and performance between executives and staff. Managers must comprehend distinct characters and adjust their management styles to interact with the characteristics of various associates.

Ethical Leadership

There are two similar aspects to that: moral individual and moral director, rightly identified ethical managers. The moral aspect addresses the characteristics as a individual of the ethical representative. Truthful and reliable are strong moral individuals. They are concerned for other people and also considered to be accessible. Staff and customers can reach this person, knowing that they are heard, with issues and issues. Moralists have a reputation for their own fairness and leadership. Finally, in their private and social life, moral people are constantly moral. The moral director aspect relates to the management's use of management instruments to promote ethical behavior at job. By modeling ethical behavior to their employees, they create morality important. Moral executives set ethical norms and interact them, apply benefits and penalties to ensure they are enforced. Ethics leaders are more likely to promote top executives, particularly in situations where there is a strong performance pressure.

Unethical Leadership

"Dark" Research on the Dark part of the organization's behavior attempted to understand why staff of the organization participated in damaging or deviant conduct.

Deviation from the workplace is known as behavior that violates important organizational standards and harms organizations and their employees.

Unethical conduct includes unlawful acts or otherwise moral inconveniences for bigger groups. Dark side scientists disclosed a range of non-ethical deeds. Different conditions

such as unfair oversight, undermining supervisors, poisonous management and oppressive management have developed in literature. Research indicates the cruelty, abuse, conniving, and intentional degradation of these rulers. These activities are considered deliberate and detrimental and could constitute the basis of legal proceedings against workers. Thus, immoral behavior of damaging leadership.

The officer in charge is not an incarnate individual with distinctive features. He is a group manager and leads only in his purely functional connection with the community. Hence, his role in the organization's complete vibrant model describes him as a leader. He is a leader not because he is smart and intelligent, skilled or original, but also because group of people is seen as a way by his intellect, competence or uniqueness. It is not because the presence of the leader, the fluency of expression, or the greater socioeconomic status is comparatively imposed, but because those variables tend to prevent community members from expecting stronger funds from their owner. The leader is pursued because he vows to get, or his supporters truly get almost everything they exactly what they wanted. When he does, he is tiny, relatively insignificant and comparatively utterly speechless. He will be pursued. In our society, we are prepared to expect smarter ways for individuals with certain features. Some features like wisdom may also generally allow some people to provide significantly stronger means. However, the director is a result of his operational connection with particular people in particular situations, not of his features. The variation of leadership features therefore bothers all but the largest methodological analytical attempts. In two respects, the chief seems to be emerging. Firstly, the arrangement between employees of a community shows that some people serve better than others. Such a deal can be entirely predictive, a question of imagination or the outcome of experiences among different employees. The consent of a organization's representatives can be implicit or explicit. A band member who says, "Let's go get a coffee cup" might pick out a follow-up and be a mentor for a couple of seconds or so merely because he instantly expressed an action to other participants as purposes.

A member of a organization known to have a special ability, which is currently a necessity, can be turned into a leader because he or she owns it. It is not uncommon in our society for any community to choose a leader very first. The second possibility that a leader can emerge is through goals that need to be achieved by a community of

individuals. For instance, a person of 30 intends to achieve something that can only be achieved by managing other people's operations. After which he tries to locate a group or a range of people who will take over their work. If our fundamental expectations are right, he will only obtain 'supporters' when he vows to increase fulfillment with the need (or in order to prevent fulfillment of the requirements being reduced in his sight).

From 1920 on, E. L. Thorndike developed social intelligence as disassociate from 2 other, conceptual and mechanical human intelligences. The term "cultural intelligence" is defined by Thorndike's (1920) as "The ability of humanity to comprehend and handle human connections prudently."

The initial concept of social competence by Thorndike (1920) included the concept of capacity to: comprehend and behave wisely in respect of others. Thorndike was furthermore defined as: (a) mental recognition of others without the perceives need for intervention and (b) real action-oriented dealing directly with others.

Following his literary evaluation, Vernon (1933) extended on social intelligence with the following words: The capacity to communicate with individuals in particular, the cultural technology or comfort in culture of SOCIAL INTELLIGENCE, the understanding about personal affairs, the sensitivity to stimulation from others within a Group, perception of transient mood or initial character characteristics of colleagues and strangers appear to be included in cultural intelligence.

Social intelligence (SI)

The capacity to establish successful relations and manage social environments is social intelligence (SI).

Social understanding includes our ability to comprehend the behavior of others, both in complicated cultural organizations and in close relationships, to know the minds of others and to envisage how others will feel, believe and conduct. There are numerous sources of consciousness that social intelligence can be independent or separable from overall intelligence. Moreover, there are individuals able, but who voluntarily confess to the end of the cultural universe, to understand the non-social universe (e.g., Science, arithmetic, electronics). There are also different types of individuals: individuals who have no difficulty communicating with the cultural universe but are confused with the

non-social solution of problems (Karmiloff-Smith et al., 1995). Social lack of judgment and management dysfunction can be caused by memory after harm (Tranel & Hyman, 1990). Lastly, many primatologists now believe that the solution of a personal issue is major driving forces behind Primate Intelligence growth, rather than the use of tools or other completely non-social issues (Whiten, 1991).

⁸ Social Intelligence (SI) is the ability to work with and cooperate with others. Sometimes known as "people's capacity," SI understands the countries and the cultural structures they manage and understands modes and methods for communication that may assist someone to attain its goals in coping with others.

⁵ It also includes some individual self-awareness and an awareness of one's own understanding and habits of reactions. Karl Albrecht classifies comporment to others as declining on a scale of the range of "poisonous" and "nutritional effects," in terms of interpersonal abilities. Toxic conduct causes people feel devalued, upset, annoyed, guilty or otherwise unsatisfactory. Nutrition causes individuals to feel valued, valued, confirmed, motivated or skilled. An ongoing model of feeding conduct tends to enable a individual to deal with each other even more feeding habits show elevated personal intelligence.

Social intelligence definitions have usually highlighted two important aspects, namely social comprehension and behavior. Thorndike (1920) defined, for instance, in visionary work in the field of social intelligence as ¹⁵ "the capacity to understand wisely in human relations between males and females, boys and girls".

¹¹ Moss and Hunt (1927), Strang (1930), Thorndike and Stein (1937), and Vernon (1933) suggested similar terms. However, despite these requirements, the early steps of this structure focus ³ only on perceptual abilities (e.g. Moss, Hunt, Omwake, & Ronning 1927); Moss, Hunt, Omwake and Woodward 1955; (Walker & Foley 1973) as well as behavioral and component elements of Social Intelligence. Those policies have therefore proven to be inadequate (Thorndike and ³ Stein, 1937; Cronbach, 1960; Keating, 1978). In addition, on the subject of this article, these measures of "cultural comprehension" failed to forecast supervisory efficiency effectively (Campbell, 1955; Harrell, 1940). Following an examination of these studies, Walker and Foley (1973) observed that advancement could be made by expanding personal intelligence operationalization into the element of its behavior. Subsequent trials therefore looked

into "the capacity to achieve appropriate goals in certain cultural contexts" for personal competence (Ford & Tisak, 1983; see also Marlowe, 1986). In order to show differences between personal and scientific intelligence measures that incorporates cognitive expertise have proven better (Ford & Tisak, 1983 ; Lowman & LeEman, 1988 ; Marlowe, 1986).

Social intelligence is crucial for efficient management and for stronger collaboration with teams. Social intelligence is strongly connected with concepts like social competences and abilities.

The concept that efficient management means important social mechanisms in the brain has caused us to expand our concept of emotional and mental intelligence, based on personal psychological ideas. Social intelligence, as defined as a series of cross-personal skills constructed on special neural circuits (and associated endocrine structures), inspires others to become efficient and effective, is a more relationship based construction for evaluating management.

Social Intelligence with regard to Leadership

The direct connection between effective management and social intelligence. It is essential to be willing to read and comprehend other ideas, opinions and feelings in order to interact efficiently. Those with management roles are usually anticipated to have understanding and capacity to deal with problems, but sometimes they do not. Goleman describes that it is essential, as a mentor to listen closely and to integrate this understanding.

That signifies that, to become successful leaders, attention must be paid to their ideas, views, feelings and understanding and that understanding must be combined with current information, which will help to achieve organizational goals effectively. Effective officials are represented as social specialists, involving individuals with considerable know-how in complicated social systems activities. Development Leadership is both a situation and a result of knowledge. Detailed investigations of behavioral capacities and skills connected with leadership intelligence and social

competence are essential for identifying features of effective rulers. Persons become specialist's in particular social duties and fields; they are specifically able to fulfill their objectives in those unique fields. It is not essential to be an specialist in all areas, to be smart in one social environment but not in another. And perhaps, you could achieve certain social goals, but not otherwise, in some places.

Social intelligence, exactly because it boosts organizational achievement, marked by innovation, changeability, ambiguity and elevated social danger. Full consideration of cultural intelligence and governance must include not only the constructions of cultural understanding that characterize effective leaders, but also how rulers use these constructions to address, encode and inferentially process the personal organizational landscape. True effective rulers have coded a mental depiction of a suitable or optimal organizational target country to evaluate prospective business possibilities.

The two key characteristics of management are social perceptivity and behavior flexibility. Successful rulers have as their features two elements of social intelligence, social insight and cognitive flexibility. The leading characteristics in a nut shell enable these people to communicate, resolve issues and therefore regulate a complicated and vibrant social environment. These characteristics have the benefit of adding to management in both situations and situations. They could then play an important part in our comprehension of the leadership's position and the variables that are determining achievement in these positions. Leaders determine and change their reactions to the demands, specifications and conceptual frameworks of organizational issue situations. The ability to understand society and to be flexible in behavior is based on mental representations of cultural factors (for instance; staff, working behavior difficulties, organizational efficiency, and anticipated patterns of interaction) in the organizational aspects. There are five proposals on the variances between cultural information systems between rulers and non-leaders. The consequences of these statements are addressed, which (a) see leaders as professionals in the activities of complicated social structures, (b) take cultural intelligence into account in the network of leading features, and (c) examine distinctions in their mental qualities and performances between sovereigns and non-leaders.

RESEARCH METHODOLOGY

Research Methodology solves the problems in research systematically. It facilitates the study as to how research has been carried in a systematic way. Method in which research has to be carried out is outlined in the general research strategy and inter-alia it identifies various approaches which are to be used for carrying the research. Methods which have been elaborated in research methodology shows various modes and means for collecting the data, sometimes this also reflect as to how specific results could be calculated.

However a lot of attention has been given to particular procedure's nature and process or its objectives, the methodology does not reflect specific methods. The moment we discuss research methods, we discuss the research methods as well as we consider logic being used in our research and also elaborate as to why we uses that method or technique and also why we do not use other techniques.

Sampling technique which has been adopted in this research is Convenience sampling, which is a non probability sampling technique. It is perhaps the easiest technique of sampling, since participants are selected based on availability and willingness to take part.

Sample size is of 150 people has been taken for the survey. The required data was collected through questionnaire.

Sampling unit comprises of Professors, Teachers and Ph.D. scholars. The age group of participants vary from 21 to 60 years. No. of female respondents were 77 and no of male respondents were 73.

Data is the significant part of the research. All research depends upon your data. Methods of data collection are Primary data. Data has been collected through questionnaire - Gratitude Questionnaire-6, Multifactor Leadership Questionnaire-6s and Secondary data which are being already collected by somebody else and which have

already been conceded through the statistical process. Data has been collected from published data from internet, books, research papers.

Exploratory research design has been adopted under this project which lays emphasis on finding the ideas and thoughts which have been opposed in order to collect accurate data.

Studying the entire world is not possible, therefore for knowing characteristics of the world, it is necessary to take sample from the universe.

In this project sampling method is Convenience sampling. Research instrument which has been used is Questionnaire - Gratitude Questionnaire-6, Multifactor Leadership Questionnaire-6s

Gratitude Questionnaire - 6

²⁹ A six item self report called Gratitude Questionnaire – 6s (GQ – 6s) look for assessing the grateful experiences frequency & deepness, *by Mc Cullough during 2002.*

This contains various statements like “I have so much in life to be thankful for” (Ques No.1) or “I am grateful to a wide variety of people” (Ques No. 4) which respond to a Likert-Scale 7-points starting from “1” (highly disagreed) till “7” (highly agreed). A single factor GQ 6 plays important role which is different contents like optimism, vitality, well being and happiness, *Mc Cullough in 2002.* We find that GQ 6 is connected with life satisfaction, spirituality and religion, self confidence, forgiving, sympathy, social behaviour, optimism in a positive way and also this is related to anxiety, envy and greed in a negative way.

Good internal reliability has been found in GQ-6s, with alphas ranging from .82 to .87. It has been seen that GQ 6s along with alphas between .82 & .87 shows nice internal reliability.

Table 3.1: Reliability Statistics- GQ-6

Reliability Statistics : GQ-6

Cronbach Alpha	Standard Cronbachs Alpha	Items Number of Items
0.798	0.803	6

Questionnaire of Multi-factor Leadership -6s

Bass and Avolio in the year 1992 developed MLQ- 6s form which is the short version of North house' Multi-factor Leadership Survey for the purpose of Quantitative studies. This questionnaire contains 21 items regarding different factors of leadership.

It uses 5-point Likert and contains statements like: "I make others feel good to be around me", "I provide appealing images about what we can do", "I get others to rethink ideas that they had never questioned before". It measures 7 factors pertaining to leadership styles such as transformational, transactional and laissez-faire. Factors which have been measured in this study are exception Management, Leadership based on laissez faire, rewarding for contingent, considering individuals, stimulation of the intellectuals, inspirations, idealised influencing

Transformational leadership

Leadership by transformation is the leaders impact on their subordinates and the followers overachieve their performance goals because of the feeling of respect, faithfulness, acceptance and appreciation toward their leaders.

The four basic factors of this leadership behaviour are given as follows:-

- **Ideal influence** of the leader due to which followers feel strong connection with their leaders. They consider leaders as their role models and feel a sense of belongingness with their them. It contains items 1, 8 and 15 of MLQ-6s.
- **Considerations of the individuals** pertains to overall development of the individual beings by giving them required support, motivating them to perform better, show them appropriate guidance, giving them responsibility, words of advice and also the measures by which they can perform better which results in their overall enhancement and development. It contains item 4,11 and 18 of the questionnaire.

- **Stimulation of the intellectuals** i.e. in which leaders try to encourage followers to be creative enough to see things from new perspectives and challenge already established values and theories of the organization and of their own. It contains item 3, 10 and 17 of MLQ-6s.
- **Motivating** the followers by inspiring them to keep the good work up with the help of appropriate examples such as symbols, behaviours and images which motivate employees to perform better with the help of appealing visions. It contains items 2, 9 and 16 of MLQ-6s.

Transactional leadership

This type of leadership is more of a give and take relationship in which transactions occurs between leaders and subordinates about the roles that would be required to perform by the followers and leaders specify the rewards which would be given to them on successfully meeting those requirements. Different factors of this leadership style are as follows: -

- **Reward by contingent** specifies specific reward given for followers effort as per the agreement decided by leader and follower that what needs to be done and what would be the desired payoff according to the work performed. Items contain 5, 12 and 19 of MLQ- 6s.
- **Exceptional Management** involves criticism in a positive way, reinforcement by giving negative feedback. Items contain 6, 13 and 20 of MLQ- 6s.
- **Leadership by Laissez- faire** approach is not exactly a leadership because in this leaders avoids responsibility and decision making which automatically delegates the power to the subordinates. Items include 7, 14 and 21 of MLQ- 6s.

Reliability: “The reliability of the three main leadership scales of Transformational, Transactional and Non-Transactional Leadership were determined by means of Cronbach’s alpha reliability coefficients. Results yielded scores of 0.944, 0.736 and 0.803 respectively.” (Measured by Argyrous in the year 2009).

Table 3.2: Reliability Statistics- MLQ-6s

Reliability Statistics- MLQ-6s

Cronbach Alpha	Cronbach Alpha Standard Items	Number of Items
0.908	0.911	21

Social Intelligent Scale by Tromso

This scale was given by Silvera in the year 2001 to determine the social intelligence of individuals. It is the instrument which includes 21 items which contains self report of the social capability of the individuals. It contains likert-scale of 5 points .This means =Strongly-agree, 4=Agree, 3=Neutral or undecided, 2=disagree and 1=strongly-disagree. This scale measures this intelligence capability with the help of three subscales:

- (i) **SIP:** This is the social information processing scale consists of measuring human relationships by accessing verbal and nonverbal cues and the ability of humans in understanding hidden messages and transcripts. The Item of SIP are “I can predict other people’s behaviour”, “I know how my actions will make others feel.” Statements: 1, 3, 6, 9, 14, 17, 19 of TSIS.
- (ii) **SS:** This is the social skills subscale which determine communication skills of the individuals such as listening actively to others, paying attention and establishing relationships between different types of people. The Item corresponding to SS are: “I fit in easily in social situations.”, “I am good at getting on good terms with new people”. Statements: 4, 7, 10, 12, 15, 18, 20 of TSIS.
- (iii) **SA:** This is a social awareness scale which determines the ability of acting according to different situations such as time and place, behaviour and feelings. The items related to SA are: “I have often hurt others without realizing it.” Statements: 2, 5, 8, 11, 13, 16, 21 of TSIS

Reliability: Cronbach's alpha coefficient was used to find reliability of internal factors. Reliability of the scale are SP (0.81), SS (0.86), and SA (0.79) subscales of the Tromso scale all showed acceptable internal reliability.

Table 3.3: Reliability – TSIS

Reliability Stat: TSIS			
Cronbach Alpha	Standard Cronbach Based	Items Alpha	Number of Items
.839	.844		21

Demographics

Table 3.4: Age Frequency

Age (years)	Frequency
21-30	81
31-40	39
41-50	18
51-60	9
> 60	3
Total	150

Gender	Frequency
Male	73
Female	77
Total	150

Table 3.5

Gender
Frequency

Table 3.6: University Frequency

University	Frequency
Delhi Technological University	23
Delhi University	104
IP University	11
Amity University	8

Table 3.7: Department Frequency

Others	4
Total	150

Department	Frequency
Management	19
Commerce	62
Science	36
Arts	29
Law	5
Total	150

Table 3.8: Age-Gender Crosstab

RESULTS

Age vs Gender Cross tab				
		Gender		Total
		Male	Female	
10 Age (Yrs)	21-30	31	50	81
	31-40	20	19	39
	41-50	12	6	18
	51-60	7	2	9
	Above 60	3	0	3
	Total	73	77	150

TABLE 4.1: Age, Gender and University Stat.

Descriptive Stat

	N	Mean	Standard Deviation	Variance
Age	150	1.76	1.015	1.029
Gender	150	1.51	.501	.251
University	150	2.11	.820	.673

As indicated in the table mean age is close to 2 i.e. out of the sample majority age is 31-40 yrs. Gender value is close to 2 i.e. majority is of females and majority of teachers is from University 2, that is, Delhi University.

TABLE 4.2: Gratitude, Leadership and Social Intelligence Mean

Descriptive Statistics			
	Mean	Std. Deviation	N
Gratitude Mean	4.6678	1.17129	150
Leadership Mean	3.6108	.66837	150
Social Intelligence Mean	3.5340	.52881	150

Above table indicates that gratitude mean is slightly higher than that of leadership and social intelligence mean.

TABLE 4.3: Correlations between gratitude, leadership and Social Intelligence Mean

Correlations				
		Gratitude Mean	Leadership Mean	Social Intelligence Mean
Gratitude Mean	Pearson Correlation	1		
Leadership Mean	Pearson Correlation	.446**	1	
Social Intelligence Mean	Pearson Correlation	.371**	.668**	1

** . Correlation :significant at 0.01 level (2-tailed).

As per table 4.3, Gratitude correlated equally and moderately with leadership and social intelligence, i.e., the degree of correlation is “.446** & .371** at 0.01 level.

TABLE 4.4: Gratitude, Leadership Factors, and Social Intelligence Factors Mean

Detailed Statistics of Factors			
	Mean of factors	Standard Deviation	Number of Items
Gratitude Mean	4.6678	1.17129	150
Idealized Influence Mean	3.7756	.80221	150
Inspirational Motivation Mean	3.7844	.77155	150
Intellectual stimulation Mean	3.5978	.91983	150
Individual consideration Mean	3.7333	.83724	150
Contingent reward Mean	3.4756	.91743	150
Management-by-exception Mean	3.5333	.83367	150
Laissez-faire leadership Mean	3.3756	.86897	150
Social Information Processing Mean	3.8124	.53456	150
Social Skills Mean	3.4924	.58972	150
Social Awareness Mean	3.2971	.71582	150

As indicated by the Table 4.4, all the respondents have highest mean on “Inspirational motivation (items 2, 9, and 16)” of leadership.

And lowest mean on “Contingent reward (items 5, 12, and 19)” of leadership.

As per the majority of our respondents have highest mean on “social information processing (SP) (items 1,3,6,9,14,17,19)” of social intelligence.

And lowest mean on “social awareness (SA) (items 2,5,8,11,13,16,21) of social intelligence.

TABLE 4.5: Gender wise classification of different means

	Gender	N	Mean	Std. Deviation
Male	Gratitude Mean	73	4.7854	1.29948
	Leadership Mean	73	3.5127	.71435
	Social Intelligence Mean	73	3.4847	.53147
Female	Gratitude Mean	77	4.5563	1.03152
	Leadership Mean	77	3.7038	.61185
	Social Intelligence Mean	77	3.5807	.52546

As indicated in the above table, Gratitude mean is higher than Leadership and Social Intelligence mean, thus in both male and female gratitude level is higher as compared to leadership and social intelligence levels.

Also, in male, gratitude is more (4.78) as compared in females (4.55).

But leadership and social intelligent mean of females is higher as compared to males.

Table 4.6: Pearson Correlation between Gratitude, Leadership Factors and Social Intelligence Factors.

	GM	II	IM	IS	IC	CR	ME	LF	SIP	SS	SA
GM	1										
II	.386**	1									
IM	.422**	.638**	1								
IS	.291**	.524**	.563**	1							
IC	.379**	.418**	.538**	.670**	1						
CR	.381**	.497**	.525**	.639**	.722**	1					
ME	.315**	.440**	.458**	.607**	.554**	.604**	1				
LF	.291**	.623**	.610**	.456**	.498**	.557**	.457**	1			
SIP	.404**	.508**	.434**	.400**	.444**	.306**	.422**	.364**	1		
SS	.321**	.555**	.551**	.514**	.545**	.461**	.487**	.494**	.559**	1	
SA	.257**	.518**	.521**	.359**	.427**	.397**	.476**	.371**	.557**	.702**	1

GM: Gratitude Mean II: Idealized Influence Mean; IM: Inspirational Motivation Mean; IS: Intellectual Stimulation Mean; IC: Individual Consideration Mean; CR: Contingent Reward Mean; ME: Management by exception Mean; LF: Laissez-faire leadership Mean; SIP: Social Information Processing Mean; SS: Social Skill Mean; SA: Social Awareness Mean.

- As indicated in table 4.6, Gratitude correlated equally and moderately with leadership and social intelligence, i.e., the degree of correlation is “.466**” at 0.01 level.
- Gratitude level of respondent correlated moderate with leadership factor 2 construct which talks about “Inspirational Motivation”(item2

“I express with a few simple words what we could and should do”, Item9-
“I provide appealing images about what we can do”, and item 16-
“I help others find meaning in their work”).

This indicates that if gratitude increase then inspirational motivation of leadership would also be increase.

- Gratitude level of respondent correlated moderate with social intelligence factor I construct which talks about “social information processing” (item 1- “I can predict other people’s behaviour”, item 3- “I know how my actions will make others feel”. Item 6- “I can understand others people’s feeling”, item 9- “I understand other’s wishes”, item 14- “I can often understand what others are trying to accomplish without the need for them to say anything”, item-17 – “I can predicts how others will react to my behaviour”, item 19- “I can often understand what others really mean through their expression, body language etc.)”.

“This indicates that if gratitude increase then social information processing of social intelligence would also be increase.”

CONCLUSIONS AND FINDINGS

- This study reflects viewpoint amongst teachers of various Universities, that because of significant relation between gratitude, Leadership and social

intelligence, it can be stated construction of healthy connections with others can be influenced by gratitude and also generally learning attitude as well as giving focus on gratitude is a mean of creating awareness about the social domains and creating positive effects.

- Gratitude positively and moderately correlates with the motivation via inspirations and idealized influence constituents of changing leadership. Therefore, increasing the practice of gratitude by teachers will also lead to become better leaders as they would be an enhanced influence on their students. Ideal influence of the leader due to which followers feel strong connection with their leaders. They consider leaders as their role models and feel a sense of belongingness with their them. This would lead to motivated students and their significantly improved performance.
- Gratitude level of teachers also correlated moderately with social intelligence construct which talks about “social information processing”. By increasing practice of gratitude would also enables teachers to establish better relations with their student, understand their emotions and how their actions will make their students feel, their expressions and body language. So, teachers can better understand the situation of students and deal with them in a better way.
- The teachers also attributed their leadership style of individualized influence with social skills. “The mentor-protégé relationship is important in developing a high-performance culture, including students’ development and effective communication.” (Kreitner & Kinicki in year 1998). According to Northhose, “Mentoring is like individualised consideration which indicates the degree to which the teachers show interest in others’ well-being, assign projects individually, and pay individual attention to those students who seem less involved in the group”
- Individualized consideration leadership style highly correlated with contingent reward. Therefore, individual attention to students and setting their achievements with rewards appropriate to them could motivate students in performing better.

- Intellectual stimulation correlates highly with management by exception leadership style. Stimulation of intellects causes cognitive development and helps students in viewing problems from different perspectives. Teachers can inspire students to be creative and solve problems through innovative ways. Management-by-exception includes helpful criticism, negative feedback, which enables students to see their weakness and understand ways to improve them.
- Social skills construct highly correlated with social awareness. Social skills include the skills need for communication such as listening, speaking actively and maintaining relationships while social awareness constitutes behaving as per the situations such as feelings, emotion, time and place. So, it is necessary for teachers to have great social skills and be aware of the social situations to have improved classroom environment & strengthening their relationship with the students.
- “Teachers who display a high level of gratitude tend to show positive copying styles in students too and enjoy reciprocal behaviour that promote good interpersonal relationships” (Woodet-al., 2007). Hence, this research could be further continued to add students’ perspectives. Example, do students also develop more positive relationship with their teachers as well as parents and be more engaged with them as they are the ones receiving gratitude or this was the case in only teachers perspectives?

MANAGERIAL IMPLICATIONS OF GRATITUDE, LEADERSHIP AND SOCIAL INTELLIGENCE

“Gratitude in organizations is critical as it has a great effect on improving the organizational environment and leads to enhancing individual well-being and reducing damaging emotions in the workplace, such as hatred and envy” by Emons in 2003. “It is also important to employee efficiency, success, and loyalty” by Emons in 2003; Grant and Wrzeisniewski in 2010.

“Gratitude thus appears to be a valuable resource that sustains performance. Individuals who are grateful feel restored, and their wellbeing helps them see their colleagues in a positive light, thereby refining organizational citizenship behaviours and strengthening reciprocity, teamwork, and selflessness” (Diket al., 2014).

“In terms of leadership, it is defined as the ability to influence a group of employees’ values, beliefs, attitudes and behavior.” By Ganta and Manukonda in 2014. As per Atkinson, “if there is no effective leadership in an organization no changes will be made, because there are no leaders that motivate and lead the organization’s employees as well as provide a clear direction for the organization”.

Various factors can be attributed to the effectiveness of managers. It can be said that managers that are capable of making better relations with their customers, superiors, subordinates and peers are able to acknowledge social characteristics of the employees, such managers have the decision making ability which helps in crisis management and proves to be a competitive advantage for the organization.

Thus, a significant relation has been established between managers social intelligence and employees performance and achievements.

Thus, it can be stated that gratitude, leadership and social intelligence are important virtues for the managers effectiveness and for overall development and performance of the organization.

LIMITATION OF THE STUDY

- The results could not be generalized to a large extent due to the short 21-item MLQ-6S, 6- item GQ-6S and 21 item TSIS scales.
- The questionnaire was not administered by respondents or by us thus could lead to subjectivity of the responses.
- Sample size of the study was only 150 which is not a clear picture of the broader view and can't be generalized to a large extent.
- It is a tendency of human to show their positive side only so there may be a biasedness in filling out questionnaires.
- The study may be biased as our research included most of the samples from DTU and DU. Samples were collected from many other universities and colleges too, but they are few. So, the former would have overburdened the latter.
- Also, in our study we have included the teachers of mainly North India. So, there would be a demographics biasedness.
- The sample mainly contains teachers from Universities only, so the research can't be generalized to high school and elementary level teachers.
- Due to lack of prior research in India on this topic, there was only a little presence of already established results which could confirm to our results.

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