

**INFLUENCE OF INTELLIGENCES AND LEADERSHIP STYLES ON
LIFE SATISFACTION AMONG HIGHER SECONDARY
SCHOOL STUDENTS IN KERALA**

*Thesis submitted to the University of Calicut
for the award of the Degree of*

DOCTOR OF PHILOSOPHY IN EDUCATION

By

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2025

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I, Sabanath M., hereby declare that this thesis entitled “**INFLUENCE OF INTELLIGENCES AND LEADERSHIP STYLES ON LIFE SATISFACTION AMONG HIGHER SECONDARY SCHOOL STUDENTS IN KERALA**” is a genuine record of the research work done by me under the supervision of **Dr. Anees Mohammed C.**, Associate Professor, Farook Training College and that no part of the thesis has been presented earlier for the award of any Degree. The contents of the thesis are undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.



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ABSTRACT

Life satisfaction of higher secondary school students is a vibrant component of their overall well-being and development, encompassing various domains including academic performance, social relationships, emotional well-being and ethical values. The present study finds the influence of intelligences and leadership styles on life satisfaction. Life satisfaction of higher secondary school students is influencing factor by intelligences that shape their cognitive, spiritual, emotional, social, and moral development. There are different leadership styles such as autocratic, laissez-faire, democratic, transactional, transformational, and charismatic Leadership style, each present unique characteristics that can differently affect students' development. The multifaceted impact of Intelligences and leadership styles on life satisfaction among higher secondary school students makes an essential consideration for educators, policymakers and parents, as it shapes academic success, psychological well-being, social relationship and overall development. Understanding and promoting life satisfaction has become priority in order to support growth and future success for higher secondary school student.

The design followed in this study is quantitative and descriptive nature. The study was conducted on 1200 Higher Secondary School students in Kerala. Stratified random sampling technique was used on the basis of Gender, Birth order, Parental qualification and Parental occupation. Cognitive Intelligence Test, Intelligence Scale, Leadership Styles Inventory and Life Satisfaction Scale are the tools were prepared by the investigator with the help of supervising teacher. Statistical analysis, such as Pearson's Product Moment Coefficient of Correlation, Test of significance of difference between means (t-test), One way Analysis of Variance (ANOVA) and Multiple regression analysis were used. The findings of the study are there is a significant positive correlation between Intelligences and Life satisfaction and there is a significant positive relationship between Laisses faire, Democratic, Transactional, Transformational and Charismatic leadership styles and life satisfaction among higher secondary school students. Additionally, there is a significant negative correlation between Autocratic Leadership styles and Life satisfaction. Its also obtained that Intelligences and Leadership styles are significant predictor on Life satisfaction. The study reveals that Intelligences and Leadership styles have significant influence of Life satisfaction among higher secondary school students in Kerala.

Keywords: Intelligences, Leadership styles and Life satisfaction.

സാരാംശം

ഹയർ സെക്കണ്ടറി സ്കൂൾ വിദ്യാർത്ഥികളുടെ ജീവിത സംതൃപ്തി അവരുടെ ആകെ ക്ഷേമത്തിന്റെയും വികാസത്തിന്റെയും ഒരു പ്രധാന ഘടകമാണ്. ഇതിൽ അക്കാദമിക പ്രകടനം, സാമൂഹ്യ ബന്ധങ്ങൾ, വൈകാരിക ക്ഷേമം, ധാർമ്മിക മൂല്യങ്ങൾ തുടങ്ങിയ വിവിധ മേഖലകൾ ഉൾപ്പെടുന്നു. ഈ പഠനം ബുദ്ധിശക്തിയും നേതൃത്വ ശൈലികളും ജീവിത സംതൃപ്തിയെ എങ്ങനെ സ്വാധീനിക്കുന്നു എന്ന് അന്വേഷിക്കുന്നു. ഹയർ സെക്കണ്ടറി വിദ്യാർത്ഥികളുടെ ജീവിത സംതൃപ്തി അവരുടെ ബൗദ്ധിക, ആത്മീയ, വൈകാരിക, സാമൂഹിക, ധാർമ്മിക വികാസത്തെ രൂപപ്പെടുത്തുന്ന ബുദ്ധിശക്തികളാൽ സ്വാധീനിക്കപ്പെടുന്നു. ഓട്ടോക്രാറ്റിക്, ലൈസെസ് ഫെയർ, ഡെമോക്രാറ്റിക്, ട്രാൻസാക്ഷണൽ, ട്രാൻസ്ഫോർമേഷണൽ, കരിസ്മാറ്റിക് എന്നിങ്ങനെ വ്യത്യസ്ത നേതൃത്വ ശൈലികൾ ഉണ്ട്, ഇവ ഓരോന്നിനും അതിന്റെതായ സവിശേഷതകളുണ്ട്, അവ വിദ്യാർത്ഥികളുടെ വികാസത്തെ വ്യത്യസ്തമായി സ്വാധീനിക്കും. ഹയർ സെക്കണ്ടറി വിദ്യാർത്ഥികളുടെ ജീവിത സംതൃപ്തിയിൽ ബുദ്ധിശക്തിയുടെയും നേതൃത്വ ശൈലികളുടെയും ബഹുമുഖസ്വാധീനം വിദ്യാഭ്യാസ ക്ലാസ്സും, നയനിർമ്മാതാക്കളും, മാതാപിതാക്കളും പ്രധാനമായും പരിഗണിച്ചുകൊണ്ടുള്ളതാണ് കാരണം ഇത് അക്കാദമിക വിജയം, മാനസിക സംതൃപ്തി, സാമൂഹ്യ ബന്ധങ്ങൾ, പരിപൂർണ്ണ വികാസം എന്നിവയെ രൂപപ്പെടുത്തുന്നു. ഹയർ സെക്കണ്ടറി വിദ്യാർത്ഥികളുടെ വളർച്ചയ്ക്കും ഭാവി വിജയത്തിനും ആവശ്യമായ പിന്തുണ നൽകുന്നതിന് ജീവിത സംതൃപ്തിയെ മനസ്സിലാക്കുകയും പ്രോത്സാഹിപ്പിക്കുകയും ചെയ്യേണ്ടത് പ്രധാനമാണ്.

ഈ പഠനം രൂപകൽപ്പന ചെയ്തിട്ടുള്ളത് ക്വാണ്ടിറ്റേറ്റീവും വിവരണാത്മകവുമാണ്. കേരളത്തിലെ 1200 ഹയർ സെക്കണ്ടറി സ്കൂൾ വിദ്യാർത്ഥികളിലാണ് ഈ പഠനം നടത്തിയത്. ലിംഗഭേദം, ജനന ക്രമം, മാതാപിതാക്കളുടെ യോഗ്യത, മാതാപിതാക്കളുടെ തൊഴിൽ എന്നിവയുടെ അടിസ്ഥാനത്തിൽ സ്റ്റാറ്റിഫൈഡ് റാൻഡം സാമ്പിൾ ടെക്നിക്കുകൾ ഉപയോഗിച്ചു. കോഗ്നിറ്റീവ് ഇൻലിജൻസ് ടെസ്റ്റ്, ഇൻലിജൻസ് സ്കെയിൽ, ലീഡർഷിപ്പ് സ്കെയിൽസ് ഇൻവെന്ററി, ലൈഫ് സാറ്റിസ്ഫാക്ഷൻ സ്കെയിൽ എന്നിവ ഉപയോഗിച്ചു. എല്ലാ ടൂളുകളും സൂപ്പർവൈസിംഗ് അധ്യാപകന്റെ സഹായത്തോടെ ഗവേഷക തയ്യാറാക്കി. പിയേഴ്സന്റെ പ്രൊഡക്റ്റ് മൊമെന്റ് കോഫിഫിഷ്യന്റ് ഓഫ് കോറിലേഷൻ, ടി-ടെസ്റ്റ്, വൺ വേ അനാലിസിസ് ഓഫ് വേറിയൻസ് (അനോവ), മൾട്ടിപിൾ റിഗ്രഷൻ അനാലിസിസ് തുടങ്ങിയ സ്റ്റേറ്റിസ്റ്റിക്കൽ ടെക്നിക്കുകളാണ് ഉപയോഗിച്ചത്. ഈ പഠനത്തിന്റെ കണ്ടെത്തലുകൾ പ്രകാരം, ബുദ്ധിശക്തിയും ജീവിത സംതൃപ്തിയും തമ്മിൽ ഗണ്യമായ പോസിറ്റീവ് ബന്ധമുണ്ട്, അതുപോലെ ലൈസെസ് ഫെയർ, ഡെമോക്രാറ്റിക്, ട്രാൻസാക്ഷണൽ, ട്രാൻസ്ഫോർമേഷണൽ, കരിസ്മാറ്റിക് നേതൃത്വ ശൈലികളും ജീവിത സംതൃപ്തിയും തമ്മിൽ ഗണ്യമായ പോസിറ്റീവ് ബന്ധമുണ്ട്. കൂടാതെ, ഓട്ടോക്രാറ്റിക് നേതൃത്വ ശൈലിയും ജീവിത സംതൃപ്തിയും തമ്മിൽ ഗണ്യമായ നെഗറ്റീവ് ബന്ധമുണ്ട്. പഠനത്തിന്റെ ഫലങ്ങൾ സൂചിപ്പിക്കുന്നത് ബുദ്ധിശക്തിയും നേതൃത്വ ശൈലികളും കേരളത്തിലെ ഹയർ സെക്കണ്ടറി സ്കൂൾ വിദ്യാർത്ഥികളുടെ ജീവിത സംതൃപ്തിയെ പ്രവചിക്കുന്ന ഗണ്യമായ ഘടകങ്ങളാണെന്നാണ്.

കീവേഡുകൾ: ബുദ്ധിശക്തി, നേതൃത്വശൈലികൾ, ജീവിതസംതൃപ്തി.

INTRODUCTION

- ❖ *Need and Significance of the Study*
- ❖ *Statement of the Problem*
- ❖ *Operational Definition of Key Terms*
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INTRODUCTION

"Education doesn't just build careers; it builds resilience. Educated populations cope better with economic shocks and health crises, maintaining higher life satisfaction despite challenges."

- World Bank (2018)

Education is a lifelong process through which an individual prepares himself or herself continuously and harmoniously for the physical, emotional, intellectual, social and spiritual environments. Educationists since the 20th century, especially those from the 20th century, have emphasized the social aspects of education in addition to the academic aspects. This has been strongly reiterated by the International Commission on Education for the Twenty-First Century (UNESCO, 1996).

In an era where academic achievement is often prioritized for well-being, a growing body of research emphasizes that factual educational success should encompass not only cognitive development, but also emotional well-being and life satisfaction (Seligman, 2009). The relationship between education and life satisfaction is particularly profound during adolescence. Adolescence is a time of transformation. Studies suggest that it is a formative period during which young people develop their self-concept, social relationships, and outlook on life (Proctor et al., 2010). In Kerala, which has one of the highest educational attainment rates in India, inspecting how school experiences shape students' overall well-being provides a fascinating opportunity to redefine educational excellence.

Modern educational psychology emphasizes that multiple factors in the school ecosystem influence students' life satisfaction: teacher-student relationships, teaching approaches, peer interactions, and institutional leadership (Lyubomirsky et al., 2001). Supportive, engaging, and empowering learning environments lead to high self-esteem, motivation, and resilience (Ryan & Deci, 2000), while rigid,

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overly competitive, or emotionally neglectful environments can lead to anxiety, dissonance, and low well-being (Dweck, 2006).

The Kerala education system, which is strongly committed to accessibility and social equity, provides a wealth of opportunities to study how different educational approaches affect adolescents' life satisfaction. Research suggests that schools that adopt student-centred approaches such as cooperative learning, emotional support, and participatory leadership foster not only academic success but also long-term happiness (Hattie, 2008). Conversely, systems that rely on rote memorization, excessive testing, and authoritarian teaching styles may inadvertently undermine students' mental health and intrinsic motivation (Noddings, 2003).

The present study finds the influence of intelligences and leadership styles on life satisfaction. Life satisfaction plays a very important role in the all-round development of a student, as a satisfied mind is positively engaged in all the teaching-learning processes. One of the main aims of education is to cater the multifaceted needs of the student including cognitive, spiritual, emotional, social and moral needs. The level of acquisition of these factors needs to be assessed. The present study comprises the development of tools for the assessment of cognitive, emotional, social, moral and spiritual intelligence, the identifying students' unique Leadership styles.

Life satisfaction of higher secondary school students is influencing factor by intelligences that shape their cognitive, spiritual, emotional, social, and moral development. The complexity of intelligences, encompassing cognitive, spiritual, emotional, social and moral dimensions, plays a crucial role in determining how adolescents perceive, experience, and evaluate their lives (Azpiazu et al., 2023). Grasping these different intelligences and their impact on life satisfaction has gain in significance within the field of developmental and educational psychology. Cognitive intelligence, traditionally measured through IQ tests, involves mental capabilities such as reasoning, problem-solving, and abstract thinking (Gardner,

2000). Spiritual intelligence enables individuals to utilize spiritual resources for problem-solving and finding meaning in life (Skrzypińska, 2021). Social intelligence focuses on understanding and managing interpersonal relationships, while emotional intelligence involves monitoring and managing emotions (Salovey & Mayer, 1990). Moral intelligence, though a relatively newer construct, encompasses the ability to apply ethical principles to personal goals and actions.

Life satisfaction of higher secondary school students is a vibrant component of their overall well-being and development, encompassing various domains including academic performance, social relationships, emotional well-being and ethical values. The influence of leadership styles in educational environment has emerged as an important factor in shaping students' life satisfaction and developmental outcomes. Leadership styles, ranging from autocratic to transformational approaches, can significantly impact how students perceive their educational experience and, consequently, their overall life satisfaction (Kim et al., 2024).

There are different leadership styles such as autocratic, laissez-faire, democratic, transactional, transformational, and charismatic Leadership style, each present unique characteristics that can differently affect students' development. Autocratic leadership is characterized by individual control, self learning, maintaining discipline and clear expectations, while laissez-faire leadership suggestions minimal supervision. Democratic leadership encourages participation while maintaining final decision-making authority and cooperative and collaborative learning, transactional leadership operates on a reward-punishment system, incentives and reinforcement oriented. Transformational leadership focuses on inspiring and motivating adheres, while charismatic leadership relies on the leader's personal charm to influence followers.

This study aims to bridge the gap between educational policies and student life satisfaction by investigating how various intelligences and leadership styles

influence higher secondary school students' life satisfaction in Kerala. By identifying best practices that nurture both intellectual growth and qualities of leadership styles, this research aims to contribute to a more holistic, student-centred approach and all overall development to education for one that prepares students not just for exams, but for a satisfying and meaningful life.

Need and Significance of the Study

Life satisfaction shows an important role in the holistic development and well-being of higher secondary school students, Intelligences and Leadership styles encompassing multiple dimensions that significantly influence their life. At its core life satisfaction represents evaluation of one's quality life, incorporating cognitive, spiritual, emotional, social and moral intelligence, more over the educational aspects of leadership styles that collectively influence of higher secondary school students' perception of their life satisfaction. In educational settings, life satisfaction demonstrates a powerful direct relationship with academic goals, where pupils with higher satisfaction levels typically exhibit enhanced motivation, greatest involvement in learnings and progressive interest in achieving student's academic achievements. The intellectual benefits are equally significant, as life satisfaction serves as an important protective factor against mental health challenges, promoting stress management and emotional stability among higher secondary school students. In sociological perspective, higher level of life satisfaction positively influences peer relationship by fostering enhanced interpersonal relationship, increased faith, confidence and progressive social integration, also strengthening family dynamics through developed emotional regulation and resilience.

Researches reveals that the relationship between emotional intelligence and academic performance directly influence adolescents' life satisfaction through

achievement and self-efficacy (Quilez-Robres, 2022). Recent researches highlight that cognitive development during higher secondary school students enhances various abilities, including attention, memory and metacognition which are important for academic success and holistic development.

Higher secondary school students', cognitive development enables them to think abstractly and critically. This enhanced cognitive capability enables higher secondary school students to analyse situations more thoroughly, consider multiple perceptions and predict potential consequences of their decisions. Emotional intelligence tolerates higher secondary school students to navigate social situations more effectively, managing emotions and mental health. For instance, Higher Secondary School student with strong emotional intelligence can access their emotional responses to situations, which help them make the choices that align with their feelings and feelings of those of surroundings them. Research studies show that to empathize and regulate emotions is crucial when faced peer pressure or moral dilemmas (Lazar, 2017).

Spiritual intelligence involves understanding purpose and values, which can direct higher secondary school students in making choices that are aligned with their beliefs and ethical standards. And also encourages students to reflect on deeper questions about life and their role in the world, fostering a sense of meaning that can influence their decisions, particularly in challenging situations. Higher Secondary school students with high social intelligence are skilful at reading social cues and understanding group dynamics, which can significantly influence their decision-making. They are more likely to consider the social implications of their adoptions, such as how their decisions will affect their friendships or social standing. This awareness can lead to more socially responsible decisions, as they weigh the potential impact of their actions on their peers and community. Moral intelligence is the ability to understand and act upon ethical principles. During higher Secondary

school students, moral reasoning becomes more complex a person's begin to form their own moral codes based on personal beliefs and societal norms. This development is affected by cognitive and emotional growth, allowing higher Secondary school students to engage in more nuanced moral reasoning. They start to consider the broader implications of their decisions, such as justice and fairness, which can lead to more ethical decision-making.

The present study of leadership styles and their impact on higher secondary school students' life satisfaction has become progressively crucial in today's educational landscape. With growing concerns about student mental health, well-being and academic performance, understanding how different leadership approaches affect student outcomes is more important than ever. Recent research indicates that leadership styles significantly influence student outcomes, which directly correlates with their overall life satisfaction (Chen et al., 2022). An autocratic leadership provides structure and clear direction, its impact on student life satisfaction is more complex. Studies suggest that this style can create a controlled and organized environment but may restrict collaboration and creativity (Maqbool et al., 2024). The importance of learning laissez-faire leadership style in relation to student life satisfaction stems from its unique approach to autonomy. Understanding its effect is crucial for determining the optimal balance between autonomy and guidance in promoting student life satisfaction.

Democratic leadership has shown prominent potential in enhancing higher secondary school student life satisfaction through its participative and collaborative nature. Research indicates that democratic leadership in schools promotes cooperation and student participation, leading to exceptional performance and increased satisfaction levels (Maqbool et al., 2024). The inclusive nature of democratic leadership style helps create a supportive and engaging school atmosphere that positively influence student well-being. Transactional leadership style, based on rewards and punishment, has shown mixed results in affecting student satisfaction. Research indicates that while it

can be effective for short-term goals, it may not foster the same level of intrinsic motivation and satisfaction as other styles (Kim et al., 2024).

Transformational leadership style has emerged as one of the most effective styles in encouraging student life satisfaction. This leadership approach has established significant positive outcomes in educational settings, leading to higher student success and improved teacher performance. The leadership style's emphasis on inspiration and motivation helps create a positive school culture that enhances student life satisfaction. Charismatic leadership's significance in higher secondary school students' life satisfaction stems from its ability to inspire and create emotional connections. Leaders using this leadership style can effectively articulate convincing visions and connect with students on an emotional level, potentially enhancing their school experience and overall satisfaction.

The multifaceted impact of Intelligences and leadership styles on life satisfaction among higher secondary school students makes an essential consideration for educators, policymakers and parents, as it shapes academic success, psychological well-being, social relationship and overall development. Understanding and promoting life satisfaction has become priority in order to support growth and future success for higher secondary school students. This study highlights its essential role in the overall development of students in higher secondary school education at this crucial period in their lives.

Statement of the Problem

The educational landscape in Kerala, despite its high literacy rates, faces significant challenges in addressing adolescent well-being, with studies indicating that 56% of schoolchildren report low psychological well-being (Arjun et al., 2022). The declining trend in higher secondary school students' life satisfaction, attached with increasing mental health challenges, necessitates a comprehensive investigation into the role of intelligences in shaping student well-being. While traditional educational

methods have primarily focused on cognitive mental abilities, there is growing recognition that other forms of intelligences emotional, social, spiritual, and moral are play crucial roles in determining overall life satisfaction. The relationship between these intelligences and life satisfaction remains understudied, particularly in the context of higher secondary school students' development, where these various forms of intelligences are actively enhancing and significantly influencing decision-making processes, social relationships, deeper sense of life, justice and overall well-being. And the impact of different leadership styles is autocratic, laissez-faire, democratic, transactional, transformational, and charismatic styles on student life satisfaction requires thorough investigation, particularly in the unique socio-cultural context of Kerala's education system. The leadership styles significantly influence educational outcomes, there is limited understanding of how these different approaches affect higher secondary school students' life satisfaction in Kerala's school. This gap in knowledge is particularly concerning given the increasing prevalence of mental health issues among Kerala's higher secondary school students, including depression and social-behavioral problems, making it essential to understand how various leadership styles can be optimized to enhance student well-being and life satisfaction. Thus, the problem for the present study is entitled “**INFLUENCE OF INTELLIGENCES AND LEADERSHIP STYLES ON LIFE SATISFACTION AMONG HIGHER SECONDARY SCHOOL STUDENTS IN KERALA**”.

Variables of the Study

The variables involved in the present study are:

Independent Variable

The independent variables selected for the study are Intelligences and Leadership styles. Different types of Intelligence and Leadership styles are given below;

Intelligences

- a. Cognitive Intelligence
- b. Spiritual Intelligence
- c. Emotional Intelligence
- d. Social Intelligence
- e. Moral Intelligence

Leadership Styles

- a. Autocratic Leadership style
- b. Laisses faire Leadership style
- c. Democratic Leadership style
- d. Transactional Leadership style
- e. Transformational Leadership style
- f. Charismatic Leadership style

Dependent Variable

Life Satisfaction is the dependent variable selected for the study.

Definition of Key Terms

Influence

Influence is the ability to cause desirable and measurable actions and outcome (Zuker, 2012).

In this study, Influence is the power to change something. It is the capacity to keep an effect of outcome.

Intelligences

The ability to quickly learn and adapt to perform well across various environments, situations, tasks, and problems is crucial (Legg & Hutter, 2007).

In this study, Types of intelligence comprises five types: cognitive, spiritual, emotional, social, and moral Intelligence.

Cognitive Intelligence

Cognitive Intelligence incorporates various cognitive processes, including perception, attention, memory, language, and executive functions such as decision-making and problem-solving (Sternberg, 2019).

In this study, Cognitive Intelligence refers to the ability of a person to acquire knowledge, understand concepts, solve problems, reasoning, perception, memory, and critical thinking. It encompasses various mental processes.

Spiritual Intelligence

Spiritual intelligence is an ability to access higher meanings, values, abiding purposes unconscious aspects of the self and to embed these meanings, values and purposes in living a richer and more creative life (Zohar and Marshall, 2000).

In this study, Spiritual intelligence refers to the ability to connect with a deeper sense of meaning, purpose, and values in life. It involves self-awareness, inner peace, and a sense of interconnectedness with others and the universe.

Emotional Intelligence

The capacity for recognizing our own feelings and those of others, for motivating our-selves, and for managing emotions well in our-selves and in our relationships (Goleman 1995).

In this study, Emotional intelligence is the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves in our relationship.

Social Intelligence

Social Intelligence is a person's competence to optimally understand one's environment and react appropriately for socially successful conduct (Foleno, n.d.).

In this study, social intelligence is defined as the capability to understand and interact with others, interpret and adapt their behaviors, in order to achieve self and social benefit.

Moral Intelligence

Moral Intelligence is the capacity to understand right from wrong; it means to have strong ethical convictions and to act on them so that one behaves in the right and honourable way (Borba, 2001).

In this study, Moral intelligence is the ability to distinguish right from wrong and act with integrity, and make ethical decisions that benefit both individuals and communities.

Leadership Styles

Leadership styles refer to the behaviors and approach that leaders adopt to guide, influence, and manage individuals or teams toward achieving goals. These styles can range from authoritarian to participative, transformational, and servant leadership, each influencing decision-making, communication, and organizational culture differently” (Northouse, 2021).

In this study, leadership styles are categorised into six main styles of leadership. They are autocratic, laissez-faire, democratic, transactional, transformational and charismatic leadership styles.

Autocratic Leadership Style

Autocratic leadership is characterized by individual control over all decisions with little input from group members. (Lewin, 1939)

In this study, An Autocratic Leadership style where the leader controls decisions, sets rules, and expects strict adherence.

Laissez Faire Leadership Style

Laissez-faire leadership refers to a style in which leaders provide minimal guidance and allow group members to make decisions (Bass, 1990).

In this study, Laissez-faire leadership refers to leaders allowing individuals to work independently with minimal supervision.

Democratic Leadership Style

Democratic leadership are represented also in participative and collegial models of leadership which embrace collaborative practices and forms of shared power and decision-making (Bush, 2006)

In this study, Democratic leadership involves shared decision-making, collaboration, and valuing team input. It fosters a sense of participation and ownership.

Transactional Leadership Style

Transactional Leadership style represented an exchange process based on fulfilment of contractual obligations and were typically represented as setting objectives and monitoring and controlling outcomes. (Antonakis et al., 2003).

In this study, Transactional leadership focuses on structure, supervision, and performance, relying on rewards and punishments to motivate behavior.

Transformational Leadership Style

Transformational leaders are able to inspire followers to change outlooks, insights as well as motivate them to work towards common goals (Menon, 2015).

In this study, Transformational leadership inspires and motivates individuals by focusing on vision, change, and personal growth.

Charismatic Leadership Style

Charismatic leadership is a leadership style in which a leader uses personal charm, vision, and strong communication skills to inspire and influence followers. These leaders create emotional connections, articulate a compelling vision, and motivate their teams through enthusiasm and confidence" (Conger & Kanungo, 1998).

In this study, charismatic leadership is characterized by a leader's ability to inspire and motivate followers through their personal charm, persuasive communication, and compelling vision.

Life Satisfaction

An overall assessment of feelings and attitudes about one's life at a particular point of time ranging from negative to positive (Buetell, 2006).

In this study, Life satisfaction is the degree to which a person evaluates the overall quality of his/her life as a whole.

Higher Secondary School Students

The term higher secondary school students refer to students studying at standards XI and XII in any school organized by the government of Kerala.

Objectives of the Study

1. To find out the extent of relationship between Intelligences and Leadership Styles on Life Satisfaction of Higher Secondary school students in Kerala.
2. To find out the significant difference in Intelligences, Leadership Styles and Life Satisfaction of Higher Secondary school students in Kerala for the subsamples based on;
 - a. Sex
 - b. Birth order
 - c. Parents' qualification
 - d. Parents' occupation
3. To find out the main and interaction effects of Intelligences and main effect of Leadership Styles on Life Satisfaction of Higher Secondary school students in Kerala.
4. To find the Individual and joint contributions of Intelligences and leadership styles on Life satisfaction of Higher Secondary school students in Kerala.

Hypotheses of the Study

1. There is no significant relationship between Intelligences and Leadership Styles on Life Satisfaction of Higher Secondary school students in Kerala.
2. There is no significant differences in Intelligences, Leadership styles and life satisfaction in the subsamples based on;
 - a. Sex
 - b. Birth order
 - c. Parents' qualification
 - d. Parental occupation
3. There is no significant main and interaction effects of Intelligences and main effects of Leadership styles on Life Satisfaction of Higher Secondary school students in Kerala.

4. There is no significant individual and joint Contribution of Intelligences and leadership Styles on Life Satisfaction of Higher Secondary school students in Kerala.

Methodology of the Study

Design

The study is quantitative in nature and uses a survey method. It follows a correlational and causal-comparative design, employing descriptive and inferential statistical techniques.

Sample for the Study

The population for the present study is the Higher Secondary School Students in Kerala state. Stratified random sampling technique is used on the basis of Gender, Birth order, Parental qualification and Parental occupation. The study was conducted on 1200 Higher Secondary School students from a total of 48 schools from Wayanad, Kozhikode, Malappuram, Palakkad, Trissur, Kollam, Kottayam and Thiruvananthapuram districts.

Tools used for the Study

Data collection is one of the major parts of the research process. The selection of a valid and reliable tool for data collection requires specific attention from the researcher. Tools are the instruments utilized for the acquisition of data. The tool or technique may vary as per the complexity, design, administration and interpretation of the research. In this study, all the tools were prepared by the investigator with the help of supervising teacher.

The investigator used the following tools for the study;

1. Cognitive Intelligence Test (Sabanath & Mohammed, 2023)
2. Intelligence Scale (Sabanath & Mohammed, 2023)
3. Leadership Styles Inventory (Sabanath & Mohammed, 2023)
4. Life Satisfaction Scale (Sabanath & Mohammed, 2023)
5. General data cum Response Sheet.

Statistical Techniques

Statistical techniques used are

- Preliminary analysis
- Pearson's Product Moment Coefficient of Correlation
- Test of significance of difference between means (t-test)
- Analysis of Variance (ANOVA)
- Multiple regression analysis

Scope and Limitations of the Study

The investigator studied the influence of Intelligences and Leadership styles on Life satisfaction of higher secondary school students. The study was conducted on a representative sample of 1200 students of standard XI and XII from 48 schools of eight districts of Kerala. The sample was selected through stratified sampling technique considering the strata like gender, Birth order, Parental qualification and Parental occupation. It is expected that the findings of the study are generalizable to the entire population of higher secondary school students of Kerala. In order to measure the select variables, standardized tools having satisfactory validity and reliability were used. The present study acts as a supportive factor which helps to understand the current level of Life satisfaction among higher secondary school students of Kerala. It also helps to understand higher secondary students Cognitive, Spiritual, Emotional, Social and Moral Intelligences and identify their Autocratic, Laissez faire, Democratic, Transactional, Transformational and Charismatic Leadership styles. The findings of the study are useful for future studies in the area of Intelligences, Leadership styles and Life satisfaction which can help the educators and students to perform better in the prevailing educational practices. It also helps the curriculum reformers to plan to improve school academical and non academical activities.

The sampling frame of the study was delimited to students of higher secondary school from selected randomly in eight districts. The study was restricted to students of school following Kerala state. Even though Intelligences and Leadership styles may influence the Life satisfaction, the researcher selected only five intelligences and six leadership styles only for the study. No due representation was given to underprivileged or differently abled students in the sample.

Genuine efforts were made by the investigator to make the study objective to maximum. But some indispensable limitations are present in the study. Some self reporting tools yielded low accuracy on responses which remained outside the control of the investigator. Even though Intelligences, Leadership styles and life satisfaction is the problem of all over the student's educational concern, the study was limited to 1200 higher secondary school students of Kerala.

The research focuses exclusively on higher secondary school students in Kerala, India. Students from other higher secondary students or regions are not included. The dependent variable of this study examines Life satisfaction as the key outcome measure, excluding other psychological well-being. Independent variables are Intelligences and Leadership style. Intelligences only considered cognitive, spiritual, emotional, social and moral Intelligence, not including intelligence model like multiple intelligences. Leadership style categorised only autocratic, laissez faire, democratic, transactional, transformational and charismatic leadership styles, leaving out other leadership styles frameworks. Methodology of the research adopts quantitative survey method only. Data is collected only from schools in Kerala, with no comparison to students from other Indian states. This delimitation ensures a focused investigation while acknowledging the boundaries within which findings should be interpreted.

Organization of the Report

The research report consists of six chapters viz. Introduction, Review of Related Literature, Methodology, Analysis and Interpretation, Summary, Findings and Conclusion and Recommendations.

Chapter 1: This chapter covers a brief introduction to the study, need and significance of the problem, statement of the problem, definition of key terms, objectives and hypotheses of the study, methodology, scope and limitations of the study.

Chapter 2: This Chapter provides the theoretical overview of the Intelligences, Leadership styles and Life satisfaction of variables and review of studies related to the variables.

Chapter 3: The methodology of the study consisting of the Method, Design, Variables, Sampling, Tools, Data collection procedure and Statistical techniques used for the study are included in this chapter.

Chapter 4: Statistical analysis and interpretation organized with discussion of results are given in this chapter.

Chapter 5: The content of this chapter includes the major findings of the study, summary of the study and including the tenability of hypotheses.

Chapter 6: This chapter contains the educational implications of the present study and suggestions for further research in the topic.

REVIEW OF RELATED LITERATURE

- ❖ *Theoretical Overview*
- ❖ *Review of Related Studies*
 - *Studies Related to Intelligences*
 - *Studies Related to Leadership Styles*
 - *Studies Related to Life satisfaction*
- ❖ *Research Gap of the Study*
- ❖ *Conclusion*

REVIEW OF RELATED LITERATURE

The review of related literature is a crucial component of any research endeavour, as it provides a comprehensive understanding of the existing knowledge and scholarship within a particular field of study. By thoroughly examining the literature, researchers can familiarize themselves with the current state of the art, identify gaps in the existing knowledge, and formulate research objectives and questions that contribute to the advancement of the field. (Mishra, 2019)

The present study is an attempt to find out the influence of intelligences and leadership styles on life satisfaction among higher secondary school students in Kerala. Hence, in this chapter, the investigator made an attempt to explore the theoretical aspects of Intelligences, Leadership styles and Life satisfaction. The reviewed literature is presented in two main sections. The first section deals with theoretical background of Intelligences, Leadership styles and Life satisfaction and second section deals with the empirical studies carried out by other researchers with the variables listed above.

Theoretical Overview

Theoretical overview of the study is presented under the following sub-sections

1. Intelligences
2. Leadership styles
3. Life satisfaction

Intelligences

The concept of intelligences has involved various dimensions of human ability including cognitive, spiritual, emotional, social, and moral intelligence. This

framework represents a more holistic understanding of human intelligence and potential.

Higher secondary school students represent a critical developmental period characterized by rapid in cognitive, spiritual, emotional, social and moral changes, making the progression of different types of Intelligences essential for overall well-being. Emerging research highlights how various forms of intelligences, cognitive, spiritual, emotional, social and moral intelligences interacted to shape higher secondary school students' life satisfaction. Intelligence is affecting their academic performance, interpersonal relationship, self-awareness and sense of purpose (Gardner, 1999; Salovey & Mayer, 1990).

Cognitive intelligence, traditionally measured by IQ, contributes to problem-solving abilities and academic achievement, which can enhance self-efficacy and life satisfaction (Sternberg, 1985). However, its impact may be moderated by non-cognitive intelligences. For instance, social intelligence, defined as the capacity to navigate interpersonal dynamics effectively, fosters meaningful peer relationships and reduces feelings of isolation, thereby promoting emotional well-being (Goleman, 2006). Similarly, emotional intelligence - the ability to perceive, regulate, and express emotions - buffers against stress and depression, directly correlating with higher life satisfaction (Mayer et al., 2008).

Moral and spiritual intelligences further enrich adolescents' life satisfaction by providing ethical frameworks and existential meaning. Moral intelligence, encompassing empathy, integrity, and responsibility, aligns with prosocial behaviours that enhance social cohesion and self-worth (Lickona, 1991). Spiritual intelligence, involving transcendence and self-reflection, helps adolescents cultivate resilience and purpose, particularly during identity formation (Emmons, 2000).

This theoretical overview synthesizes evidence from developmental psychology, educational theory, and positive psychology to argue that a holistic intelligences framework, beyond purely cognitive metrics is vital for nurturing higher secondary school students' life satisfaction. Schools that integrate curricula and environments enhancing these intelligences may better support students' overall development.

Conceptual Overview of Intelligences

Different Psychologists have tried to define intelligence from different perspective. In 1879 a German Psychologist Ebbinghaus, had first tried to define intelligence on the basis of differences in two individuals. Intelligence is originated from Sanskrit word 'Budh'-metal. It also means to understand or attain knowledge. On its basis, intelligence means ability to understand or ability to gain knowledge. The Latin word "intelligere" is where the English word intelligence originates. To be intelligent is to be able to comprehend. Thus, understanding is also a component of intelligence. The definitions of intelligence are as follows. Despite using the term "intelligence" a lot, psychologists are unable to agree on a single definition. Nonetheless, most people would concur that human intelligence is connected to all of the subjects referred to as higher order forms of cognition, including memory, perception, creativity, problem solving, reasoning, and concept formation.

The definition of intelligence is imprecise and unclear. There is disagreement among psychologists regarding the definition of intelligence, and they have been interpreting the term differently. In our daily conversations, we frequently remark on how intelligent a certain child or person is or is not. All of these remarks are predicated on our observations of the individual's behaviour or performance in relation to other members of his group. What factors influence a person's behaviour or performance in a group? Interest, attitude, a desire to learn,

communication skills, and other similar qualities all play a part. But there is another factor that bears a significant portion of the blame. This is referred to as intelligence in psychology.

Intelligence, the dictionary says, that “the capacity to acquire and apply knowledge.” A number of definitions have been progressed by psychologists according to their own concept of the term intelligence. Being dissatisfied by the number of definitions and their interpretation, Boring defined “Intelligence is what intelligence tests test.” All the definitions have been structured by Vernon and Freeman. Let us observe the categorisation of the definitions of intelligence done by these psychologists. Some of the definitions of intelligence are: -

According to Gardner (1983), “Intelligence is the ability to solve problems or to create products that are valued within one or more cultural settings.”

According to Anastasi (1992), “Intelligence is not a single unitary ability, but rather a composite of several functions. The term denotes that combination of abilities required for survival and advancement within a particular culture.”

According to Horst (2002), “Intelligence is the successful performance of the system in a complicated environment.”

According to Simonton (2003), “Intelligence is certain set of cognitive capacities that enable an individual to adapt and thrive in any given environment they find themselves in, and those cognitive capacities include things like memory and retrieval and problem solving and so forth.

According to Sternberg (2003), “Intelligence is used to achieve success in life. It is the skill in achieving whatever you want to attain in your life within your socio-cultural context”.

According to Encyclopaedia Britannica (2006), it is the “ability to adapt effectively to the environment, either by making a change in oneself or by changing the environment or finding a new one”.

According to Anderson (2006), "Intelligence is that fact of mind underlying our capacity to think, to solve novel problems, to reason and to have knowledge of the world."

Cognitive Intelligence

Cognitive intelligence refers to the mental abilities involved in the mental process of acquiring knowledge, understanding concepts, problem-solving, and reasoning. It incorporates various cognitive processes, including perception, attention, memory, language, and executive functions such as decision-making and problem-solving (Sternberg, 2019). Cognitive intelligence is naturally measured through intelligence quotient (IQ) tests, which evaluate a person's ability to process and analyze information efficiently.

Cognitive intelligence plays a vital role in learning, adaptability, and the ability to navigate complex environments. According to fluid and crystallized intelligence theory, cognitive intelligence consists of two key components: fluid intelligence (the ability to reason and solve novel problems) and crystallized intelligence (accumulated knowledge and experience) (Cattell, 1963). Furthermore, cognitive intelligence is closely linked to brain function and neural processes, as studies in cognitive neuroscience have shown that regions such as the prefrontal cortex are essential for executive functions (Miller & Cohen, 2001). Recent research also explores the relationship between cognitive intelligence and emotional intelligence, emphasizing that both are crucial for success in various domains, including academia, work, and social interactions (Mayer, Salovey, & Caruso, 2016).

Spiritual Intelligence

Danah Zohar was the first physicist who coined the term "Spiritual Intelligence". In the book 'Rewiring the Corporate Brain' in 1997 by Danah Zohar, the concept of spiritual intelligence was introduced. The concept of spiritual intelligence was also suggested by Ken O' Donnell (an Australian author and consultant) in his book *Endo- quality- the emotional and spiritual aspects of the living person in associations*.

Howard Gardner who gave the theory of multiple intelligence and because of the challenges of codifying quantifiable scientific criteria he did not include spiritual intelligence among his 'eight intelligences'. But he suggested 'existential intelligence'. Gardner's peers replied with research that project existential thinking as indispensable to spirituality. Regarding the definition of spiritual intelligence on matters related to meaning, Zohar and Marshall (2000) described spiritual intelligence as the ability which helps us in addressing and solving problems of meaning and value, the intelligence which helps us in placing our actions and our lives in a broad, valuable and meaningful context. He also added that it is the intelligence through which we can determine one action plan or direction of life is more relevant than the other.

Spiritual intelligence (SI) is that intelligence which is required when we begin to open up to our spirit's journey and to quest for a greater understanding of life. It's what we seek for, to find higher purpose and a greater sense of self, to become wise by accessing our natural birthright of wisdom. Spiritual intelligence is concerned with the inner life of minded spirit and its relationship to being in the concerned world. Spiritual intelligence implies a capacity for a deep understand of existential questions and insight into multiple levels of consciousness. Spiritual intelligence also implies awareness of spirit as the ground of being or as the creative

life force of evolution. The evolution of life from stardust to mineral, vegetables, animal, and human existence implies some form of intelligence rather than being a purely random process, it might be called spiritual. Spiritual intelligence emerges as consciousness evolves into an ever-deepening awareness of matter, life, body, mind, soul and spirit. Spiritual intelligence, then, is more than individual mental ability. It appears to connect the personal to the transpersonal and the self to spirit. Spiritual intelligence goes beyond conventional psychological development. In addition to self-awareness, it implies awareness of our relationship to the transcend, each other, to the earth and all beings.

Spiritual intelligence is coined term, but it may be confusing SQ with spiritual knowledge. Spiritual knowledge is the knowledge about spirituality and SI is the intelligence with which we access our deeper meaning, purpose and highest motivations. The word spiritual in relation to the intelligence has no necessary connection with organized religion. A person may be very high in SQ but have no religious faith or belief of any kind. Equally a person may be religious but low in SQ. Spiritual intelligence could function as the guidelines in our differentiating to the good and bad. Spiritual intelligence on the other hand is the ultimate intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our lives in a wide richer meaning giving context to the intelligence with which we can assess that one's course of action or one's life path is more meaningful than the others (Zohar and Marshall, 2001). Spiritual intelligence is a higher dimension of intelligence that activates the qualities and capabilities of the authentic self (or the soul), in the form of wisdom, compassion, integrity, joy, love, creativity, and peace. Spiritual intelligence results in a sense of deeper meaning and purpose, combined with improvements in a wide range of important life skills and work skills.

Definition of Spiritual Intelligence

Richard Wolman (2001) defined spiritual intelligence as "the human capacity to ask ultimate questions about the meaning of life, and to simultaneously experience the seamless connection between each of us and the world in which we live"

Frances Vaughan, "Spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world.

Zohar (1997) states that "Spiritual intelligence is the intelligence that makes us whole, that gives us our integrity. It is the soul's intelligence, the intelligence of the deep self. It is the intelligence with which we ask fundamental questions and with which we reframe our answers."

Emmons (2000) defines spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment."

Levin (2000) explained that when we exist in a way that incorporates spiritualism into our everyday lives, spiritual intelligence is revealed. Levin suggests that the realization of our interrelationship with life as whole, and the capability to make use of intuitive powers besides the five senses involving our perception, which is perceived as further level of consciousness and intelligence behind inquisitive, straight and intelligent thinking is required for the development of spiritual intelligence.

Khavari (2000) explained that spiritual intelligence is fundamental for the attainment of our maximum human capability. It liberates ourselves from the constraints of the apparent, the content, and the immediate.

Wolman (2001) described spiritual intelligence as it is the human capability to enquire about ideal questions regarding the meaning of life, and to feel at the same time the precise relationship among each of us and the universe we exist in.

Sisk and Torrance (2001) defined that spiritual intelligence as the intense sense of one's conscious which enables him to become aware about the aspects of one's self, not merely as a body, but as the soul, mind and body.

King in 2008 introduced a new paradigm of spiritual intelligence. Spiritual intelligence is, according to him, a collection of intellectual abilities focused on non-material and transcendent dimensions of reality. King suggests four main spiritual intelligence capacities.

Steps to become Spiritually Intelligent

Bowell (2005) adds that there are seven steps to acquire the spiritually intelligent self for the practical pursuit of purpose, success and happiness. They include:

- **Awareness.** A person becomes aware that he is lost, that he does not understand the purpose of his life, that this internal, “not knowing” sense is in fact the real sense of self confined by the lack of any intelligence to escape.
- **Meaning.** A person explores the bigger picture, to make keys that might open the space he is confined in.
- **Evaluation.** A person tries the keys, fit them in the lock and turn.
- **Being-centered.** A person opens the door inward and enables what is on the other side to access.
- **Vision.** A person allows the light from the new, “bigger picture” to flood in so that he can see.
- **Projection.** A person projects his new level of self into the new territory he can see ahead.

- **Mission.** A person acts within the new territory and is now aware and conscious of what he is doing within a greater territory.

Emotional Intelligence

Before going to discuss the wider concept of emotional intelligence it is necessary to understand the concept of emotion and the intelligence first. Our emotions play quite a significant role in guiding and directing our behaviour. Many a times they are seen to dominate our behaviour in such a way that we have no solution other than behaving as per their wish. On the other hand, if a person has no emotional current in him then he becomes crippled in terms of living his life in a normal way. Hence, emotions play a key role in providing a particular direction to our behaviour and thus shaping our personality according to their development. In this study we would like to throw light on the emotional aspect of our behaviour.

Emotions. The word emotion is basically derived from the Latin word ‘emovere’ which means ‘to stir up’ or ‘to excite’. Therefore, emotion may be understood as an agitated or excited state of our mind and body. Taking clue from such derivation, various psychologists have tried to provide the definition of the term ‘emotions’ in their own ways.

In 1990, Dr. Peter Salovey of Yale University and Dr. John Mayer of New Hampshire began publishing articles about something they called “emotional intelligence”. They tested how well people could identify emotions in faces, abstract designs and colours, and from these studies, they believed they discovered a sort of universal aptitude of emotions. They eventually published an article in which they outlined what emotional intelligence was, drawing together under one umbrella a series of what seemed unrelated skills.

It was not until 1995, however, when New York Times science writer Daniel Goleman wrote a popular book called *Emotional Intelligence: why it can matter*

more than IQ that the idea of emotional intelligence caught on in earnest. What has happened since is a paradigm shift in American culture, particularly in the areas of education and corporate business where Goleman's book—and a follow-up book called *working with emotional intelligence*—has shaken up the old order and brought the entrenched mid-century ways of teaching and business under scrutiny. The idea of emotional intelligence lies in a handful of basic principles. Emotionally intelligent people, Goleman says, have the ability to marshal their emotional impulses (or, at least, more so than those who are not emotionally intelligent); they have a self-awareness to know what they are feeling, and are able to think about and express those things; they have empathy for the feelings of others and insight into how others think; they can do things like delay gratification; they are group, and, most important, where they fit inside that group.

The term EQ encompasses the following five characteristics and abilities:

1. ***Self-awareness.*** knowing your emotions, recognizing feeling as they occur, and discriminating between them.
2. ***Mood management.*** handling feelings so they are relevant to the current situation and you react appropriately.
3. ***Self-motivation.*** “gathering up” your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness.
4. ***Empathy.*** recognizing feelings in others and tuning into their verbal and nonverbal cues.
5. ***Managing Relationship.*** handling interpersonal interaction, conflict resolution and negotiations.

These five characteristics or domains of emotional intelligence are the predictor of the emotional intelligence quotient or EQ.

Definitions of Emotional Intelligence. According to Daniel Goleman (1995). “The capacity for recognizing our own feelings and those of others, for motivating our-selves, and for managing emotions well in our-selves and in our relationships.”

According to Goleman (1995). “Emotional Intelligence is a master aptitude, a capacity that profoundly affects all other abilities.”

According to Mayer and Salovey (1995); “Emotional Intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it.”

According to Thompson; “A person’s innate ability to perceive and manage his/her own emotions in a manner that results in successful interactions with the environment, and if others are present, to also perceive and manage their emotions in a manner that results in successful interpersonal interaction.”

According to the views of Lautenschlager (1997); To be emotionally intelligence, I submit that you must become proficient in the four areas of emotional intelligence i.e. Awareness, Acceptance, Attitude and Action. Awareness means knowing what you are feeling when you are feeling it. Acceptance means believing that emotions are a biological process taking place in the body and the brain and that is not always rational. It means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotions. These are times when the emotion follows the attitude, or is coloured by an attitude. Unless the attitude is challenged, the emotion will continue to be felt in the same direction. Action is the behaviour you take based on emotion and attitude.

According to definition given by Mayer and Salovey (1995), every one of us may be found to have varying capacities and abilities with regard to one’s dealing

with emotions. Depending upon the nature of this ability, he or she may be said more emotionally intelligent or lesser, in a comparison to others in the groups. Based on these, we may understand one's emotional intelligence as a unitary ability (related to, but independent of standard intelligence) helpful in knowing, feelings and judging emotions in close cooperation with one's thinking process to behave in a proper way, for the ultimate realize of the happiness and welfare of the self in tune with others.

Emotional intelligence is a critical part of social intelligence. Emotional intelligence can be abbreviated to EI and can also be referred to as emotional quotient (EQ). Some research shows that intelligence quotient, IQ contributes only about 20% to success in life. The rest of 80% success depends on one's EQ. The concept of Emotional intelligence was formally introduced by Professors Peter Salovey of Yale University and John Mayer of the University of New Hampshire in 1990. Daniel Goleman, a psychologist and science journalist popularized the term emotional intelligence in 1995 in the title of his bestselling book, *Emotional Intelligence: Why it can matter more than IQ*. Emotional intelligence is more important for a happy and productive life. People who are positive have been shown to live longer. Leaders' high in emotional intelligence are more productive. Emotional intelligence determines 'one's ultimate niche in society.' Research shows that "emotion makes thinking more intelligent."

Social Intelligence

Social intelligence shows a special capacity of mankind to make use of brain to bargain properly and make an arrangement of balance between the complex social relationships and surroundings. The well-known psychologist and professor at the London School of Economics Nicholas Humphrey firmly believe it is social intelligence or the richness of our qualitative life, rather than our quantitative

intelligence, that makes humans truly as what they are - for example what it's like to be a human being living at the centre of the conscious present, enclosed by smells and tastes and feels and the sense of being an amazing metaphysical entity with characteristics which hardly seem to belong to the physical world”

Another famous social scientist Ross Honey will also believe social intelligence is a combined measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social changes. A person with a high degree of social intelligence quotient (SQ) is neither better nor worse than someone with a low SQ; they are basically two persons with different attitudes towards society, social relationships, hopes, interests and desires. Social intelligence is the ability of an individual to easily mix up and co-operate with others. The skill of get along with others easily is also known as “social skills”. Social intelligence comprises of a consciousness of situations, circumstances and the social system that direct the people and an awareness of communication styles and strategies that can help a person to attain his/her objectives in dealing with others. It also includes certain amount of insight and an awareness of one's own perceptions and ways of reactions.

Definitions of Social Intelligence. According to Social scientist Ross Honey will social intelligence is an aggregated measure of self- and social-awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change.

According to the famous psychologist Nicholas Humphrey social intelligence is the one that defines humans”.

According to another great psychologist and pioneer of social intelligence Edward Thorndike (1920) Social intelligence is the ability to understand and manage men and women and girls, to act wisely in human relations.

Howard Gardner the social intelligence can be stated in terms of interpersonal intelligence in the theory of multiple intelligences.

In the words of Foleno, “social intelligence is a person’s competence to understand his or her environment optimally and react appropriately for socially successful conduct”.

Social Intelligence Quotient (SQ): The social intelligence quotient is a statistical notion which is very much identical to the 'standard score' approach used in measuring intelligence in Intelligence Quotient (IQ) tests with an average score of 100 but like the standard IQ test it is not a static model. It is diverted mostly towards Piaget's theory which states intelligence is not a static characteristic but a multifaceted pyramid of information-processing skills that lead to an adaptive balance between the individual and the surroundings.

Moral Intelligence

The concept of Moral Intelligence is rooted in psychological, philosophical, and neuroscientific theories. Psychologist Michelle Borba and researcher Doug Lennick popularized the term, defining it as the mental capacity to apply universal human principles in real-life situations (Lennick & Kiel, 2005). Philosophically, it draws from Kohlberg’s stages of moral development, which explain how individuals progress from self-interest to principled ethical reasoning (Kohlberg, 1981). In Neuroscience suggests that moral decision-making involves brain regions like the prefrontal cortex, which governs judgment and impulse control. Contemporary theories integrate social learning and cognitive development, emphasizing that moral intelligence can be nurtured through education, role models, and reflective practices (Damasio 1994). It bridges ethics and behaviour, suggesting that moral awareness, coupled with emotional regulation, leads to ethical action.

Moral Intelligence refers to the capacity to understand, differentiate, and apply ethical principles in decision-making and behaviour. It encompasses the capability to recognize moral issues, empathize with others, and act with integrity, fairness, and compassion. According to Lennick and Kiel (2005), MI consists of four key components: integrity, responsibility, forgiveness, and compassion. These elements guide individuals in aligning their actions with universal ethical values, fostering trust and cooperation in personal and professional relationships. MI is closely linked to emotional and social intelligence but emphasizes moral reasoning and ethical behaviour, distinguishing it as a unique cognitive and affective competency (Borba, 2001).

Definitions of Moral Intelligence. Lennick and Kiel (2005), "Moral Intelligence is the mental capacity to determine how universal human principles – such as integrity, responsibility, compassion, and forgiveness – should be applied to our personal values, goals, and actions”.

Borba (2001), "Moral Intelligence consists of the ability to distinguish right from wrong, to have strong ethical convictions, and to act on them in a way that demonstrates respect for oneself and others."

Gardner (1999), "While not one of the original 'multiple intelligences,' moral intelligence can be seen as an extension of interpersonal and intrapersonal intelligence, involving ethical reasoning, empathy, and the ability to navigate complex social values."

Damasio, (1994), "Moral Intelligence is rooted in brain functions, particularly the prefrontal cortex, which governs decision-making, impulse control, and emotional regulation – key components of ethical behaviour.”

Theoretical Overview of Intelligences

Spearman's Two-factor Theory of Intelligence

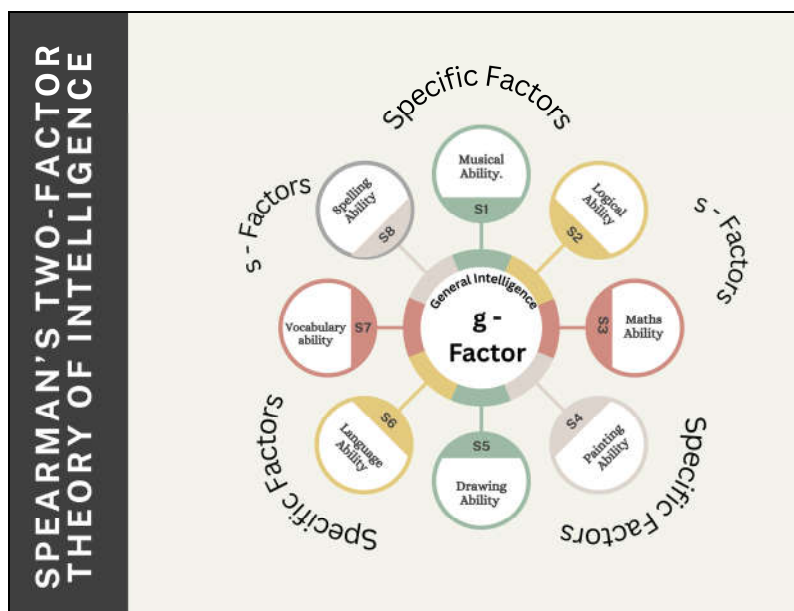
Charles Edward Spearman (1904) put forward the two-factor theory of intelligence, analysing that intellectual performance is decided by two factors; general intelligence factor (g) and specific abilities (s). This theory emerged from his observation that individuals who performed well in one cognitive task tended to perform well in others, suggesting a common underlying ability (Spearman, 1904).

The General Intelligence Factor (g factor). The g factor represents an individual's overall cognitive ability, influencing performance across several mental tasks. Spearman derived this concept using factor analysis, a statistical method showing that different intelligence tests correlate positively (Spearman, 1904). For example, someone with a high 'g' factor might excel in both verbal reasoning and mathematical problems, indicating a broad mental capacity.

Specific Abilities (s Factors). In addition to 'g', Spearman established s factors specific skills unique to particular tasks (e.g., musical talent, spatial reasoning). These explain why someone may be strong in math (s_1) but average in verbal skills (s_2). Unlike 'g', 's' factors are narrow and do not generalize across domains (Spearman, 1927).

Figure 1

Diagrammatical Representation of Spearman's Two-factor Theory of Intelligence



Guilford's Structure of the Intellect

In general, Guilford is widely credited with bridging the gap between psychology and the study of creativity. Guilford brought his perspective to bear, announced his intention to use a factor analysis technique to begin isolate the different components of thinking, separating creativity and other capabilities from those measured by IQ (Guilford, 1950). His model of the intellectual structure divided these different abilities into three dimensions; the product, the operation and process. He worked to develop tests for each combination of potentials across these three dimensions, assuming that one might be high in some of these abilities and low in others (Guilford, 1950). He describes the results of his efforts and the revised model that organed from his research In *The Nature of Human Intelligence* (1967) and *Beyond IQ* (1977) (Guilford, 1982)

According to this model all intellectual activities can be illustrated in terms of three basic parameters (Guilford, 1982). They are,

- **Content** means diverse people seem like to focus more to and think more efficiently about various types of information (Guilford, 1982), such as:
 - **Visual** information obtained directly from images or the senses.
 - **Auditory** data obtained directly from the senses or pictures
 - **Symbolic elements**, such as words and symbols, that typically convey a message.
 - **Semantic** meanings often, but not always, connected with the words such as
 - **Behavioral information** about the cognitive and behaviour of the examined persons (Guilford, 1982).

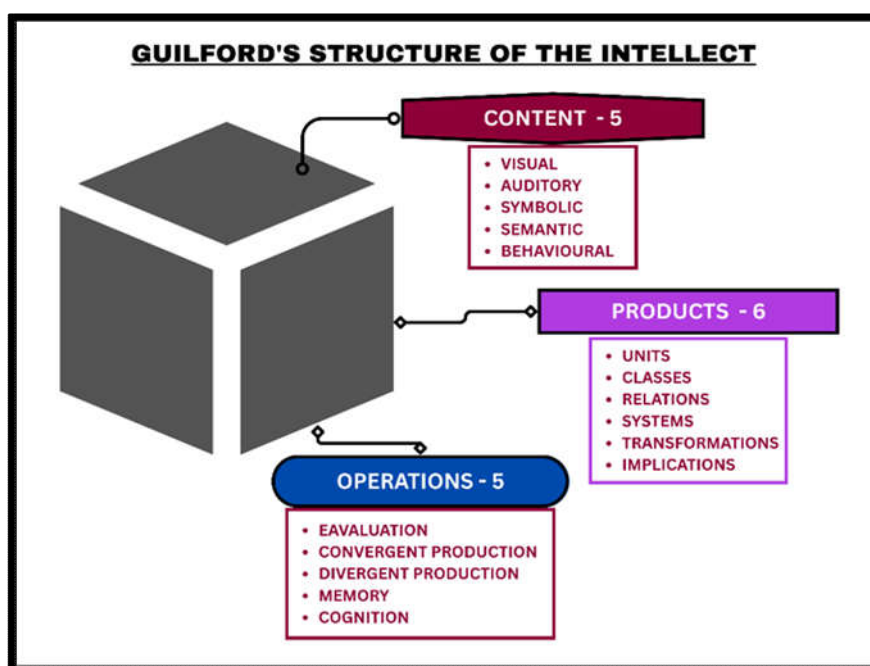
- **Products:** the product components relate to the nature of information process from content forms (Guilford, 1982)
 - **Units** describe to the ability to perceive single items of knowledge.
 - **Classes** means sets of units sharing common features.
 - **Relations** refers to units linked as opposites or in relations, sequences or analogies.
 - **Systems** include multiple relations interconnected to comprise structures or networks.
 - **Transformations** are change, perspectives, conversions or attained knowledge.
 - **Implications** are the expectations. Such as predictions, inferences, consequences or anticipations of knowledge (Guilford, 1982).

- **Operations:** describes what the brain does with the information and how it uses (Guilford, 1982). Its elements are;
 - **Cognition** refers the ability to understand, comprehend, discover and become aware of knowledge.

- **Memory** means the ability to encode and recall information.
- **Divergent production** refers to the ability to generate multiple solution to a problem in creativity.
- **Convergent Production** is the ability to deduce a single solution to a problem by rule-following or follow procedure.
- **Evaluation** means the ability to judge whether or not information is accurate, consistent or valid (Guilford, 1982).

Figure 2

Diagrammatical Representation of Guilford's Structure of the Intellect



Thorndike's Theory

Anarchic theory was advocated by E. L. Thorndike. This theory, intelligence is formed by the combination of number of separate Independence factors (Thurstone, 1972). This are numerical reasoning, vocabulary, classification, sentence completion etc. Each of these factors is a minute element promoting a specific type of activity. Any intellectual activity is dependent on a large number of these minute elements operating together (Thurstone, 1938).

For Thorndike, intelligence was more like a series of skills or capacities and various or many tasks might know for the same kind of ability. According to him, the correlations between various tests are the result of the fact that the tests have characters in communal with each other even though they are known as measures of different aspects (Thurstone, 1938).

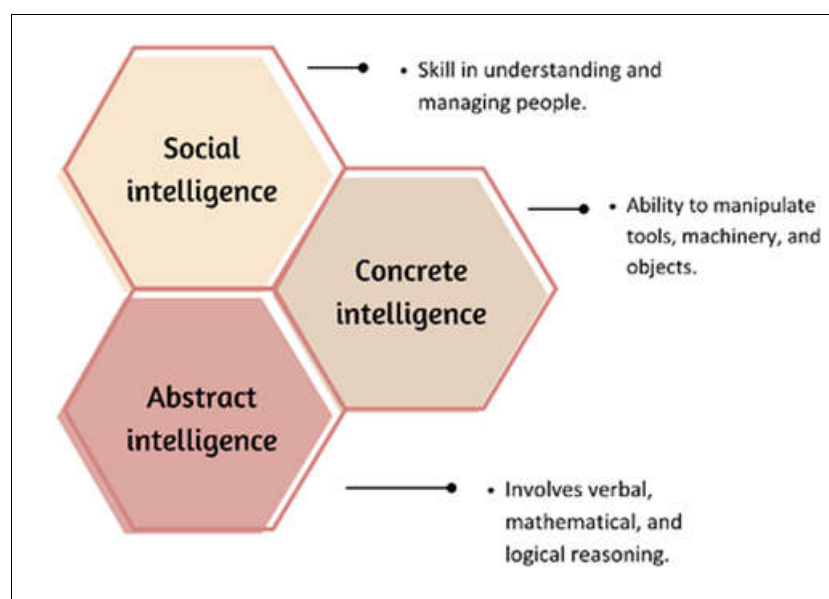
Thorndike has categorised intellectual activity into three types (Thurstone, 1938):

- (i) Social intelligence
- (ii) Concrete intelligence
- (iii) Abstract intelligence (Thurstone, 1938).

However, this is a classification of tasks and not an analysis of mental organisation itself. It should be noted that the difference of opinion between Spearman and Thorndike is essentially theoretical, and the types of measures which interest Thorndike are essentially the same as those used by Spearman in his correlation matrix.

Figure 3

Diagrammatical Representation of Thorndike's Theory of Intelligence

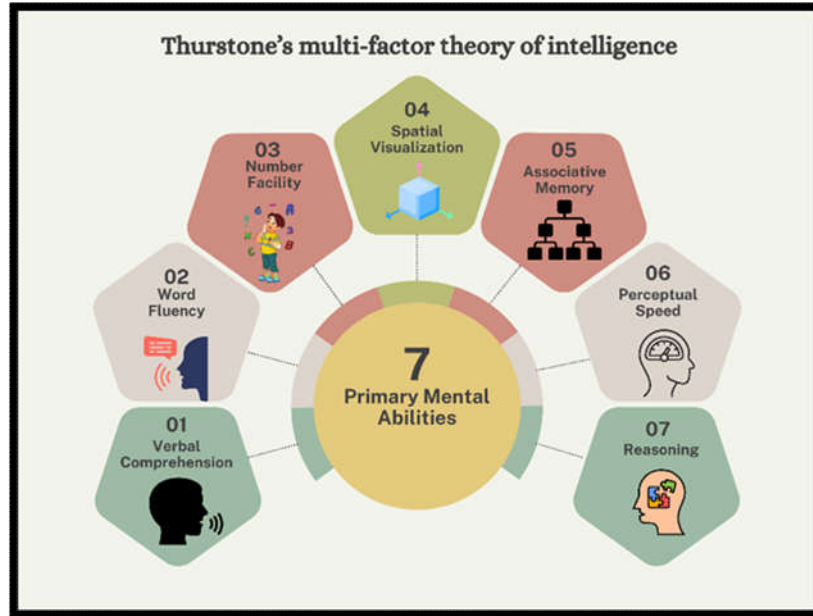


Thurstone's Multi-factor Theory of Intelligence. Thurstone (1938) identified seven distinct primary mental abilities that he believed collectively constituted human intelligence. They are,

- **Verbal Comprehension**, which includes the ability to understand and process verbal information, naturally assessed through vocabulary and reading comprehension tests. The second,
- **Word Fluency**, means an individual's capacity to produce words rapidly under specific constraints, such as generating words that begin with a particular letter or fit within certain categories.
- **Number Facility**, encompasses the ability to perform mathematic operations quickly and accurately, which is essential for tasks involving calculations and quantitative reasoning.
- **Spatial Visualization**, refers to the capacity to visualize and manipulate objects in space, a crucial skill for activities such as map reading, geometry, and architecture.
- **Associative Memory**, means the capacity to remember and recall associations between unconnected items, such as connecting names with faces or words with their meanings.
- **Perceptual Speed**, refers to the quick and accurate processing of visual information, particularly in identifying similarities and differences among sets of items.
- **Reasoning**, incorporates logical thinking and problem-solving abilities, enabling individuals to understand and apply rules, make inferences, and draw conclusions.

Figure 4

Diagrammatical Representation of Thurstone's Multi-factor Theory of Intelligence



Sternberg's Triarchic Theory of Intelligence

Sternberg's Triarchic Theory of Intelligence presents a comprehensive model that redefines intelligence as more than just a single ability, instead proposing it as a combination of three distinct components (Fiveable, 2024). The theory challenges traditional IQ-based measurements by offering a more overall view of person's cognitive abilities. The three fundamental components of Sternberg's theory are:

- 1. Analytical Intelligence.** This represents traditional academic problem-solving abilities typically measured by IQ tests. It involves skills in analysing, evaluating, judging, comparing, and contrasting information (Fiveable, 2024). This type of intelligence is mostly significant in academic settings and professions requiring critical thinking and structured problem-solving, such as science and mathematics subjects.
- 2. Creative Intelligence.** Also called as experiential intelligence, this component involves handling generating innovative solutions and novel

situations. It involves the ability to invent, discover, imagine, and create. Creative intelligence is particularly valuable in fields requiring innovation, such as arts, design, and entrepreneurship (Sternberg, 2017).

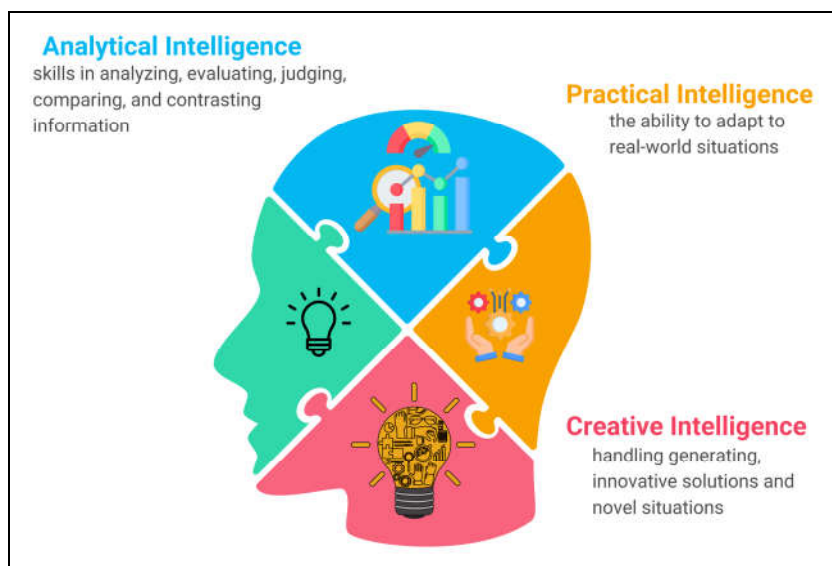
3. Practical Intelligence. Often referred to as "street smarts," this component involves the ability to adapt to real-world situations. It includes three key aspects (Sternberg, 2017).

- **Adaptation.** it is the process of changing oneself to fit the environment.
- **Shaping.** it is the process of changing the surroundings.
- **Selection.** it is the process of selecting new surroundings when the ones that are available are inappropriate.

The theory has found practical applications in educational settings, where teaching methods have been adapted to incorporate all three types of intelligence, leading to improved student performance (Sternberg, 2000). However, it has faced some criticism, particularly regarding the empirical evidence supporting its claims and the distinctiveness of practical intelligence as a separate construct.

Figure 5

Diagrammatical Representation of Sternberg's Triarchic Theory of Intelligence



Multiple Intelligences Theory

The theory of multiple intelligences, proposed by the psychologist Howard Gardner in the late 1970's and early 1980's, present that the individuals own at least eight different intelligences. According to Dr. Gardner (1983) 'every individual draws on these intelligences, individually and corporately in order to create products and solve problems that are relevant to the societies in which they live'.

Gardner Defines Intelligence as.

- the capability to solve problems that person come across in real situation.
- the ability to create novel problems to solve
- the ability to offer a product or service that is valued within person's culture (Gardner (1983)

The Theory of Multiple Intelligences is an idea put forward by Howard Gardner. In Gardner, H. (1983) published a book by name 'Frames of Mind.' In that it is said that all individuals have seven independent intelligences (Sreeraj, 2015)

These intelligences are:

Linguistic Intelligence. Linguistic intelligence refers sensitivity to spoken and written language, including the ability to learn languages and use verbal and written communication efficiently (Gardner, 1983). Individuals with this intelligence demonstrate strong capabilities in reading, writing, storytelling, and memorizing words and dates (Armstrong, 2009).

Logical-mathematical Intelligence. This intelligence involves the ability to analyse problems logically, solve mathematical operations, and investigate problems scientifically (Gardner, 1983). Individuals with strong logical-mathematical intelligence excel in abstract reasoning, critical thinking, and problem-solving (Sternberg, 1985).

Musical Intelligence. Musical intelligence involves skill in the performance, composition, and appreciation of musical patterns (Gardner, 1983). This intelligence is essential for careers in music performance, composition, sound engineering, and music therapy (Hallam, 2010).

Spatial Intelligence. Spatial intelligence refers to the ability to visualize and manipulate objects in three-dimensional space (Gardner, 1983). Individuals with this intelligence are often skilled at interpreting maps, charts, and visual data (Lohman, 1996). They excel in activities like drawing, designing, and navigating, and they often think in images rather than words. Careers that benefit from this intelligence include architecture, graphic design, surgery, and aviation (Uttal et al., 2013).

Bodily Kinaesthetic Intelligence. Bodily-kinaesthetic intelligence refers to the ability to use one's physical body skilfully and handle objects with dexterity (Gardner, 1983). They often learn best through movement and tactile experiences. Careers that benefit from this intelligence include athletics, surgery, carpentry, and acting (Gardner, 1999).

Interpersonal Intelligence. It is the ability to understand and interact effectually with others (Gardner, 1983). Individuals with this intelligence are able at verbal and nonverbal communication, empathy, and conflict resolution (Goleman, 1995). They are often natural leaders and team players. This intelligence is crucial for careers in teaching, counselling, sales, and management (Salovey & Mayer, 1990)

Intrapersonal Intelligence. This involves self-awareness and the ability to understand one's own emotions, motivations, and goals (Gardner, 1983).

Individuals with this intelligence are reflective and often engage in introspection (Nolen-Hoeksema, 2012). They are typically independent learners and thinkers. This intelligence is important for careers in psychology, philosophy, writing, and entrepreneurship (Gardner, 2006).

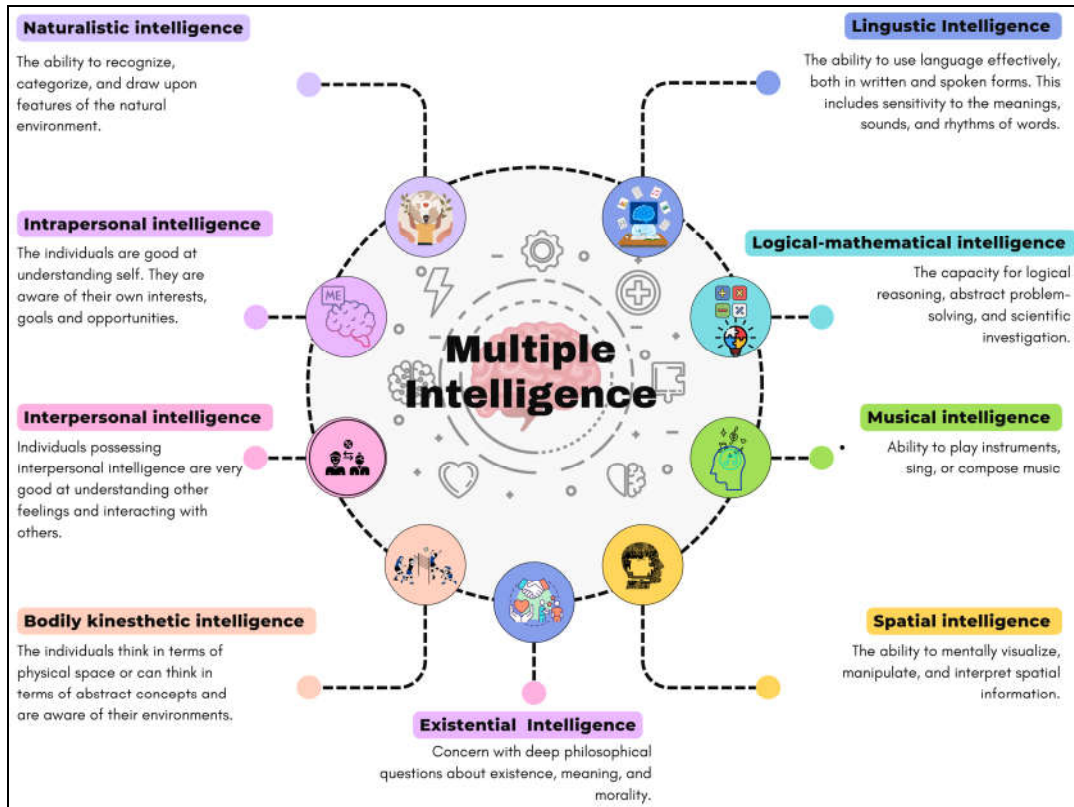
Naturalist Intelligence. Naturalistic intelligence Gardner (1999) added later, involves recognizing and classifying natural objects and phenomena. Individuals with this intelligence have a deep relation to nature and are skilled at identifying flora, fauna, and ecological patterns (Kellert & Wilson, 1993). This intelligence is important for careers in biology, environmental science, farming, and veterinary medicine (Gardner, 1999).

Existential Intelligence: Existential intelligence, proposed but not fully confirmed by Gardner (1999), involves the capacity to tackle deep questions about human existence, such as the meaning of life and death. Individuals with this intelligence are often philosophical and thoughtful (Frankl, 1985). This intelligence is relevant for careers in theology, philosophy, and theoretical physics (Gardner, 2006).

Gardner's theory of multiple intelligences has significantly impact on education, psychology, and workplace training by broadening the understanding of human ability beyond traditional IQ measures (Gardner, 2006). While the theory has faced criticism for deficient empirical support in some areas (Waterhouse, 2006), it remains a valuable framework for recognizing different talents and learning styles (Shearer, 2020).

Figure 6

Diagrammatical Representation of Multiple Intelligence



Theories of Spiritual Intelligence

Zohar and Marshall (2000) proposed the spiritual intelligence to the psychology with the publication of a book entitled "Spiritual intelligence: the ultimate intelligence". Spirituality is often related to a person's belief system. The spiritual power of a person guarantees his/her positive attitude to the problems and his interest in helping the people around him/her (Zohar & Marshall 2000).

He defined spiritual intelligence as “an ability to access higher meanings, values, abiding purposes unconscious aspects of the self and to embed these meanings, values and purposes in living a richer and more creative life” (Zohar & Marshall, 2004). The writers’ evidence that Spiritual Quotient is our ultimate intelligence and is the necessary foundation for the effective functioning of Intelligent Quotient and Emotional Intelligence (Zohar & Marshall, 2004)

Spiritual Quotient strengthens and integrates Intelligent Quotient and Emotional Quotient. Spiritual intelligence is a capability to access higher meanings, values, abiding purposes and unconscious aspects of the self and to embed these meanings, values and purposes in living a richer and more creative life (Zohar & Marshall, 2004). It allows us to be present in the moment free of anger, resentment, worry and fear and ask if we want to be in this specific situation in the first place. Would we rather change the situation and create a better one? This is working with the boundaries of our situation and allowing us to guide the situation (Zohar & Marshall, 2004).

Spiritual intelligence and spiritual leader development is fostered by 12 principles: (Zohar, 2005):

1. **Self-Awareness.** Knowing what I believe in and value, and what deeply motivates me (Zohar, 2005)
2. **Spontaneity.** Living in and being responsive to the moment (Zohar, 2005)
3. **Being Vision- and Value- Led.** Acting from principles and deep beliefs, and living accordingly (Zohar, 2005)
4. **Holism.** Seeing larger patterns, relationships, and connections; having a sense of belonging (Zohar, 2005)
5. **Compassion.** Having the quality of “feeling-with” and deep empathy (Zohar, 2005)
6. **Celebration of Diversity.** Valuing other people for their differences, not despite them (Zohar, 2005)
7. **Field Independence.** Standing against the crowd and having one’s own convictions (Zohar, 2005)
8. **Humility.** Having the sense of being a player in a larger drama, of one’s true place in the world (Zohar, 2005)

9. **Tendency to Ask Fundamental “Why?” Questions.** **Needing** to understand things and get to the bottom of them (Zohar, 2005)
10. **Ability to Reframe.** Standing back from a situation or problem and seeing the bigger picture; seeing problems in a wider context (Zohar, 2005)
11. **Positive Use of Adversity.** Learning and growing from mistakes, setbacks, and suffering (Zohar, 2005)
12. **Sense of Vocation.** Feeling called upon to serve, to give something back (Zohar, 2005)

Emmons (2000) defines spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment." He emphasized four criteria that qualify SQ as a facet of intelligence (Emmons 2000). These are:

1. The capacity to transcend the physical and material.
2. The ability to experience heightened states of consciousness.
3. The ability to sanctify everyday experience.
4. The ability to utilize spiritual resources to solve problems (Emmons 2000).

He approaches spirituality through personal goals and motivation. He uses the concept of “ ‘ultimate concerns’ to refer to the multiple personal goals that a person might possess in striving toward the ‘sacred’ “ (Emmons, 2000).

Richard Wolman states, ‘Spiritual intelligence is the human capacity to ask ultimate questions about the meaning of life, and to simultaneously experience the seamless connection between each of us and the world in which we live’ (Wolman, 2001, 84). He stresses the importance of possessing the capacity to solve moral or

ethical dilemmas, while acknowledging that traditional measurable formulas may not suffice (Wolman, 2001).

Dorothy Sisk and the late Paul Torrance, well known in the field of gifted education, served as proponents for developing SI and have written practical applications of how SI can be integrated in the classroom (Sisk & Torrance, 2001). They indicate that gifted students may possess a heightened sense of spirituality which is reflected in their creative abilities (Sisk, 2008).

Their definition focuses on developing global, rather than self-catered, perspectives in students and encourages the core values of balance, responsibility, compassion, unity and service (Sisk & Torrance, 2001). These are but a minority of the growing number of theorists and their corresponding definitions of Spiritual Intelligence. As you can see, there are areas of convergence and divergence. Laura Jones, in her article for the *Journal of College* refers to 'professional trepidation' states, 'Attempts to define spirituality must often be delicate, as the field is rife with land mines (Jones, 2005. The word is emotionally charged for many people, and considerably nebulous for others. Overall, a working definition of spirituality is anything but tidy' (Jones, 2005, 7).

Noble (2000) has identified spiritual intelligence as an innate human potential and agreed with Emmons' (2000) core abilities and added two other elements:

1. The conscious recognition that physical reality is embedded within a larger, multidimensional reality with which people interact, consciously and unconsciously, on a moment-to-moment basis (Noble & Emmons, 2000).
2. The conscious pursuit of psychological health, not only for themselves but also for the sake of the global community (Noble & Emmons, 2000).

Theories of Emotional Intelligence

In the year 1990, Dr. Peter Salovey of Yale University along with Dr. John Mayer of New Hampshire initiate printing their research write-ups about a very new concept that Emotional Intelligence (Salovey & Mayer, 1990). Daniel Goleman's theory of Emotional Intelligence Emotional competencies is high important in contributing to educational excellence than pure intellect and expertise (EQ beats IQ). Emotional intelligence describes the ability, capacity, skill, to identify, evaluate and manage the emotions of one's self, of others and of groups.

According to Goleman (1995), Emotional Intelligence is the capability to motivate oneself and persevere in the face of frustrations; to control desire and delay gratification, to regulate one's moods and keep distress from swamping the ability to think; to empathize and hope. Emotional Intelligence consists of a learned set of competencies that determine how we interact with others (Goleman, 1995).

The emotional competencies are divided under two heads namely:

- Personal competence and
- Social competence (Goleman, 1995)

Personal competence regulates how one manages himself/herself. It involves intra-personal skills like knowing and managing one's internal states, impulses and resources, managing and harnessing one's own emotions, knowing one's strengths and limits, having a strong sense of one's worth and capabilities, maintaining standards of honesty and integrity, taking responsibility for personal performance, being flexible and comfortable in handling novel ideas and new information, striving to meet a standard of excellence, developing readiness to act on opportunities and showing persistence in pursuing goals despite obstacles and setbacks, etc (Goleman, 1995).

Personal competence is the basis of all Emotional Intelligence competencies. Awareness of one's emotions and ability to control it is the key to personal competence. In other words, personal competence in Emotional Intelligence permits an individual to recognize and accurately label their emotions, control the emotions appropriately, choose how to react, increase confidence in the ability to act appropriately in any situations (Goleman, 1995).

Social competence determines how one handles relationships. It includes interpersonal skills such as sensing others' feelings, perspectives and taking an active interest in their concerns, sensing others' developmental needs and bolstering their capabilities, listening openly and sending convincing messages, negotiating and resolving disagreements, initiating and nourishing instrumental relationships, working with others towards shared goals, anticipating and recognizing others' wants and creating group synergy in pursuing collective goals (Goleman, 1995). Effective listening is another relationship competence skill, according to McBride and Maitland (2002). Without listening to other people, one may irritate them and damage the relationships without understanding other person's point of view. Conflict management is made very easy by accepting that one cannot guarantee to change the other person. Instead, one can control his own responses, which can influence the relationship in a positive way (McBride & Maitland, 2002).

Components of Emotional Intelligence. A person's potentials for learning or practicing skills are based on the five elements of Emotional Intelligence. Emotional competence determines how much of that potential have been translated into the real-life situations. Along with cognitive elements, all the emotional competencies involve some degree of skill in the realm of feeling (Goleman, 1995). Goleman (1995) has identified five characteristics of persons with high EI.

They are:

- a. Self-Awareness,
- b. Self-Regulation
- c. Motivation,
- d. Empathy and
- e. Social Skills.

Self-Awareness. Self-awareness is the foundation of emotional intelligence, including the ability to recognize and understand one's own emotions, strengths, weaknesses, and triggers (Goleman, 1995). Persons with high self-awareness can accurately evaluate their emotional states and how these emotions affect their thoughts and behaviour. This component is crucial for personal growth, as it allows persons to identify areas for improvement and maintain emotional equilibrium (Salovey & Mayer, 1990).

Self-Regulation. Self-regulation states that the ability to control or redirect disruptive emotions and impulses (Mayer & Salovey, 1997). Individuals with strong self-regulation remain composed under stress, think before acting, and adapt to changing surroundings. This skill helps in avoiding thoughtless decisions, managing stress effectively, and maintaining a positive outlook (Gross, 1998).

Motivation. Motivation in Emotional Intelligence contains being driven by internal goals rather than external rewards (Goleman, 1995). Emotionally intelligent persons are resilient, optimistic and committed to achieving long-term aims. They maintain high energy and persistence even in the face of setbacks (Deci & Ryan, 2000).

Empathy. Empathy refers ability to understand and share the feelings of others (Davis, 1983). Emotionally intelligent persons can perceive emotions from

verbal and nonverbal signs, allowing them to respond appropriately in social interactions. Empathy fosters strong relationships, effective teamwork, and conflict resolution (Goleman, 2006).

Social Skills (SS). Social skills involve the ability to manage relationships, communicate effectively and influence others positively (Goleman, 1995). This includes conflict resolution, leadership, collaboration, and networking. Strong social skills enable individuals to build rapport, inspire trust, and navigate social complexities (Riggio & Reichard, 2008).

Briefly, Emotional Intelligence plays a vital role in personal and professional success. By developing self-awareness, self-regulation, motivation, empathy, and social skills, individuals can enhance their emotional well-being and interpersonal relationships (Goleman, 1995).

Theories of Social Intelligence

John Dewey was the first psychologist who used the word “social intelligence” in 1909 in his book written by him- “Moral Principles in Education”, and defined this concept as “the ability to observe and understand social situations” (Dewey, J 1909). Thorndike first proposed the concept social intelligence in 1920. Thorndike defined it as the ability to achieve interpersonal tasks. A definition was given by Edward Thorndike (1920) "the ability to understand and manage men and women and girls, to act wisely in human relations". Thus, by above definition, Thorndike associates both cognitive and behavioral concepts, meaning it is the ability to comprehend other people and also to react towards or deal with them (Thorndike, 1920).

Three forms of intelligence were given by Thorndike (1920):

- 1) Abstract intelligence – Interpreting ideas
- 2) Mechanical intelligence- Handling with concrete objects
- 3) Social intelligence- Dealing with people

Social intelligence is the skill of an individual to comprehend feelings and effects of other persons and respond according to the circumstances. Social intelligence enables persons to put their ideas strongly and make others agree upon it (Thorndike, 1920).

According to Silvera et al., (2001) this ability of social intelligence comprised 3 components: social awareness, social information processing, and social skills.

I. Social Information Processing. It shows an individual's capacity of managing distressed emotional conditions like anxiety, and the potential to manage social situations responsible for it.

II. Social Awareness. It reflects the ability of an individual to be aware about other person's feelings, emotions, and needs. This insight, is then helpful to build a healthy connection with others.

III. Social Skills. These are ability to deal with social situations effectively. Only those people, who are good at social skills, know when and where to show emotions and feelings (Nwukah & Ahizu, 2009).

Daniel Goleman explained social intelligence as the capacity to use friendly relationships, communication skills, and empathy with others. Goleman explained that individual who are high in social intelligence they know how to deal and manage their own emotions and also other individual's emotions. Since, social intelligence is the ability to manage emotions and feelings, it helps in decision making, thought process and interactions with others.

According to Daniel Goleman, social intelligence has two components:

1. Social Awareness. It means “what an individual’s sense about the other individual is”. It helps to understand another individual’s inner state, to sensing his/her feelings and thoughts. It includes following factors-

- Primal empathy- Detection of non-verbal emotional signals.
- Atonement- To listen with undivided attention.
- Empathic accuracy- Perceiving and comprehension of other’s feelings.
- Social cognition- Getting knowledge about how social world works.

2. Social Facility. It is about what individual will, then, do with that awareness. Social facility helps for smooth and effective interactions of people. It includes these factors-

- Influence- Creating effects on the results of social exchanges.
- Synchrony- Interaction with other individual effortlessly by non-verbal cues.
- Concern- Pay attention on the requirements of another person and act according to that.
- Self presentation- Efficient presentation of self.

Goleman discussed social intelligence by explaining neural functioning behind it as, “We are wired to connect”. He argued “people have peculiar structures in their central nervous system, specifically, in there, brain built to improve relationships”.

- A cell, which guides our social decisions, present in brain and known as spindle cell, is the fastest conducting neural cell of brain.
- There is also another type of neuron, which helps us to predict behavior of people around us, and subconsciously mimic those people’s movements, called “mirror cells”. These cells help us to feel what other’s feel.

Theories of Moral Intelligence

Moral intelligence refers a recent development in the area of intelligence as well as in affective science. It is attractive area of study related to everyday life. The concept 'Moral Intelligence' gained popularity through Borba's (2001) best seller book titled *Building Moral Intelligence: The Seven Essential Virtues that teach kids to do the right thing*. This book provides a step-by-step blueprint for enhancing moral intelligence based on ethical principles (Borba, 2001). The present study is based on the theoretical constructs put forward by Borba in her book 'Building Moral Intelligence: The Seven Essential Virtues that teach kids to do the right thing' (Borba, 2001).

Moral Intelligence is the capacity to understand right from wrong; it means to have strong ethical convictions and to act on them so that one behaves in the right and honourable way (Borba, 2001). This great attitude incorporates the following features are,

- Ability to recognize someone's pain and to stop oneself from acting on cruel intentions.
- To control one's impulses and delay gratifications
- To listen openly to all sides before judging
- To accept and appreciate difference
- To decipher unethical choices
- To empathize
- To stand up against injustice
- To treat others with compassion and respect (Borba, 2001)

These are the core behaviours that help to become a decent, good human being and these are the bedrock of solid character and strong citizenships.

Essential Virtues of Moral Intelligence. Moral intelligence consists of seven essential virtues such as empathy, conscience, self-control, respect, kindness, tolerance and fairness that help the individual to navigate through the ethical challenges and pressures they will inevitably face throughout life (Borba, 2001).

1. *Empathy.* Empathy is the core emotion that allows understanding how other people feel. This is the virtue that helps him to become more sensitive to the needs and feelings of others, be more likely to help those who are hurt or troubled and treat others more compassionately (Borba, 2001).

2. *Conscience.* It is a strong inner voice that helps to decide right from wrong and stay on the moral path, zapping him with a dose of guilt wherever strays (Borba, 2001).

3. *Self-control.* Self-control helps to restrain impulses and think before action so that they behave right and is less likely to make rash choices with potentially dangerous outcomes (Borba, 2001).

4. *Respect.* Respect encourages to treat others with consideration and regards them as worthy. This is the virtue that leads to treat others the way they would like to be treated, so lays the foundation for preventing violence, injustice and hatred (Borba, 2001).

5. *Kindness.* Kindness helps to show concern about the welfare and feelings of others. By developing this virtue, the individual will become less selfish and more compassionate, and will understand that treating others kindly is simply the right thing to do (Borba, 2001).

6. Tolerance. Tolerance helps to appreciate different qualities in others, stay open to new perspectives and beliefs and respect others regardless of differences in race, gender, appearance, culture, beliefs and abilities (Borba, 2001).

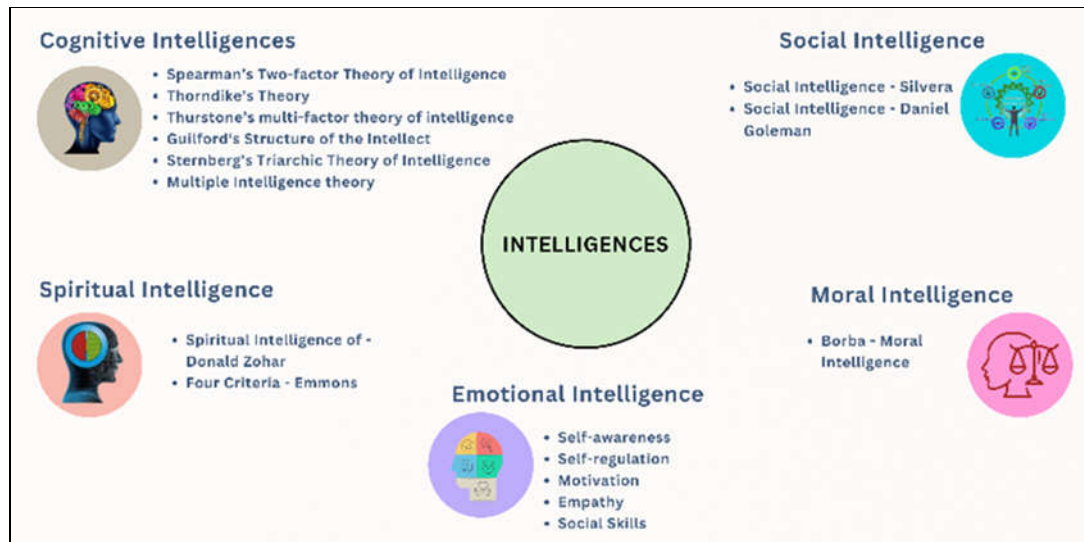
7. Fairness. Fairness leads to treat others in a righteous, impartial and just way so that they can, more likely, play by the rules, take turns and share, and listens openly to all sides before judging (Borba, 2001).

These seven virtues all together constitute the development of moral intelligence and of these the first three virtues form the foundation of moral intelligence: empathy, conscience and self-control (Borba, 2001). These three traits are called moral core. When any one of the three is under developed, the individual is left morally defenceless against toxic influences coming his way. A solid core is crucial in developing one's moral intelligence because it gives the power to counter outside and inside vices so that they can do what's right. Once the foundations to moral growth are solidly laid, the next two virtues of moral intelligence, respect and kindness can be added (Borba, 2001). The final virtues, tolerance and fairness, are the corner stones to integrity, justice and citizenship. Together, these seven virtues become one's moral compass, guiding towards responsible living and ethical conduct (Borba, 2001).

Moral growth is an ongoing process that continues throughout person's life time. As the moral intelligence ability to expands and the right conditions for moral growth are presented, they will have the capabilities to attain even higher moral qualities, such as self-discipline, humility, courage, temperance, integrity, mercy and altruism.

Figure 7

Diagrammatical Representation for Theoretical Overview of Intelligences



Leadership Styles

Leadership styles significantly shape the psycho-social atmosphere in school, influencing higher secondary school students' overall well-being and life satisfaction. In this study, various categories of leadership styles are Autocratic, Laissez faire, Democratic, Transactional, Transformational and Charismatic Leadership style. These leadership styles are creating diverse social climate that can either support or hamper student's sense of autonomy, togetherness and self-efficacy. In research propose that leadership behaviours in educational settings, for example; teacher-students' interactions, administrative policies, classroom discipline and classroom management, plays an important role in higher secondary school students' psychological development, affecting their academic engagement, self-esteem and overall happiness (Hattie, 2009).

Autocratic leadership, characterized by centralized control and minimal student input, may foster discipline but can also suppress creativity and intrinsic motivation, potentially lowering life satisfaction (Deci & Ryan, 2000). In

contrast, **democratic leadership**, which encourages participation and collaboration, aligns with self-determination theory by nurturing autonomy and competence, thereby enhancing well-being (Ryan & Deci, 2017). **Laissez-faire leadership**, marked by passivity and lack of guidance, often correlates with inconsistent support, which may lead to feelings of neglect or stress among adolescents (Bass & Riggio, 2006).

Transactional leadership, with its focus on rewards and punishments, can structure behaviour effectively but may fail to inspire long-term emotional fulfilment. Conversely, **transformational leadership**, which emphasizes inspiration, individualized consideration, and intellectual stimulation, has been linked to higher student engagement and life satisfaction through its positive reinforcement of personal growth (Leithwood & Sun, 2012). Similarly, **charismatic leadership**, with its reliance on vision and emotional appeal, can foster optimism and a sense of purpose, contributing to adolescents' overall happiness (Conger & Kanungo, 1998).

The theoretical overview describes how these leadership styles differentially impact higher secondary school students' life satisfaction, drawing on educational psychological and organisational leadership frameworks. Understanding this dynamic can inform school policies and teacher training programs aimed at fostering supportive environment that enhance student life satisfaction.

Conceptual Overview of Leadership Styles

Leadership has been a pivotal issue for mankind since the beginning of organised society. It would seem that there is an innate desire among human beings to be led; just as there is a strong drive in some people to lead (Manikutty & Singh, 2010, p.1). Today, no less than in ancient times, the qualities to be found in the good leader as the well as in the bad leader are the subject of intense debate (Cotterell et al., 2009, p.ix). Especially, the efficiency of leaders always remains a matter of acute interest particularly in times of crisis and change. Executive search firms are

flourishing because of the demand for leadership talent (Charan et al., 2001, p.1). The attempt to understand the leadership behaviour of historical personages was pursued through the exploration of their achievements and the analysis of anecdotes in their lives in order to identify the lessons of leadership (Adair, 2003, p.1; Mookerji, 1970, p. vii). The leadership qualities of Alexander the Great were well acknowledged by Arrian, an ancient Greek historian whose work “Anabasis of Alexander” is a comprehensive account of the military campaigns of Alexander (Arrian, 1976). Plutarch wrote “Lives of Noble Greeks and Romans” wherein he explores the influence of character-good or bad-on the lives and destinies of famous men and leaders of the ancient world (Bose, 2003). The works written by ancient leaders about themselves also present a more personal perspective on the leadership challenges and dilemmas they faced. Julius Caesar, the famous Roman general of the first century B.C., had presented in his memoirs an insightful account of the wars and campaigns he led (Caesar, 1982). Earlier Xenophon, of the fourth century B.C., who was the general commanding a Greek expedition to Persia, wrote in his memoirs of his experiences, of courage, improvisation, discipline, self-sacrifice, and leadership (Cohen, 2010). Another interesting document of leadership, in the Indian context, is the journal kept by Babur (2006), the founder of the Mughal Empire, wherein he relates the strategies behind his military conquests and the challenges of laying the foundations of an empire. However, leadership studies on a scientific basis began in the 20th century (Yukl, 2006, p. 20) and leadership is now the subject of an immense body of theory and seemingly endless and prodigious literature. The quest to understand the essence of leadership is still on-going and is also necessary in the current times (Manikutty & Singh, 2010, p.1; Cotterell et al., 2009, p.ix).

Modern fellow on leadership is distinguished from the ancient memoirs and accounts (Arrian, 1976), which were mainly anecdotal, in that it attempts to identify models of leadership behaviour and effectiveness (Northouse, 2021). The researches

explore emergent leadership as well as the determinants of leaders' action (DeRue & Ashford, 2010). While progress has been made in probing the answers to these questions, the changing context of leadership, ensures that leadership research is a dynamic field with a panorama of interesting findings (Avolio et al., 2014). Leadership researchers adopt different approaches to studying leadership styles. This different approach selected based on the variables emphasized in the specific study: the features of leaders, the characteristics of adheres or the characteristics of the circumstances. Traits, confidence and optimism, skills and expertise are counted among the characteristics of both leaders and followers while the situation can be characterised by the type and size of the organisational unit, the position power and authority of the leader and task structure and complexity (Yukl, 2006; Hughes et al., 2009).

Nohria & Khurana (2010) offer a broader perspective to leadership research with a multi-disciplinary emphasis on the organization behavioural, psychological, psychoanalytical, economic, historical, and sociological approaches to understanding and studying leadership. This expansion of the scope of research approaches points again to the prominent influence of leadership on the performance of individuals, teams, and institutions, and to the multitude of approaches from which to choose.

Leadership researchers have defined leadership in many different ways and it is educative to note how each researcher emphasizes a different aspect of the phenomenon of leadership (Bennis, 1959).

- The process by which an agent induces a subordinate to behave in a desired manner (Bennis, 1959).
- Guiding and coordinating the effort of group members (Fiedler, 1967).

- An interpersonal relation in which others comply because they want to, not because they have to (Merton, 1957).
- The process of influencing an organized group towards accomplishing its goals (Roach & Behling, 1984).
- Actions that focus resources to create desirable opportunities (Campbell, 1991).
- The leader's job is to create conditions for the team to be effective (Ginnet, 1996).
- The ends of leadership involve getting results through others, and the means of leadership involve the ability to make cohesive and goal-oriented teams (Hogan et al., 1994). Good leaders are those who build teams to get results in a variety of situations (Hogan et al., 1994).
- Leadership represents solving complex problems (Mumford et al., 2000)

Autocratic Leadership Style

According to the autocratic leadership behaviour seen as one of the old-style leadership styles, the leader uses the power stemming from the authority. In this direction, it is expressed as organizational management guided only by the leader's decision when making decisions (Telli et al., 2012, p.136). In this leadership style, leaders state complete authority and control over their adheres. They display behaviour that demands absolute obedience from employees (Cheng et al., 2004, p.91). Authoritarian leaders do not involve their employees or followers in decision-making by directing them (Tağraf & Çalman, 2009, p.138). In the style of autocratic leadership generally seen in the bureaucratic organization structure, it is acted according to the chain of command (Goodnight, 2011, p. 821). Autocratic leaders use their position's power (Erdem & Dikici, 2009, p. 202). In this context, autocratic leaders take management decisions in the organization alone. They neglect to get ideas from other employees. They want to fulfil their orders to the group members by

preparing all aspects of the tasks, goals, and business conditions (Malik et al., 2016). Hussain et al., (2020, p. 58), authoritarian leaders create a strict organizational structure by regulating the organization's policies and rules. With this rigid organizational structure, the leader creates an atmosphere of control, rewards obedient employees and threatens to punish them for unsuited and erroneous behaviour. According to Güner (2002, p. 16), although it is seen that the performance increases in organizations managed with autocratic leadership, employees may feel hostile to too much authority. In this type of autocratic leadership management adopts a boss-oriented leadership model and focusing on leader behaviours.

The autocratic leader is a visionary; he motivates people by making clear to them how their work fits into a larger vision for the organization (Goleman, 2000). The following are some of the key components on the basis of the study of Goleman (2000).

1. Unilateral decision-making: The leader made all the critical decisions alone set all the goals without considering the team members.
2. Strict top-down control: A leader sets strict rules and expectations for his teams, leaving little opportunities for flexibility or deviation.
3. Punitive discipline: leader uses punishment as a means to enforce rules and ensure that expectations are met.
4. Communication is one-way: The leader communicates their decisions and expectations to the team without engaging in two-way dialogue or conversation.

Laissez-faire Leadership Styles

Laissez-faire leadership is a passive leadership style characterized by minimal direct supervision, high employee autonomy, and decentralized decision-making. Originating from Lewin et al.'s (1939) leadership experiments, this approach grants employee's significant freedom, making it most effective in environments with highly

skilled, self-motivated teams, such as creative industries or research settings (Chaudhry & Javed, 2012). However, its lack of structure can lead to inefficiency, role ambiguity, and low accountability, particularly in teams requiring guidance (Skogstad et al., 2007). While laissez-faire leadership fosters innovation and independence, its success depends heavily on team competence and task complexity. In contrast to autocratic or democratic styles, it avoids direct oversight entirely, which can either empower capable employees or hinder progress in less experienced groups (Northouse, 2022).

Laissez-faire leadership, derived from the French term meaning "let it be," represents a distinctive management approach characterized by minimal intervention and maximum autonomy granted to team members (Buffett, 2024). This leadership style is fundamentally built on a non-interventionist philosophy where leaders deliberately avoid making decisions, resist expressing opinions, and maintain a hands-off approach to supervision, allowing their team members to work independently and make their own decisions (Branson, 2024). The core principles of this leadership style revolve around trust, delegation, and empowerment, where leaders demonstrate confidence in their employees' abilities to perform tasks effectively without constant oversight (Anderson & Smith, 2025). In practice, laissez-faire leaders focus on providing necessary resources and support while granting substantial freedom to their team members, creating an environment that potentially fosters innovation and creative problem-solving (Thompson, 2025). This leadership approach can be particularly effective in environments where team members are highly skilled and experienced, as it enables them to leverage their expertise without micromanagement (Wilson & Brown, 2025). However, it's important to note that the effectiveness of laissez-faire leadership varies significantly depending on context and team characteristics. While it can lead to increased creativity and employee empowerment, it may also result in challenges such as lack

of direction, lower productivity, and potential disengagement, especially in situations where employees require more structure and guidance (Davis & Johnson, 2024). Real-world examples of successful laissez-faire leadership can be found in organizations like Berkshire Hathaway under Warren Buffett and Virgin Group under Richard Branson, where this approach has fostered innovation and success (Roberts, 2024; Chen & Lee, 2024). The implementation of this leadership style requires careful consideration of organizational context, team composition, and industry requirements, as its success largely depends on having self-motivated, skilled team members who can thrive with minimal supervision (Miller, 2024). Despite its potential drawbacks, when applied in appropriate contexts with capable team members, laissez-faire leadership can create an environment that promotes creativity, personal growth, and innovative problem-solving while maintaining accountability for overall outcomes (Taylor & White, 2024).

Democratic Leadership Style

According to Cherry (2018), democratic leadership is often one of the most forceful ways as it results in greater capability and refined participation from group members and enhanced the morale of the group. ConnectUs (2017) announces that democratic leadership promotes a creative environment, and thus democratic leadership style creates a creative environment by promoting innovation and entry among team members. In this context, leadership styles used by organization leaders take the lead role for organizations. Al-Ababneh (2013) states that managers can increase the level of job satisfaction of employees by adopting the appropriate leadership style.

According to Manners, (2008), a democratic leadership style is outlined as the involvement of employees in major matters in the organization, and thus its

impact on reaching open consensus among team members. Feedback and response from subordinates are very critical as well. Because subordinates have the responsibility to inform their leaders or superiors of any difficulties that prevent them from reaching the set goals by the organization (Ping, 2015). In addition to that, Cherry (2018) puts forward that democratic leadership can come up with original solutions to difficulties with better ideas since employees are invited to share their thoughts. Group members may also want to be more involved in projects and dedicate themselves to these jobs and are more likely to care about the final results of the jobs. Additionally, Nemaei (2012) states that this leadership style is a process that has turned into a democratic leadership style over time and emphasized that the leader produces a master-follower relationship with the leader group members in this process. In short, democratic leaders point to the engagement and consultation of the group and decisions made by the group.

Transformational Leadership Style

The concept of Transformational Leadership was industrialized from research on political leaders. Burns (1978) in his seminal book "Leadership" described Transformational Leadership as a process "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality." Burns (1978) noticed that the result of Transformational Leadership ultimately becomes moral in that it raises the level of man conduct and ethical aspirations of both leader and the led and therefore has a transforming effect on both (Burns, 1978).

The idea of transformational leadership was first brought in by a leadership expert as well as presidential biographer James MacGregor Burns 1978. According to Burns, Transformational Leadership can be viewed as well as felt when "leaders

as well as followers make each other to advance to a higher level of moral as well as motivation." Through the forte of their visualisation as well as persona, transformational leaders are able to inspire followers to change outlooks, insights as well as motivate them to work towards common goals (Menon, 2015). This common goal is the completion of the task to increase the turnover of the organisation. At a later stage, Bernard M. Bass expanded Burns' original ideas. These ideas were developed by Bass to what is today referred to as Bass' Transformational Leadership Theory. According to Bass,(1985) transformational leadership can be defined based upon the impact that it has upon its followers/members. Transformational leaders, Bass suggested, bring in trust, respect as well as admiration from their followers/members of the group (Bass, 1985).

Burns (1978), first gave the concept of transforming leadership in his descriptive research upon political leaders, but this term is now utilized in organizational psychology as well. According to Burns, transforming leadership is a process in which "leaders as well as followers help each other to advance to a higher level of morale as well as motivation". Burns 1978, related to the difficulty in distinction amongst management as well as leadership, claimed that the differences are in characteristics as well as behaviours. He established two concepts: "transforming leadership" as well as "transactional leadership". According to Burns, the transforming approach creates significant change in the life of people as well as firms. It reshapes perceptions as well as values, changes expectations and aspirations of employees. Otherwise, in the transactional leadership style, it is not based on "give as well as take" relationship, but on the leader's personality, traits as well as capability to make a change through example, articulation of an energizing vision as well as challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization

and/or community. Burns theorized that transforming as well as transactional leadership were mutually exclusive styles (Burns, 1978). Transactional leaders usually do not strive for cultural change in the organization but they work in the existing culture while transformational leaders can try to change organizational culture. Another researcher, Bass (1985), extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transforming as well as transactional leadership; Bass also utilized the term "transformational" instead of "transforming." Bass added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation as well as performance. The level, to which transformational leader is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty as well as respect for the leader as well as because of the qualities of the transformational leader are willing to work harder than originally expected (Burns 1978). These outcomes occur because the transformational leader offers adheres something more than just working for self-gain; they provide followers with an inspiring mission as well as vision as well as give them an identity. The leader transforms as well as motivates followers through his or her idealized influence (earlier referred to as charisma), intellectual stimulation as well as individual consideration. In addition, this leader encourages followers to come up with new as well as unique ways to challenge the status quo as well as to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational as well as transactional leadership. Now 30 years of research as well as a number of meta-analyses have shown that transformational as well as transactional leadership positively predicts a wide variety of performance outcomes including individual, group as well as organizational level variables (Bass, 2008).

Components of Transformational Leadership. During the early stages of inception, the transformational style of leadership is built of three components mainly (Bass 2006). These components are:

1. Idealized influence
2. Inspirational motivation
3. Intellectual stimulation
4. Individual consideration (Bass 2006).

On the other hand, more recent factor analyses proposed that the factor “charisma”, what subsequently has been called an Idealized Influence, had been detached with the charismatic inspiration as well as Inspirational Motivation too (Bass 2006). Due to these separations, four components had been introduced that are known today as the 4I’s. Apart from this, the very first component, which is known as “idealized influence” has also been sub-divided into the attribute as well as behaviour in order to form the five components, which could be measured utilizing the Multifactor questionnaire of leadership (Bass 2006).

Idealized Influence. it refers the leader contributes to the vision and mission, inspires pride, develops trust and respect among followers (Bass 2006). The leaders motivate the followers with the idea that they can achieve great things by with some more effort (Bass 2006).

Inspirational Motivation. the transformational leader works in a way that inspires and motivates the people around them by giving meaning and challenge to the work of their followers (Bass 2006). “Team spirit gets stimulated. Leaders get their followers involved within the conceptualization of attractive future course of action; they create such expectations that are communicated in a clear way as well as the followers aspire to meet as well as demonstrate the commitment towards goals including their shared vision” (Bass, 2006).

Intellectual Stimulation. Novelty as well as creativity forms the core of the intellectual stimulation. The leaders motivating creativity as well as challenging the old methods of doing being a part of the regular job have been found to exercising the intellectually stimulated part of the transformational leadership. Such leaders develop the similar kind of skills in their subordinates (Bass, 2006). “Leaders, who are intellectually stimulating, work through the difficulties, in the meantime utilizing their techniques for deriving solution to problems in order to reach such decisions that demonstrate a mutual consensus amongst the leaders as well as employees” (Sarros, 2001).

Individualized Consideration. For the individualized consideration, development of the followers with the help of coaching, mentoring as well as teaching remains the key indicator of that factor. (Kirkbride 2006), opines that Individualized consideration is the very first factor related to the style of transformational leadership. The individualized consideration leader displays higher concern for his/her followers, as well as gives individual treatment to his/her subordinates as well as makes an effort to know about them completely while listening to their concerns as well as their ideas. Individualized consideration has to do with the fundamental transformational behaviours of leadership while treating the individuals as significant contributors towards the organization (Bass, 2006). The leaders using individualized consideration leadership style render due consideration to the needs of their employee as well as coach them for bringing sustainable developments (Sarros, 2001).

Transactional Leadership Style

Bass (1985) defined Transactional Leadership (TL) behaviours as those that were aimed at monitoring and controlling employees through rational and economic means. Antonakis et al. (2003) were of the opinion that Transactional Leadership

behaviours represented an exchange process based on fulfilment of contractual obligations and were typically represented as setting objectives and monitoring and controlling outcomes. Later, Bass (1999) elaborated that Transactional Leadership also referred to the exchange relationship between the leader and follower to meet their own self-interests and identified that Transactional Leadership comprises of the following two factors.

- **Contingent Reward.** the leader provides the follower clear performance objectives and expectations that will lead to a specific reward or recognition (Bass 1999). The leader establishes (a) what is to be accomplished, (b) who is responsible for the performance, and (c) what will be given to the followers when goals are successfully completed (Bass 1999).
- **Management-by-Exception.** the two types of management-by-exception are active and passive management. Active management includes the leader monitoring and taking immediate corrective action to address ineffective performance or noncompliance of followers (Bass 1999). Passive management is a more reactive approach to dealing with irregularities, mistakes, errors, and deviations. Passive leadership often leads to poor performance or noncompliance because leaders fail to set clear expectations, goals, or objectives (Bass 1999).

Charismatic Leadership Style

Max Weber, in 1947 book, *Theory of Social and Economic Organization*, German sociologist Max Weber defined charisma as a “gift” that leads a person to be “treated as a leader” based on their perceived “supernatural, superhuman, or at least specifically exceptional powers or qualities” that are “not accessible to the ordinary person” (Weber. 1947)

In the 1970s, management scholar Robert House developed his charismatic leadership theory, which describes leaders who “by force of their personal abilities are capable of having profound and extraordinary effects on followers.” (House, 1970). These effects, he wrote, include “commanding loyalty and devotion” and “inspiring followers to accept and execute the will of the leader without hesitation or question or regard to one’s self-interest” (House, 1970). Charismatic leaders, House, 1970 wrote, are often enlisted to “break with the established order” and to accomplish “major social change.”

Early writings on charismatic leadership, House noted, described the charismatic leader as prompting an emotional response in followers that inspires them to “enthusiastically give unquestioned obedience, loyalty, commitment and devotion to the leader and to the cause that the leader represents” (House, 1970). Through their self-confidence, charismatic leaders were thought to motivate followers to pursue organizational goals more confidently.

By 1996, charismatic leadership had become the “predominant paradigm in organizational leadership theory and research,” wrote University of Alabama researcher Bryan Fuller and his coauthors in a research review of the topic for *Psychological Reports*. But although everyone seems to know charisma when they see it, “the ambiguity of the phenomenon and the difficulty of its measure have hindered researchers from firmly comprehending it,” they wrote.

As a result, pitfalls of charismatic leadership may have been overlooked. Anecdotal evidence from business, government, and beyond suggest charismatic leadership can trigger both the best and worst of humankind. Martin Luther King, Jr., for example, drew on his charisma to encourage his followers to push for needed social change, while Adolf Hitler used his charisma to motivate his followers to scapegoat others and commit evil acts.

Because charisma is rooted in emotional manipulation, it can lead followers to abandon rational thought and accept ideas uncritically, writes organizational psychologist Tomas Chamorro-Premuzic in a 2012 Harvard Business Review article. In addition, he writes, charismatic leaders tend to become “addicted” to the unquestioning approval of their followers, which distorts their judgment and distracts them from their goals. Followers, in turn, “become addicted to the leader’s charisma.” The result is a “reciprocal dependence” that leads both parties to “distort reality,” according to Chamorro-Premuzic.

In 2017, Jasmine Vergauwe of Gent University and her colleagues tried to quantify the overall effectiveness of charismatic leadership by conducting three studies on a total of 800 business leaders and about 7,500 of their superiors, peers, and subordinates. In one study, they gave leaders a personality assessment that measured four indicators of charisma (namely, how bold, colorful, mischievous, and imaginative they were). Those who scored as more charismatic were also perceived as highly charismatic by their subordinates, the researchers found.

In a second study, leaders’ charisma was assessed, and their coworkers rated their overall effectiveness on a 10-point scale. “As charisma increased, so did perceived effectiveness - but only up to a certain point,” write Vergauwe and her team in Harvard Business Review. When leaders scored above the 60th percentile on charisma (just above average for the general population of working adults), their effectiveness began to decline in the eyes of their subordinates, peers, and supervisors. (Perhaps not surprisingly, the more charismatic leaders were, the higher they rated their own effectiveness.)

In a third study, the researchers found that highly charismatic leaders were strategically ambitious but had difficulty realizing their vision due to difficulties

managing day-to-day operations. The opposite was true for those lower in charisma: They may have been competent at execution but didn't spend enough time on long-term planning and promoting innovation.

Theories of Leadership Styles

Leadership is one of the most observed and least understood phenomena on earth (Burns, 1978). It has only been during the twentieth century that leadership has been scientifically studied (Bass, 1990a). It has been studied in different ways, depending upon the research paradigms and methodologies. However, there is no single or grand universal theory providing common direction (Maccoby, 1981; Burns, 2003). Most of the studies can be classified into four approaches: (1) trait approach, (2) behavioural approach, (3) contingency approach, (4) Relational approach.

Trait Approach. The trait approach was one of the earliest approaches for studying leadership. Beginning in the 1920s, researchers looked to see if leaders had particular traits or characteristics, such as assertiveness, extroversion, high tolerance for frustration, self-confidence, intelligence, heights, or energy that distinguished from non-leaders and contributed to success (Bernard, 1926; Tead, 1935; Gardner, 1990). It was believed that if the traits could be identified, leaders could be predicted, or perhaps even trained (Draft, 2005). Tead (1935) regarded leadership as a combination of traits that enabled an individual to induce others to accomplish a given task. The trait approach was leading during 1930s and 1940s. However, this approach did not produce favourable results for a long time because it failed to establish what kind of persons will be successful leaders (Tead, 1935). Stodgill (1948, 1974) examined more than 287 trait studies to find a reliable and coherent pattern for leadership, the findings indicated that the importance of particular trait

was often relative to the situation. Thus, having certain individual attributes is not a guarantee to success.

Behaviourist Approach. The failure to identify a universal set of leadership traits lead researchers in the early 1950s to begin looking at what a leader does, rather than who he or she (Daft, 2005). So, researches focussed on what leaders actually do while they are performing duties and responsibilities. This approach investigated the style of behaviour or behavioural characteristics that certain leaders exhibited in their work and its relationship to leadership effectiveness (Kahn & Katz 1960). Researches (Lewin et al., 1939) tried to find how a leader behaved towards followers and classified leadership into three styles: **autocratic, democratic, and laissez-faire** and how this correlated with leadership effectiveness. An early series of studies on leadership behaviour was conducted by the Ohio State University and the University of Michigan. Ohio State University developed a survey method to measure a leader's behaviour known as the Leader Behaviour Description Questionnaire (LBDQ) (Yukl, 2006). Studies at the University of Michigan identified three types of leadership behaviours differentiated between effective and ineffective leaders (Yukl, 2006). The preferred research method to identify effective leadership behaviour was a survey field study with a behaviour description questionnaire (Yulk, 2006). There is fundamental behaviour through which leaders meet followers' needs. The Behavioural approach developed the ideas that leadership styles are flexible in that a leader can change the mix of person and task and that leadership styles. However, like the trait approach, the behaviour approach was ineffective as there were few steady patterns between leader behaviour and efficacy, proving that there was no one right style of leadership (Bass,1990a). It was also realized that behavioural factors were not reliable in all situation.

Contingency Approach. The Contingency approach emphasizes contextual factors, including the leader's authority and delicacy, the nature of the followers' tasks, the characteristics of followers and the environment in which the leadership exercised. The theme behind this approach is that leaders can analyse their situation and modify their behaviour to improve leadership efficiency. Contingency theories sometimes-called situational theories, emphasising that leadership cannot be understood in a vacuum apart from various elements of the group or organizational situation (Fiedler & House, 1978). The concept of contingency theory was coined by Fiedler. He claimed that situational factors influenced the appropriateness of a leader's personality, which determined his or her behaviour (Fiedler & House, 1978). Fiedler developed the Least Preferred Co-worker (LPC) questionnaire to measure personality and the Contingency Model to assess the favourableness of a situation to a leader (Fiedler & House, 1978). The path-goal theory was developed by House (1977) in an attempt to explain how the behaviour of a leader in different situations influenced the satisfaction and performance of subordinates. The situational theory developed by Hersey and Blanchard focuses on the characteristics of the followers as an important element of the situation and consequently of determining effective leader behaviour (Daft, 2005). The Vroom –Jago model indicates that leaders can choose a participative decision style based on the situation such as quality requirement, commitment requirement, of the leaders' information (Daft, 2005). Even though the contingency approach achieved widespread acceptance, it has encountered many criticisms. House and Baetz (1990) pointed out that while the high-LPC leader is more effective in ambiguous situations, it is not clear exactly why this is. Conger (1998) also felt that the contingency approach was inhibited by its lack of emphasis on the abilities of envisioning, inspirational motivation, and managing substantial organizational change.

Relational Approach. Since the late 1970s, leadership have focused on the relational aspects, that is, how creditors and followers interact and influence one another. Leadership is considered as a relational process that meaningfully engages all participants and enables each person to contribute to achieve the shared vision. Leadership effectiveness depended upon the facet of interpersonal relationship develop between leaders and adheres. Transformational leadership theory is considered as the prominent relationship theory (Daft, 2005). This theory was developed the by James Burns (1978) and elaborated by Bernard Bass. Burns (1978) believed that transformational leadership could raise followers from a lower level to a higher level of needs which agrees with Maslows' (1954) hierarchy of needs. According to Burns (1978) Transformational Leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality.

Strategic Leadership Styles

Using various management philosophies, CEOs engage in strategic leadership to create a vision for their company that will allow it to adjust to or maintain its competitiveness in a rapidly evolving technical and economic environment. By using this vision, strategic leaders can inspire staff members and departments, giving them a sense of cohesion and purpose so they can execute change inside their company.

Simplifying procedures, increasing strategic productivity, encouraging innovation, and creating an atmosphere that motivates staff to be productive, self-reliant, and forward their own ideas are the primary goals of strategic leadership. Strategic leaders occasionally use incentive or reward programs to motivate staff members and assist them in achieving their objectives.

Strategic leadership is defined as the ability to influence others to voluntarily make day-to-day decisions that enhance the long-term viability of the organization while maintaining its short-term financial stability (Rowe, 2001). Strategic leaders have the ability to reorganize processes, rising productivity, foster innovation and create environment of creativity and ingenuity among employees. These leaders make sure that their organisation keeps a competitive advantage in the changing business world of today.

Skills of Strategic Leaders. Strategic leaders can innovate by involving everyone in the process and minimizing pushback (Ireland & Hitt, 1999). They are the avant-garde who start new trends, exploit new opportunities and tackle challenges with poise. They create examples of strategic leadership for others to follow (Ireland & Hitt, 1999).

As per Ireland and Hitt (1999), there are six components of strategic leadership enhancing organizational performance:

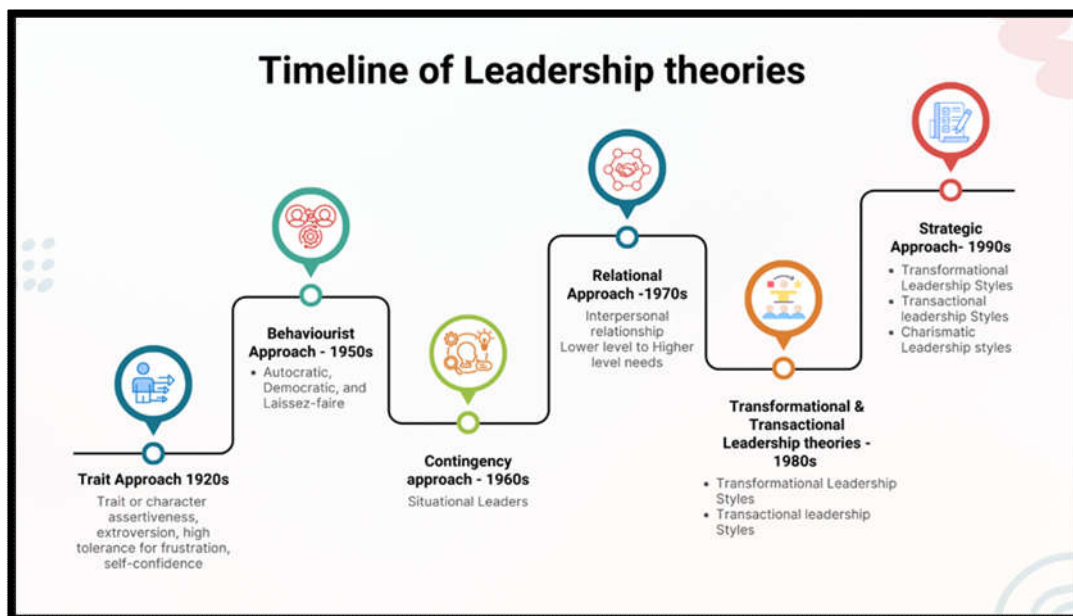
- Determining the firm's purpose or vision
- Developing human capital
- Exploiting and maintaining main strengths
- Emphasizing ethical practices
- Establishing balanced organizational controls
- Sustaining an effective organizational culture

Types of Strategic Leadership.

- Transactional Leadership
- Transformational leadership
- Charismatic Leadership

Figure 8

Diagrammatical Representation of Theoretical Overview of Leadership Styles



Life Satisfaction

The term ‘Life satisfaction’ is the combination of two different terms ‘Life’ and ‘Satisfaction’. Term ‘Life’ is defined as “the state of functional activity peculiar to organized matter and especially to the portion of it such as, constituting on animal or plant before death (Oxford Dictionary, 2005). According to Bartlett (1977) Life is what one's thinking makes it, one makes it human or hell through one's thinking. Life can be defined biologically as “an organismic state characterized by capacity for metabolism, grow, reaction to stimuli and reproduction” (Merriam-Webster Dictionary). It is also defined as the state of being which begins with generation and ends with death. The time during which this state continues is also defined as life. Another definition of life is “that state of an animal or plant in which all or any of its organs are capable of performing all or any of their functions.” The above said definitions of life are canvassing a similar picture as semantic task to the ancient Hindu story of identifying an elephant by having each of six blind men touch only

the tail, the trunk or the leg. Each definitions are giving dramatically different explanation about life. Still there are some agreement among these definitions which lead the researcher to define the life as “the sequence of attaining physical and mental experiences that make up the existence of an individual during the period of birth to death.”

The word ‘satisfaction’ is a Latin word that means to make or do enough. Satisfaction is a word difficult to define. **Webster's Encyclopaedic Dictionary of English Language (1977)** defines it as an "act of satisfying or state of being satisfied, contentment in possession and enjoyment; and to satisfy is to gratify fully the wants, wishes or desires of any to supply to the full extent, with what is wished for." In general, the term satisfaction is defined as fulfilment or gratification of desires, feelings or expressing pleasures, happiness, contentment and optimism. It is the knack of finding a positive for every negative. Satisfaction wholly depends upon the individuals' environment, calibre, behaviour and nature. It is more concerned with mind than the material world.

Thus, Life satisfaction indicates that mental state in which an individual feels that his wishes, wants, desires are satisfied to full extent. Life satisfaction is the way an individual assesses his or her life and how he or she feels about where it is successful in the future. It is a measure of well-being and may be evaluated in terms of mood, satisfaction with relations with others and with reached goals, self-concepts and self-perceived ability to cope with everyday life. It is having a favourable attitude of one's life as a whole rather than an assessment of current feelings. Life satisfaction has been measured in relation to economic standing, amount of education, experiences, and residence, as well as many other topics. Therefore, life satisfaction is a multifaceted index of person's adjustments, attitudes towards life and events, perception and experience of problems and interactional

events. **Wolman (1973)** states that Life Satisfaction is attainment of a desired end and fulfilment of essential conditions. **Goldenson (1984)** “psychologically speaking satisfaction may occur on a conscious, preconscious and unconscious level and brings an organism to a balanced state. Satisfaction with one's life implies a contentment with 'or' acceptance of one's life circumstances, or the fulfilment of one's wants and needs for one's life as a whole.” According to **Pavot and Diener (1993)**, “Life satisfaction is the conscious and cognitive judgement of one's life in which the criteria of judgement are up to the person”. Life satisfaction for **Sumner (1966)** is "A positive evaluation of the conditions of your life, a judgement that at least on balance, it measures up favourably against your standards or expectations.” **Andrew (1974)** states that “life satisfaction represents an overarching criterion or ultimate outcome of human experience.” According to **George and Bearson (1980)**, “Life satisfaction is an assessment of the overall conditions of existence as derived from a comparison of one's aspiration to one's actual achievements.” **Brown (1981)** considered “Life satisfaction as a dynamic process which goes on throughout one's life.” According to **Hamilton (1995)** in the Dictionary of Developmental Psychology, life satisfaction is the degree of contentment with one's own life style. Life satisfaction is referred as an assessment of the overall conditions of existence as derived from a comparison of one's aspiration to one's actual achievement (**Crib, 2000**). Life satisfaction refers to a judgmental process, in which individuals assess the quality of their lives on the basis of their own unique set of criteria (**Shin & Johnson, 1978**). Life satisfaction represents the ideas that the individual reaches about subjective well-being (subjective prosperity) and life quality in terms of facts taking part in his/her life (**Dikmen, 1995**). **Maddox (1987)** in the encyclopaedia of Aging defines life satisfaction as subordinate construct of subjective wellbeing (SWB), others being happiness, mood and morale. It is contentment with one's life in general.

Definitions

Sumner (1966) explained life satisfaction as "A positive evaluation of the conditions of your life, a judgment that at least on balance, it measures up favourably against your standards or expectations."

Diener (2006) defined "An overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive"

Veenhoven (1996): "Life satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as a whole. In other words, how much the person likes the life he/she leads?" Life satisfaction is a cognitive, critical appraisal of one's life.

The most important part related with human existence is concerned with seeking happiness. Life Satisfaction can be understood mainly from two approaches i.e.

- The philosophical approach
- The psychological approach

Philosophical Approach

The philosophical approach of Life Satisfaction was reviewed carefully by **Wessman (1956)**. He explained how this approach helped in understanding the concept i.e. Life Satisfaction. The base of Philosophical approach is to discover out 'ought to be', not 'what is satisfying'. The three ethical, moral and religious attitudes highlight on 'should'. Philosophers used the words joy, pleasure, happiness and satisfaction interchangeably in their writings, so it became difficult to define the term life satisfaction. Early philosophers were unsuccessful answering the question that 'how man was satisfied with his existence?' but they theorized the sources of

satisfaction. Some other philosophers like Socrates etc. postulated that reason and this knowledge provided a way to life satisfaction. Some philosophers characterized satisfaction as related to being independent of the world, leading a righteous life, and being free and safe from fear. The various religious schools of the world explained that, a function of the relationship between the body and soul is satisfaction. At first Leibniz (1646-1716) recognized formally that the social experience is important for the perceptions of satisfaction of an individual. In 18th century, some other philosophers contributed to the thought that to satisfying any desire leads to increase in satisfaction with self.

John Stuart Mill had put forth certain bases to determine whether some kinds of satisfactions are more important than other kinds. Further, Herbert Spencer (1820-1903) stated that without the help of environment by, no one could have had a satisfying life.

Psychological Approach

Wilhelm Wundt established the first psychological laboratory in 1879. Later on, it was believed that mental processes are the product of the interface between attitudes and behaviour of an individual. After that, multiple instruments became available to study the attitudes of the people.

Psychologists started to be interested in studying different levels of life satisfaction in human beings. All the measures of Life Satisfaction assessed a total of the goals reached and level of pleasure for the individual at a particular point of time.

Normally Life Satisfaction is considered same as or somewhat similar to the concept of happiness. As compared to Life Satisfaction, happiness has a stronger affective element whereas Life Satisfaction has a stronger cognitive element. Life Satisfaction is a 'trait' that is stable while happiness is a 'state' or 'mood'.

People face many situations in their life and experience different feelings. In some situations, they feel happy or unhappy and, in some situations, they may remain neutral (whether consciously or unconsciously). This difference in feelings in different situations arises because of the different persons and things they encounter in these situations. One can feel happy or unhappy. According to the experience he/ she gets. In all such situations, one has to maintain a balance between these feelings. If they are able to maintain that balance, they feel satisfied in every situation and become capable of facing every difficulty in life without any hassle. They feel satisfied with what they get from their efforts made in order to achieve anything desired by them. This feeling of satisfaction is called Life Satisfaction.

- Quality of life has two meanings (Veenhoven, 1996).

- (1) The presence of conditions necessary for a good life

- (2) The practice of good living

If somebody is considered not having a good life, it means that he/she is lacking things which are essential for life and that this person is not able to thrive well. A person may be rich and powerful but he may still be unhappy and troubled while a poor and powerless person may be thriving well mentally and physically. These variations are referred to as 'presumed' and 'apparent' quality of life respectively (Veenhoven, 1996).

Satisfaction is a condition of mind and involves an evaluation and appraisal of something. It includes both 'enjoyment' and 'contentment'. It covers cognitive and affective appraisals. Satisfaction may be temporary or stable through time.

Theories of Life Satisfaction

Life satisfaction, a core dimension of subjective well-being, reflects an individual's cognitive evaluation of their overall quality of life (Diener et al., 1985).

Among higher secondary school students, life satisfaction is influenced by psychosocial and cognitive factors, including intelligences and leadership styles experiences. Intelligence, particularly in its diverse forms they are, cognitive intelligence, spiritual intelligence, emotional intelligence, social intelligence and moral intelligence), plays a crucial role in shaping adolescents' ability to navigate social and academic challenges, thereby affecting their well-being (Gardner, 1999; Salovey & Mayer, 1990). Additionally, leadership style, autocratic, laissez faire, democratic, transformational, transactional and charismatic leadership style can impact higher secondary school students ' sense of autonomy, competence, and social connectedness, further influencing their life satisfaction (Bass, 1990; Daft, 2005). Given that higher secondary school students is a critical developmental period marked by identity formation and social exploration, understanding how these variables interact provides valuable insights into fostering positive youth development.

Empirical research suggests that adolescents with higher emotional intelligence (EI) tend to exhibit greater life satisfaction due to enhanced emotional regulation and interpersonal skills (Petrides et al., 2007). Similarly, leadership experiences in school settings, such as peer mentoring or team leadership can empower students, fostering resilience and self-efficacy (Zimmerman, 2000). However, the interplay between different form of intelligences (e.g., IQ vs. EQ) and leadership styles (e.g., authoritarian vs. democratic) remains underexplored in higher secondary school students' populations. Drawing on theories of positive psychology (Seligman, 2011) and self-determination theory (Deci & Ryan, 2000), the findings may inform educational interventions aimed at enhancing student well-being through tailored leadership and emotional skills programs.

There are four main types of theories about life satisfaction:

1. Top-down theories: states person's unique personality disposition affects his evaluation of life satisfaction (Heady et al., 1991).
2. Bottom-up theories: believes life satisfaction is affected by satisfaction in different aspects of life. (Houston et al., 1993).
3. Maslow's hierarchy of needs theory
4. Self-Determination Theory

Theory of Top-down. "Top-down theories state that global personality traits predispose level of life satisfaction." (Eid & Diener, 2004; Heller et al., 2004). Researches on life satisfaction has revealed that it is a stable personality disposition, which may be temporarily altered due to some transitory experiences but person soon returns to his set point (Diener et al., 1985; Suh, Diener, & Fujita, 1996). Top-down theories hold that one's overall life satisfaction influences (or even determines) the satisfaction in different domains of life. (Heady, et. al. 1991).

This Top-Down notion is supported by Adaptation theory which is based on the concept that initially all-important events in life disrupts a person's equilibrium but soon as the person adapts to the change the normal state is attained back that applies to life satisfaction too. Brickman and Campbell (1971) described this process as "An adaptation process in terms of a hedonic treadmill; when exposed to an event that temporarily reduces or increases happiness; people have an innate, global tendency to adapt their aspirations to the new situation. The discrepancy between aspirations and actual life circumstances is reduced when the individual's personal set standard has adjusted to the changed conditions, and as a result, life satisfaction returns to a previously fixed level." (Suh et al., 1996) found that usually people take around three months' time to adapt to a change. But the adaptation theory has been often challenged on basis of research findings suggesting adaptation to some events is very difficult like disability of self or having a dependent family member like having a disabled child and

sometimes marital transitions become difficult to adapt (Easterlin, 2003). The difference in time taken and degree of adaptation may be attributed to individual differences (Fujita & Diener, 2005; Lucas et al., 2003). Overall, as proposed by (Berg, 2008). “Adaptation theory is still controversial and an object for empirical testing, whereas the relevance of global personality traits is generally accepted.”

Theory of Bottom-up. In Bottom-up theories the underlying concept is that the satisfaction in different domains of life i.e. family, job, friends, health etc. leads to overall life satisfaction. (Brief, et al., 1993). The bottom-up perspective is based on the concept that when an individuals' basic needs are met in a satisfactory way it leads to happiness or satisfaction with life. Moreover, the individual's perception or how he evaluates the life experiences will also influence his level of satisfaction with life. Another view proposed within bottom-up approach based on social – cognition theory is that life satisfaction responses are influenced by the current situation or it is mere expression of feelings of that particular moment (Strack, 1988). Empirical evidence through studies based on social-cognition theories have revealed that, “Level of life satisfaction depends on temporarily accessible information involving mood influence.” (Strack et al., 1988). Andrews and Whithey (1976) elaborated the process of how current situation influences the expression of life satisfaction, “An event that comes to mind can influence reports of life satisfaction via mood in two different ways according to how the information is used; directly, as an assimilation effect, by forming the mental representation of life today or as a contrast effect by which current life situation can be compared. Low short-term test- retest reliability of life satisfaction also confirms the influence of temporary and changing sources.”

The bottom-up perspective though not as popular as top-down theories nevertheless has proponents exploring effects of more general contextual sources. The

basic assumption is that life satisfaction is just the summation of pleasant and unpleasant experiences and actual conditions related to different life circumstances (Campbell et al., 1976). The followers of this notion are the ones exploring the encouragement of health, marital status, economy or social network on life satisfaction. Overall, the bottom-up perspective comprises both the view of life satisfaction as a direct expression of temporary information that comes to mind as well as research that investigates the importance of contextual sources such as life domains as the base of life satisfaction judgments (Berg, 2008). “Top down” or “bottom up” the debate is still going on. Overall feeling of life satisfaction is vastly personalized as it is based on what a person values greatest, it may be family for some, relationship, love, health, education, employment, income, personality, family, civil and man rights or money for others to state just a few. A person’s level of life satisfaction will increase with the degree of alignment between their goals and accomplishment. What circumstances are being considered is also partly influenced by personality traits as people have been found to consistently choose the same accessible sources (Schimmack et al., 2002). These findings suggest that a theoretical framework that incorporates the complexity of the life satisfaction judgements more effectively than the perspectives do independently could be produced by combining.

Life satisfaction is considered an important psychological strength that helps to foster positive development among higher secondary school students. It is a protective asset which acts as a shield against the various problems not only during this stage but with far reaching outcomes. The reports of life satisfaction scale can be utilized to assess the impact of any educational and social programme for higher secondary school students. This can help to identify if and where crucial changes are required to increase Life satisfaction among them. Results of past researches on life satisfaction have indicated that all children, regardless of environmental or

demographic variables, have the capacity to experience life satisfaction and if we concentrate on bolstering, it will go a long way to make their life happier and worthwhile Huebner (1997).

Maslow's Hierarchy of Needs Theory. "Abraham Maslow's (hierarchy of needs theory is probably one of the most famous and best-known theory of motivation. His theory has opened up a huge amount of research in behavioral sciences and "Job satisfaction" is no exception. His theory postulated that there exists a hierarchy of needs in every human being and a person does not feel the need of a higher need until the needs of the current level are satisfied. Five needs propounded by Maslow are:

1. "**Physiological Needs.** These are most basic needs which are taken as starting point of motivation and survival of human life. These include hunger, thirst, shelter, and other bodily needs."
2. "**Safety and Security Needs.** These include safety, security, and protection from physical and emotional harm. For example, safety and protection against natural calamities like flood, famine, theft, terrorism, and earthquake etc. It further includes securities like financial security, job security, and compensation etc."
3. "**Social Needs.** These include need related to societal acceptance, friendship, affection, and belongingness."
4. "**Esteem Needs.** These include factors pertaining to prestige, self-respect, autonomy, and achievement, and external factors such as status, recognition, appreciation, and attention."
5. "**Self-actualization.** These are higher level needs which include one's drive to become what he/she is capable of becoming and also includes growth, achieving one's full potential, and self-fulfilment."

According to Maslow's theory, at the bottom, we have "Physiological Needs" like "our need for food, water, physical intimacy, shelter and so on." Only when these needs become substantially satisfied, person will move on to the next one which is need for "Safety and Security". Further, when needs for safety and security are substantially satisfied, person will "move on to the next level of needs" which is "Social Needs". Thus, according to Maslow, one level of motivation will start only when the preceding level is fully or partially fulfilled.

Self-Determination Theory. Self-Determination Theory (SDT), developed by Deci and Ryan (2000, 2008). it is a widely recognized framework in psychology that explains human motivation, development, and well-being. Central to SDT is the idea that satisfaction of three innate and universal psychological needs-**autonomy**, **competence**, and **relatedness**-is essential for psychological health and life satisfaction.

Core Psychological Needs in Self-determination theory

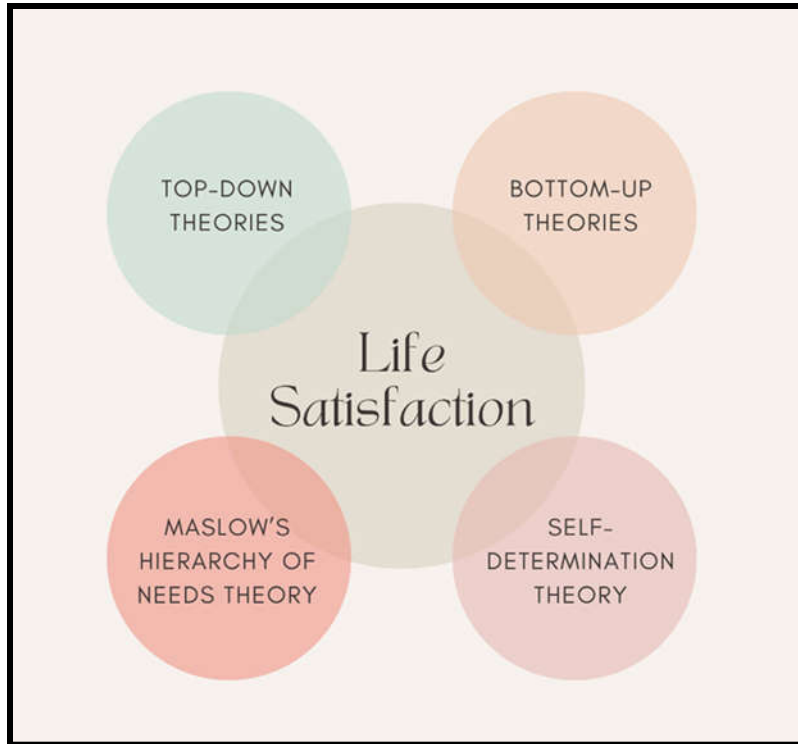
1. **Autonomy.** Refers to the experience of volition and willingness in one's actions. It means feeling that one's behaviours are self-endorsed and aligned with one's true self, rather than feeling pressured or controlled by external forces. Autonomy is about having choice and psychological freedom in decision-making.

2. **Competence.** Involves feeling effective and capable of mastering tasks and challenges in one's environment. It is the sense that one can successfully achieve desired outcomes and exert control over one's surroundings.

3. **Relatedness.** Reflects the need to feel connected, cared for, and to belong to a community or social group. It is about meaningful interpersonal relationships and a sense of security in social bonds.

Figure 9

Diagrammatic Presentation of Theoretical Overview of Life Satisfaction



Review of Related Studies

This part mainly focuses on the studies related to Intelligences, Leadership styles and Life satisfaction. Review of related studies are presented under the following sub headings:

- I. Studies related to Intelligences
- II. Studies related to Leadership styles
- III. Studies related to Life satisfaction

Studies Related to Intelligences

Mohammed and Sabanath (2022) conducted a study on identification of gender, locality and subject difference on Alpha Model Intelligence and Self-assertiveness of higher secondary school students in Kerala. The aim of this study that to identify the significant differences between alpha model intelligence and self-

assertion in subsamples based on gender, region and subject differences. The found that although there is a significant difference between males and females in alpha model intelligence of higher secondary school students in Kerala, there is no difference in self-assertion. This study recommends that alpha model intelligence students should be provided with a better learning experience that matches their abilities, skills and expectations.

Thomas et al. (2023) carried out a study that Life satisfaction and associated social factors among college students in Kottayam district, Kerala. The objective of this study was assessed the level of life satisfaction and social support and determined the relationship of social support and socio-demographic factors with life satisfaction among students of arts and science colleges in Kottayam district. The result revealed that the life satisfaction scores among female study participants were found to be statistical significantly higher than males, life satisfaction had a statistically significant positive correlation with total perceived social support and perceived support from family, friends and significant others.

Asio et al. (2021) investigated a study that The Relationship between Multiple Intelligences and Participation Rate in Extracurricular Activities of Students from a Catholic Education Institution This study aimed at describing and finding the relationship between multiple intelligences and participation rates in extracurricular activities of students from a Catholic educational institution. The study also used a descriptive-correlational design, the study randomly selected a sample of 200 students studying within the academic year of 2017-2018 from a Catholic educational institution. This study adapted the Multiple Intelligence Survey developed by Chislett and Chapman (2006) and Extracurricular Activities Survey by Kelley (2012). The findings revealed that visual intelligence emerged as the top-ranked multiple intelligences. Dance/ sports club emerged as the top extracurricular

activities took part by most of the students. Also, there was no statistical evidence of the relationship between the multiple intelligences and participation rate to extracurricular activities of the students.

Hashem (2021) conducted a study of Self-regulation and its relationship to social intelligence among college of education female students at Prince Sattam University. The current study aimed to identify the level of self-regulation and social intelligence among students of the College of Education at Prince Sattam University in Wadi Al-Dawasir, and to reveal the relationship between self-regulation and social intelligence, as well as the possibility of predicting social intelligence through self-regulation. A sample consisting of (204) female students at the College of Education. The measurement instruments included two researcher-made scales of self-regulation and social intelligence. Results revealed that female students of the College of Education in Wadi Ad-Dawasir, Prince Sattam University, have a high level of self-regulation as well as social intelligence, and that there is a statistically significant positive correlation between the scores of self-regulation and social intelligence among the study sample.

Puspitacandri et al. (2020) conducted a study that The Effects of Intelligence, Emotional, Spiritual and Adversity Quotient on the Graduates Quality in Surabaya Shipping Polytechnic. This research aims to analysed the effects of intelligence quotient, emotional quotient, spiritual quotient, and adversity quotient on the graduate's quality of vocational higher education. This study using a correlational and quantitative and questionnaire developed from several existing scales and analysed using Structural Equation Models (SEM). The results indicated that there are direct and indirect effects of intelligence quotient, emotional quotient, spiritual quotient, and adversity quotient on graduates' quality, meaning that each quotient has a positive effect on graduate's quality.

Phusee-orn et al. (2019) conducted a study that Intelligence Quotient for Primary School Students in Mahasarakham Province. This research focused on intelligence quotient (IQ) of the primary school students in Mahasarakham Province. There are 5,053 subjects from 64 schools under the Mahasarakham Primary Education Office. Stratified Random Sampling is applied in selecting the subjects. The results of the study indicate that the IQ of the primary school students in Mahasarakham Province is at the normal level. Most of them, 3,358 students or 66.46%, have the average level of IQ. 148 students or 2.93% have the higher-than-average level while 68 students or 1.35% had the lower-than-average level. After considering the IQ of the students on an individual basis in the designated educational area, there are different factors contributing to the results including the sizes of the school, the parents' education level, and the parents' average monthly incomes ($F = 2.521$, $P\text{-value} = 0.040$). The level of intelligence is not only the result of genetics and environment, but also the result of many internal and external factors.

Sabanath and Mohammed (2019) presented a study as Influence of Spiritual Intelligence on Self-Assertiveness of higher secondary school students in Kerala. The main objectives of this study that the relationship between Spiritual Intelligence and Self Assertiveness of higher secondary school students. The result indicated that small and positive relationship between the variables Spiritual Intelligence and Self-Assertiveness. And Spiritual Intelligence difference on male and female, self-assertiveness not difference on male and female students.

Yuksel et al. (2019) conducted a study that The Effect of Intelligence and Academic Success on the Self-Perceptions of Primary School Students. This study examined the relationship between intelligence levels, self-perception, and the academic achievement of fourth-grade primary school students. The study was

carried out with 36 students in a state school in Istanbul, Turkey. The findings indicated that neither self-perception nor the academic achievement is related to gender. Student intelligence scores were strongly related to mathematics scores and weakly related to Turkish scores. Achievement scores for Turkish and mathematics were positively associated with the information subtest scores for long-term memory in the verbal section of WISC-R. Achievement scores for the mathematics course predicted the digit symbol subtest scores (psychomotor coordination and speed) in the performance section of WISC-R. Intelligence and academic success had no significant relationship with the children's self-concepts.

Costa and Faria (2018), Their study intended to model the link between Implicit Theories of Intelligence (ITI) and Students' Academic achievement, within a Meta-analytic Review Procedure. To assessed studies' effect size, the Pearson's correlation coefficient (r) was used. The review of 46 studies (94 effect sizes) with 412,022 students presented a low-to-moderate association between the ITI and students' academic achievement. The results indicated that incremental theorists are more likely to have higher grades in specific subjects (verbal and quantitative) and in overall achievement. Additionally, the moderator effect analyses results indicated that the link between ITI and students' achievement was not moderated by gender, but there was a moderate association in student's middle school grade.

Dandagal and Yarriswami (2017). Conducted a study that Study of Intelligence in Relation to Academic Achievement of Secondary School Students. The present study aimed at evaluating the academic achievement of high school students in relation to their intelligence. The study revealed that there is significant relationship between academic achievements. The study also indicated that there is no significant difference in academic achievement of boys and girls in case of different levels of intelligence achievement differs as a classroom which affects the

academic achievement of the students while students with different types of family climate also differs in their achievements.

Thomas et al. (2017) presented a study as, The influence of emotional intelligence, cognitive test anxiety, and coping strategies on undergraduate academic performance. This study aimed that factors with the potential to employ facilitative and debilitating influence on undergraduate students' academic performance. This study used the Schutte Emotional Intelligence Scale, COPE inventory, and Cognitive Test Anxiety Scale-Revised. The results of this study highlight that the impact of undergraduate student factors on long-term academic outcomes and the importance of developing a multifaceted intervention model that supports emotion regulation and self-regulation skill development to prevent the impact of cognitive test anxiety on achievement.

Toosi et al. (2017), carried out the relationship between Different Types of Educational, Emotional and Spiritual Intelligence and Second Grade High School Female Students' Religious Orientation, in Sari, Iran. The objectives of this study that how significantly the second-grade high school female students' educational, emotional, and spiritual intelligence were associated with their religious orientation. This research used descriptive (non- experimental) with a correlation design. Research results showed that educational, emotional, and spiritual intelligence (independent variables) had positive and significant relationship with internal and external religious orientation (dependent variable). As the levels of educational, emotional, and spiritual intelligence increased, so did the level of religious orientation.

Rani and Prakash (2015), investigated that A Study on Intelligence of High School Students. Intelligence involves the ability to think, solve problems, analyse situations, and understand social values, customs, and norms. The objective of the study that to find out the intelligence of High School Students. Survey method was

used for the study, 1564 High School Students from Madurai and Virudhunagar Districts were taken as sample using stratified random sampling technique. Raven's Standard Progressive matrices were used to measure the intelligence of high school students. The results showed that there is significant difference in intelligence test scores of high school students in terms of area of study, gender, medium of instruction and board of school.

Ganaie and Mudasir (2015), conducted a study of social intelligence & academic achievement of college students of district Srinagar, J&K, India. The purpose of the study was to examine and measure the social Intelligence and academic achievement of college students. The sample were selected based on random sampling technique in which science = 150 and social science = 125 were selected. Result of the study was that social science college students had better social intelligence than science college students and the study also found that science students had better academic achievement than their complements.

Goyal and Akhilesh (2007), presented study entitled as Interplay among innovativeness, cognitive intelligence, emotional intelligence and social capital of work teams. The purpose of this study was to discuss the major value shifts in the current economy, which are shifting towards intangible assets such as innovation, cognitive intelligence, emotional intelligence and social capital, as well as the shift from individual to teamwork. The Methodology of the study was to examine the relevant literature and divergent thinking. The result of this study indicated that internal and external factors influencing team performance led to common competence, which was conceptualized as consisting of three different and inter related abilities term the cognitive intelligence, emotional intelligence and social capital. These three competences could explain a wide range of good behaviours and the study also shows that conceptual model has been developed to explain the innovation of work teams in the term of these three groups abilities.

Studies Related to Leadership Styles

Sabanath and Mohammed (2024) published a study entitled as Exploring the Interplay between Leadership styles And Alpha Model Intelligence for Personalized and Adaptive Learning: A Theoretical Perspective. This theoretical paper studied into the complex relationship between Leadership styles and Alpha model intelligence in the context of personalized and adaptive learning context. The purpose the study that analyse different Leadership styles and need of Alpha model Intelligence. This paper synthesized characteristics of leadership styles, essential intelligence for Alpha generation and challenges of interplay between leadership styles and Alpha model intelligence for personalized and adaptive learning.

Ather and Awan (2021), conducted a study that Effect of Knowledge Management Practices and Leadership Styles of Heads of Departments on University Teachers' Performance. This study mainly determined to explore the effect of knowledge management practices and leadership styles (transformational & transactional) on university teachers' performance. A quantitative descriptive research design was used with 260 teaching faculty members selected conveniently, presently working in Sargodha University, University of Lahore, NUST, and HITEC University. The results revealed that multiple regression showed that transformational leadership and knowledge management practices were more effective on university teacher performance while transactional leadership remained insignificant.

Aloqla (2021) investigated a study that the effect of leadership styles on improving communication method among academic administrators. The main objective of this study that the effect of leadership styles on improving communication methods in Saudi universities from the perspective of faculty members. Four-hundred questionnaires were distributed to faculty members in the

Saudi universities; 313 questionnaires were valid for analysis. The results showed that the most common leadership style among academic administrators in Saudi universities is the democratic style, followed by the laissez-faire leadership style, while the autocratic leadership style came in the third and last rank. In addition, the results revealed a significant effect was found positive of democratic leadership style on a communication method and a negative significant effect was found of autocratic leadership style and laissez-faire leadership style on communication method.

Inandi and Giliç (2021), was conducted a study that the relationship between school administrators' leadership styles and organisational cynicism from teachers' perspectives. This study aimed to determine the relationship between leadership styles (democratic, autocratic and transformational) and organisational cynicism in addition to examining whether leadership styles predict organisational cynicism. The data were collected from 426 teachers (183 male and 243 female teachers) from primary and secondary schools in the central districts of Mersin. The study revealed that all leadership styles were associated with all sub-dimensions of organisational cynicism. The result, leadership styles of school administrators are associated to a considerable extent with organisational cynicism experienced by teachers. So, it would be recommended that school administrators attend training or seminars on leadership behaviour and also be evaluated by their subordinates.

Herzallah, and Stavisky (2021) conducted a study that Investigation of the Relationship between Transformational Leadership Style and Teachers' Successful Online Teaching during Covid-19. The main objective of research investigated the relationship between transformational leadership style and teaching mediated by school communications and moderated by sector (Jewish and Arab) in education systems in Israel during the Corona pandemic. 331 Jewish and Arab teachers

participated in the research, expressing attitudes on the principals' leadership, the quality of school communications and the success of their online teaching during the Corona crisis. The study found a positive correlation between principals' transformational leadership style and the success of online teaching, and the quality of communications in the school mediated this correlation. The result of this study had significant implications to improve organisational effectiveness, especially in the transition to online learning, and especially regarding the cultural uniqueness of different sectors.

Donkoh and Quansah (2021). Investigated a study that Leadership Styles of Principals Based on Setting, Zone, and Location of Public Colleges of Education in Ghana. This study investigated the leadership styles of principals in public Colleges of Education (CoEs) in Ghana based on the setting, zone and location of the colleges. The quantitative method of the cross-sectional survey design was adopted for the study. The census sampling technique was employed to obtain 38 principals for the study. The Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (2004) was adapted to collect data from the principals. The results revealed that there were no statistically significant differences in the leadership styles of the principals based on setting, zone and location of the colleges. The recommendations of the study that the Ghana Tertiary Education Commission (GTEC), formerly known as the National Council for Teacher Education (NCTE), should consider competence when selecting and appointing principals and not the setting, zone and location of public CoEs because generally, these variables did not statistically significant determined the leadership styles adopted by the principals.

Kırkıcı and Balci (2021), presented a study that Organizational Commitment Levels of Preschool Teachers and Administrators' Leadership Styles. This study explored the correlation between administrators' leadership styles and organizational

commitment levels of preschool teachers. There were 237 teachers in the study sample. The study found that statistically significant correlation between the leadership styles of administrators and the levels of organizational commitment of preschool teachers. In preschool institutions, teachers' institutional commitment is essential for the development of students. Therefore, administrators should be sensitive to their leadership styles to make the commitment levels of preschool teachers high.

Mukhtar and Fook (2020) conducted a study that the Effects of Perceived Leadership Styles and Emotional Intelligence on Attitude toward Organizational Change among Secondary School Teachers. This study employed a descriptive-correlational research design to investigate the relationships of perceived leadership styles and emotional intelligence on attitude toward organizational change in Malaysian secondary school context. The study involved a total of 360 teachers chosen randomly from five secondary schools in Selangor. The study was conducted based on the three-stage planned change from Lewin's (1947). The result indicated that leadership styles and emotional intelligence are positively linked to attitude toward organizational change. Basically, the study found had practical implications toward the improvement of principals' leadership and enhancement of emotional intelligence of teachers.

Al-Altheeb (2020) Leadership style and employee motivation: a study of Saudi Arabian work environment. This research aims at investigating relationship leadership style and motivation of employees. An intensive review of literature has been conducted highlighting employee motivation, leadership style (Authoritarian, Paternalistic, Transformational, Laissez-faire). The different effects of each Paternalistic, Transformational and Laissez-faire style on motivation were found positive and significant. While, the relationship between authoritarian leadership

style and motivation was found no significant. It was recommended that leaders in Saudi Arabia work environment must follow paternalistic and transformational leadership styles to enhance motivation level of their employees.

Achimugu and Obaka (2019), The study explored the influence of principals' leadership styles on senior secondary school students' achievement in chemistry in the Kogi State of Nigeria. The main purpose of this study was to investigate the influence of perceived principals' leadership styles on students' achievement in chemistry. Based on the sampling technique, 42 teachers of 264 and 420 students of 4100 were selected. Two instruments were used to collect data, questionnaire titled "Principals' Leadership Style Questionnaire" ($r = 0.88$) and a pro forma designed to collect student's results from the principal's offices. The result of this study, chemistry students under the leadership of democratic principles performed better than their counterparts under authoritative and laissez-faire principals. It was recommended, among others, that principals of senior secondary schools adopt a democratic leadership style and that principals should be given orientation on the use of democratic leadership.

Rehman et al. (2019) conducted a study that School Heads' Perceptions about their Leadership Styles. This study explored school heads' perceptions regarding their school leadership styles. The study adopted a qualitative research design. The sample of the study consisted of 10 male and 10 female head teachers from Peshawar, Khyber Pakhtunkhwa, Pakistan. Data were collected using semi-structured interviews. Findings revealed that school heads adopted a number of leadership styles. The main leadership styles included instructional leadership, transformational leadership and moral leadership. These different leadership styles were adopted keeping in view the needs of different situations that heads found themselves working in. The study has important implications for school management, schoolteachers, researchers and policy makers.

Peker et al. (2018) was conducted a study that the Relationship Between Leadership Styles (Autocratic and Democratic) of School Administrators and the Mobbing Teachers Suffer. The aim of the study is to investigate the relationship between democratic and autocratic leadership styles of school administrators and mobbing teachers experience as well as determining whether these leadership styles predict the mobbing level teachers suffer. The data in the study were collected from 395 primary school teachers (165 male and 230 female) in central districts of Mersin, Turkey. The results, gender accounts for a significant difference in only “interference in private life” of all five dimensions of mobbing while seniority accounts for a significant difference in “barriers about work and career” and “work commitment” dimensions. There is a negative relationship between democratic leadership and all dimensions of mobbing except for work commitment while it is positive with autocratic leadership. Lastly, autocratic and democratic leadership styles of school administrators predict all dimensions of the mobbing teachers suffer except for work commitment.

Kiplangat (2017) investigated a study that the Relationship between Leadership Styles and Lecturers' Job Satisfaction in Institutions of Higher Learning in Kenya. This paper examines the relationship between leadership styles and Lecturers' job satisfaction in higher learning institutions in Kenya. A target population of 2,773 administrators and lecturers in chartered public and private universities in Rift Valley Region of Kenya was considered. A sample of 605 participants was then obtained. The study employed convergent parallel mixed methods design with census, random and systematic sampling techniques to select the respondents. Purposive sampling was also used to select information-rich cases. Questionnaires, interview and document analysis were used for data collection. Both qualitative and quantitative data was analysed. It was found out that benevolent

authoritarian leadership style was dominantly used. However, the study recommended practice of participative leadership style.

Deepika and Anuradha (2010) presented a study as impact of Emotional Intelligence and Transformational leadership style on individual effectiveness in the work and family domains. The study investigated the relationship between Emotional Intelligence as measured by the Ability model and Transformational leadership of a leader in Work and Family domain. Two hundred middle and senior executives from various organizations completed a series of psychological tests, including the Mayer, Salovey, and Caruso Emotional Intelligence Test, Version 2 (MSCEIT, v.2), the Multifactor Leadership Questionnaire (MLQ 5X), the NEO-Five Factor Inventory (NEO-FFI), the Satisfaction with Life Scale (SWLS), the Index of Job Satisfaction and the Kanas Parental Satisfaction Scale (KPS). In this study, correlation analysis revealed a significant positive relationship between emotional intelligence and aspects of transformational leadership in both the work and family domains. Strategic L has emerged as a more relevant scale in the current context.

Studies Related to Life Satisfaction

Mishra and Patel (2024) conducted a study on the Relationship between Spiritual Intelligence and Teachers' Job Satisfaction and Life Satisfaction. The main objectives of this study were to investigate the relationship between life satisfaction, spiritual intelligence, and job satisfaction among teachers, and to enhance their professional and personal well-being. The research highlights that the importance of teacher satisfaction and motivation for the success of education systems. The sample of the study was secondary and senior high school teachers from aided/unaided and private institutions in Ahmedabad district. The study found that although the correlation coefficients varied slightly across subgroups, the positive impact of spiritual intelligence on life satisfaction was consistently highlighted. Job

satisfaction also emerged as a significant determinant of life satisfaction. Teachers with high job satisfaction reported significantly higher life satisfaction compared to those with average or low job satisfaction.

Almahaireh et al. (2021) investigated a study that the Level of Intellectual Security and its Relationship with Life Satisfaction among Mutah University Students. The study aimed to revealed the level of intellectual security and its relationship to life satisfaction among students at the University of Mutah, Jordan. A correlation approach was used. To achieve those objectives, intellectual security and life satisfaction scales were developed, and their psychometric characteristics were verified. The sample consisted of 297 students (146 males, 151 females). The study results showed moderate levels of intellectual security and life satisfaction among the students, and that there is a relationship between intellectual security, social-life satisfaction, and personal-life satisfaction. Intellectual security did not differ between genders, and the life satisfaction of the females was better than that of the males. Intellectual security and life satisfaction did not differ by academic year.

Karabatak and Alanoglu (2021) conducted a study on examining the Predictive Power of Teacher Candidates' Social Connectedness and Perceived Social Support on their Life Satisfaction. This study was aimed to reveal the relationships among teacher candidates' life satisfaction and their social connectedness and perceived social support levels. A correlational survey model was used to achieve this goal. Teacher candidates at Firat University formed the sample of the study. Study data was collected with the help of the Multidimensional Perceived Social Support Scale, Social Connectedness Scale, and Life Satisfaction Scale. The results obtained from the analysis of the data showed that while social connectedness and social support perceived from a significant other were not predictors of life satisfaction, social support perceived from the family and friends were meaningful predictors of teacher candidates' life satisfaction.

Rehab (2021) investigated a study that Effect of Test Anxiety, Distance Education on General Anxiety and Life Satisfaction of University Students. The objective of this study was to investigate the effects of test anxiety and dimensions of distance education on general anxiety and life satisfaction of university students. A total of 426 university students voluntarily asked to respond on online scales of test anxiety, distance education, general anxiety, and life satisfaction. The results revealed a strong direct positive path from test anxiety to the general anxiety ($B=0.35$) ($p<.001$). Also, test anxiety negatively influenced the students' life satisfaction with either a direct or indirect way. Furthermore, the general anxiety negatively affected the student's life satisfaction. Likely, Student autonomy directly and negatively affected the general anxiety. Moreover, student interaction, authentic learning, and active learning directly and positively affected the life satisfaction of the students. Student autonomy directly depressed the general anxiety which indirectly improved the students' life satisfaction. Likely, student interaction, authentic learning, and active learning directly improved the students' life satisfaction.

Demirdag (2021) investigated a study that the Mediating Role of Life Satisfaction in the Relationship between Time Management and Communication Skills. This study was conducted as descriptive correlational research with the purpose of examined the mediator role of life satisfaction in the relationship between time management and communication skills of graduate students attending to master's and PhD programs in higher education. The study sample included 591 students (348 males and 243 females; and age range = 22 to 56). The data were collected using data collection instruments such as The Free Time Management Scale (FTMS), Communication Skills Scale (CSS), and Higher Education Life Satisfaction Scale (HELSS). SPSS and AMOS programs were used for data analysis. The data were analyzed using Pearson' correlation, confirmatory factor analysis (CFA), mediation analysis. The findings of the study showed that life

satisfaction was a partial mediator in the relationship between time management and communication skills of master's and PhD students. As the numbers of studies examining the relationship among graduate students' time management, communication skills and life satisfaction in master's and PhD programs are quite rare, this research is aimed to make contributions to literature for such matter.

Khalid (2021) conducted a study that the Impact of Work-Family Conflict on Job and Life Satisfaction for Female Executive MBA Students. This study has been conducted to answer research questions regarding the impact of WFC on job satisfaction and its effect on life satisfaction of female executive students who are working as well as studying. The study's purpose is to identify areas of conflict for female students to enhance their qualification as future labour force and examine the association between WFC, job satisfaction, and life satisfaction. The study worked on three hypotheses along with data collected from a sample of 200 female Executive MBA students from four business universities in Karachi. The survey also included demographic questions information regarding age and marital status. The survey results report a negative correlation between WFC, job satisfaction, and life satisfaction.

Kaya and Çenesiz (2020) presented a study that the predictor roles of life-satisfaction, and intrinsic-extrinsic motivation on the psychological well-being of pre-service teachers. The aim of the present study was to examine whether intrinsic and extrinsic motivations, and life satisfaction levels of pre-service teachers are significant predictors of their psychological well-being. The sample of the study was consisted of 230 pre-service teachers. Data were collected via Motivation to Teach Scale, Psychological Well-Being Scale and Life Satisfaction Scale. The results indicated that the intrinsic and extrinsic motivations, and life satisfaction levels were moderate, and psychological well-being levels were high. Psychological well-beings of the subjects were correlated highly with life satisfaction, moderately with intrinsic motivation, and weakly with extrinsic motivation. The results revealed psychological well-being,

motivation and life satisfaction are important variables supporting the success in teaching profession.

Kulal et al. (2020) conducted a study that the Relationship between Smartphone Addiction and Life Satisfaction: Faculty of Sport Sciences Students. The aim of this study was to investigate the relationship between smartphone addiction and life satisfaction of the students studying at faculty of sport sciences and to determine whether these parameters differ in terms of various variables. In the study, the Smartphone Addiction Scale developed by Kwon et al., (2013) and adapted to Turkish by Noyan et al. (2015) was used to determine the level of smartphone addiction of the participants. Life Satisfaction Scale developed by Diener et al. (1985) and adapted to Turkish by Köker (1991) was used to determine the life satisfaction levels of the participants. Conventional sampling method was preferred for sample selection and face-to-face survey method was used for data collection. A total of 554 volunteers participated in the study: 276 males (49,8 %) and 278 females (50,2%). The results of the research, smartphone addiction and life satisfaction parameters had a statistically significant difference according to various variables. In addition, there was a significant negative correlation between life satisfaction and smartphone addiction. As a result, it was determined that as life satisfaction levels increased, smartphone addiction levels of participants decreased.

Celik and Kocak (2018) conducted a study that Suppression Effect of Sensation Seeking on the Relationship between General Self-Efficacy and Life Satisfaction among Emerging Adults. The aim of the present study is to examine suppression effect of sensation seeking in the relationship between general self-efficacy and life satisfaction among emerging adults. The data were gathered using Satisfaction with Life Scale, General Self-efficacy Scale, and Brief Sensation Seeking Scale (BSSS-8). Correlation and regression analysis were performed to determine whether there is a relationship among variables and to test whether sensation seeking has suppression effect in the relationship between general self-efficacy and life satisfaction.

The findings of the study demonstrated that general self-efficacy positively related to life satisfaction and sensation seeking, but the life satisfaction didn't relate to sensation seeking significantly. The results prove that sensation seeking has suppression effect in the relationship between general self-efficacy and life satisfaction.

Kaur and Sharma (2017) presented a study entitled as Life satisfaction of undergraduate students in relation to their mental health emotional intelligence and spiritual intelligence. The major objective of this study that to investigated the relationship of mental health, emotional Intelligence and spiritual intelligence on Life satisfaction of undergraduate school and to found out individual and joint contribution of mental health, emotional intelligence and spiritual intelligence towards the predictor of life satisfaction of urban students. The sample 500 undergraduate students (male and female) were selected randomly from government, aided and private colleges affiliated to Guru Nanak Dev University, Amritsar. The result that significant relationship of mental health, emotional intelligence and spiritual intelligence on life satisfaction of undergraduate students and also found that the prediction of life satisfaction of undergraduate students on the basis of conjoint contribution of mental health, emotional intelligence and spiritual intelligence was significantly higher as compared to their independent predictions.

Amdurer et al. (2014) conducted a study entitled as long-term impact of emotional, social and cognitive intelligence competencies and GMAT on career and life satisfaction and career success. The main objectives of this study were to examine the impact of demonstrated emotional, social, and cognitive intelligence skills assessed at graduation, as measured by the GMAT at the time of admission to an MBA program, on career and life satisfaction, and on career success assessed 5 to 19 years after graduation. Using behavioral measures of skills (i.e., as assessed by others), this study found that emotional intelligence skills predicted career satisfaction and success. The study found that adaptability had a positive but inverse effect on these career measures and life satisfaction, that achievement orientation negatively

affected life satisfaction, that teamwork positively affected life satisfaction, and that current salary, length of marriage, and being younger at graduation positively affected life and career satisfaction and career success.

Research Gap of the Study

The existing literature reveals several significant research gaps in understanding the relationship between intelligences, leadership styles, and life satisfaction among Kerala higher secondary school students. While studies have independently explored various types of intelligence and life satisfaction and various categories of leadership styles' influence on well-being, there is a notable absence of comprehensive research that integrates Cognitive, Spiritual, Emotional, Social and Moral intelligences with Autocratic, Laissez faire, Democratic, Transactional, Transformational and Charismatic Leadership styles categories in relation to life satisfaction, particularly in the Kerala context.

The following specific Gaps Identified

Contribution of Different Intelligences

Based on the review made it is identified that emotional, social and cognitive intelligence has been extensively studied in relation to life satisfaction, there is limited research combining cognitive, spiritual, emotional, social and moral intelligence's influence on higher secondary school students' life satisfaction. The existing studies predominantly focus on intelligence, emotional, spiritual, social alone, leaving a gap in understanding how cognitive, spiritual, emotional, social, moral intelligences interact to influence on life satisfaction.

Impact of Leadership Styles

While emotional intelligence and transformational leadership style has been extensively studied in relation to subjective well-being, there is limited research combining autocratic, laissez faire, democratic, transactional, transformational and

charismatic leadership styles influence on higher secondary school students' life satisfaction. The existing studies predominantly focus on organisational and employees' alone, leaving a gap in identifying higher secondary school students' autocratic, laissez faire, democratic, transactional, transformational and charismatic leadership styles interact to influence on life satisfaction.

Leadership Styles and Intelligence

Although research exists on transformational, authoritative, and participative leadership styles' impact on adolescent well-being, there is a lack of studies examining how autocratic, laissez faire, democratic, transactional, transformational and charismatic leadership styles interact with cognitive, spiritual, emotional, social, moral intelligences to affect life satisfaction. The combined effect of intelligence and leadership styles on higher secondary school students' life satisfaction remains largely unexplored.

Kerala-Specific Context

While studies have been conducted on life satisfaction among Kerala students, these have primarily focused on primary and secondary school students rather than higher secondary school students. The unique cultural and social context of Kerala, particularly in relation to higher secondary school students, has not been adequately addressed in existing research.

Methodological Gaps

Current studies in Kerala have utilized various methodological approaches, including quantitative and mixed-methods, but there is a lack of comprehensive studies that specifically examine the influence of intelligences and leadership styles on life satisfaction among higher secondary school students.

Conclusion

The comprehensive review of literature examining the intricate relationships between intelligences, leadership styles and life satisfaction reveals many significant insights and interconnections that contribute to our understanding of these crucial domains.

The examination of intelligences is cognitive, spiritual, emotional, social, and moral intelligence, each contributing differently to personal, educational and professional success. They are demonstrating their distinct yet interconnected roles in human behaviour and success. Cognitive Intelligence drives academic problem-solving and achievement, spiritual, emotional and social intelligence, has emerged as a crucial factor in both leadership effectiveness and life satisfaction, with studies indicating its significant role in managing relationships and creating positive environments. The research consistently shows that individuals with higher emotional intelligence tend to report greater life satisfaction and demonstrate better leadership capabilities.

The literature reveals various theoretical frameworks and leadership styles. Leadership styles are autocratic, laissez faire, democratic, transactional, transformational and charismatic leadership styles, each with distinct characteristics and applications. These include trait theories, behavioral theories, contingency theories, and power and influence theories. Transformational leadership has been particularly highlighted for its positive impact on both leader and follower outcomes, while democratic leadership emphasizes the importance of adaptability in different contexts. The research demonstrates that effective leadership is not confined to a single style but rather requires flexibility and adaptation based on contextual factors.

The literature establishes strong correlations between intelligences, leadership styles, and life satisfaction. Studies indicate that emotional, spiritual and social intelligence serves as a significant mediator between leadership effectiveness and life satisfaction. Leaders with high emotional intelligence are better equipped to create environments that enhance the life satisfaction of their followers by promoting emotional well-being and reducing stress. Additionally, the research shows that different leadership styles can significantly impact life satisfaction, with transformational and authoritarian leadership styles showing particularly positive effects.

The synthesis of research findings suggests a dynamic interaction between these variables. Leadership effectiveness appears to be enhanced when leaders possess a combination of different types of intelligence, particularly emotional and social intelligence. This combination enables leaders to better understand and respond to their followers' needs, ultimately contributing to higher levels of life satisfaction for both leaders and followers.

METHODOLOGY

- ❖ *Variables of the Study*
- ❖ *Objectives of the Study*
- ❖ *Hypotheses of the Study*
- ❖ *Tools used for Data Collection*
- ❖ *Sample for the Study*
- ❖ *Data Collection Procedure, Scoring and Consolidation of Data*
- ❖ *Statistical Techniques used for Analysis of Data*

METHODOLOGY

The practice or methods employed in a research study is known as the methodology of research. The adopted methods and tools determine the validity of the study and the accurateness of the result. Research is considered to be the more formal, systematic and intensive process of carrying on a scientific method of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions”- Best and Kahn (2000). Research methodology gives closely what is the method used for study and the logic of choice. Knowledge about methodology is indispensable for all those who either take an active role in the conduct of research (Koul, 2009). The methodology of the chapter points to the generalizability of the result by the collection and analysis of the relevant data.

The study that the investigator conducted was proposed to find out influence of Intelligence and Leadership styles on Life satisfaction of Higher Secondary School Students in Kerala. The study is based on the subsamples Sex, Birth order, Parental qualification and Parental occupation.

The design of the study is described in the following major sections.

- Design of the study
- Variables
- Sample used for the study
- Tool used for the study
- Data collection procedure
- Scoring and consolidation of data
- Statistical technique used for the study.

Design of the Study

The design of the study refers to the overall plan and structure of the research. It contains how the research will be conducted, including the methods for collecting and analysing data and procedures for ensuring the quality and validity of findings.

The present study is purpose to investigate the influence of Intelligence and Leadership styles on Life satisfaction of Higher Secondary School Students of Kerala. The study is quantitative in nature and uses a survey method. It follows a correlational and causal-comparative design, employing descriptive and inferential statistical techniques.

Variables

The major objective of the study is to find out the influence of Intelligences and Leadership styles on Life satisfaction of Higher Secondary School Students in Kerala. The variables of the study are; Intelligence, Leadership styles and Life satisfaction.

Independent Variable

The independent variables selected for the study are Intelligences and Leadership styles. Different types of Intelligence and Leadership styles used for the study are given below;

- Intelligence
 - Cognitive Intelligence

- Spiritual Intelligence
- Emotional Intelligence
- Social Intelligence
- Moral Intelligence
- Leadership styles
 - Autocratic Leadership style
 - Laisses faire Leadership style
 - Democratic Leadership style
 - Transactional Leadership style
 - Transformational Leadership style
 - Charismatic Leadership style

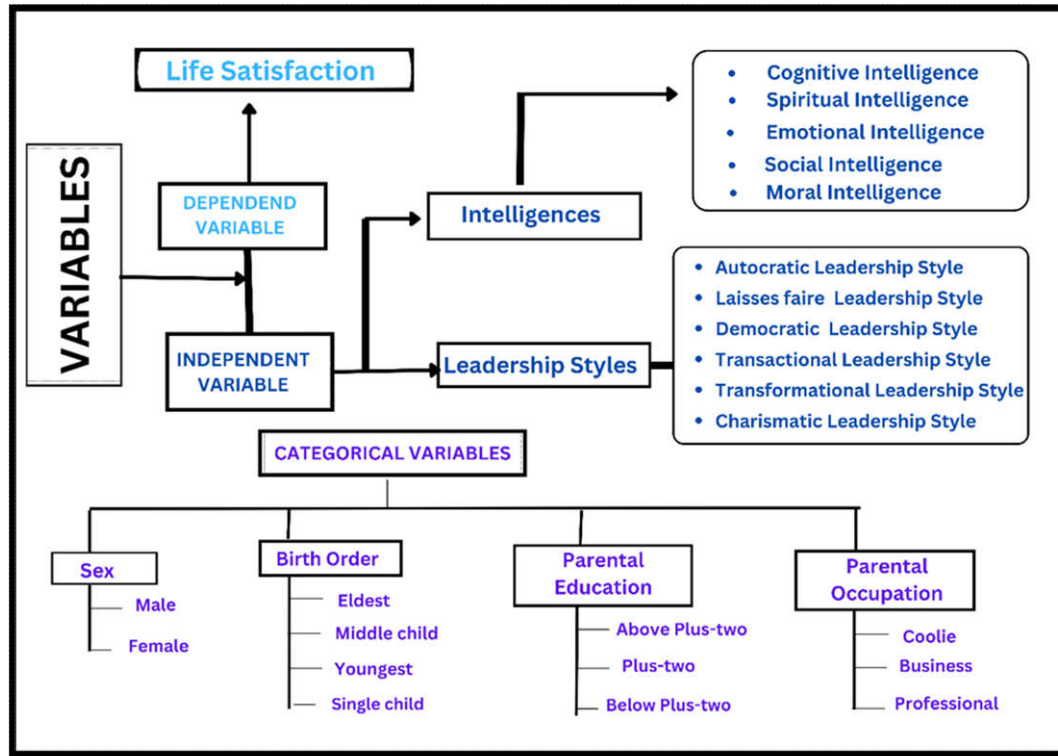
Dependent Variable

- Life Satisfaction

Categorical Variables

Categorical variables selected for the study are Sex, Birth order, Parental qualification and Parental occupation. Sex is categorised into two groups; boys and girls. Birth order is categorised into four groups; eldest, middle child, youngest and single child. Parental Education is categorised into three groups; above plus-two, below plus-two and plus-two. Parental Occupation is categorised into three groups; coolie, business and profession.

Variables are diagrammatically represented in the following figure;

Figure 10*Diagrammatic Representation of the Variables***Rationale for Selecting Variables**

The present study titled “The Influence of Intelligence and Leadership Style on Life Satisfaction of Higher Secondary School Students in Kerala” aims to find out the variables of intelligence and leadership styles that influence life satisfaction. The researcher conducted a comprehensive review of various types of intelligences, leadership styles in different categories and life satisfaction, and as a result of this review, these variables were selected based on understanding that intelligences and leadership styles can have an influence on life satisfaction of higher secondary school students. After extensive literature review and expert consultation, the following categories from the dimensions of intelligence and leadership styles were included as independent variables.

Life Satisfaction

Life satisfaction is an important indicator of well-being for higher secondary school students, reflecting their overall satisfaction and subjective evaluation of their lives. Life satisfaction, a person's subjective assessment of their overall well-being and satisfaction with their lives (Zadel, 2008), is a critical feature of higher secondary school students' development, influencing their academic performance, social relationships, decision-making, personal growth, and future prospects. Research suggests that life satisfaction is associated with a variety of positive outcomes, including better academic performance, healthier social relationships, and greater self-esteem. Changes in emotional aspects can affect the development of self-identity in adolescents (Rizki & Kelliet, 2021). In addition, life satisfaction has been identified as an important predictor of future mental health and overall success (Soares et al., 2019). Therefore, understanding the factors that influence life satisfaction in high school students is essential for effective interventions and support systems that promote positive development and overall well-being. Peer interaction plays a mediating role in adolescents' self-esteem and life satisfaction (Szczesniak et al., 2022). Higher secondary school students are in the transformation stage and they were concerned about life goals, which Erison (1968) describes as identity vs. role confusion in the Stage of Development of adolescents. Higher secondary students are expected to lead their lives intellectually and in leadership styles, so this study was conducted to determine the extent to which their various intellectual abilities and leadership styles influence life satisfaction.

Life satisfaction was choosing as key variable due to its significant influence with both Intelligences and leadership styles. Researches in Kerala has indicates that life satisfaction among students is influenced by various factors, including social support and gender differences (Thomas et al., 2023). Researches conducted in

Kerala's educational institutions have demonstrated that female students often report higher life satisfaction than male and social support from family, friends and significantly impacts overall life satisfaction (Thomas et al., 2023). The selection of life satisfaction as independent variable is future supported by research showing its connection to psychological well-being among Kerala's adolescent. This is specific relevant given Kerala's unique socio-economic context and its impact on student well-being (Rapheal & Paul, 2014).

Intelligences

Intelligence is defined as the ability to acquire, remember, and use knowledge to understand concrete and abstract concepts, the relationships between objects and ideas, and to use knowledge in a meaningful way. In the past, intelligence was defined as the ability to learn or solve a problem. However, there are now rational attempts to define the term intelligence. A person is generally considered intelligent enough to acquire, construct, and evaluate abstract concepts. If he cannot do these things, he is considered less intelligent, regardless of what else he can do. Intelligence is a powerful predictor of individual performance in school and the workplace. It predicts many other aspects. Common sense includes not only verbal fluency, logical ability, and broad general knowledge, but also common sense, intelligence, creativity, intellectual independence, openness to experience, emotional stability, social skills, impartiality, and sensitivity to one's own limitations.

Intelligence is the interaction of an individual with a situation and a task. In this view, intelligence is not a set of inherent abilities, but rather the match between abilities in a specific range of tasks and a set of related situations (Sternberg, 1985). For almost a century, educators and psychologists have debated the nature of intelligence and, more specifically, whether intelligence is a single broad ability or

whether it can take multiple forms (Spearman, 1904; Gardner, 1983). Many classical definitions of the concept define intelligence as a broad ability that allows an individual to solve or complete a variety of tasks or at least a number of academic tasks, such as reading, vocabulary knowledge, and solving logical problems (Spearman, 1904). Other psychologists believe that intelligence is a collection of different abilities rather than a single component (Gardner, 1983). However, other psychologists believe that intelligence should be defined more pragmatically (Sternberg, 1985). All these studies emphasize that intelligence should include not only a person's cognitive mental functioning, but also his emotional, spiritual, social, and moral intelligences.

In this study describe Intelligence, comprising cognitive, emotional, spiritual, social and moral dimensions, plays a crucial role in shaping various aspects of Higher secondary school students' life. These Intelligences were selected for some reasons, cognitive intelligence, fundamental to academic performance is particularly relevant in Kerala's educational settings, which is characterised by high literacy rates and academic achievement (George et al., 2005). Spiritual intelligence has been identified as an important factor in higher secondary school students' development, showing strong association with psychological and physical health as well as improved quality of life. It enables students to address profound life questions and contributes to meaningful problem solving and goal attainment (Krauss et al., 2010). Emotional intelligence, in particular, enables Higher secondary school students to recognize and manage their emotions, build strong relationships, direct social situations effectively and moral values, further enhancing their life satisfaction. This is especially significant in Kerala's educational context, where studies have shown social support and emotional well-being are strongly correlated with life satisfaction among students (Thomas et al., 2023).

Social intelligence was selected due to its crucial role in helping adolescents navigating social interactions, form relationships and develop empathy (DeBlasio, 2012). This is especially importance Kerala collective social structure, where community relationships significantly impact student development. Moral intelligent development is essential during adolescence as it influences value formation and decision-making processes (U.S. Department of Health and Human Services, 2018). This is particularly relevant in Kerala's context, where social reform movements and strong ethical values have historically shaped the society. Therefore, exploring the influence of cognitive, spiritual, emotional, social and moral intelligence and life satisfaction can provide valuable insights into promoting overall well-being among Higher secondary school students.

Leadership Styles

The study Leadership styles are categorising autocratic, laissez-faire, democratic, transactional, transformational, and charismatic leadership styles, can significantly outline higher secondary school students' experiences and perceptions within various contexts, such as self-learning, decision-making, communication skills, school environment, co-curricular activities and peer groups. Different leadership styles may influence a students' self-regulation, social skills and sense of belonging, all of which are closely affected to life satisfaction. For instance, autocratic leadership style, characterized by strict control, often leads to lower satisfaction due to limited autonomy. Laissez-faire leadership style, with its minimum supervision, may result in dissatisfaction because of a lack of guidance. Democratic leadership style, which promotes collaboration and participated decision-making, positively impacts satisfaction by fostering a sense of belonging. Transactional leadership style, focusing on structured punishments and rewards, has a neutral or limited consequence on life satisfaction. Transformational leadership style,

which focuses on inspiring and motivating others, may foster positive and satisfying environment, thereby enhancing life satisfaction. Charismatic leadership style, emphasizing personal charm and inspiration, significantly enhancing satisfaction by fostering trust and esteem. Research has established three main leadership styles: transformational, transactional, and passive or non-leadership (Bass, 1995).

Research has shown that different leadership styles significantly influence academic achievement, with autocratic leadership showing the highest mean score (3.21), followed by other styles (Tim, 2025). In this highest score in latest studies. Selection of autocratic leadership style allows for a comprehensive understanding of how different leadership approaches affect the student outcome. In the Kerala context, where the educational system is experiencing a shift from state sponsored to more diverse educational models (George et al., 2005), describing the influence of various categories of leadership styles becomes crucial. The cultural intelligence aspect of leadership is particularly relevant in Kerala's diverse cultural settings; leaders must effectively navigate multiple cultural contexts.

Therefore, the researchers recommended that school instructors use a combination of democratic and authoritarian leadership styles to enhance teachers' effectiveness and maintain students' academic achievement (Maqbool et al., 2024). Additionally, examining the relationship of these six categories of leadership styles and life satisfaction can promote valuable insights into how leadership styles can contribute to or lessen from the life satisfaction of higher secondary school students.

These three variables set, intelligent student and leadership style on life satisfaction provides a comprehensive Framework for understanding Higher Secondary School student's development in Kerala's educational context. This selection acknowledges the complex interplay between individual cognitive, spiritual, emotional, social and moral intelligences, environmental and other factors

influence of autocratic, Laissez faire, democratic, transactional, transformational and charismatic leadership style, and Life satisfaction, making it particularly relevant for studying higher secondary school students in Kerala's unique culture and educational landscape.

The rationale for selecting these variables is further strengthening by Kerala's distinctive educational system which is achieved Universal literacy and near Universal School enrolment (George et al., 2005) making it an ideal context for studying these relationships. The states' progressive educational policies and high standards provide a rich environment for examining how these variables interact and influence students' development (George et al., 2005).

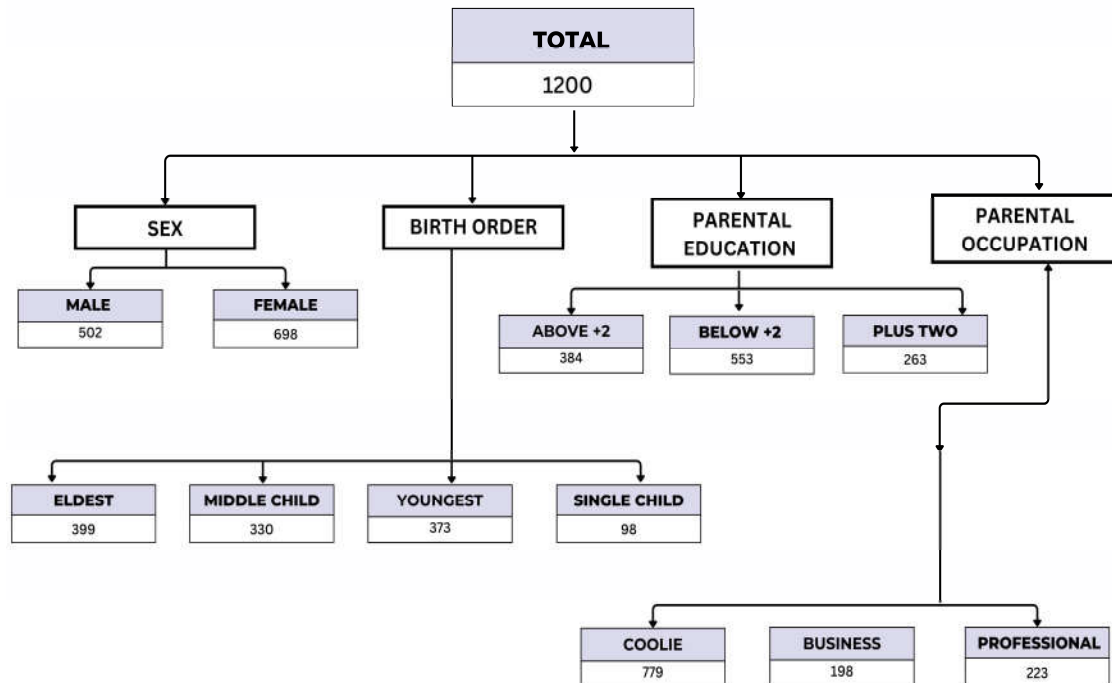
Sample used for the Study

Due to the limitations of conducting the study on the population, the investigator confined the study to a sample representing the population.

The population for the present study covers the Higher Secondary School Students in Kerala state and the study is carried out on a representative sample of 1200 Higher Secondary School Students from Kerala state. The following subsamples were considered for the selection of sample for the study.

1. Sex viz; Male and Female
2. Birth order viz; Eldest, Middle Child, Youngest and Single Child.
3. Parental Qualification; Above Plus-two, Plus-two, Below Plus-two.
4. Parental Occupation; Coolie, Business and Professional.

Stratified random sample technique was used on the basis of Sex, Birth order, Parental qualification and Parental occupation. The study was conducted on 1200 Higher Secondary School students from 48 schools of Wayanad, Kozhikode, Malappuram, Palakkad, Trissur, Kollam, Kottayam and Thiruvananthapuram districts.

Figure 11*Description of Sample Selected for the Study*

Tools used for the Study

Data collection is one of the major parts of the research process. The selection of a valid and reliable tool for data collection requires specific attention from the researcher. Tools are the instruments utilized for the acquisition of data. The tool or technique may vary as per the complexity, design, administration and interpretation of the research. In this study, all the tools were prepared by the investigator with the help of supervising teacher.

The investigator used the following tools for the study;

1. Cognitive Intelligence Test (Sabanath & Mohammed, 2023)
2. Intelligence Scale (Sabanath & Mohammed, 2023)
3. Leadership Styles Inventory (Sabanath M. & Mohammed, 2023)
4. Life Satisfaction Scale (Sabanath & Mohammed, 2023)
5. General Data cum Response Sheet.

The details of each tool are explained under separate heading.

Cognitive Intelligence Test

The test on Cognitive Intelligence was prepared by the investigator with the help of the supervising teacher to measure cognitive Intelligence of Higher Secondary School Students in Kerala.

Planning

The investigator initially considered various definitions available on the term Cognitive Intelligence. From the various definitions and descriptions, the investigator analysed and pooled a list of components of Cognitive Intelligence, which would comprehensively represent them as per their definitions given by the investigator. Thurstone stated that human intellectual abilities are diverse, and he established his multi-factor theory of intelligence that focuses on the seven different primary mental abilities (Thurstone, 1935). Thurstone stated that every person possesses different levels of these seven factors, and these levels do not depend on each other, and each of these abilities can be evaluated differently and He suggested focusing on the individual's scores in various mental abilities instead of focusing only on the intelligence quotient of the person (Thurstone, 1935).

From reviewing many studies related with Cognitive Intelligence and also from discussion with supervising teacher and other experts. The investigator final list of relevant components for developing the instrument was based on the five components of the multi-factor theory of intelligence (Thurstone, 1935).

Component of Cognitive Intelligence test are

Verbal Ability. Verbal capability refers to the ability of the person to understand and use various words, sentences, language. This ability can be assessed through verbal or reading comprehension tests (Thurstone, 1935).

Numerical Ability. It includes the ability of an individual to do quick and accurate numerical calculation. It can be measured by checking the accuracy and speed of the person in solving various arithmetic problems (Thurstone, 1935).

Spatial Ability. It refers to the spatial visualization of the person. Spatial ability comes into play when the person tries to understand the manipulation of various imaginary objects in space. The test that measures this ability involves solving various kinds of puzzles, understanding various geometric figures, and identifying the correct image of the object, or choosing the correct image of the object when it is rotated by different angles (Thurstone, 1935).

Perceptual Ability. It refers to the ability to notice, perceive and record details through careful observation. It includes paying attention to subtleties and nuances, noticing pattern and connections, accurately recording and recalling details and making inferences based on observations (Thurstone, 1935).

Preparation of Items

It was decided to prepare are objective type test. The test on Cognitive Intelligence contained 40 items.

Scoring Procedure

The test followed a simple method of scoring. In each item, only one correct answer is to be selected by a respondent for one question from the 4 alternative responses given under each question. In scoring, one-mark should be given for each right answer. Unattended questions are considered as wrong answer and is given zero mark.

Try Out of the Test

For the item analysis, the procedure suggested by Ebel and Frisbie (1991) was used. The investigator used 40 items in the test for try out. After conducting the pilot study, 10 items were modified. The test is administrated to Higher secondary school

students. By using the response sheets investigator conducted item analysis. The response was converted into scores and arranged in descending order of the total scores and the highest 27% and lowest 27% with respect to the total scores were separated.

As the total number is 370, the highest 100 scripts (27%) and the lowest 100 scripts (27%) were selected. The difficulty index (DI) and discriminating power (DP) for each item is determined using the equation

$$\text{Difficulty Index} = \frac{U+L}{2N}$$

$$\text{Discriminating Power} = \frac{U - L}{N}$$

Where,

U = Total marks scored by the upper group on one item

L = Total marks scored by the lower group on the same item

N = The number in each of the group.

The difficulty index and discriminating power of each item are given in

Table 1

Item Analysis of Cognitive Intelligence Test with Difficulty Index and Discriminating Power

| Item No. | Upper Group | Lower Group | Difficulty Index | Discrimination Power | Selected/ Rejected |
|----------|-------------|-------------|------------------|----------------------|--------------------|
| Item 1 | 80 | 48 | 0.64 | 0.48 | Selected |
| Item 2 | 93 | 58 | 0.71 | 0.49 | Selected |
| Item 3 | 93 | 49 | 0.65 | 0.46 | Selected |
| Item 4 | 74 | 28 | 0.51 | 0.28 | Selected |
| Item 5 | 90 | 42 | 0.66 | 0.42 | Selected |
| Item 6 | 89 | 55 | 0.72 | 0.55 | Selected |
| Item 7 | 74 | 28 | 0.51 | 0.28 | Selected |
| Item 8 | 95 | 40 | 0.67 | 0.40 | Selected |
| Item 9 | 97 | 50 | 0.73 | 0.50 | Selected |

| Item No. | Upper Group | Lower Group | Difficulty Index | Discrimination Power | Selected/ Rejected |
|----------|-------------|-------------|------------------|----------------------|--------------------|
| Item 10 | 90 | 41 | 0.65 | 0.58 | Selected |
| Item 11 | 99 | 47 | 0.73 | 0.47 | Selected |
| Item 12 | 91 | 48 | 0.69 | 0.55 | Selected |
| Item 13 | 100 | 39 | 0.69 | 0.57 | Selected |
| Item 14 | 98 | 50 | 0.74 | 0.50 | Selected |
| Item 15 | 91 | 56 | 0.73 | 0.56 | Selected |
| Item 16 | 100 | 53 | 0.76 | 0.53 | Selected |
| Item 17 | 100 | 37 | 0.68 | 0.37 | Selected |
| Item 18 | 93 | 49 | 0.71 | 0.49 | Selected |
| Item 19 | 98 | 48 | 0.73 | 0.48 | Selected |
| Item 20 | 51 | 38 | 0.44 | 0.38 | Selected |
| Item 21 | 96 | 45 | 0.70 | 0.45 | Selected |
| Item 22 | 100 | 49 | 0.74 | 0.49 | Selected |
| Item 23 | 99 | 56 | 0.77 | 0.56 | Selected |
| Item 24 | 97 | 48 | 0.72 | 0.48 | Selected |
| Item 25 | 100 | 53 | 0.76 | 0.53 | Selected |
| Item 26 | 81 | 42 | 0.61 | 0.42 | Selected |
| Item 27 | 99 | 72 | 0.85 | 0.72 | Rejected |
| Item 28 | 99 | 48 | 0.73 | 0.48 | Selected |
| Item 29 | 98 | 48 | 0.73 | 0.48 | Selected |
| Item 30 | 100 | 73 | 0.86 | 0.73 | Rejected |
| Item 31 | 99 | 35 | 0.67 | 0.35 | Selected |
| Item 32 | 99 | 48 | 0.73 | 0.48 | Selected |
| Item 33 | 99 | 33 | 0.66 | 0.33 | Selected |
| Item 34 | 97 | 42 | 0.69 | 0.42 | Selected |
| Item 35 | 98 | 45 | 0.71 | 0.45 | Selected |
| Item 36 | 100 | 36 | 0.68 | 0.36 | Selected |
| Item 37 | 100 | 42 | 0.71 | 0.42 | Selected |
| Item 38 | 99 | 48 | 0.73 | 0.48 | Selected |
| Item 39 | 100 | 37 | 0.68 | 0.37 | Selected |
| Item 40 | 85 | 48 | 0.66 | 0.48 | Selected |

Finalisation of Tool

Item with satisfactory value of discriminating power and difficulty index were selected for final tool. Discriminating power value above 0.25 and difficulty index ranging 0.3 to 0.7 were selected for final tool. In this way, final tool consists 38 items. The final version of Cognitive Intelligence Test and its translated version are appended in Appendices I & II.

Component wise distribution of items of Test on Cognitive Intelligence is given in Table 2.

Table 2*Component wise Distribution of Items of Cognitive Intelligence Test*

| Sl/ No. | Component | Item Number | Total Number of items |
|------------|-----------------------|--|--------------------------|
| 1 | Non- Verbal ability | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 10 |
| 2 | Numerical ability | 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 | 10 |
| 3 | Spatial ability | 21, 22, 23, 24, 25, 27, 28, 29 | 08 |
| 4 | Observational ability | 31, 32, 33, 34, 35, 36, 37, 38, 39, 40 | 10 |
| Total | | | 38 |

Reliability

The consistency with which an instrument measure whatever it measures is termed as reliability. The reliability of Cognitive Intelligence was established through Cronbach Alpha Coefficient, which is the index of the internal consistency of the test. The Cronbach Alpha Coefficient obtained is 0.838, which shows that the test has internal consistency.

The reliability of test was also established through test-retest method. For this the test was administered on a sample of thirty students and after two months the same test was administered for the same set of students. After scoring the total scores

obtained the first and second administration were correlated, the Person's Coefficient of Correlation obtained is 0.801. These values shows that the test is reliable.

Validity

The validity of the Intelligence test is ensured through the method of content and face validity. The validity of the present test was ensured through face validity, content validity and concurrent validity. For this purpose, the test is submitted to experts and they expressed their consent about the suitability of the items and relevancy of the content area. The concurrent validity of the test on Intelligence was estimated by correlating with the score obtained by 30 higher secondary school students. The correlation coefficient obtained is 0.813. Indicating that the test is valid to measure Intelligence among higher secondary school students.

Intelligence Scale

The intelligence scale used for measuring Spiritual, Emotional, Social and Moral Intelligence among Higher secondary Students in Kerala was developed by the investigator together with the Supervising Teacher in 2023. The scale was standardized in 2024 to make scale more accurate and reliable. Intelligence Scale is taken as types of intelligence with its dimensions viz., Spiritual Intelligence, Emotional Intelligence, Moral Intelligence and Social Intelligence.

Planning

The investigator initially considered various definitions available on the terms Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence. From the various definitions and descriptions, the investigator analysed and pooled a list of the components of four types of Intelligences, which would comprehensively represent them as per their definitions given by the investigator.

From discussions with the supervising teacher and other experts, the investigator developed a final list of relevant components for the preparation of the tool.

Components of Intelligence Scale are

Spiritual Intelligence. The components of Spiritual Intelligence were categorized into ten major components on the basis of the study of Zohar (2005). They are;

1. **Self-Awareness.** Knowing what you believe in, what you value and what deeply inspire you (Zohar 2005).
2. **Spontaneity.** Live in the moment and respond accordingly (Zohar, 2005).
3. **Holism.** See larger patterns, associations and connections; have a sense of belonging (Zohar, 2005).
4. **Compassion.** Have the quality of “feeling-with” and deep empathy (Zohar, 2005).
5. **Celebration of Diversity.** Appreciate others, not just their difference (Zohar, 2005).
6. **Field Independence.** Stand against the crowd and have your own convictions (Zohar, 2005).
7. **Humility.** The sense of being a player in a larger drama, understand what true place in the world is (Zohar, 2005).
8. **Ability to Reframe.** Stand back from a situation or problem and see the bigger picture; see problems in a broader context (Zohar, 2005).
9. **Positive Use of Adversity.** Learn and grow from mistakes, setbacks and suffering (Zohar, 2005).
10. **Sense of Vocation.** Feels called to serve, to give something back (Zohar, 2005).

Emotional Intelligence. Emotional intelligence describes an ability, capacity or skill to perceive, assess, and manage the emotions of one’s self, of others and of group. It is the capacity to understand emotional information and to reason with emotion.

Goleman (1995) has identified five characteristics of persons with high Emotional Intelligence.

1. ***Self-Awareness:*** The ability to “recognize a feeling as it happens and put it off if inconvenient” is the keystone to Emotional Intelligence (Goleman 1995). One has to be aware of his own and others’ feelings and emotions in order to have accurate data and information about the world around him. An individual’s ability to monitor feelings from moment to moment is crucial for his/her psychological insight and self-understanding (Goleman 1995).
2. ***Self-Regulation:*** Self-regulation refers to managing or controlling emotions oneself (Goleman 1995). This domain of Emotional Intelligence includes of the ability to regulate moods and emotions in one and in other people. Emotionally intelligent people must be able to monitor, discriminate, and label their feelings accurately, believe that they can improve or otherwise modify these feelings, employ strategies that will alter their feelings, and assess the effectiveness of these strategies. i.e., emotionally intelligent people will be able to handle uncomfortable emotions once they have accepted that they are feeling them (Goleman 1995).
3. ***Motivation:*** Motivation means motivating oneself to achieve something determined. Positive motivation means the marshalling of feelings of enthusiasm, zeal and confidence, that is of paramount importance for achievement (Goleman 1995).
4. ***Empathy:*** Empathy means recognizing emotions of others and feeling with them. The ability to know how another person feels is important in any job and in the classroom transaction too (Goleman 1995).
5. ***Social Skills (SS).*** This is a skill in managing emotions in others and handling relationship with others. Understanding of other’s emotions gives us the ability to motivate them, to be effective leaders and to work in successful teams (Goleman 1995).

Social Intelligence. Social Intelligence describes an ability to understand and act on the feelings, thoughts and behaviour of the other people.

Social intelligence stands the skill of a person to comprehend feelings and effects of other persons and respond according to the situations. Social intelligence enables individuals to put their ideas strongly and make others agree upon it.

The study of Silvera et al. (2001) the ability of social intelligence comprised 3 components they are social information processing, social awareness and social skills. The study of Goleman (2006), social intelligence has two components are social awareness and social facility. Based on the two studies mentioned above, four components were included as social intelligence components. They are;

1. **Social Information Processing.** It shows an individual's capacity of managing distressed emotional conditions like anxiety, and the potential to manage social situations responsible for it.
2. **Social Awareness.** It reflects the ability of an individual to be aware about other person's feelings, emotions, and needs. This insight, is then helpful to build a healthy connection with others.
3. **Social Skills.** These are ability to deal with social situations effectively. Only those people, who are good at social skills, know when and where to show emotions and feelings (Nwukah & Ahizu, 2009).
4. **Social Facility.** It is about what individual will, then, do with that awareness. Social facility helps for smooth and effective interactions of people.

Moral Intelligence. Moral Intelligence describes ability to distinguish right from wrong and to apply moral principles to human's intentions, goals, beliefs, values and actions. Moral Intelligence is the capacity to understand right from wrong; it means to have strong ethical convictions and to act on them so that one behaves in the right and honourable way (Borba, 2001).

Moral intelligence consists of seven essential virtues such as empathy, conscience, self-control, respect, kindness, tolerance and fairness that help the individual to navigate through the ethical challenges and pressures they will inevitably face throughout life (Borba, 2001).

1. ***Empathy.*** Empathy is the core emotion that allows understanding how other persons feel (Borba, 2001). This is the virtue that helps him to become sensitive to the needs and feelings of others, be more likely to help those who are hurt or troubled and treat others more compassionately (Borba, 2001).
2. ***Conscience.*** It is a strong inner voice that helps to decide right from wrong and stay on the moral path, destroying him with a dose of guilt wherever strays (Borba, 2001).
3. ***Self-control.*** Self-control helps to restrain impulses and think before action so that they behave right and is less likely to make rash choices with potentially dangerous outcomes (Borba, 2001).
4. ***Respect.*** Respect encourages to treat others with consideration and regards them as worthy (Borba, 2001). This is the virtue that leads to treat others the way they would like to be treated, so lays the foundation for preventing violence, injustice and hatred (Borba, 2001).
5. ***Kindness.*** Kindness helps to show concern about the welfare and feelings of others (Borba, 2001). By developing this virtue, the individual will become less selfish and more compassionate, and will understand that treating others kindly is simply the right thing to do (Borba, 2001).
6. ***Tolerance.*** Tolerance helps to appreciate different qualities in others, stay open to new perspectives and beliefs and respect others regardless of differences in race, gender, appearance, culture, beliefs and abilities (Borba, 2001).

7. **Fairness.** Fairness leads to treat others in a righteous, impartial and just way so that they can, more likely, play by the rules, take turns and share, and listens openly to all sides before judging (Borba, 2001).

Table 3*Summary Table of Components of Intelligence Scale*

| Sl No | Components | Spiritual Intelligence | Emotional Intelligence | Social Intelligence | Moral Intelligence |
|-------|--|------------------------|------------------------|---------------------|--------------------|
| 1 | Self-awareness | ✓ | ✓ | | |
| 2 | Spontaneity | ✓ | | | |
| 3 | Holism | ✓ | | | |
| 4 | Compassion (empathy, Kindness) | ✓ | ✓ | | ✓ |
| 5 | Celebration of Diversity | ✓ | | | |
| 6 | Field Independences (Conscience) | ✓ | | | |
| 7 | Humility | ✓ | | | |
| 8 | Ability to Reframe | ✓ | | | |
| 9 | Positive use of adversity | ✓ | | | |
| 10 | Sense of Vocation | ✓ | | | |
| 11 | Self-Regulation | | ✓ | | |
| 12 | Motivation | | ✓ | | |
| 13 | Social Skills | | ✓ | ✓ | |
| 14 | Social information processing | | | ✓ | |
| 15 | Social awareness, social understanding | | | ✓ | |
| 16 | Social facility | | | ✓ | |
| 17 | Social self-efficacy | | | ✓ | |
| 18 | Self-control | | | | ✓ |
| 19 | Respect | | | | ✓ |
| 20 | Tolerance | | | | ✓ |
| 21 | Fairness | | | | ✓ |

Preparation

After planning the components suitable for the term 4 types of Intelligence, it was decided to prepare the Likert type scales the term with five responses viz; strongly disagree, disagree, undecided, agree and strongly agree. The scale on Intelligence contained 46 items.

Scoring Procedure

The Intelligence Scale contains forty-five items. Among these 13 are positively stated and 32 are negatively stated items to reduce extreme response bias and acquiescent bias among respondents. It is a Likert type five-point scale with responses, Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD).

Try Out of the Scale

The scale administered over a sample of 370 Higher Secondary School Students selected using stratified sampling technique. Clear instruction was given before administering the scale and any doubts during administration were cleared. After completing the process, response sheets were collected back and were scoring procedure. The response sheets were arranged in descending order of the total score and the highest 27% and lowest 27% were separated.

The mean and standard deviation of the score obtained for each item of the upper group and the lower group were calculated separately. The critical ratio (t value) for each item was calculated using the following formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

\bar{X}_1 = Mean of the Group I

\bar{X}_2 = Mean of the Group II

σ_1 = Standard Deviation of Group I

σ_2 = Standard Deviation of Group II

N_1 = Sample size of Group I

N_2 = Sample size of Group II

Table 4

Data and Results of Item Analysis of Intelligence Scale

| Item No. | Upper Group | | | Lower Group | | | t-value | Remarks |
|----------|-------------|-------|-------|-------------|-------|-------|---------|----------|
| | Mean | SD | N_1 | Mean | SD | N_2 | | |
| 1 | 3.75 | 1.234 | 100 | 2.76 | 1.138 | 100 | 5.897 | Selected |
| 2 | 2.82 | 1.306 | 100 | 2.06 | 1.090 | 100 | 4.468 | Selected |
| 3 | 4.58 | .572 | 100 | 3.76 | .955 | 100 | 7.369 | Selected |
| 4 | 3.93 | 1.166 | 100 | 3.08 | 1.269 | 100 | 4.934 | Selected |
| 5 | 2.50 | 1.352 | 100 | 1.68 | .875 | 100 | 5.092 | Selected |
| 6 | 3.72 | 1.223 | 100 | 2.30 | 1.193 | 100 | 8.309 | Selected |
| 7 | 3.93 | 1.130 | 100 | 3.51 | 1.159 | 100 | 2.594 | Selected |
| 8 | 3.91 | 1.173 | 100 | 2.75 | 1.175 | 100 | 6.986 | Selected |
| 9 | 4.13 | 1.022 | 100 | 3.20 | 1.271 | 100 | 5.703 | Selected |
| 10 | 4.79 | .656 | 100 | 4.23 | 1.014 | 100 | 4.638 | Selected |
| 11 | 4.45 | .857 | 100 | 3.31 | 1.228 | 100 | 7.610 | Selected |
| 12 | 3.85 | 1.192 | 100 | 3.21 | 1.183 | 100 | 3.810 | Selected |
| 13 | 4.29 | 1.085 | 100 | 4.07 | 1.037 | 100 | 1.466 | Rejected |
| 14 | 4.97 | .171 | 100 | 4.30 | 1.087 | 100 | 6.088 | Selected |
| 15 | 4.70 | .689 | 100 | 3.74 | 1.177 | 100 | 7.037 | Selected |
| 16 | 4.18 | 1.184 | 100 | 2.96 | 1.271 | 100 | 7.025 | Selected |
| 17 | 2.40 | 1.371 | 100 | 2.11 | 1.145 | 100 | 1.624 | Rejected |

| Item No. | Upper Group | | | Lower Group | | | t-value | Remarks |
|----------|-------------|-------|----------------|-------------|-------|----------------|---------|----------|
| | Mean | SD | N ₁ | Mean | SD | N ₂ | | |
| 18 | 4.50 | .611 | 100 | 3.73 | .930 | 100 | 6.916 | Selected |
| 19 | 4.84 | .443 | 100 | 4.03 | .881 | 100 | 8.211 | Selected |
| 20 | 4.29 | 1.018 | 100 | 3.83 | 1.198 | 100 | 2.926 | Selected |
| 21 | 4.01 | 1.150 | 100 | 2.42 | 1.232 | 100 | 9.432 | Selected |
| 22 | 4.17 | 1.083 | 100 | 3.02 | 1.163 | 100 | 7.236 | Selected |
| 23 | 3.73 | 1.347 | 100 | 2.29 | 1.297 | 100 | 7.699 | Selected |
| 24 | 4.58 | .855 | 100 | 3.89 | .963 | 100 | 5.359 | Selected |
| 25 | 4.15 | 1.149 | 100 | 3.24 | 1.199 | 100 | 5.480 | Selected |
| 26 | 3.52 | 1.210 | 100 | 2.48 | 1.096 | 100 | 6.370 | Selected |
| 27 | 4.90 | .302 | 100 | 4.51 | .718 | 100 | 5.010 | Selected |
| 28 | 3.31 | 1.398 | 100 | 2.38 | 1.301 | 100 | 4.871 | Selected |
| 29 | 3.19 | 1.426 | 100 | 2.61 | 1.254 | 100 | 3.054 | Selected |
| 30 | 4.29 | .880 | 100 | 3.29 | 1.104 | 100 | 7.086 | Selected |
| 31 | 4.32 | .750 | 100 | 3.52 | 1.020 | 100 | 6.318 | Selected |
| 32 | 3.97 | 1.105 | 100 | 2.53 | 1.298 | 100 | 8.445 | Selected |
| 33 | 4.02 | 1.110 | 100 | 2.40 | 1.247 | 100 | 9.703 | Selected |
| 34 | 3.56 | 1.282 | 100 | 2.26 | 1.125 | 100 | 7.624 | Selected |
| 35 | 4.70 | .577 | 100 | 3.92 | .950 | 100 | 7.016 | Selected |
| 36 | 4.48 | .810 | 100 | 3.69 | .992 | 100 | 6.169 | Selected |
| 37 | 3.69 | 1.293 | 100 | 2.33 | 1.138 | 100 | 7.899 | Selected |
| 38 | 3.96 | 1.222 | 100 | 2.17 | 1.215 | 100 | 10.388 | Selected |
| 39 | 3.60 | 1.163 | 100 | 2.23 | 1.162 | 100 | 8.331 | Selected |
| 40 | 4.39 | .723 | 100 | 3.50 | 1.096 | 100 | 6.776 | Selected |
| 41 | 4.60 | .667 | 100 | 3.08 | 1.236 | 100 | 10.820 | Selected |
| 42 | 4.61 | .680 | 100 | 3.55 | 1.250 | 100 | 7.448 | Selected |
| 43 | 2.96 | 1.340 | 100 | 2.31 | 1.012 | 100 | 3.870 | Selected |
| 44 | 3.98 | .791 | 100 | 3.13 | .991 | 100 | 6.701 | Selected |
| 45 | 4.52 | .703 | 100 | 3.40 | 1.035 | 100 | 8.952 | Selected |

Finalization of the Tool

For the final tool, the items with a critical ratio below 2.58 were rejected and all the items above 2.58 were selected. Two items were rejected based on this, and 43 items were selected for the final tool. It contains 29 negative items and 14 positive items. The final version of Intelligence Scale and its translated version are appended in Appendices III and IV.

The distribution of items in each component after item analysis is given in table 5.

Table 5

Component wise Distribution of Items of Scale on Intelligence

| Sl No. | Components | Question Number | Total No. of Items |
|--------|------------------------|---|--------------------|
| 1. | Spiritual Intelligence | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 | 28 |
| 2. | Emotional Intelligence | 3, 7, 11, 12, 15, 18, 19, 21, 22, 23, 24, 25, 27, 31, 32, 33, 34, 37, 45, | 19 |
| 3. | Moral Intelligence | 3, 7, 8, 9, 18, 19, 15, 16, 21, 22, 27, 29, 31, 34, 35, 36, 38, 40, 41, 42, 43, 44, 45, | 23 |
| 4. | Social Intelligence | 11, 12, 18, 20, 24, 26, 27, 28, 34, 35, 36, 38, 39, 40, 41, 42, 43, 44, | 18 |

Reliability of the Scale

The consistency with which an instrument measure whatever it measures is termed as reliability. The reliability of Intelligence scale was established through Cronbach Alpha Coefficient, which is the index of the internal consistency of the test. The Cronbach Alpha Coefficient obtained is 0.835, which shows that the test has internal consistency.

The reliability of scale was also established through test-retest method. For this the test was administered on a sample of thirty students and after two month the same test was administered for the same set of students. After scoring the total scores

obtained the first and second administration were correlated, the Person's Coefficient of Correlation obtained is 0.790. These values shows that the scale is reliable.

Validity of the Scale

The validity of the present scale was ensured through face validity, content validity and concurrent validity. For this purpose, the scale submitted to experts and they expressed their consent about the suitability of the items and relevancy of the content area. Concurrent validity of Scale on Intelligence was estimated by correlating with the score obtained by 30 students in the Scale on Spiritual Intelligence developed by Sabanath and Anees (2013). The correlation coefficient obtained is 0.698 indicating that the scale is valid to measure Intelligence among higher secondary school students.

Leadership Styles Inventory

The Leadership Style scale used for measuring Autocratic, Laissez Faire, Democratic, Transactional, Transformational and Charismatic Leadership Style among Higher secondary Students in Kerala was developed by the investigator together with the Supervising Teacher in 2023. The scale was standardized in 2024 to make scale more accurate and reliable. Leadership Style Scale is taken as different Leadership Styles with its dimensions viz., Autocratic, Laissez Faire, Democratic, Transactional, Transformational, Bureaucratic and Charismatic Leadership Style.

Planning

The investigator initially considered various definitions available on the term and also on receiving Leadership styles. From the several definitions and descriptions, the investigator analysed and collective a list of the components of Leadership styles, which would comprehensively represent them as per their definitions given by the investigator. Reviewing many research studies related with Leadership styles.

From discussions with the supervising teacher and other experts, the investigator developed a final list of relevant components for the preparation of the tool.

Components of Leadership Styles are

Autocratic Leadership Style. The authoritative leader is a visionary; he motivates people by making clear to them how their work fits into a larger vision for the organization (Goleman, 2000). The following are some of the key components on the basis of the study of Goleman (2000).

1. **Unilateral Decision-making.** The leader made all the critical decisions alone set all the goals without considering the team members.
2. **Strict Top-down Control.** A leader sets strict rules and expectations for his teams, leaving little opportunities for flexibility or deviation.
3. **Punitive Discipline.** leader uses punishment as a means to enforce rules and ensure that expectations are met.
4. **Communication is One-way.** The leader communicates their decisions and expectations to the team without engaging in two-way dialogue or conversation.

Laissez-faire Leadership Styles. Laissez-faire leadership is a style where the leader takes a hands-off approach and delegates power to the team members to make decisions and solve problems on their own (Goleman, 2000). The following are some of the key component's basis of the study of Goleman (2000) and Lewin et al. (1939)

1. **Minimal direct Supervision.** Laissez-faire leaders provide minimal direction and supervision to their teams, allowing them to work self-manage.
2. **High Autonomy.** Each team members are allowed autonomy to be self-motivated in their work and decision-making process.

3. **Limited Feedback or Evaluation.** Laissez-faire leaders rare performance evaluation or constructive criticism and which can lead to uncertainty in expectations.
4. **Reliance on Intrinsic Motivation.** The leader assumes that team members are self-driven and need no external rewards. Fails with teams that lack experience or discipline.

Democratic Leadership Styles. Democratic leadership style is a style of leadership where the leader involves their followers in the decision-making process. The following are the components of democratic leadership styles:

1. **Participative Decision-making.** A democratic leader actively seeks inputs from teams before making decisions They were encourages collaboration and values different perspectives. Goleman (2000)
2. **Empowerment and Delegation.** A democratic leader empowers their team members by assigning responsibilities and granting them decision-making authority. Lewin et al. (1939)
3. **Two-way Communication.** A democratic leader encourages two-way communication and feedback flows up and down. Gastil (1994)
4. **Consensus-Building.** The leaders try to reach a consensus and settle disputes by reaching a compromise rather than issuing orders all at once. Bass & Riggio (2006)
5. **Transparent Goal-setting.** The team develops the goals and communicates them clearly.

Transactional Leadership Styles. Transactional leadership style comprises motivating and directing followers primarily through appealing to their own self-interest (Bass 1985. The power of transactional leaders comes from their formal

authority and responsibility in the organization. The key components of transactional Leadership styles based on the studies of Bass (1985), Burns (1978) and Judge and Piccolo (2004)

1. ***Contingent Rewards.*** Transactional leaders link the goal to rewards, clarify expectations, provide necessary resources, set mutually agreed upon goals, and provide various kinds of rewards for successful performance Bass (1999)
2. ***Active Management by Exception.*** Transactional leaders actively monitor the work of their subordinates, watch for deviations from rules and standards and taking corrective action to prevent mistakes (Judge & Piccolo, 2004).
3. ***Passive Management by Exception.*** Transactional leaders interfere only when standards are not met or when the performance is not as per the expectations. They may even use punishment as a response to unacceptable performance (Judge & Piccolo, 2004).
4. ***Short-term Task Focus.*** Transactional leaders prioritise immediate outcomes over long-term development.

Transformational Leadership Styles. Transformational leadership style is a leadership style that aims to inspire and motivate followers to attain their complete potential and exceed their own self-interest for the purpose of the organization. Transformational leadership consists of 4 main dimensions: The impact of idealized influence, inspirational motivation, intellectual stimulation and personal considerations (Hoffmeister et al., 2012, p. 69).

1. ***Inspirational Motivation.*** Inspirational and motivational leaders are those who challenge their followers in their jobs and create a clear perspective to reach goals and go toward the future by increasing efficiency in the workplace (Hoffmeister et al., 2012).

2. **Individualized Consideration.** Leader behaves with his/her followers according to their own characteristics and abilities. Leader pays personal attention to individuals in order to develop a healthy relationship by providing new learning opportunities according to their interest and skills (Hoffmeister et al., 2012).
3. **Intellectual Stimulation.** Leaders encourage their subordinates to try to create motivation and creativity by modifying approaches and opportunities of their own subordinates. The main purpose of the leader is offering free flow of ideas and imaginations so that their followers and subordinates try to reach new techniques and approaches (Hoffmeister et al., 2012).
4. **Idealized Influence.** Leaders become model for their followers by their friendly behaviour. They admire, respect, and trust their followers. They pay more attention to the needs of their followers than their own needs, and avoid using the power for personal interests (Deveshvar, 2014, p. 178).

Charismatic Leadership Styles. Charismatic leadership is a leadership style that is based on the leader's personality and their ability to inspire and motivate their followers through their personal charm, vision, and passion. The key components of charismatic leadership styles based on the theories of House (1977), Weber (1947) and Conger and Kanungo (1998).

1. **Visionary Communication.** Charismatic leaders articulate an inspirational, future-oriented vision with emotional appeal and they use metaphors, stories and personal skills to navigate followers.
2. **Personal Charisma.** Charismatic leaders have a strong sense of self-assurance in their abilities. They inspire confidence in their followers by projecting of self-assurance.

3. ***Emotional Connection.*** Charismatic leaders have a high level of emotional connection, which enables them to build strong emotional bonds with followers. They are shown empathetic and relate to followers' values or needs.
4. ***High-risk Orientation.*** Charismatic leaders are willing to take risks and make bold decisions. They are not afraid of failure and are willing to learn from their mistakes.
5. ***Relationship-building.*** Charismatic leaders build strong relationships with their followers. They take the time to get to know their followers and to understand their needs and motivations. They communicate openly and honestly with their followers and create a sense of trust and respect.

Preparation

After planning the components suitable for the term Leadership styles, it was decided to prepare the situational term with 6 leadership styles responses. The scale on Leadership styles contained 20 items.

Try Out of the Tool

A cross-tabulation is a table that displays the frequency distribution of two or more variables (Salkind, 2017). There are 20 items, each item has 6 responses. Each response indicates different types of Leadership style.

Item Analysis

The scale administered over a sample of higher secondary school students selected using stratified sampling techniques. Clear instruction was given before administering the scale and any doubts during administration were cleared. After

completing the process, response sheets were collected back and were scoring procedure. The response sheets were arranged in descending order of the score. Leadership styles (Autocratic, Laisses faire, Democratic, Transactional, Transformational and Charismatic Leadership style) are arranged in rows and items are arranged in columns, calculating a matrix correlation each item between rows and columns.

The mean and standard deviation of the score obtained for each item of the row and column were calculated separately. The critical ratio (r value) for each item was calculated using the following formula

$$r_{it} = \frac{\sum(X_i - \bar{X})\sum(T - \bar{T})}{\sqrt{\sum(X_i - \bar{X})\sum(T - \bar{T})}}$$

Where:

- r_{it} = Item-total correlation
- X_i = Score of an individual on an item
- \bar{X} = Mean score of that item across all respondents
- T = Total test score (sum of all item scores for each respondent)
- \bar{T} = Mean of the total test scores
- \sum = Summation across all participants

Table 6*Data and Result of Item Analysis of Leadership Styles*

| Item No. | Mean score | SD score | Item-total correlation | Item Selected/ Rejected |
|----------|------------|----------|------------------------|----------------------------|
| Item 1 | 278.167 | 7338.167 | 0.417 | Selected |
| Item 2 | 278.500 | 7269.900 | 0.486 | Selected |
| Item 3 | 278.000 | 7316.800 | 0.518 | Selected |
| Item 4 | 278.167 | 6984.167 | 0.784 | Selected |
| Item 5 | 278.333 | 6863.867 | 0.882 | Selected |
| Item 6 | 277.833 | 6890.167 | 0.861 | Selected |
| Item 7 | 278.333 | 6908.267 | 0.824 | Selected |
| Item 8 | 278.500 | 7089.900 | 0.639 | Selected |
| Item 9 | 278.167 | 7278.967 | 0.390 | Selected |
| Item 10 | 280.333 | 7412.267 | 0.707 | Selected |
| Item 11 | 277.833 | 6965.367 | 0.789 | Selected |
| Item 12 | 278.167 | 6860.567 | 0.972 | Selected |
| Item 13 | 277.833 | 6786.567 | 0.766 | Selected |
| Item 14 | 278.000 | 7399.600 | 0.468 | Selected |
| Item 15 | 278.000 | 7112.000 | 0.792 | Selected |
| Item 16 | 277.833 | 6755.367 | 0.993 | Selected |
| Item 17 | 278.000 | 6733.600 | 0.915 | Selected |
| Item 18 | 280.000 | 7566.800 | 0.726 | Selected |
| Item 19 | 278.000 | 7467.200 | 0.586 | Selected |
| Item 20 | 279.000 | 6799.600 | 0.687 | Selected |

Finalization of the Tool

Items with an item-total correlation coefficient of < 0.3 have to be excluded from the scale. For the final tool, all items are above 0.3 and all items were selected for the final tool. This tool contains 20 items. The final version of Leadership Styles Inventory and its translated version are appended in Appendices V and VI.

Reliability of the Scale

The consistency with which an instrument measure whatever it measures is termed as reliability. The reliability of Leadership Style was established through test-retest method. For this the test was administered on a sample of thirty students and after two month the same test was administered for the same set of students. After scoring the total scores obtained the first and second administration were correlated, the Person's Coefficient of Correlation of categorical variables of leadership styles are given the Table 6.

The consistency with which an instrument measure whatever it measures is termed as reliability. The reliability of Leadership Styles was established through Cronbach Alpha Coefficient, which is the index of the internal consistency of the test. The Cronbach Alpha Coefficient of categorical variables of leadership styles are given the table 7.

Table 7

Correlation Coefficient and Cronbach Alpha Coefficient of Leadership Styles

| Sl No. | Leadership Style | Correlation | Cronbach Alpha Coefficient |
|--------|-----------------------------------|-------------|----------------------------|
| 1 | Autocratic Leadership Style | 0.907 | 0.812 |
| 2 | Laisses-faire Leadership Style | 0.698 | 0.843 |
| 3 | Democratic Leadership Style | 0.916 | 0.711 |
| 4 | Transactional Leadership Style | 0.747 | 0.689 |
| 5 | Transformational Leadership Style | 0.805 | 0.762 |
| 7 | Charismatic Leadership Style | 0.758 | 0.807 |

Validity of the Scale

The validity of the present scale was ensured through face validity, content validity and concurrent validity. For this purpose, the scale submitted to experts and they expressed their consent about the suitability of the items and relevancy of the

content area. Concurrent validity of Scale on Leadership styles was estimated by correlating with the score obtained by 30 students in the Leadership style Inventory developed by Suryakala and Annaraja (2021). The correlation coefficient obtained is given below table. Indicating that the scale is valid to measure Leadership styles among higher secondary school students.

Table 8

Summary of Concurrent Validity of Leadership Styles

| Sl. No. | Leadership Style | Correlation |
|---------|--------------------------------|-------------|
| 2 | Autocratic Leadership Style | 0.698 |
| 3 | Laisses-faire Leadership Style | 0.715 |
| 4 | Democratic Leadership Style | 0.613 |

Life Satisfaction Scale

The Life Satisfaction scale used for measuring Life satisfaction among Higher secondary Students in Kerala was developed by the investigator together with the Supervising Teacher in 2023. The scale was standardized in 2024 to make scale more accurate and reliable.

Planning

The investigator initially considered various definitions available on the term and also on receiving Life satisfaction. From the various definitions and descriptions, the investigator analysed and pooled a list of the components of Life satisfaction, which would comprehensively represent them as per their definitions given by the investigator. Reviewing many studies related with Life satisfaction.

From discussions with the supervising teacher and other expert, the investigator developed a final list of relevant components for the preparation of the tool.

Components of Life Satisfaction Scale are

1. Self-determination Theory. According to self-determination theory (Deci and Ryan, 2000), life satisfaction is closely related to the fulfilment of basic psychological needs, which include autonomy, competence, and relatedness

- a) Autonomy refers to the need to feel in control of one's own life and decisions,
- b) Competence refers to the need to feel capable and effective in achieving one's goals
- c) Relatedness refers to the need to feel connected and supported by others.

2. Maslow's Hierarchy of Needs. According to Maslow's (1943) hierarchy of needs, life satisfaction is closely related to the fulfilment of basic needs such as physiological needs (e.g. food, water), safety needs (e.g. shelter, stability), social needs (e.g. relationships, love), esteem needs (e.g. respect, recognition), and self-actualization needs (e.g. personal growth, meaning and purpose).

3. Subjective Well-being Theory. According to Das et al. (2020) subjective well-being theory, life satisfaction is closely related to positive emotions, engagement in meaningful activities, and a sense of purpose and meaning in life. Positive emotions include feelings of joy, contentment, and happiness, while engagement refers to the experience of being fully immersed in and enjoying one's activities.

Table 9*Summary Table of Components of Life Satisfaction*

| Sl. No. | Components | Self-Determination Theory | Maslow's Hierarchy of Needs | Subjective Well-being Theory |
|---------|--|---------------------------|-----------------------------|------------------------------|
| 1. | Positive emotions | | | ✓ |
| 2. | Sense of purpose | | | ✓ |
| 3. | Autonomy | ✓ | | |
| 4. | Relationship or relatedness (Social needs) | ✓ | ✓ | |
| 5. | Personal growth (Self- actualization) | | ✓ | |
| 6. | Physical health (Psychological needs) | | ✓ | |
| 7. | Competence | ✓ | | |
| 8. | Safety needs | | ✓ | |
| 9. | Esteem needs | | ✓ | |

Preparation

After planning the components suitable for the term Life satisfaction, it was decided to prepare the Likert type scales the term with four responses viz; Never, Sometimes, Often, always. The scale on Life satisfaction contained 36 items.

Scoring Procedure

The Life satisfaction Scale contains thirty-six items. Among these 26 are positively stated and 10 are negatively stated items to reduce extreme response bias and acquiescent bias among respondents. It is a Likert type four-point scale with responses, Never, Sometimes, Often, always

Try Out of the Scale

The scale administered over a sample of 370 Higher Secondary School Students selected using stratified sampling technique. Clear instruction was given before administering the scale and any doubts during administration were cleared. After completing the process, response sheets were collected back and were scoring

procedure. The response sheets were arranged in descending order of the total score and the highest 27% and lowest 27% were separated.

The mean and standard deviation of the score obtained for each item of the upper group and the lower group were calculated separately. The critical ratio (t value) for each item was calculated using the following formula

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

\bar{X}_1 = Mean of the Group I

\bar{X}_2 = Mean of the Group II

σ_1 = Standard Deviation of Group I

σ_2 = Standard Deviation of Group II

N_1 = Sample size of Group I

N_2 = Sample size of Group II

Table 8

Data and Results of Item Analysis of Life Satisfaction Scale

| Item No. | Upper Group | | | Lower Group | | | t-value | Remarks |
|----------|-------------|-------|-----|-------------|-------|-----|---------|----------|
| | Mean | SD | N1 | Mean | SD | N2 | | |
| 1 | 2.38 | 1.003 | 100 | 2.27 | .908 | 100 | 0.813 | Rejected |
| 2 | 3.59 | .552 | 100 | 2.82 | .857 | 100 | 7.551 | Selected |
| 3 | 2.79 | .795 | 100 | 1.77 | .863 | 100 | 8.693 | Selected |
| 4 | 3.53 | .703 | 100 | 2.73 | .920 | 100 | 6.912 | Selected |
| 5 | 3.26 | .747 | 100 | 2.13 | .971 | 100 | 9.225 | Selected |
| 6 | 3.82 | .479 | 100 | 3.15 | 1.067 | 100 | 5.727 | Selected |
| 7 | 3.29 | .820 | 100 | 2.47 | 1.105 | 100 | 5.958 | Selected |
| 8 | 3.29 | .832 | 100 | 2.62 | 1.090 | 100 | 4.886 | Selected |

| Item No. | Upper Group | | | Lower Group | | | t-value | Remarks |
|----------|-------------|-------|-----|-------------|-------|-----|---------|----------|
| | Mean | SD | N1 | Mean | SD | N2 | | |
| 9 | 3.81 | .615 | 100 | 3.37 | .895 | 100 | 4.053 | Selected |
| 10 | 2.51 | .959 | 100 | 2.58 | .934 | 100 | -0.523 | Rejected |
| 11 | 3.81 | .598 | 100 | 2.92 | 1.022 | 100 | 7.518 | Selected |
| 12 | 3.60 | .765 | 100 | 2.73 | .886 | 100 | 7.431 | Selected |
| 13 | 3.49 | .893 | 100 | 2.99 | 1.087 | 100 | 3.554 | Selected |
| 14 | 3.47 | .870 | 100 | 2.59 | 1.129 | 100 | 6.174 | Selected |
| 15 | 1.50 | .882 | 100 | 1.64 | .905 | 100 | -1.108 | Rejected |
| 16 | 3.31 | .849 | 100 | 2.81 | 1.134 | 100 | 3.529 | Selected |
| 17 | 2.76 | 1.036 | 100 | 2.19 | 1.080 | 100 | 3.810 | Selected |
| 18 | 3.28 | .889 | 100 | 2.50 | 1.020 | 100 | 5.766 | Selected |
| 19 | 2.29 | .998 | 100 | 3.10 | .969 | 100 | -5.823 | Selected |
| 20 | 3.17 | .877 | 100 | 2.06 | .897 | 100 | 8.850 | Selected |
| 21 | 3.54 | .744 | 100 | 2.86 | .943 | 100 | 5.660 | Selected |
| 22 | 3.20 | .752 | 100 | 2.22 | .960 | 100 | 8.038 | Selected |
| 23 | 3.36 | .859 | 100 | 2.35 | 1.077 | 100 | 7.333 | Selected |
| 24 | 3.47 | .881 | 100 | 2.65 | 1.140 | 100 | 5.689 | Selected |
| 25 | 3.69 | .677 | 100 | 2.98 | 1.197 | 100 | 5.161 | Selected |
| 26 | 2.87 | .825 | 100 | 2.17 | 1.045 | 100 | 5.259 | Selected |
| 27 | 2.83 | .985 | 100 | 1.94 | 1.013 | 100 | 6.297 | Selected |
| 28 | 3.79 | .701 | 100 | 2.89 | 1.136 | 100 | 6.743 | Selected |
| 29 | 3.39 | .790 | 100 | 2.38 | .919 | 100 | 8.335 | Selected |
| 30 | 3.32 | .851 | 100 | 2.59 | 1.016 | 100 | 5.507 | Selected |
| 31 | 3.28 | .830 | 100 | 1.96 | .898 | 100 | 10.796 | Selected |
| 32 | 3.16 | .849 | 100 | 2.16 | .972 | 100 | 7.749 | Selected |
| 33 | 2.12 | 1.148 | 100 | 2.84 | 1.098 | 100 | -4.531 | Selected |
| 34 | 2.26 | 1.079 | 100 | 2.34 | 1.027 | 100 | -0.537 | Rejected |
| 35 | 3.81 | .545 | 100 | 3.31 | .873 | 100 | 4.860 | Selected |
| 36 | 3.15 | .880 | 100 | 2.24 | .933 | 100 | 7.092 | Selected |

Finalization of the Tool

For the final tool, the item with a critical ratio 2.58 or above were selected. Four items were rejected based on this, and 32 items were selected for the final tool. It contains 7 negative items and 25 positive items. The final version of Life Satisfaction Scale and its translated version are appended in Appendices VII and VIII.

The distribution of items in each theory-based components after item analysis is given in table 11.

Table 11

Distribution of Items in each Theory-based Components

| Sl No. | Components | Question Number | Total No. of items |
|--------|--|--------------------|--------------------|
| 1 | Positive emotions | 2, 13, 17, 21, 22 | 5 |
| 2 | Sense of purpose | 25, 28, 30, 33, 36 | 5 |
| 3 | Autonomy | 4, 5, 6 | 3 |
| 4 | Relationship or relatedness (Social needs) | 8, 12, 16 | 3 |
| 5 | Personal growth (Self- actualization) | 27, 29, 31, 32 | 4 |
| 6 | Physical health (Psychological needs) | 3, 7, 9, | 3 |
| 7 | Competence | 24, 26, 35 | 3 |
| 8 | Safety needs | 11, 14, 18 | 3 |
| 9 | Esteem needs | 19, 20, 23, | 3 |
| Total | | | 38 |

Reliability of the Scale

The consistency with which an instrument measure whatever it measures is termed as reliability. The reliability of Intelligence scale was established through Cronbach Alpha Coefficient, which is the index of the internal consistency of the test. The Cronbach Alpha Coefficient obtained is 0.736, which shows that the test has internal consistency.

The reliability of scale was also established through test-retest method. For this the test was administered on a sample of thirty students and after two month the same test was administered for the same set of students. After scoring the total scores obtained the first and second administration were correlated, the Person's Coefficient of Correlation obtained is 0.878. These values shows that the scale is reliable.

Validity of the Scale

The validity of the present scale was ensured through face validity, content validity and concurrent validity. For this purpose, the scale submitted to experts and they expressed their consent about the suitability of the items and relevancy of the content area. Concurrent validity of the scale on Life satisfaction was estimated by correlating with the score obtained by 30 higher secondary school students in the Life Satisfaction Scale (Huebner, 2001). The correlation coefficient obtained is 0.711 Indicating that the scale is valid to measure Life satisfaction among higher secondary school students.

Data Collection Procedure

Population of the study includes the Higher Secondary School Students of Kerala Before data collection, a detailed plan of action was made by the investigator. The sample frame consisted of 48 Higher Secondary School from seven districts of Kerala randomly selected to cover the northern, central and southern geographical regions of Kerala. These schools were classified into subgroups on the basis of locale and type of management.

After completing the sample frame, the investigator visited the schools concerned and obtained permission from the heads of the institution in an official manner, for collecting data from the students of Plus-one and Plus-two. The

concerned class teachers were contacted to ensure their cooperation in data collection procedure. The students were informed about the nature and purpose of data collection and the investigator assured the confidentiality of their responses. After giving proper instructions regarding the procedure of responding and mock answering sessions, each tool was administered separately. After completing each instrument, the response sheets were collected back and utmost care was taken to ensure the uniformity of data collection procedure among various groups.

Scoring and Consolidation of Data

The response sheets were sorted and arranged in a way to make them a single set for a particular respondent. The incomplete and ambiguous response sheets were rejected and the data sheets were scored according to the scoring procedure of each instrument. Thus, the final sample consisted of 1200 students. For the purpose of analysis and interpretation, the data consolidation was done in MS Office Excel Spreadsheet. With the help of SPSS, statistical analysis was done.

Statistical Techniques

After systematic consolidation and tabulation of the collected data, it was subjected to appropriate statistical analysis. The following statistical procedures were used to realize the objectives and to test the tenability of the hypotheses.

- Pearson's Product Moment Coefficient of Correlation was used to find out the correlation between the predictor and criterion variables.
- The main and interaction effect of two independent variables on the dependent variable were estimated using three-way analysis of variance.
- Multiple Regression Analysis was used to find the efficiency of each predictor variable with the criterion variable.

Conclusion

This chapter highlights the methodology adopted for the study which focuses upon the methods, sampling, instruments used, validation of the tools, data collection procedure and the statistical techniques used for data analysis. It also includes a systematic description of the instruments developed by the investigator. The collected data were analysed and are presented in the next chapter.

ANALYSIS & INTERPRETATION

- ❖ *Preliminary Analysis*
- ❖ *Relationship between Variables*
- ❖ *Investigation of Group Difference*
- ❖ *Analysis of Variance*
- ❖ *Multiple Regression Analysis*

ANALYSIS

The present study is proposed to find out the influence of Intelligences and Leadership styles on Life satisfaction of Higher Secondary School Students. For the analysis of the present data, suitable statistical techniques such as basic descriptive statistics, Pearson's Product Moment Coefficient of Correlation, comparison of significance of difference between two means, three-way ANOVA and multiple regression analysis were accomplished. The statistical analysis was carried out based on the objectives and hypotheses framed for the present study. The entire analysis done for the present study is illustrated under the following titles.

- Preliminary analysis
- Investigation of group difference
- Analysis of variance
- Multiple regression analysis

Preliminary Analysis

The important statistical properties of the scores on the variable under study were analysed as a preliminary step. Preliminary analysis was conducted to find the distribution of scores of Intelligences and Life satisfaction, Intelligences and Leadership styles.

Descriptive Analysis of the Variable Life Satisfaction

The relevant statistical constants for the distribution of the variable Life satisfaction of total sample were calculated. The mean, median, mode, standard deviation, skewness and kurtosis were computed for the whole sample. The details of the statistics are presented in table 12.

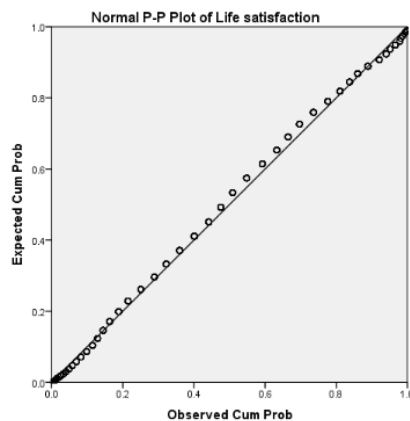
Table 12*Statistical Constants for the Distribution of Scores of Life Satisfaction for Total Sample*

| Sl No. | Variable | N | Mean | Median | Mode | SD | Skewness | Kurtosis |
|--------|-------------------|------|-------|--------|------|------|----------|----------|
| 2 | Life Satisfaction | 1200 | 95.18 | 96 | 89 | 9.67 | -0.365 | -0.012 |

For the variables Life satisfaction, the values of the mean, median and mode are proportionally equal, mean and median are very close, the mode is slightly lower. The values of skewness and kurtosis indicate that the distributions are negatively skewed and platykurtic.

Graphical Representation of Normality

The preliminary analysis of the variable Life satisfaction is represented in normal plot. The normal plot graph represents the result image appearance close to a straight line if the data are approximately normally distributed. Normality of Life satisfaction graph is given below in the figure 12

Figure 12*Normal P-P Plot of Life Satisfaction*

Normal P-P plot of Life satisfaction shows that the diagonal represents the data of Life satisfaction are likely close to a straight line, with slight deviations at the extremes.

Descriptive Analysis of the Intelligences

Preliminary analysis was conducted to find the distribution of scores of Intelligences. The relevant statistical constants for the distribution of the variable of

Intelligences for total sample were calculated. The mean, median, mode, standard deviation, skewness and kurtosis were computed for the whole sample. The details of the statistics are presented in table 13.

Table 13

Statistical Constants for the Distribution of Scores of Intelligences for Total Sample

| Sl No. | Variable | N | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
|--------|------------------------|------|-------|--------|------|--------------------|----------|----------|
| 1 | Cognitive Intelligence | 1200 | 30 | 32 | 35 | 5.479 | -1.090 | 0.720 |
| 2 | Spiritual Intelligence | 1200 | 10.2 | 101 | 107 | 11.220 | 0.182 | 0.113 |
| 3 | Emotional Intelligence | 1200 | 40.48 | 40 | 43 | 6.146 | -0.043 | -0.332 |
| 4 | Social Intelligence | 1200 | 43 | 43 | 39 | 7.115 | -0.163 | -0.089 |
| 5 | Moral Intelligence | 1200 | 55.54 | 55 | 55 | 6.343 | 0.072 | -0.033 |

For the variable of Cognitive Intelligence, the value of the median is in between the value of mean and mode. The values of the skewness and kurtosis indicate that the distribution is negatively skewed and leptokurtic. For the sub-variable Spiritual Intelligence, the values of the mean and median are proportionally equal, the mode is slightly higher. The values of the skewness and kurtosis indicate that the distributions are positively skewed and mesokurtic.

For the variables of Emotional Intelligence and Social Intelligence, the values of the mean and median are equal, the mode of Emotional Intelligence is slightly higher and the mode of Social Intelligence is slightly lower. The value of skewness and kurtosis indicate that the distribution is negatively skewed and platykurtic.

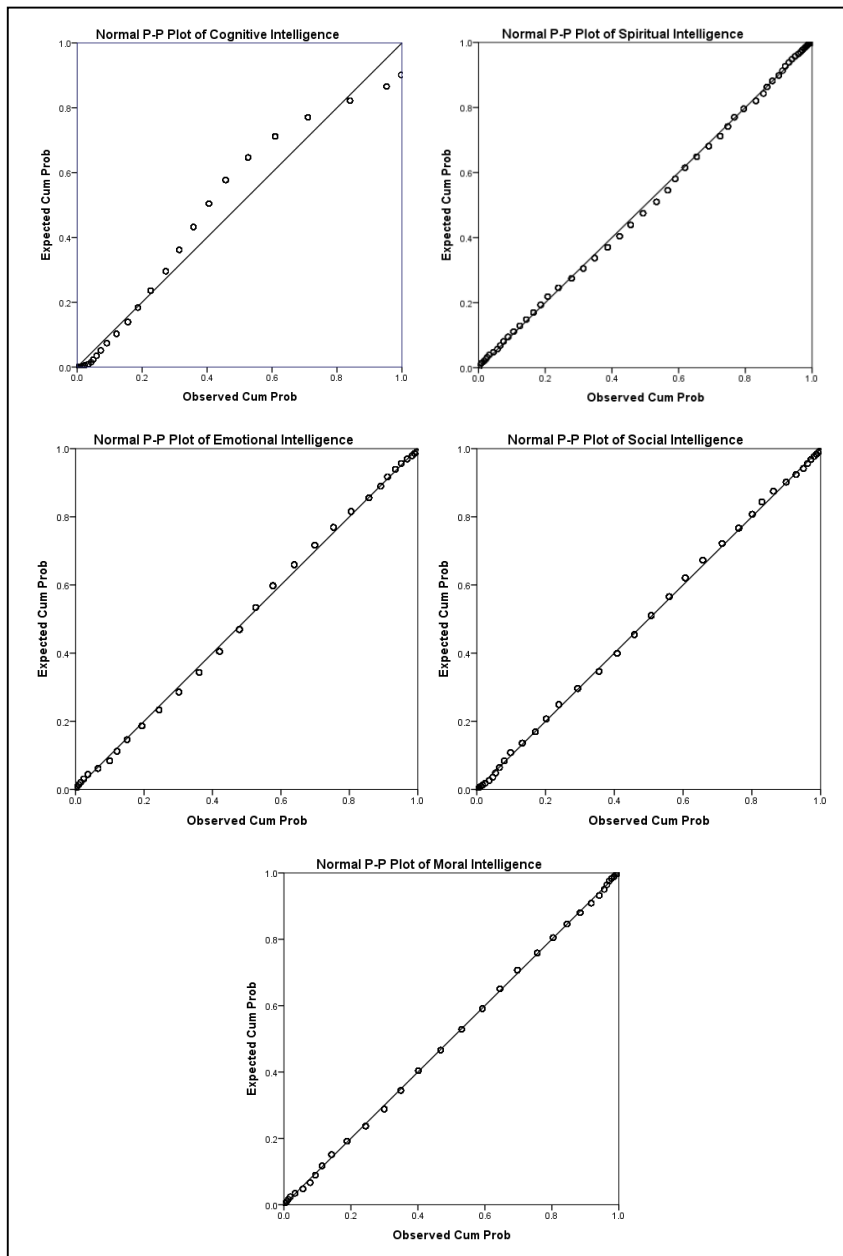
For the sub-variable of Moral Intelligence, the values of the mean, median and mode are equal. The value of skewness and kurtosis indicate that the distribution is positively skewed and mesokurtic.

Graphical Representation of Normality for Intelligences

The graphical representation of the variables Cognitive Intelligence, Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence are represented in normal P-P Plot. Normality of Cognitive Intelligence, Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence graphs are shown below in the figure 13

Figure 13

Normal P-P Plot of Intelligences



Normal P-P plot of Cognitive Intelligence shows a deviation in the lower end, indicating more data below the mean than expected in a normal distribution. Normal P-P plot of Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence are likely close to a straight line, with slight deviations at the extremes.

Descriptive Analysis of Leadership styles

Preliminary analysis was conducted to find the distribution of scores of Leadership styles. The relevant statistical constants for the distribution of Leadership styles for total sample were calculated. The mean, median, mode, standard deviation, skewness and kurtosis were computed for the whole sample. The details of the statistics are presented in table 14.

Table 14

Statistical Constants for the Distribution of Scores of Leadership Styles for Total Sample

| Sl No. | Variable | N | Mean | Median | Mode | Standard Deviation | Skewness | Kurtosis |
|--------|-----------------------------------|------|-------|--------|-------|--------------------|----------|----------|
| 1 | Autocratic Leadership Style | 1200 | 19.71 | 15.00 | 15.00 | 10.72 | 0.883 | 0.580 |
| 2 | Laisses faire Leadership Style | 1200 | 19.78 | 15.00 | 15.00 | 13.68 | 0.984 | -0.010 |
| 3 | Democratic Leadership Style | 1200 | 22.69 | 20.00 | 20.00 | 11.004 | 0.471 | 0.141 |
| 4 | Transactional Leadership Style | 1200 | 13.14 | 10.00 | 10.00 | 7.176 | 1.900 | 1.875 |
| 5 | Transformational Leadership Style | 1200 | 28.49 | 30.00 | 30.00 | 13.942 | 0.697 | 1.135 |
| 6 | Charismatic Leadership Style | 1200 | 25.48 | 25.00 | 25.00 | 15.85 | 1.066 | 1.742 |

For the variables, Autocratic Leadership style the values of the median and mode are approximately equal. The value of mean is being higher than median and mode. The values of the skewness indicate that the distributions are positively skewed. The values of the Kurtosis indicate that the distributions are platykurtic and mesokurtic. For the sub-variable Laisses faire Leadership style, the values of the median and mode are equal. The value of mean is being higher than median and mode. The values of the skewness and kurtosis indicate that the distribution is positively skewed and mesokurtic.

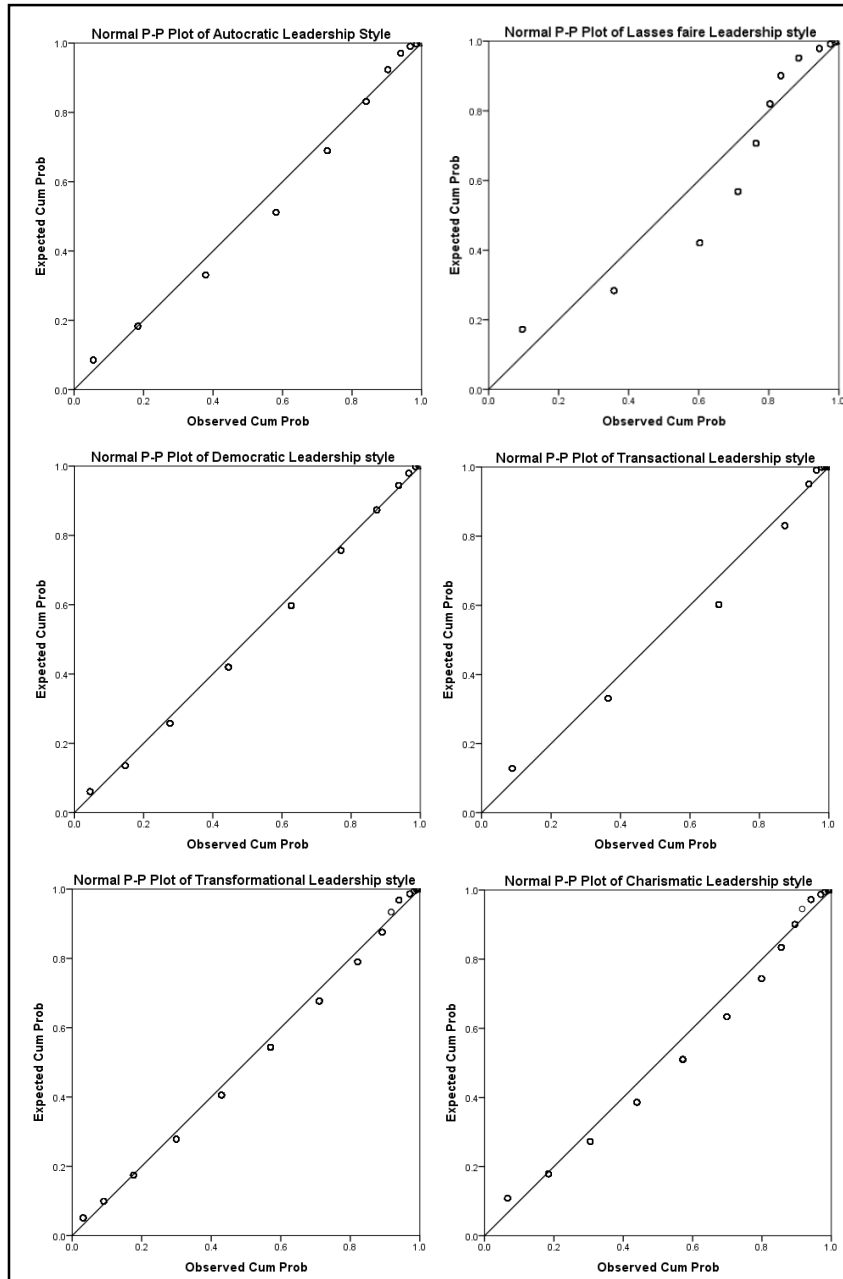
For the variables, Democratic Leadership style and Transformative Leadership style the values of the mean, median and mode are approximately equal. The values of the skewness indicate that the distributions are positively skewed. The values of kurtosis indicate that the distributions are close to normal distribution in the variable of Democratic and leptokurtic in the variable of Transformative Leadership style.

For the variable, Transactional Leadership style and Charismatic Leadership styles, the values of the mean, median and mode are approximately equal. The values of the skewness indicate that the distributions are positively skewed. The value of kurtosis indicate that the distributions are leptokurtic.

Graphical representation of Normality for Leadership styles

The graphical representation of the variables Autocratic, Laisses faire, Democratic, Transactional, Transformative and Charismatic Leadership Styles are represented in normal P-P Plot. Normality of Autocratic, Laisses faire, Democratic, Transactional, Transformative and Charismatic Leadership Styles graphs are shown below;

Figure 14
Normal P-P Plot of Leadership Styles



Normal P-P plot of Autocratic and Laissez faire leadership styles shows a deviation in the higher end, indicating more data below the mean than expected in a normal distribution. Normal P-P plot of Democratic, Transactional, Transformative and Charismatic Leadership Styles are likely close to a straight line, with slight deviations at the extremes.

The Extent of Relationship between Intelligences and Life Satisfaction of Higher Secondary School Students in Kerala for the Total Sample

To find out significant relationship between Intelligences on Life satisfaction of total sample of Higher Secondary School Students, the investigator used the technique of correlation of coefficient (r). The details of the statistics are presented in table 15.

Table 15

Coefficient of Correlation between Intelligences and Life Satisfaction of Higher Secondary School Students

| Sl No | Variables | Correlation | Sig. |
|-------|------------------------|-------------|-------|
| 1 | Cognitive Intelligence | 0.202 | 0.000 |
| 2 | Spiritual Intelligence | 0.617 | 0.000 |
| 3 | Emotional Intelligence | 0.569 | 0.000 |
| 4 | Social Intelligence | 0.610 | 0.000 |
| 5 | Moral Intelligence | 0.573 | 0.000 |

The collected data has been analysed to find out the extent of relationship of Intelligences on Life satisfaction of Higher Secondary School Students. It is estimated using Pearson's Product Moment Coefficient of Correlation(r). The investigator could use Pearson's Product Moment Coefficient of Correlation as the entire variables involved in the study are continuous and of interval type measurement. As all the assumptions are satisfied, the investigator proceeded with the computation of Pearson's 'r'.

The table shows the coefficient of correlation between Intelligences and Life satisfaction of Higher Secondary School Students in the total sample and Intelligences are Cognitive Intelligence, Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence of Higher Secondary School Students.

The coefficient of correlation obtained for the Cognitive Intelligence of Higher Secondary School Students is 0.202. The value obtained suggests that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of negligible and positive relationship between variables. Hence it can be concluded that there exists a significant negligible and positive relationship between the variables Cognitive Intelligence and Life satisfaction of Higher Secondary School Students.

The coefficient of correlation obtained for the Spiritual Intelligence of Higher Secondary School Students is 0.617. The value obtained suggests that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of high and positive relationship between variables. Hence it can be concluded that there exists a significant high and positive relationship between the variables Spiritual Intelligence and Life satisfaction of Higher Secondary School Students.

The coefficient of correlation obtained for the Emotional Intelligence of Higher Secondary School Students is 0.569. The value obtained suggests that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of moderate and positive relationship between variables. Hence it can be concluded that there exists a significant moderate and positive relationship between the variables Emotional Intelligence and Life satisfaction of Higher Secondary School Students.

The coefficient of correlation obtained for the Social Intelligence of Higher Secondary School Students is 0.610. The value obtained suggests that the relation

between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of moderate and positive relationship between variables. Hence it can be concluded that there exists a significant High and positive relationship between the variables Social Intelligence and Life satisfaction of Higher Secondary School Students.

The coefficient of correlation obtained for the Moral Intelligence of Higher Secondary School Students is 0.573. The value obtained suggests that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of moderate and positive relationship between variables. Hence it can be concluded that there exists a significant moderate and positive relationship between the variables Moral Intelligence and Life satisfaction of Higher Secondary School Students.

Discussion

The Coefficient of correlation between Cognitive Intelligence and Life satisfaction of Higher Secondary School Students were analysed. Result shows that there exists a significant negligible and positive relationship between the variables Intelligence and Life satisfaction for total sample. It is evident from result that there is a slight tendency in the variable Cognitive Intelligence to be increased when there is a slight increase in the Life satisfaction and vice versa.

The Coefficient of correlation between Spiritual Intelligence, Social Intelligence and Life satisfaction of Higher Secondary School Students were analysed. Result shows that there exists a significant high and positive relationship between the variables Spiritual Intelligence and Life satisfaction, and Social

Intelligence and Life satisfaction for total sample. It is from result that there is high tendency in the variable Spiritual Intelligence and Social Intelligence to be increased when there is an increase in the Life satisfaction and vice versa.

The Coefficient of correlation between Emotional Intelligence, Moral Intelligence and Life satisfaction of Higher Secondary School Students were analysed. Result shows that there exists a significant moderate or small and positive relationship between the variables Emotional Intelligence and Life satisfaction, Moral Intelligence and Life satisfaction for total sample. It is evident from result that there is moderate or small tendency in the variable Emotional Intelligence to be increased when there is an increase in the Life satisfaction and vice versa.

The Extent of Relationship between Leadership Styles on Life Satisfaction of Higher Secondary School Students in Kerala for the Total Sample

To find out significant relationship between Leadership styles on Life satisfaction of total sample of Higher Secondary School Students, the investigator used the technique of correlation coefficient (r). The details the statistics are presented in table 16.

Table 16

Coefficient of Correlation between Leadership Styles on Life Satisfaction of Higher Secondary School Students

| Sl No | Variable | Correlation | Sig. |
|-------|-----------------------------------|-------------|-------|
| 1 | Autocratic Leadership Style | -0.034 | NS |
| 2 | Laisses faire Leadership Style | 0.008 | NS |
| 3 | Democratic Leadership Style | 0.167 | 0.000 |
| 4 | Transactional Leadership Style | 0.032 | NS |
| 5 | Transformational Leadership Style | 0.186 | 0.000 |
| 6 | Charismatic Leadership Style | 0.112 | 0.000 |

The coefficient of correlation obtained for the Autocratic Leadership style of Higher Secondary School Students is -0.034. The value obtained suggests that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of negligible and negative relationship between variables. Hence it can be concluded that there exists a significant negligible and negative relationship between the variables Autocratic Leadership style and Life satisfaction of Higher Secondary School Students.

The coefficient of correlation obtained for the Laisses faire Leadership style of Higher Secondary School Students is 0.008. The value obtained suggests that the relation between the variables is significant at 0.01 level as the 'r' is less than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of no relationship between variables. Hence it can be concluded that there exists no significant relationship between the variables Laisses faire Leadership style and Life satisfaction of Higher Secondary School Students.

The coefficient of correlation obtained for the Democratic Leadership style of Higher Secondary School Students is 0.167. The value obtained suggests that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of negligible and positive relationship between variables. Hence it can be concluded that there exists a significant weak to moderate and positive relationship between the variables Democratic Leadership style and Life satisfaction of Higher Secondary School Students.

The coefficient of correlation obtained for the Transactional Leadership style of Higher Secondary School Students is 0.032. The value obtained suggests that the

relation between the variables is significant at 0.05 level as the 'r' is greater than the tabled value required for significance at 0.05 level. The magnitude and direction of 'r' indicate the existence of negligible and positive relationship between variables. Hence it can be concluded that there exists a significant very weak and positive relationship between the variables Transactional Leadership style and Life satisfaction of Higher Secondary School Students.

The coefficient of correlation obtained for the Transformational Leadership style of Higher Secondary School Students is 0.186. The value obtained suggests that the relation between the variables is significant at 0.05 level as the 'r' is greater than the tabled value required for significance at 0.05 level. The magnitude and direction of 'r' indicate the existence of negligible and positive relationship between variables. Hence it can be concluded that there exists a significant weak to moderate and positive relationship between the variables Transformational Leadership style and Life satisfaction of Higher Secondary School Students.

The coefficient of correlation obtained for the Charismatic Leadership style of Higher Secondary School Students is 0.112. The value obtained suggests that the relation between the variables is significant at 0.05 level as the 'r' is greater than the tabled value required for significance at 0.05 level. The magnitude and direction of 'r' indicate the existence of negligible and positive relationship between variables. Hence it can be concluded that there exists a significant weak and positive relationship between the variables Charismatic Leadership style and Life satisfaction of Higher Secondary School Students.

Discussion

The Coefficient of correlation between Autocratic Leadership style and Life satisfaction of Higher Secondary School Students were analysed. Result

shows that there exists no significant relationship between the variables Autocratic and Life satisfaction for total sample. It is evident from result that there is negligible and negative tendency in the variable Autocratic Leadership style to be decreased when there is negatively decrease in the Life satisfaction and vice versa.

The Coefficient of correlation between Laisses faire and Life satisfaction of Higher Secondary School Students were analysed. Result shows that there exists a significant positive relationship between the variables Laisses faire and Life satisfaction for total sample. It is evident from result that there is slightly tendency in the variable Laisses faire to be increased when there is positive increase in the Life satisfaction and vice versa.

The Coefficient of correlation between Democratic Leadership style, Transformational Leadership style and Life satisfaction of Higher Secondary School Students were analysed. Result shows that there exists a significant slight and positive relationship between the variables Democratic Leadership style, Transformational Leadership style and Life satisfaction for total sample. It is evident from the result that there is a slight and positive tendency in the variables between Democratic and Transformational Leadership style to be increase when there is a slight and positive increase in Life satisfaction and vice versa.

The Coefficient of correlation between Transactional Leadership style and Life satisfaction of Higher Secondary School Students were analysed. Result shows that there exists significant negligible and positive relationship between the variables Transactional Leadership style and Life satisfaction for total sample. It is evident from the result that there is negligible and positive tendency in the variable Transactional Leadership style to increase when there is positive increase in the Life satisfaction and vice versa.

The Coefficient of correlation between Charismatic Leadership style and Life satisfaction of Higher Secondary School Students were analysed. Result shows that there exists significant weak and positive relationship between the variables Charismatic Leadership style and Life satisfaction for total sample. It is evident from the result that there is weak and positive tendency in the variable Charismatic Leadership style to increase when there is positive increase in the Life satisfaction and vice versa.

Significant Differences of Intelligences, Leadership Styles and Life Satisfaction among Higher Secondary School Students based on Subsamples Sex, Birth order, Parental Education and Parental Occupation

In order to compare of mean scores of Intelligences, Leadership Styles and Life satisfaction of the subgroups based on Sex, Birth order, Parental Education and Parental Occupation. Independent sample t-test for large groups was used. Detailed discussions of comparison are presented below.

Comparison of mean scores of Intelligences between Boys and Girls of Higher Secondary School Students

Comparison of mean scores of Boys and Girls of Higher Secondary School Students for Cognitive Intelligence, Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence were calculated. The details of results of mean difference analysis of Intelligences are shown in the Table 17.

Table 17*Summary and Results of Mean Difference Analysis of Intelligences*

| Variables | Sex | No | Mean | Std. Deviation | t-value |
|------------------------|-------|-----|--------|----------------|---------|
| Cognitive Intelligence | Boys | 501 | 30.09 | 5.225 | 0.787 |
| | Girls | 699 | 29.84 | 5.655 | |
| Spiritual Intelligence | Boys | 501 | 101.06 | 10.219 | 3.526** |
| | Girls | 699 | 103.33 | 11.528 | |
| Emotional Intelligence | Boys | 501 | 39.62 | 5.875 | 4.126** |
| | Girls | 699 | 41.08 | 6.300 | |
| Social Intelligence | Boys | 501 | 41.42 | 6.911 | 6.326** |
| | Girls | 699 | 43.95 | 6.782 | |
| Moral Intelligence | Boys | 501 | 56.44 | 6.872 | 4.099** |
| | Girls | 699 | 54.91 | 6.038 | |

**indicate $p < 0.01$

Table shows that, mean scores of Cognitive Intelligence obtained for Boys and Girls Higher Secondary School Students are 30.09 and 29.84 respectively. The standard deviations obtained are 5.225 and 5.6551 respectively. The obtained 't' value is 0.787, the calculated t-value is less than the tabled value. It can be inferred that there is no significant difference in Cognitive Intelligence between Boys and Girls of Higher Secondary School Students.

Mean scores of Spiritual Intelligence obtained for Boys and Girls Higher Secondary School Students are 101.06 and 103.33 respectively. The standard deviations obtained are 10.219 and 11.528 respectively. The obtained 't' value is 3.526, the calculated t-value is greater than the tabled value and significant at 0.01 level. It was found that the mean spiritual intelligence score of girls is higher than boys. It can be inferred that there is significant difference in Spiritual Intelligence between Boys and Girls of Higher Secondary School Students.

Mean scores of Emotional Intelligence obtained for Boys and Girls Higher Secondary School Students are 39.62 and 41.08 respectively. The standard

deviations obtained are 5.875 and 6.300 respectively. The obtained 't' value is 4.126, the calculated t-value is greater than the tabled value and significant at 0.01 level. It was found that the mean emotional intelligence score of girls is higher than boys. It can be inferred that there is significant difference in Emotional Intelligence between Boys and Girls of Higher Secondary School Students.

Mean scores of Social Intelligence obtained for Boys and Girls Higher Secondary School Students are 41.42 and 43.95 respectively. The standard deviations obtained are 6.911 and 6.782 respectively. The obtained 't' value is 6.326, the calculated t-value is greater than the tabled value and significant at 0.01 level. It was found that the mean social intelligence score of girls is higher than boys. It can be inferred that there is significant difference in Social Intelligence between Boys and Girls of Higher Secondary School Students.

Mean scores of Moral Intelligence obtained for Boys and Girls of Higher Secondary School Students are 56.44 and 54.91 respectively. The standard deviations obtained are 6.872 and 6.038 respectively. The obtained 't' value is 4.099, the calculated t-value is greater than the tabled value and significant at 0.01 level. It was found that the mean spiritual intelligence score of boys (103.33) is higher than girls (101.06). It can be inferred that there is significant difference in Moral Intelligence between Boys and Girls of Higher Secondary School Students.

Discussion

The analysis of the above data shows that there is no significant difference in Cognitive Intelligence between Boys and Girls of Higher Secondary School Students. Mean score of Boys and mean score of Girls are varying in Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence. Therefore, there is significant difference between Boys and Girls of Higher Secondary School Students. The Girls' mean score are more than Boys' mean score in Spiritual Intelligence, Emotional Intelligence and Social Intelligence. So, Girls are high Spiritual, Emotional

and Social Intelligence than Boys of Higher Secondary School Students. In Moral Intelligence, the Boys' Mean score is greater than Girls' mean score. So, Boys are high in Moral Intelligence than Girls of Higher Secondary School Students.

Comparison of Mean Score of Intelligences based on Birth Order of Higher Secondary School Students

The comparison of mean scores in Eldest, Middle child, Youngest and Single child among Higher Secondary School Students for Cognitive Intelligence, Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence were calculated. For that the investigator used the techniques of ANOVA. The details of statistics are presented in table 18.

Table 18

Summary of the One-way ANOVA of Intelligences based on Birth Order

| Variables | Source of variance | Sum of Squares | Df | Mean Square | F |
|------------------------|--------------------|----------------|------|-------------|----------|
| Cognitive Intelligence | Between Groups | 5258.048 | 3 | 1752.683 | |
| | Within Group | 35915.051 | 1196 | 30.029 | 58.366** |
| | Total | 41173.099 | 1199 | | |
| Spiritual Intelligence | Between Groups | 7125.305 | 3 | 2375.102 | |
| | Within Group | 145335.331 | 1196 | 121.518 | 19.545** |
| | Total | 152460.637 | 1199 | | |
| Emotional Intelligence | Between Groups | 3434.204 | 3 | 1144.735 | |
| | Within Group | 45497.276 | 1196 | 38.041 | 30.092** |
| | Total | 48931.479 | 1199 | | |
| Social Intelligence | Between Groups | 2969.557 | 3 | 989.852 | |
| | Within Group | 57517.080 | 1196 | 48.091 | 20.583** |
| | Total | 60486.637 | 1199 | | |
| Moral Intelligence | Between Groups | 3762.351 | 3 | 1254.117 | |
| | Within Group | 49671.486 | 1196 | 41.531 | 30.197** |
| | Total | 53433.837 | 1199 | | |

**indicate $p < 0.01$

Table 18 shows that the F value of obtained Cognitive Intelligence is 58.366 which is greater than the F value required for significance at 0.01 level with degrees of freedom at 3,1196, which is 3.79, it means that the four groups have significant difference in their Cognitive Intelligence.

The data and result of the Post-hoc test of Cognitive Intelligence for Birth order in the Higher Secondary School Students statistical details are represent table 19.

Table 19

The Post-hoc Test of Cognitive Intelligence for Birth Order

| Birth Order | Group Compared | Mean Difference | Std Error | Sig. |
|--------------|----------------|-----------------|-----------|------|
| Eldest | Middle Child | -2.507 | 0.407 | 0.05 |
| | Youngest | -4.148 | 0.394 | 0.01 |
| | Single Child | -6.737 | 0.620 | 0.01 |
| Middle Child | Eldest | 2.507 | 0.407 | 0.01 |
| | Single Child | -4.230 | 0.633 | 0.01 |
| Youngest | Eldest | 4.148 | 0.394 | 0.01 |
| | Single Child | -2.589 | 0.625 | 0.01 |
| Single Child | Eldest | 6.737 | 0.620 | 0.01 |
| | Youngest | 2.589 | 0.625 | 0.01 |

Post-hoc comparison using the Scheffe test indicates that the Cognitive Intelligence between the groups eldest and middle child, as Birth order is significantly different ($p < -2.507$) at 0.05 level. The mean score of Cognitive Intelligence for eldest ($M = 31.70$) is less than mean for middle child ($M = 34.20$). It indicates that the mean scores of Cognitive Intelligence between birth order in eldest and middle child differ significantly from each other. The Cognitive Intelligence between the groups' eldest and youngest as Birth order differs significantly ($p < -4.148$) at 0.01 level. The mean score of Cognitive Intelligence in birth order for eldest ($M = 31.70$) is less than mean score of youngest ($M = 35.84$). It indicates that the mean scores of Cognitive

Intelligence between birth order in eldest and youngest differ significantly from each other. The Cognitive Intelligence between the groups eldest and single child, as differs significantly ($p < -6.737$) at 0.01 level. The mean score of Cognitive Intelligence in birth order for eldest ($M = 31.70$) is less than of single child ($M = 38.43$). It indicates that the mean scores of Cognitive Intelligence between birth order in eldest and single child differ significantly from each other.

Table shows that the Cognitive Intelligence between the groups' middle child and eldest, as Birth order is significantly different ($p < 2.507$) at 0.05 level. The mean score of Cognitive Intelligence of middle child ($M = 34.20$) is greater than mean of eldest ($M = 31.70$) It indicates that the mean scores of Cognitive Intelligence between birth order in middle child and eldest differ significantly from each other. The Cognitive Intelligence between the groups' Middle child and single child as Birth order differs significantly ($p < -4.230$) at 0.01 level. The mean score of Cognitive Intelligence in birth order for middle child ($M = 34.20$) is less than mean score of single child ($M = 38.43$). It indicates that the mean scores of Cognitive Intelligence between birth order in Middle child and single child differ significantly from each other.

Table shows that the Cognitive Intelligence between the groups' youngest and eldest, as Birth order is significantly different ($p < 4.148$) at 0.01 level. The mean score of Cognitive Intelligence of youngest ($M = 35.84$) is greater than mean of eldest ($M = 31.70$) It indicates that the mean scores of Cognitive Intelligence between birth order in youngest and eldest differ significantly from each other. The Cognitive Intelligence between the groups' youngest and single child as Birth order differs significantly ($p < -2.589$) at 0.01 level. The mean score of Cognitive Intelligence in birth order for youngest child ($M = 35.84$) is less than mean score of single child ($M = 38.43$). It indicates that the mean scores of Cognitive Intelligence

between birth order in youngest child and single child differ significantly from each other.

Table shows that that the Cognitive Intelligence between the groups' single child and eldest, as Birth order is significantly different ($p < 6.737$) at 0.01 level. The mean score of Cognitive Intelligence for single child ($M = 38.43$) is greater than mean for eldest ($M = 31.70$) It indicates that the mean scores of Cognitive Intelligence between birth order in single child and eldest differ significantly from each other. The Cognitive Intelligence between the groups' single child and middle child as Birth order differs significantly ($p < 4.230$) at 0.01 level. The mean score of Cognitive Intelligence in birth order for single child ($M = 38.34$) is greater than mean score of middle child ($M = 34.20$). It indicates that the mean scores of Cognitive Intelligence between birth order in single child and middle child differ significantly from each other. The Cognitive Intelligence between the groups' single child and youngest child, as differs significantly ($p < 6.737$) at 0.01 level. The mean score of Cognitive Intelligence in birth order for single child ($M = 38.84$) is greater than of youngest child ($M = 35.84$). It indicates that the mean scores of Cognitive Intelligence between birth order in single child and youngest child differ significantly from each other.

Table 7 shows that the F value of obtained Spiritual Intelligence is 19.545 which is greater than the F value required for significance at 0.01 level with degrees of freedom at 3,1196, which is 3.79, it means that the four groups have significant difference in their Spiritual Intelligence.

The data and result of the Post-hoc test of Spiritual Intelligence for Birth order in the Higher Secondary School Students statistical details are represented in table 20.

Table 20*The Post-hoc Test of Spiritual Intelligence for Birth Order*

| Birth Order | Group Compared | Mean Difference | Std Error | Sig. |
|--------------|----------------|-----------------|-----------|------|
| Eldest | Youngest | -4.400 | 0.794 | 0.01 |
| | Single Child | -6.792 | 1.247 | 0.01 |
| Middle Child | Youngest | 4.270 | 0.834 | 0.01 |
| | Single Child | -6.663 | 1.273 | 0.01 |
| Youngest | Eldest | 4.400 | 0.794 | 0.01 |
| | Middle child | -4.270 | 0.834 | 0.01 |
| Single Child | Eldest | 6.792 | 1.247 | 0.01 |
| | Middle Child | 6.663 | 1.273 | 0.01 |

Post-hoc comparison using the Scheffe test indicates that the Spiritual Intelligence between the groups' eldest and youngest, as Birth order is significantly different ($p < -4.400$) at 0.01 level. The mean score of Spiritual Intelligence of eldest ($M = 104.71$) is less than mean of youngest ($M = 109.11$) It indicates that the mean scores of Spiritual Intelligence between birth order in eldest and youngest differ significantly from each other. The Spiritual Intelligence between the groups' eldest and single child as Birth order differs significantly ($p < -6.792$) at 0.01 level. The mean score of Spiritual Intelligence in birth order for eldest ($M = 104.71$) is less than mean score of single child ($M = 111.51$). It indicates that the mean scores of Spiritual Intelligence between eldest and single child as birth order differ significantly from each other.

Table shows that the Spiritual Intelligence between the groups' middle child and youngest, as Birth order is significantly different ($p < 4.270$) at 0.01 level. The mean score of Spiritual Intelligence of middle child ($M = 104.84$) is less than mean of youngest ($M = 109.11$) It indicates that the mean scores of Spiritual Intelligence between birth order in middle child and youngest differ significantly from each other. The Spiritual Intelligence between the groups' middle child and single child as Birth order differs significantly ($p < -6.663$) at 0.01 level. The mean score of

Spiritual Intelligence in birth order for middle child (M= 104.84) is less than mean score of single child (M= 111.51). It indicates that the mean scores of Spiritual Intelligence between birth order in middle child and single child differ significantly from each other.

Table shows that the Spiritual Intelligence between the groups' youngest and eldest, as Birth order is significantly different ($p < 4.400$) at 0.01 level. The mean score of Spiritual Intelligence of youngest (M= 109.11) is greater than mean of eldest (M= 104.71) It indicates that the mean scores of Spiritual Intelligence between birth order in youngest and eldest differ significantly from each other. The Spiritual Intelligence between the groups' youngest and middle child as Birth order differs significantly ($p < 4.270$) at 0.01 level. The mean score of Spiritual Intelligence in birth order for youngest (M= 109.11) is greater than mean score of middle child (M= 104.84). It indicates that the mean scores of Spiritual Intelligence between birth order in youngest and middle child differ significantly from each other.

Table shows that the Spiritual Intelligence between the groups' single child and eldest, as Birth order is significantly different ($p < 6.792$) at 0.01 level. The mean score of Spiritual Intelligence of single child (M= 111.51) is greater than mean of eldest (M= 104.71) It indicates that the mean scores of Spiritual Intelligence between birth order in single child and eldest differ significantly from each other. The Spiritual Intelligence between the groups' single child and middle child as Birth order differs significantly ($p < 6.663$) at 0.01 level. The mean score of Spiritual Intelligence in birth order for single child (M= 111.51) is greater than mean score of middle child (M= 104.84). It indicates that the mean scores of Spiritual Intelligence between birth order in single child and middle child differ significantly from each other.

Table 7 shows that the F value of obtained Emotional Intelligence is 30.092 which is greater than the F value required for significance at 0.01 level with degrees

of freedom at 3,1196, which is 3.79, it means that the four groups have significant difference in their Emotional Intelligence.

The data and result of the Post-hoc test of Emotional Intelligence for Birth order in the Higher Secondary School Students statistical details are represented in table 21

Table 21

The Post-hoc Test of Emotional Intelligence for Birth Order

| Birth Order | Group Compared | Mean Difference | Std Error | Sig. |
|--------------|----------------|-----------------|-----------|------|
| Eldest | Youngest | -3.579 | 0.444 | 0.01 |
| | Single Child | -4.985 | 0.698 | 0.01 |
| Middle Child | Single Child | -3.330 | 0.712 | 0.01 |
| Youngest | Eldest | 3.579 | 0.444 | 0.01 |
| | Single Child | 4.985 | 0.698 | 0.01 |
| Single Child | Eldest | 4.985 | 0.698 | 0.01 |
| | Middle Child | 3.330 | 0.712 | 0.01 |

Post-hoc comparison using the Scheffe test indicate that the Emotional Intelligence between the groups' eldest and youngest, as Birth order is significantly different ($p < -3.579$) at 0.01 level. The mean score of Emotional Intelligence of eldest ($M = 42.78$) is less than mean of youngest ($M = 46.36$) It indicates that the mean scores of Emotional Intelligence between birth order in eldest and youngest differ significantly from each other. The Emotional Intelligence between the groups' eldest and single child as Birth order differs significantly ($p < -4.985$) at 0.01 level. The mean score of Emotional Intelligence in birth order for eldest ($M = 42.78$) is less than mean score of single child ($M = 47.76$). It indicates that the mean scores of Emotional Intelligence between birth order in eldest and single child differ significantly from each other.

Table shows that the Emotional Intelligence between the groups' middle child and single child as Birth order differs significantly ($p < -3.330$) at 0.01 level.

The mean score of Emotional Intelligence in birth order for middle child (M= 44.43) is less than mean score of single child (M= 47.76). It indicates that the mean scores of Emotional Intelligence between birth order in middle child and single child differ significantly from each other.

Table shows that the Emotional Intelligence between the groups' youngest and eldest as Birth order differs significantly ($p < 3.579$) at 0.01 level. The mean score of Emotional Intelligence in birth order for youngest (M= 46.36) is greater than mean score of eldest (M= 42.78). It indicates that the mean scores of Emotional Intelligence between birth order in youngest and eldest differ significantly from each other.

Table shows that the Emotional Intelligence between the groups' single child and eldest, as Birth order is significantly different ($p < 4.985$) at 0.01 level. The mean score of Emotional Intelligence of single child (M= 47.76) is greater than mean of eldest (M= 42.78) It indicates that the mean scores of Emotional Intelligence between birth order in single child and eldest differ significantly from each other. The Emotional Intelligence between the groups' single child and middle child as Birth order differs significantly ($p < 3.330$) at 0.01 level. The mean score of Emotional Intelligence in birth order for single child (M= 47.76) is greater than mean score of middle child (M= 44.43). It indicates that the mean scores of Emotional Intelligence between birth order in single child and middle child differ significantly from each other.

Table 7 shows that the F value of obtained Social Intelligence is 20.583 which is greater than the F value required for significance at 0.01 level with degrees of freedom at 3,1196, which is 3.79, it means that the four groups have significant difference in their Social Intelligence.

The data and result of the Post-hoc test of Social Intelligence for Birth order in the Higher Secondary School Students statistical details are represented table 22.

Table 22*The Post-hoc Test of Social Intelligence for Birth Order*

| Birth Order | Group Compared | Mean Difference | Std Error | Sig. |
|--------------|----------------|-----------------|-----------|------|
| Eldest | Youngest | -3.145 | 0.499 | 0.01 |
| | Single Child | -4.427 | 0.785 | 0.01 |
| Middle Child | Single Child | -3.761 | 0.801 | 0.01 |
| Youngest | Eldest | 3.145 | 0.499 | 0.01 |
| Single Child | Eldest | 4.427 | 0.785 | 0.01 |
| | Middle Child | 3.761 | 0.801 | 0.01 |

Post-hoc comparison using the Scheffe test indicate that the Social Intelligence between the groups' eldest and youngest, as Birth order is significantly different ($p < -3.145$) at 0.01 level. The mean score of Social Intelligence of eldest ($M = 45.66$) is less than mean of youngest ($M = 48.80$) It indicates that the mean scores of Social Intelligence between birth order in eldest and youngest differ significantly from each other. The Social Intelligence between the groups' eldest and single child as Birth order differs significantly ($p < -4.427$) at 0.01 level. The mean score of Social Intelligence in birth order for eldest ($M = 45.66$) is less than mean score of single child ($M = 50.08$). It indicates that the mean scores of Social Intelligence between birth order in eldest and single child differ significantly from each other.

Table shows that the Social Intelligence between the groups' middle child and single child as Birth order differs significantly ($p < -3.761$) at 0.01 level. The mean score of Social Intelligence in birth order for middle child ($M = 46.36$) is less than mean score of single child ($M = 50.08$). It indicates that the mean scores of Social Intelligence between birth order in middle child and single child differ significantly from each other.

Table shows that the Social Intelligence between the groups' youngest and eldest as Birth order differs significantly ($p < 3.145$) at 0.01 level. The mean score of Social Intelligence in birth order for youngest ($M = 48.80$) is greater than mean score

of eldest (M= 45.66). It indicates that the mean scores of Social Intelligence between birth order in youngest and eldest differ significantly from each other.

Table shows that the Social Intelligence between the groups' single child and eldest, as Birth order is significantly different ($p < 4.427$) at 0.01 level. The mean score of Social Intelligence of single child (M= 50.08) is greater than mean of eldest (M= 45.66) It indicates that the mean scores of Social Intelligence between birth order in single child and eldest differ significantly from each other. The Social Intelligence between the groups' single child and middle child as Birth order differs significantly ($p < 3.761$) at 0.01 level. The mean score of Social Intelligence in birth order for single child (M= 50.08) is greater than mean score of middle child (M= 46.32). It indicates that the mean scores of Social Intelligence between birth order in single child and middle child differ significantly from each other.

Table 7 shows that the F value of obtained Moral Intelligence is 30.197 which is greater than the F value required for significance at 0.01 level with degrees of freedom at 3,1196, which is 3.79, it means that the four groups have significant difference in their Moral Intelligence.

The data and result of the Post-hoc test of Moral Intelligence for Birth order in the Higher Secondary School Students statistical details are represented table 23.

Table 23

The Post-hoc Test of Moral Intelligence for Birth Order

| Birth Order | Group Compared | Mean Difference | Std Error | Sig. |
|--------------|----------------|-----------------|-----------|------|
| Eldest | Youngest | -3.389 | 0.464 | 0.01 |
| | Single Child | -5.802 | 0.729 | 0.01 |
| Middle Child | Single Child | -4.149 | 0.744 | 0.01 |
| Youngest | Eldest | 3.389 | 0.464 | 0.01 |
| Single Child | Eldest | 5.802 | 0.729 | 0.01 |
| | Middle Child | 4.149 | 0.744 | 0.01 |

Post-hoc comparison using the Scheffe test indicate that the Moral Intelligence between the groups' eldest and youngest, as Birth order is significantly different ($p < -3.389$) at 0.01 level. The mean score of Moral Intelligence of eldest ($M = 57.85$) is less than mean of youngest ($M = 61.24$) It indicates that the mean scores of Moral Intelligence between birth order in eldest and youngest differ significantly from each other. The Moral Intelligence between the groups' eldest and single child as Birth order differs significantly ($p < -5.802$) at 0.01 level. The mean score of Moral Intelligence in birth order for eldest ($M = 57.85$) is less than mean score of single child ($M = 63.65$). It indicates that the mean scores of Moral Intelligence between birth order in eldest and single child differ significantly from each other.

Table shows that the Moral Intelligence between the groups' middle child and single child as Birth order differs significantly ($p < -4.149$) at 0.01 level. The mean score of Moral Intelligence in birth order for middle child ($M = 59.50$) is less than mean score of single child ($M = 63.65$). It indicates that the mean scores of Moral Intelligence between birth order in middle child and single child differ significantly from each other.

Table shows that the Moral Intelligence between the groups' youngest and eldest as Birth order differs significantly ($p < 3.839$) at 0.01 level. The mean score of Moral Intelligence in birth order for youngest ($M = 61.24$) is greater than mean score of eldest ($M = 57.85$). It indicates that the mean scores of Moral Intelligence between birth order in youngest and eldest differ significantly from each other.

Table shows that the Moral Intelligence between the groups' single child and eldest, as Birth order is significantly different ($p < 5.802$) at 0.01 level. The mean score of Moral Intelligence of single child ($M = 63.65$) is greater than mean of eldest ($M = 57.85$) It indicates that the mean scores of Moral Intelligence between birth order in single child and eldest differ significantly from each other. The Moral Intelligence between the groups' single child and middle child as Birth order differs significantly ($p < 4.149$) at 0.01 level. The mean score of Moral Intelligence in birth

order for single child (M= 63.65) is greater than mean score of middle child (M= 59.50). It indicates that the mean scores of Moral Intelligence between birth order in single child and middle child differ significantly from each other.

Comparison of Mean Score of Intelligences based on Parental Education of Higher Secondary School Students

The comparison of mean scores Above Plus-two, Below Plus-two and Plus-two among Higher Secondary School Students for Cognitive Intelligence, Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence were calculated to find Parental Education difference. The investigator used the techniques of ANOVA. The details of statistics are presented in table 24.

Table 24

Summary of the One-way ANOVA of Intelligences based on Parental Education

| Variables | Source of Variance | Sum of Squares | Df | Mean Square | F | Sig. |
|------------------------|--------------------|----------------|------|-------------|--------|------|
| Cognitive Intelligence | Between Groups | 944.661 | 2 | 472.330 | 14.423 | 0.01 |
| | Within Group | 39200.038 | 1197 | 32.749 | | |
| | Total | 40144.699 | 1199 | | | |
| Spiritual Intelligence | Between Groups | 2117.469 | 2 | 1058.734 | 8.283 | 0.01 |
| | Within Group | 153004.101 | 1197 | 127.823 | | |
| | Total | 155121.570 | 1199 | | | |
| Emotional Intelligence | Between Groups | 321.1273 | 2 | 160.636 | 3.389 | 0.01 |
| | Within Group | 56735.207 | 1197 | 47.397 | | |
| | Total | 57056.480 | 1199 | | | |
| Social Intelligence | Between Groups | 1623.627 | 2 | 811.813 | 15.539 | 0.01 |
| | Within Group | 62534.743 | 1197 | 52.243 | | |
| | Total | 64158.370 | 1199 | | | |
| Moral Intelligence | Between Groups | 1439.773 | 2 | 719.886 | 15.479 | 0.01 |
| | Within Group | 55667.797 | 1197 | 46.506 | | |
| | Total | 57107.570 | 1199 | | | |

Table 24 shows that the F value of obtained Cognitive Intelligence is 14.423 which is greater than the F value required for significance at 0.01 level ($F=14.423$, $p<0.01$) with degrees of freedom at 2,1197, which is 3.00, it means that the three groups have significant difference in their Cognitive Intelligence.

The data and result of the Post-hoc test of Cognitive Intelligence for Parental Education of Higher Secondary School Students statistical details are represented table 25

Table 25

The Post-hoc Test of Cognitive Intelligence for Parental Education

| Parental Education | Group Compared | Mean Difference | Std Error | Sig. |
|--------------------|----------------|-----------------|-----------|------|
| Below Plus-two | Plus-two | -2.255 | 0.429 | 0.05 |
| Plus-two | Below Plus-two | 2.255 | 0.429 | 0.05 |

Post-hoc comparison using the Scheffe test indicate that the Cognitive Intelligence between the groups' Below Plus-two and Plus-two, as Parental Education is significantly different ($p< -2.255$) at 0.05 level. The mean score of Cognitive Intelligence of Below Plus-two ($M= 37.75$) is less than mean of Plus-two ($M= 40.00$) It indicates that the mean scores of Cognitive Intelligence between parental education in Below Plus-two and Plus-two differ significantly from each other.

The table indicate that the Cognitive Intelligence between the groups' Plus-two and Below Plus-two, as Parental Education is significantly different ($p< 2.255$) at 0.05 level. The mean score of Cognitive Intelligence of Plus-two ($M= 40.00$) is greater than mean of Below Plus-two ($M= 37.75$). It indicates that the mean scores of Cognitive Intelligence between parental education in Plus-two and Below Plus-two differ significantly from each other.

Table 25 shows that the F value of obtained Spiritual Intelligence is 8.283 which is greater than the F value required for significance at 0.01 level ($F=14.423$,

p<0.01) with degrees of freedom at 2,1197, which is 3.00, it means that the four groups have significant difference in their Spiritual Intelligence.

The data and result of the Post-hoc test of Spiritual Intelligence for Parental Education of Higher Secondary School Students statistical details are represented table 26.

Table 26

The Post-hoc Test of Spiritual Intelligence for Parental Education

| Parental Education | Group Compared | Mean Difference | Std Error | Sig. |
|--------------------|----------------|-----------------|-----------|------|
| Above Plus-two | Plus-two | -3.280 | 0.905 | 0.01 |
| Below Plus-two | Plus-two | -3.159 | 0.847 | 0.01 |
| Plus-two | Above Plus-two | 3.280 | 0.905 | 0.01 |
| | Below Plus-two | 3.159 | 0.847 | 0.01 |

Post-hoc comparison using the Scheffe test indicate that the Spiritual Intelligence between the groups' Above Plus-two and Plus-two, as Parental Education is significantly different (p< -3.280) at 0.01 level. The mean score of Spiritual Intelligence of Above Plus-two (M= 110.02) is less than mean of Plus-two (M= 113.30) It indicates that the mean scores of Spiritual Intelligence between parental education in Above Plus-two and Plus-two differ significantly from each other.

The table indicate that the Spiritual Intelligence between the groups' Below Plus-two and Plus-two, as Parental Education is significantly different (p< -3.159) at 0.01 level. The mean score of Spiritual Intelligence of Below Plus-two (M= 110.14) is less than mean of Plus-two (M= 113.30) It indicates that the mean scores of Spiritual Intelligence between parental education in Below Plus-two and Plus-two differ significantly from each other.

The table shows that the Spiritual Intelligence between the groups' Plus-two and Above Plus-two, as Parental Education is significantly different (p< 3.280) at

0.01 level. The mean score of Spiritual Intelligence of Plus-two ($M= 113.30$) is greater than mean of Above Plus-two ($M= 110.02$) It indicates that the mean scores of Spiritual Intelligence between parental education in Plus-two and Above Plus-two differ significantly from each other. The Spiritual Intelligence between the groups' Plus-two and Below Plus-two, as Parental Education is significantly different ($p < 3.159$) at 0.01 level. The mean score of Spiritual Intelligence of Plus-two ($M= 113.30$) is greater than mean of Plus-two ($M= 110.14$). It indicates that the mean scores of Spiritual Intelligence between parental education in Plus-two and Below Plus-two differ significantly from each other.

Table 26 shows that the F value of obtained Emotional Intelligence is 3.389 which is greater than the F value required for not significance at 0.01 level ($F=3.389, p < 0.01$) with degrees of freedom at 2,1197. It means that the three groups have not significant difference in their Emotional Intelligence.

Table 26 shows that the F value of obtained Social Intelligence is 15.539 which is greater than the F value required for significance at 0.01 level ($F=15.539, p < 0.01$) with degrees of freedom at 2,1197, which is 4.62, it means that the three groups have significant difference in their Social Intelligence.

The data and result of the Post-hoc test of Social Intelligence for Parental Education of Higher Secondary School Students statistical details are represented table 27.

Table 27

The Post-hoc Test of Social Intelligence for Parental Education

| Parental Education | Group Compared | Mean Difference | Std Error | Sig. |
|--------------------|----------------|-----------------|-----------|------|
| Above Plus-two | Plus-two | -2.518 | 0.579 | 0.05 |
| Below Plus-two | Plus-two | -3.052 | 0.541 | 0.05 |
| Plus-two | Above Plus-two | 2.518 | 0.579 | 0.05 |
| | Below Plus-two | 3.052 | 0.541 | 0.05 |

Post-hoc comparison using the Scheffe test indicate that the Social Intelligence between the groups' Above Plus-two and Plus-two, as Parental Education is significantly different ($p < -2.518$) at 0.05 level. The mean score of Social Intelligence of Above Plus-two ($M = 50.95$) is less than mean of Plus-two ($M = 53.47$) It indicates that the mean scores of Social Intelligence between parental education in Above Plus-two and Plus-two differ significantly from each other.

The table indicate that the Social Intelligence between the groups' Below Plus-two and Plus-two, as Parental Education is significantly different ($p < -3.052$) at 0.01 level. The mean score of Social Intelligence of Below Plus-two ($M = 50.52$) is less than mean of Plus-two ($M = 53.47$) It indicates that the mean scores of Social Intelligence between parental education in Below Plus-two and Plus-two differ significantly from each other.

The table shows that the Social Intelligence between the groups' Plus-two and Above Plus-two, as Parental Education is significantly different ($p < 2.518$) at 0.05 level. The mean score of Social Intelligence of Plus-two ($M = 53.47$) is greater than mean of Above Plus-two ($M = 50.95$) It indicates that the mean scores of Social Intelligence between parental education in Plus-two and Above Plus-two differ significantly from each other. The Social Intelligence between the groups' Plus-two and Below Plus-two, as Parental Education is significantly different ($p < 3.052$) at 0.01 level. The mean score of Social Intelligence of Plus-two ($M = 53.47$) is greater than mean of Plus-two ($M = 50.52$) It indicates that the mean scores of Social Intelligence between parental education in Plus-two and Below Plus-two differ significantly from each other.

Table 27 shows that the F value of obtained Moral Intelligence is 15.539 which is greater than the F value required for significance at 0.01 level ($F = 15.539$, $p < 0.01$) with degrees of freedom at 2,1197, which is 4.62, it means that the three groups have significant difference in their Moral Intelligence.

The data and result of the Post-hoc test of Moral Intelligence for Parental Education of Higher Secondary School Students statistical details are represent table 28.

Table 28

The Post-hoc Test of Moral Intelligence for Parental Education

| Parental Education | Group Compared | Mean Difference | Std Error | Sig. |
|--------------------|----------------|-----------------|-----------|------|
| Below Plus-two | Plus-two | -2.842 | 0.511 | 0.05 |
| Plus-two | Below Plus-two | 2.842 | 0.511 | 0.05 |

Post-hoc comparison using the Scheffe test indicate that the Moral Intelligence between the groups' Below Plus-two and Plus-two, as Parental Education is significantly different ($p < -2.842$) at 0.01 level. The mean score of Moral Intelligence of Below Plus-two ($M = 63.04$) is less than mean of Plus-two ($M = 65.88$) It indicates that the mean scores of Moral Intelligence between parental education in Below Plus-two and Plus-two differ significantly from each other.

The table indicate that the Moral Intelligence between the groups' Plus-two and Below Plus-two, as Parental Education is significantly different ($p < 2.842$) at 0.01 level. The mean score of Moral Intelligence of Plus-two ($M = 65.88$) is greater than mean of Below Plus-two ($M = 63.04$) It indicates that the mean scores of Moral Intelligence between parental education in Plus-two and Below Plus-two differ significantly from each other.

Comparison of Mean Score of Intelligences based on Parental Occupation of Higher Secondary School Students

The comparison of mean scores Coolie, Business and Professional among Higher Secondary School Students for Cognitive Intelligence, Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence were calculated to

find Parental occupational difference. The investigator used the techniques of ANOVA. The details of statistics are presented in table 29.

Table 29

Summary of the One-way ANOVA of Intelligences based on Parental Occupation

| Variables | Source of variance | Sum of Squares | Df | Mean Square | F | Sig. |
|------------------------|--------------------|----------------|------|-------------|-------|-------|
| Cognitive Intelligence | Between Groups | 125.813 | 2 | 62.907 | 1.834 | 0.160 |
| | Within Group | 41047.286 | 1197 | 34.292 | | |
| | Total | 41173.099 | 1199 | | | |
| Spiritual Intelligence | Between Groups | 442.447 | 2 | 221.224 | 1.742 | 0.176 |
| | Within Group | 152018.189 | 1197 | 126.999 | | |
| | Total | 152460.637 | 1199 | | | |
| Emotional Intelligence | Between Groups | 12.862 | 2 | 6.431 | 0.157 | 0.854 |
| | Within Group | 48918.617 | 1197 | 40.868 | | |
| | Total | 48931.479 | 1199 | | | |
| Social Intelligence | Between Groups | 9.845 | 2 | 4.923 | 0.097 | 0.907 |
| | Within Group | 60476.791 | 1197 | 50.524 | | |
| | Total | 60486.637 | 1199 | | | |
| Moral Intelligence | Between Groups | 83.375 | 2 | 41.688 | 0.935 | 0.393 |
| | Within Group | 53350.461 | 1197 | 44.570 | | |
| | Total | 53433.837 | 1199 | | | |

From the table, the F value obtained is 1.834 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 2,1197 which is 3.00, it means that the three groups have no significance difference of Parental occupation on Cognitive Intelligence of Higher Secondary School Students.

The above table shows that F value obtained is 1.742 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 2,1197 which is 3.00, it means that the three groups have no significance difference of Parental occupation on Spiritual Intelligence of Higher Secondary School Students.

The above table shows that F value obtained is 0.157 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 2,1197 which is 3.00, it means that the three groups have no significance difference of Parental occupation on Emotional Intelligence of Higher Secondary School Students.

The above table shows that F value obtained is 0.097 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 2,1197 which is 3.00, it means that the three groups have no significance difference of Parental occupation on Social Intelligence of Higher Secondary School Students.

The above table shows that F value obtained is 0.935 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 2,1197 which is 3.00, it means that the three groups have no significance difference of Parental occupation on Moral Intelligence of Higher Secondary School Students.

Comparison of Mean Score of Leadership Styles between Boys and Girls of Higher Secondary School Students

The test of mean scores of Boys and Girls Higher Secondary School Students for Autocratic Leadership style, Laisses faire Leadership style, Democratic Leadership style, Transactional Leadership style, Transformational Leadership style, and Charismatic Leadership style were calculated to find Sex difference

The details of results of mean difference analysis of Leadership styles are shows in the table 30.

Table 30

Results of Mean Difference Analysis of Sub-variables of Leadership Styles based on Sex

| Variables | Sex | No | Mean | Std. Deviation | t-value | Sig. |
|-----------------------------------|-------|-----|--------|----------------|---------|------|
| Autocratic Leadership Style | Boys | 501 | 20.549 | 11.26 | 2.336 | 0.05 |
| | Girls | 699 | 19.084 | 10.29 | | |
| Laisses faire Leadership Style | Boys | 501 | 19.321 | 14.43 | -0.970 | 0.33 |
| | Girls | 699 | 20.114 | 13.62 | | |
| Democratic Leadership Style | Boys | 501 | 22.485 | 10.74 | -0.562 | 0.51 |
| | Girls | 699 | 22.847 | 11.19 | | |
| Transactional Leadership Style | Boys | 501 | 13.064 | 7.03 | -0.320 | 0.61 |
| | Girls | 699 | 13.197 | 7.28 | | |
| Transformational Leadership Style | Boys | 501 | 28.363 | 14.13 | -0.279 | 0.69 |
| | Girls | 699 | 28.591 | 13.81 | | |
| Charismatic Leadership Style | Boys | 501 | 26.018 | 16.25 | 0.989 | 0.24 |
| | Girls | 699 | 25.100 | 15.26 | | |

The table shows that the mean scores of Autocratic Leadership style obtained for Boys and Girls of Higher Secondary School Students is 20.549 and 19.084 respectively. The calculated t- value is 2.336. The tabled of t- value at 0.05 level of significance is 1.96. Since the calculated 't' value is greater than the tabled value, it can be inferred that there is significant difference in Autocratic Leadership style between Boys and Girls of Higher Secondary School Students. The analysis of the Autocratic Leadership style shows that there is significant difference between Boys and Girls of Higher Secondary School Students. Therefore, the mean scores of Boys Autocratic Leadership style students are higher than the Girls Autocratic Leadership style students of Higher Secondary School Students.

The mean scores of Laisses faire Leadership style obtained for Boys and Girls of Higher Secondary School Students is 19.321 and 20.114 respectively. The calculated t- value is -0.970. The tabled of t- value at 0.05 level of significance is

1.96. Since the calculated 't' value is less than the tabled value, it can be inferred that there is no significant difference in Laisses faire Leadership style between Boys and Girls of Higher Secondary School Students.

The mean scores of Democratic Leadership style obtained for Boys and Girls of Higher Secondary School Students is 22.485 and 22.847 respectively. The calculated t- value is -0.562. The tabled of t- value at 0.05 level of significance is 1.96. Since the calculated 't' value is less than the tabled value, it can be inferred that there is no significant difference in Democratic Leadership style between Boys and Girls of Higher Secondary School Students.

The mean scores of Transactional Leadership style obtained for Boys and Girls of Higher Secondary School Students is 13.064 and 13.197 respectively. The calculated t- value is -0.320. The tabled of t- value at 0.05 level of significance is 1.96. Since the calculated 't' value is less than the tabled value, it can be inferred that there is no significant difference in Transactional Leadership style between Boys and Girls of Higher Secondary School Students.

The mean scores of Transformational Leadership style obtained for Boys and Girls of Higher Secondary School Students is 28.363 and 28.591 respectively. The calculated t- value is -0.278. The tabled of t- value at 0.05 level of significance is 1.96. Since the calculated 't' value is less than the tabled value, it can be inferred that there is no significant difference in Transformational Leadership style between Boys and Girls of Higher Secondary School Students.

The mean scores of Charismatic Leadership style obtained for Boys and Girls of Higher Secondary School Students is 26.018 and 25.100 respectively. The calculated t- value is 0.989. The tabled of t- value at 0.05 level of significance is 1.96. Since the calculated 't' value is less than the tabled value, it can be inferred that there is no significant difference in Charismatic Leadership style between Boys and Girls of Higher Secondary School Students.

Comparison of Mean Score of Leadership Styles based on Birth Order of Higher Secondary School Students

The comparison of mean scores in Eldest, Middle child, Youngest and Single child among Higher Secondary School Students for Autocratic Leadership style, Laisses faire Leadership style, Democratic Leadership style, Transactional Leadership style, Transformational Leadership style, and Charismatic Leadership style were calculated. For the investigator used the techniques of ANOVA. The details of statistics are presented in table 31.

Table 31

Summary of the One-way ANOVA of Intelligences based on Birth Order

| Variables | Source of variance | Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------------------------|--------------------|----------------|------|-------------|-------|-------|
| Autocratic Leadership style | Between Groups | 400.250 | 3 | 133.417 | 1.160 | 0.324 |
| | Within Group | 137613.729 | 1196 | 115.062 | | |
| | Total | 138013.979 | 1199 | | | |
| Laisses faire Leadership style | Between Groups | 797.274 | 3 | 265.758 | 1.364 | 0.252 |
| | Within Group | 233096.392 | 1196 | 194.897 | | |
| | Total | 233893.667 | 1199 | | | |
| Democratic Leadership style | Between Groups | 420.905 | 3 | 140.302 | 1.159 | 0.324 |
| | Within Group | 144783.075 | 1196 | 121.056 | | |
| | Total | 145203.979 | 1199 | | | |
| Transactional Leadership style | Between Groups | 217.244 | 3 | 72.415 | 1.407 | 0.239 |
| | Within Group | 61538.672 | 1196 | 51.454 | | |
| | Total | 61755.917 | 1199 | | | |
| Transformational Leadership style | Between Groups | 370.354 | 3 | 123.451 | 0.635 | 0.593 |
| | Within Group | 232689.625 | 1196 | 193.557 | | |
| | Total | 233059.979 | 1199 | | | |
| Charismatic Leadership style | Between Groups | 218.917 | 3 | 72.972 | 0.290 | 0.833 |
| | Within Group | 301100.750 | 1196 | 251.756 | | |
| | Total | 301319.667 | 1199 | | | |

From the table it can be seen that the F value of Autocratic Leadership style obtained is 1.160 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the birth order categories child in Autocratic Leadership style. The result shows that there is a no significant difference between the Birth order of Groups Eldest, Middle child, Youngest and Single child on Autocratic Leadership style of Higher Secondary School Students.

The F value of Laisses faire Leadership style obtained is 1.364 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the birth order categories child in Laisses faire Leadership style. The result shows that there is a no significant difference between the Birth order of Groups Eldest, Middle child, Youngest and Single child on Laisses faire Leadership style of Higher Secondary School Students.

The F value of Democratic Leadership style obtained is 1.159 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the birth order categories child in Democratic Leadership style. The result shows that there is a no significant difference between the Birth order of Groups Eldest, Middle child, Youngest and Single child on Democratic Leadership style of Higher Secondary School Students.

The F value of Transactional Leadership style obtained is 1.407 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the birth order categories child in Transactional Leadership style. The result shows that there is a no significant difference between the Birth order of Groups Eldest, Middle child,

Youngest and Single child on Transactional Leadership style of Higher Secondary School Students.

The F value of Transformational Leadership style obtained is 0.635 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the birth order categories child in Transformational Leadership style. The result shows that there is a no significant difference between the Birth order of Groups Eldest, Middle child, Youngest and Single child on Transformational Leadership style of Higher Secondary School Students.

The F value of Charismatic Leadership style obtained is 0.290 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the birth order categories child in Charismatic Leadership style. The result shows that there is a no significant difference between the Birth order of Groups Eldest, Middle child, Youngest and Single child on Charismatic Leadership style of Higher Secondary School Students.

Comparison of Mean Score of Leadership Styles based on Parental Education of Higher Secondary School Students

The comparison of mean scores Above Plus-two, Below Plus-two and Plus-two among Higher Secondary School Students for Autocratic Leadership style, Laisses faire Leadership style, Democratic Leadership style, Transactional Leadership style, Transformational Leadership style, and Charismatic Leadership style were calculated. For the investigator used the techniques of ANOVA. The details of statistics are presented in table 32.

Table 32*Summary of the One-way ANOVA of Leadership Styles based on Parental Education*

| Variables | Source of variance | Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------------------------|--------------------|----------------|------|-------------|-------|-------|
| Autocratic Leadership style | Between Groups | 89.390 | 2 | 44.695 | 0.388 | 0.679 |
| | Within Group | 137924.589 | 1197 | 115.225 | | |
| | Total | 138013.979 | 1199 | | | |
| Laisses faire Leadership style | Between Groups | 435.486 | 2 | 217.743 | 1.116 | 0.328 |
| | Within Group | 233458.181 | 1197 | 195.036 | | |
| | Total | 233893.667 | 1199 | | | |
| Democratic Leadership style | Between Groups | 154.058 | 2 | 77.029 | 0.636 | 0.530 |
| | Within Group | 145049.921 | 1197 | 121.178 | | |
| | Total | 145203.979 | 1199 | | | |
| Transactional Leadership style | Between Groups | 165.821 | 2 | 82.910 | 1.611 | 0.200 |
| | Within Group | 61590.096 | 1197 | 51.454 | | |
| | Total | 61755.917 | 1199 | | | |
| Transformational Leadership style | Between Groups | 37.421 | 2 | 18.710 | 0.096 | 0.908 |
| | Within Group | 233022.558 | 1197 | 4194.672 | | |
| | Total | 233059.979 | 1199 | | | |
| Charismatic Leadership style | Between Groups | 310.267 | 2 | 155.133 | 0.617 | 0.540 |
| | Within Group | 301009.400 | 1197 | 251.470 | | |
| | Total | 301319.667 | 1199 | | | |

From the table it can be seen that the F value of Autocratic Leadership style obtained is 0.388 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the Parental Education categories in Autocratic Leadership style. The result shows that there is no significant difference between the Parental Education of Groups Above plus-two, Below Plus-two and Plus-two on Autocratic Leadership style of Higher Secondary School Students.

The F value of Laisses faire Leadership style obtained is 1.116 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the Parental Education categories in Laisses faire Leadership style. The result shows that there is no significant difference between the Parental Education of Groups Above plus-two, Below Plus-two and Plus-two on Laisses faire Leadership style of Higher Secondary School Students.

The F value of Democratic Leadership style obtained is 0.636 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the Parental Education categories in Democratic Leadership style. The result shows that there is no significant difference between the Parental Education of Groups Above plus-two, Below Plus-two and Plus-two on Democratic Leadership style of Higher Secondary School Students.

The F value of Transactional Leadership style obtained is 1.611 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the Parental Education categories in Transactional Leadership style. The result shows that there is no significant difference between the Parental Education of Groups Above plus-two, Below Plus-two and Plus-two on Transactional Leadership style of Higher Secondary School Students.

The F value of Transformational Leadership style obtained is 0.096 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the Parental Education categories in Transformational Leadership style. The result

shows that there is no significant difference between the Parental Education of Groups Above plus-two, Below Plus-two and Plus-two on Transformational Leadership style of Higher Secondary School Students.

The F value of Charismatic Leadership style obtained is 0.617 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3,1196, which is 2.60, it means that there is no significant difference in all the Parental Education categories in Charismatic Leadership style. The result shows that there is no significant difference between the Parental Education of Groups Above plus-two, Below Plus-two and Plus-two on Charismatic Leadership style of Higher Secondary School Students.

Comparison of mean score of Leadership styles based on Parental occupation of Higher Secondary School students

The comparison of mean scores Coolie, Business and Professional among Higher Secondary School Students for Autocratic Leadership style, Laisses faire Leadership style, Democratic Leadership style, Transactional Leadership style, Transformational Leadership style, and Charismatic Leadership style were calculated. For the investigator used the techniques of ANOVA. The details of statistics are presented in table 33

Table 33*Summary of the One-way ANOVA of Leadership Styles based on Parental Occupation*

| Variables | Source of variance | Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------------------------|--------------------|----------------|------|-------------|-------|-------|
| Autocratic Leadership style | Between Groups | 118.530 | 2 | 59.265 | 0.514 | 0.598 |
| | Within Group | 137895.449 | 1197 | 115.201 | | |
| | Total | 138013.979 | 1199 | | | |
| Laissez faire Leadership style | Between Groups | 1761.528 | 2 | 880.764 | 4.542 | 0.01 |
| | Within Group | 232132.139 | 1197 | 193.928 | | |
| | Total | 233893.667 | 1199 | | | |
| Democratic Leadership style | Between Groups | 489.817 | 2 | 244.908 | 2.026 | 0.132 |
| | Within Group | 144714.163 | 1197 | 120.897 | | |
| | Total | 145203.979 | 1199 | | | |
| Transactional Leadership style | Between Groups | 533.303 | 2 | 266.652 | 5.213 | 0.01 |
| | Within Group | 61222.613 | 1197 | 51.147 | | |
| | Total | 61755.917 | 1199 | | | |
| Transformational Leadership style | Between Groups | 322.827 | 2 | 161.414 | 0.830 | 0.436 |
| | Within Group | 232737.152 | 1197 | 194.434 | | |
| | Total | 233059.979 | 1199 | | | |
| Charismatic Leadership style | Between Groups | 2108.302 | 2 | 1054.151 | 4.217 | 0.01 |
| | Within Group | 299211.364 | 1197 | 249.968 | | |
| | Total | 301319.667 | 1199 | | | |

From the table it can be seen that the F value of Autocratic Leadership style obtained is 0.514 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 2,1197, which is 2.60, it means that there is no significant difference in all the parental occupation categories in Autocratic Leadership style. The result shows that there is no significant difference between the Parental occupation of Groups Coolie, Business and professional on Autocratic Leadership style of Higher Secondary School Students.

The F value of Laisses faire Leadership style obtained is 4.542 which is less than the F-value required for significance at 0.01 level with degrees of freedom at 2,1197, which is 3.79, it means that there is no significant difference in all the parental occupation categories in Laisses faire Leadership style. The result shows that there is significant difference between the Parental occupation of Groups Coolie, Business and professional on Laisses faire Leadership style of Higher Secondary School Students.

The data and result of the Post-hoc test of Laisses faire Leadership style for Parental occupation in the Higher Secondary School Students statistical details are represent table 34.

Table 34

The Post-hoc Test of Laisses Faire Leadership Style for Parental Occupation

| Parental Occupation | Group Compared | Mean Difference | Std Error | Sig. |
|---------------------|----------------|-----------------|-----------|------|
| Coolie | Business | 2.874 | 1.108 | 0.01 |
| Business | Coolie | -2.842 | 1.108 | 0.01 |
| | Professional | -3.879 | 1.369 | 0.01 |
| Professional | Business | 3.879 | 1.369 | 0.01 |

Post-hoc comparisons using the Scheffe test indicated that the Parental occupation of Coolie and Business having mean difference (2.874) shows significant difference in Laisses faire Leadership style. Therefore, there is significant difference in parental occupation of Coolie and Business on Laisses faire Leadership style. The Parental occupation of Coolie is higher than the Business on Laisses faire Leadership style of Higher Secondary School Students.

The Parental occupation of Business and Coolie having mean difference (-2.874) shows significant difference in Laisses faire Leadership style. Therefore, there is significant difference in parental occupation of Business and Coolie on

Laisses faire Leadership style. The Parental occupation of Business is lower than the Coolie on Laisses faire Leadership style of Higher Secondary School Students. The Parental occupation of Business and Professional having mean difference (-3.879) shows significant difference in Laisses faire Leadership style. Therefore, there is significant difference in parental occupation of Business and Professional on Laisses faire Leadership style. The Parental occupation of Business is lower than the Professional on Laisses faire Leadership style of Higher Secondary School Students.

The Parental occupation of Professional and Business having mean difference (3.879) shows significant difference in Laisses faire Leadership style. Therefore, there is significant difference in parental occupation of Professional and Business on Laisses faire Leadership style. The Parental occupation of Professional is Higher than the Business on Laisses faire Leadership style of Higher Secondary School Students.

From the table, F value of Democratic Leadership style obtained is 2.026 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 2,1197, which is 2.60, it means that there is no significant difference in all the parental occupation categories in Democratic Leadership style. The result shows that there is a no significant difference between the Parental occupation of Groups Coolie, Business and professional on Democratic Leadership style of Higher Secondary School Students.

The F value of Transactional Leadership style obtained is 5.213 which is less than the F-value required for significance at 0.01 level with degrees of freedom at 2,1197, which is 3.79, it means that there is significant difference in all the parental occupation categories in Transactional Leadership style. The result shows that there is significant difference between the Parental occupation of Groups Coolie, Business and professional on Transactional Leadership style of Higher Secondary School Students.

The data and result of the Post-hoc test of Transactional Leadership style for Parental occupation in the Higher Secondary School Students statistical details are represent table 35.

Table 35

The Post-hoc Test of Transactional Leadership Style for Parental Occupation

| Parental occupation | Group Compared | Mean Difference | Std Error | Sig. |
|---------------------|----------------|-----------------|-----------|------|
| Coolie | Professional | -3.730 | 0.543 | 0.01 |
| Business | Professional | -3.055 | 0.698 | 0.01 |
| Professional | Coolie | 3.730 | 0.543 | 0.01 |
| | Business | 3.055 | 0.698 | 0.01 |

Post-hoc comparisons using the Scheffe test indicated that the mean difference for Coolie and Professional, Business and Professional, Professional and Coolie and Profession and Business shows significant difference in Parental occupation on Transactional Leadership Style. The Parental occupation of Coolie and Professional having mean difference (-3.730) shows significant difference in Transactional Leadership style. Therefore, there is significant difference in parental occupation of Coolie and Professional on Transactional Leadership style. The Parental occupation of Coolie is lower than the Professional on Transactional Leadership style of Higher Secondary School Students.

The Parental occupation of Business and Professional having mean difference (-3.055) shows significant difference in Transactional Leadership style. Therefore, there is significant difference in parental occupation of Business and Professional on Transactional Leadership style. The Parental occupation of Business is lower than the Professional on Transactional Leadership style of Higher Secondary School Students.

The Parental occupation of Professional and Coolie having mean difference (3.730) shows significant difference in Transactional Leadership style. Therefore, there is significant difference in parental occupation of Professional and Coolie on Transactional Leadership style. The Parental occupation of Professional is higher than the Coolie on Transactional Leadership style of Higher Secondary School Students. The Parental occupation of Professional and Business having mean difference (3.055) shows significant difference in Transactional Leadership style. Therefore, there is significant difference in parental occupation of Professional and Business on Transactional Leadership style. The Parental occupation of Professional is higher than the Business on Transactional Leadership style of Higher Secondary School Students.

The table shows that the F value of Transformational Leadership style obtained is 0.830 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 2,1197, which is 2.60, it means that there is no significant difference in all the parental occupation categories in in Transformational Leadership style. The result shows that there is a no significant difference between the Parental occupation of Groups Coolie, Business and professional on Transformational Leadership style of Higher Secondary School Students.

The F value of Charismatic Leadership style obtained is 4.217 which is less than the F-value required for significance at 0.01 level with degrees of freedom at 2,1197, which is 3.79, it means that there is no significant difference in all the parental occupation categories in Charismatic Leadership style. The result shows that there is significant difference between the Parental occupation of Groups Coolie, Business and professional on Charismatic Leadership style of Higher Secondary School Students.

The data and result of the Post-hoc test of Transactional Leadership style for Parental occupation in the Higher Secondary School Students statistical details are represent table 36.

Table 36

The Post-hoc Test of Charismatic Leadership Style for Parental Occupation

| Parental occupation | Group Compared | Mean Difference | Std Error | Sig. |
|---------------------|----------------|-----------------|-----------|------|
| Coolie | Business | -3.221 | 1.258 | 0.01 |
| Business | Coolie | 3.221 | 1.258 | 0.01 |

Post-hoc comparisons using the Scheffe test indicated that the mean difference for Coolie and Business and Business and Coolie shows significant difference in Parental occupation on Charismatic Leadership style. The Parental occupation of Coolie and Business having mean difference (-3.221) shows significant difference in Charismatic Leadership style. Therefore, there is significant difference in parental occupation of Coolie and Business on Charismatic Leadership style. The Parental occupation of Coolie is lower than the Business on Charismatic Leadership style of Higher Secondary School Students.

The Parental occupation of Business and Coolie having mean difference (3.221) shows significant difference in Charismatic Leadership style. Therefore, there is significant difference in parental occupation of Business and Coolie on Charismatic Leadership style. The Parental occupation of Business is higher than the Coolie on Charismatic Leadership style of Higher Secondary School Students.

Comparison of the Mean Score of Life satisfaction between Boys and Girls of Higher Secondary School Students

To compare the Mean scores of Life satisfaction between boys and Girls Higher Secondary School Students, the investigator used the technique of 't'-Test. The details of the statistics are presented in table 37.

Table 37

Data and Results of the Test of Significance of Difference in Life Satisfaction between Boys and Girls Students

| Sl. No | Sex | N | Mean | Std. Deviation | t' values | Level of Significance |
|--------|-------|-----|--------|----------------|-----------|-----------------------|
| 1 | Boys | 501 | 95.074 | 9.424 | 0.347 | 0.727 |
| 2 | Girls | 699 | 95.270 | 9.850 | | |

From the table, it is found that the mean scores of Life satisfaction obtained for Boys and Girls Higher Secondary School Students are 95.074 and 95.270 respectively. The standard deviations obtained are 9.424 and 9.850 respectively. The calculated 't' value is 0.347. The table value of 't' at 0.05 level of significance is 1.96. Since the calculated 't' value is less than the tabled value, it can be inferred that there is no significant difference in Life satisfaction between Boys and Girls Higher Secondary School Students.

The analysis of the above data shows that the mean score of Boys and the mean score of Girls is not varying. Therefore, there is no significant difference between Boys and Girls on Life satisfaction of Higher Secondary School Students in Kerala.

Comparison of mean score of Life satisfaction based on Birth Order of Higher Secondary School Students.

To find out whether there exist any significant differences in Life satisfaction among the sub group based on Birth order viz Eldest, Middle child, Youngest and Single child, the investigator used the technique of one-way ANOVA. The details of the statistics are given in the table 38.

Table 38

Summary of the One-way ANOVA of Life Satisfaction based on Birth order for Total Sample

| Life satisfaction | Sum of Squares | Degree of Freedom | Mean Square | F | Level of significance |
|-------------------|----------------|-------------------|-------------|-------|-----------------------|
| Between Groups | 300.624 | 3 | 100.208 | 1.071 | 0.360 |
| Within groups | 111854.812 | 1196 | 93.524 | | |
| Total | 112155.437 | 1199 | | | |

From the table it can be seen that the F value obtained is 1.071 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 3/1196, which is 2.60, it means that the four groups have no significant difference in their Life satisfaction.

Comparison of Mean Score of Life satisfaction based on Parental Education of Higher Secondary School Students

To find out whether there exist any significant differences in Life satisfaction among the sub group based on Parental Education viz Above Plus-two, Below Plus-two and Plus-two, the investigator used the techniques of one-way ANOVA. The details of the statistics are given in the table 39.

Table 39

Summary of the One-way ANOVA of Life Satisfaction based on Parental Education for Total Sample

| Life satisfaction | Sum of Squares | Degree of Freedom | Mean Square | F | Level of significance |
|-------------------|----------------|-------------------|-------------|-------|-----------------------|
| Between Groups | 94.181 | 2 | 47.091 | 0.503 | 0.605 |
| Within groups | 112061.256 | 1197 | 93.618 | | |
| Total | 112155.437 | 1199 | | | |

From the table it can be seen that the F value obtained is 0.503 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 2/1196,

which is 3.00, it means that the three groups have no significant difference in their Life satisfaction.

Comparison of Mean Score of Life Satisfaction based on Parental Occupation of Higher Secondary School Students

To find out whether there exist any significant differences in Life satisfaction among the sub group based on Parental occupation viz Coolie, Business and Professional, the investigator used the techniques of one-way ANOVA. The details of the statistics are given in the table 40

Table 40

Summary of the One-way ANOVA of Life Satisfaction based on Parental Occupation for Total Sample

| Life Satisfaction | Sum of Squares | Degree of Freedom | Mean Square | F | Level of significance |
|-------------------|----------------|-------------------|-------------|-------|-----------------------|
| Between Groups | 554.959 | 2 | 277.479 | 2.976 | 0.06 |
| Within groups | 111600.478 | 1196 | 93.233 | | |
| Total | 112155.437 | 1199 | | | |

From the table it can be seen that the F value obtained is 2.976 which is less than the F-value required for significance at 0.05 level with degrees of freedom at 2/1196, which is 3.00, it means that the three groups have no significant difference in their Life satisfaction.

The Main and Interaction Effects of Intelligences on Life Satisfaction of Higher Secondary School Students

To find out the main and interaction effect of independent variable Intelligences on the dependant variable of Life satisfaction, three-way ANOVA with 3×3×3×3 factorial design was carried out separately for the total sample of Intelligences based on Cognitive Intelligence, Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence.

Influence of Intelligences on Life Satisfaction of Higher Secondary School Students

Main and interaction effect of Intelligences on Life satisfaction for total sample was calculated. The result of $3 \times 3 \times 3 \times 3$ factorial design ANOVA of the main and interaction effect of Intelligences on Life satisfaction for total sample are obtainable in table 41.

Table 41

Summary of $3 \times 3 \times 3 \times 3$ Factorial Design ANOVA of Intelligences on Life Satisfaction of Higher Secondary School Students for Total Sample

| Source of Variance | Sum of Squares | Df | Mean Square | F | Sig. |
|--|----------------|------|-------------|--------|-------|
| Cognitive Intelligence | 403.299 | 2 | 201.649 | 2.482 | 0.084 |
| Spiritual Intelligence | 429.607 | 2 | 214.804 | 2.644 | 0.008 |
| Emotional Intelligence | 478.180 | 2 | 239.090 | 2.942 | 0.053 |
| Social Intelligence | 182.141 | 2 | 91.071 | 1.121 | 0.326 |
| Moral Intelligence | 3058.494 | 2 | 1529.247 | 18.820 | 0.000 |
| Cognitive Intelligence* Spiritual Intelligence * Emotional Intelligence * Social Intelligence * Moral Intelligence | 14716.698 | 32 | 459.897 | 5.660 | 0.000 |
| Error | 85156.641 | 1048 | | | |

Main Effects

Influence of Cognitive Intelligence on Life Satisfaction for Total Sample

Table 41 indicate that the F value for Cognitive Intelligence is 2.482 which is no significant at 0.05 level with degree of freedom 2,1198 is 3.00. The obtained F value is less than the tabled value at 0.05 level of significance. Therefore, there exist no significant difference in the mean scores of Life satisfaction of higher secondary school students for the Cognitive Intelligence groups i.e., low level, moderate level

and high level Cognitive Intelligence groups no differ significantly. Thus, there is no significant influence of Cognitive Intelligence on Life satisfaction for total sample.

Influence of Spiritual Intelligence on Life Satisfaction for Total Sample

Table 41, indicate that the F value for Spiritual Intelligence is 2.644, which is significant at 0.05 level with degree of freedom of 2,1198, which is 3.00. The obtained F value is less than the tabled value at 0.05 level of significance. Therefore, there exist no significant difference in the mean scores of Life satisfaction of higher secondary school students for the Spiritual Intelligence groups i.e., low level, moderate level and high level of Spiritual Intelligence groups no differ significantly. Thus, there is no significant influence of Spiritual Intelligence on Life satisfaction for total sample.

Influence of Emotional Intelligence on Life Satisfaction for Total Sample

Table 41, indicate that the F value for Emotional Intelligence is 2.644, which is not significant at 0.05 level with degree of freedom of 2,1198, which is 3.00. The obtained F value is less than the tabled value at 0.05 level of significance. Therefore, there exist no significant difference in the mean scores of Life satisfaction of higher secondary school students for the Emotional Intelligence groups i.e., low level, moderate level and high level of Emotional Intelligence groups no differ significantly. Thus, there is no significant influence of Emotional Intelligence on Life satisfaction for total sample.

Influence of Social Intelligence on Life Satisfaction for Total Sample

Table 41, indicate that the F value for Social Intelligence is 2.942, which is not significant at 0.05 level with degree of freedom of 2,1198, which is 3.00. The obtained F value is less than the tabled value at 0.05 level of significance. Therefore, there exist no significant difference in the mean scores of Life satisfaction of higher

secondary school students for the Social Intelligence groups i.e., low level, moderate level and high level of Social Intelligence groups no differ significantly. Thus, there is no significant influence of Social Intelligence on Life satisfaction for total sample.

Influence of Moral Intelligence on Life Satisfaction for Total Sample

Table 41, indicate that the F value for Moral Intelligence is 18.820, which is significant at 0.05 level with degree of freedom of 2,1198, which is 3.00. The obtained F value is greater than the tabled value at 0.05 level of significance. Therefore, there exist significant difference in the mean scores of Life satisfaction of higher secondary school students for the Moral Intelligence groups i.e., low level, moderate level and high level of Moral Intelligence groups differ significantly. Thus, there is significant influence of Moral Intelligence on Life satisfaction for total sample.

Scheffes' test was used for the Post-hoc comparison to know which group's mean score of Moral Intelligence is significantly higher. The result of Scheffes' test of Post-hoc comparison of mean scores of Life satisfaction of Higher Secondary School Students for total sample among three groups of Moral Intelligence are presented in Table 42.

Table 42

Summary of Post-hoc Test of Life Satisfaction for Total Sample by Moral Intelligence Group

| Variables | Moral Intelligence group | Mean difference | Std. Error | P | |
|-------------------|--------------------------|-----------------|------------|-------|------|
| Life Satisfaction | High | Moderate | 5.446 | 0.690 | 0.01 |
| | | Low | 10.805 | 0.934 | 0.01 |
| | Moderate | High | -5.446 | 0.690 | 0.01 |
| | | Low | 5.360 | 0.771 | 0.01 |
| | Low | High | 10.805 | 0.934 | 0.01 |
| | | Moderate | -5.360 | 0.771 | 0.01 |

From the table 42 it is evident that mean difference scores of high group and moderate group of Moral Intelligence are 5.446, which is significant at 0.01, and mean difference scores of high group and low group of Moral Intelligence is 10.805, which is significant at 0.01. This point outs that there exists significant difference in the Life satisfaction of Higher Secondary School Students with high level is difference in moderate level and low level of Moral Intelligence. Mean difference scores of moderate group and high group of Moral Intelligence is -5.446, which is significant at 0.01, and mean difference scores of moderate group low group of Intelligence is 5.360, which is significant at 0.01. This point outs that significant difference in the Life satisfaction of Higher Secondary School Students with moderate level difference high level and low level of Moral Intelligence. Mean difference scores of low-level group and high group of Intelligence is 10.805, which is significant at 0.01, and mean difference scores of low-level group and moderate group of Moral Intelligence is -5.360, which is significant at 0.01. This point outs that there significant difference in the Life satisfaction of Higher Secondary School Students with low level difference high level and moderate level of Moral Intelligence.

Therefore, it is the evident that high level group, moderate level group and low5 level group differ significantly in Life satisfaction for total sample of Moral Intelligence. Mean score of high-level Moral Intelligence group is higher than that of low and moderate levels of Moral Intelligence group.

Interaction Effect of Intelligences on Life Satisfaction for Total sample

Table shows that the F value of Interaction effect of Intelligences on life satisfaction is 1.284. The tabled value of F at 0.05 level of significance with degrees of freedom (141,1048) is 1.00. The obtained F value is greater than the tabled value at 0.05 level of significance. So, it can be concluded that the Interaction effect of

Intelligences on Life satisfaction of Higher Secondary School Students is significant influence at 0.05 level.

The Main Effects of Leadership Styles on Life Satisfaction of Higher Secondary School Students

The main effect of independent variable types of Leadership styles on the dependant variable of life satisfaction. Three-way ANOVA with $3 \times 3 \times 3 \times 3 \times 3$ factorial design was carried out separately for the total sample of Leadership based on Autocratic Leadership style, Laisses faire Leadership style, Democratic Leadership style, Transactional Leadership style, Transformational Leadership style and Charismatic Leadership styles.

Influence of Leadership Styles on Life Satisfaction of Higher Secondary School Students

Main and interaction effect of Leadership styles on Life satisfaction for total sample was calculated. The result of $3 \times 3 \times 3 \times 3 \times 3$ factorial design ANOVA of the main effect of Leadership styles on Life satisfaction for total sample are obtainable in table 43.

Table 43

Summary of $3 \times 3 \times 3 \times 3 \times 3$ Factorial Design ANOVA of Leadership Styles on Life Satisfaction of Higher Secondary School Students for Total Sample

| Source of Variance | Sum of Squares | Df | Mean Square | F | Sig. |
|-----------------------------------|----------------|------|-------------|--------|------|
| Autocratic Leadership style | 321.571 | 2 | 160.786 | 1.823 | .162 |
| Laisses faire Leadership style | 719.390 | 2 | 359.695 | 4.078 | .017 |
| Democratic Leadership style | 1991.995 | 2 | 995.998 | 11.292 | .000 |
| Transactional Leadership style | 67.736 | 2 | 33.868 | 0.384 | .681 |
| Transformational Leadership style | 2235.405 | 2 | 1117.703 | 12.672 | .000 |
| Charismatic Leadership style | 1737.159 | 2 | 868.579 | 9.848 | .000 |
| Error | 104696.411 | 1187 | 88.203 | | |

Main Effects

Influence of Autocratic Leadership Style on Life Satisfaction for Total Sample

Table 43 shows that the F value for Autocratic Leadership style is 1.823, which is not significant at 0.05 level with degree of freedom of 2,1198, which is 3.00. The obtained F value is less than the tabled value at 0.05 level of significance. Therefore, there exist no significant difference in the mean scores of Life satisfaction of higher secondary school students for the Autocratic Leadership style groups i.e., low level, moderate level and high level of Autocratic Leadership style groups no differ significantly. Thus, there is no significant influence of Autocratic Leadership style on Life satisfaction for total sample.

Influence of Laisses Faire Leadership style on Life Satisfaction for Total Sample

Table 43 indicates that the F value for Laisses faire Leadership style is 4.078, which is significant at 0.05 level with degree of freedom of 2,1198, which is 3.00. The obtained F value is greater than the tabled value at 0.05 level of significance. There exist main effect Laisses faire Leadership style on Life satisfaction of Higher Secondary School Students. Thus, there is significant influence of Laisses faire Leadership style on Life satisfaction of Higher Secondary School Students for total sample.

Influence of Democratic Leadership Style on Life Satisfaction for Total Sample

Table 43 indicate that the F value for Democratic Leadership style is obtained 11.686, which is significant at 0.01 level with degree of freedom of 2/1198, which is 4.62. The obtained F value is greater than the tabled value at 0.01 level of significance. Therefore, there exist main effect Democratic Leadership style on Life satisfaction of Higher Secondary School Students. Thus, there is significant influence of Democratic Leadership style on Life satisfaction of Higher Secondary School Students for total sample.

Scheffes' test was used for the Post-hoc comparison to know which group's mean score of Democratic Leadership style is significantly higher. The result of Scheffes' test of Post-hoc comparison of mean scores of Life satisfaction of Higher Secondary School Students for total sample among three groups of Democratic Leadership style are presented in Table 44.

Table 44

Summary of Post-hoc Test of Life Satisfaction for Total Sample based on Democratic Leadership Style Group

| Variables | Moral Intelligence Group | Mean difference | Std. Error | P |
|-------------------|--------------------------|-----------------|------------|------|
| Life Satisfaction | High Moderate | 2.840 | 0.689 | 0.01 |
| | Low | 3.747 | 0.846 | 0.01 |

From the table 44 it is evident that mean difference scores of high group and moderate group of Democratic Leadership style are 2.840, which is significant at 0.01. This shows that there is significant influence in the Life satisfaction of higher secondary school students with high and moderate group of Democratic Leadership style. Mean difference scores of high group and low group of Democratic Leadership style are 3.747, which is significant at 0.01. This shows that there is significant influence in the Life satisfaction of higher secondary school students with high and low groups of the Democratic Leadership style.

Therefore, it is evident that high level, moderate and low groups differ significantly in Life satisfaction for total sample of Democratic Leadership style. Mean score of high group of Democratic Leadership style is higher than low and moderate groups of Democratic Leadership style group.

Influence of Transactional Leadership Style on Life Satisfaction for Total Sample

Table 44 indicate that the F value for Transactional Leadership style is obtained 0.474, which is not significant at 0.05 level with degree of freedom of 2,1198, which is 3.00. The obtained F value is less than the tabled value at 0.05 level

of significance. Therefore, there exist no significant difference in the mean scores of Life satisfaction of higher secondary school students for the Transactional Leadership style groups i.e., low level, moderate level and high level of Transactional Leadership style groups no differ significantly. Thus, there is no significant influence of Transactional Leadership style on Life satisfaction for total sample.

Influence of Transformational Leadership Style on Life Satisfaction for Total Sample

Table 44 indicate that the F value for Transformational Leadership style is 11.664, which is significant at 0.01 level with degree of freedom of 2/1198, which is 4.62. The obtained F value is greater than the tabled value at 0.01 level of significance. Therefore, there exist main effect Transformational Leadership style on Life satisfaction of Higher Secondary School Students. Thus, there is significant influence of Transformational Leadership style on Life satisfaction of Higher Secondary School Students for total sample.

Scheffes’ test was used for the Post-hoc comparison to know which group’s mean score of Transformational Leadership style is significantly higher. The result of Scheffes’ test of Post-hoc comparison of mean scores of Life satisfaction of Higher Secondary School Students for total sample among three groups of Transformational Leadership style are presented in Table 45.

Table 45

Summary of Post-hoc Test of Life Satisfaction for Total Sample based on Transformational Leadership Style Group

| Variables | Moral Intelligence group | Mean difference | Std. Error | P | |
|-------------------|--------------------------|-----------------|------------|-------|------|
| Life Satisfaction | High | Moderate | 4.251 | 0.804 | 0.01 |
| | | Low | 5.672 | 0.918 | 0.01 |

From the table 45, mean difference scores of high group and moderate group of Transformational Leadership style are 4.251, which is significant at 0.01. This shows that there is significant difference in the Life satisfaction of higher secondary school students with high group and moderate group of Transformational Leadership style. Mean difference scores of high group and low group of Transformational Leadership style are 5.672, which is significant at 0.01. This shows that there is significant influence in the Life satisfaction of higher secondary school students with high group and low group of Transformational Leadership style.

Therefore, it is evident that high level group, moderate level group and low level group differ significantly in Life satisfaction for total sample of Transformational Leadership style. Mean score of high-level Democratic Leadership style group is higher than that of low and moderate levels of Transformational Leadership style group.

Influence of Charismatic Leadership Style on Life Satisfaction for Total Sample

Table 45 indicate that the F value of main effect of Charismatic Leadership style is obtained 18.949 the tabled value of F at 0.01 level of significance with degree of freedom (2/1198) is 4.62. The obtained F value is greater than the tabled value at 0.01 level of significance. Therefore, there exists main effect of Charismatic Leadership style on Life satisfaction of Higher Secondary School Students. Thus, there is significant influence of Charismatic Leadership style on Life satisfaction of Higher Secondary School Students for total sample.

Scheffes' test was used for the Post-hoc comparison to know which group's mean score of Charismatic Leadership style is significantly higher. The result of Scheffes' test of Post-hoc comparison of mean scores of Life satisfaction of Higher Secondary School Students for total sample among three groups of Charismatic Leadership style are presented in Table 46.

Table 46

Summary of Post-hoc Test of Life Satisfaction for Total Sample by Charismatic Leadership Style Group

| Variables | Moral Intelligence group | Mean difference | Std. Error | P | |
|-------------------|--------------------------|-----------------|------------|-------|------|
| Life Satisfaction | High | Moderate | 2.584 | 0.698 | 0.01 |
| | | Low | 2.935 | 0.823 | 0.01 |

From the table 46 it is evident that mean difference scores of high and moderate groups of Charismatic Leadership style are 2.584, which is significant at 0.01. This shows that there is significant influence in the Life satisfaction of higher secondary school students with high and moderate group of Charismatic Leadership style. Mean difference scores of high and low groups of Charismatic Leadership style are 2.935, which is significant at 0.01. This shows that there is significant influence in the Life satisfaction of higher secondary school students with high and low groups of the Charismatic Leadership style.

Therefore, it is evident that high, moderate and low groups differ significantly in Life satisfaction for total sample of Transformational Leadership style. Mean score of high groups of Democratic Leadership style is higher than that of low and moderate groups of Transformational Leadership style

Individual and Joint Contributions of Intelligences and Leadership Styles on Life Satisfaction of Higher Secondary School Students

Multiple correlation and regression analysis has been used to know the individual and joint contributions of Intelligences and Leadership styles in predicting Life satisfaction of Higher Secondary School Students.

Multiple Regression Analysis for Life Satisfaction with the Predictors' of Intelligences

The model summary of multiple regression analysis is presented in table 47

Table 47

R, R², and Adjusted R² for Model

| R | R Square | Adjusted R Square |
|-------|----------|-------------------|
| 0.653 | 0.426 | 0.424 |

Pearson correlation coefficient between the scores predicted by the regression model (i.e., the predicted scores) and the actual values of the dependent variable (i.e. Life satisfaction) is 0.653 indicate a high level of association. R² for the overall model was 0.426 with an adjusted R² 0.424, which indicate that 42.4 percent of the variation in the Life satisfaction can be explained by the regression model developed with predictor variables Intelligences.

The statistical significance of the overall model (i.e., the model containing all independent variables) is presented in the table 48.

Table 48

Statistical Significance of the Overall Model

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|------------|----------------|------|-------------|---------|-------|
| Regression | 47772.208 | 5 | 9554.442 | | |
| 1 Residual | 64383.228 | 1194 | 53.922 | 177.189 | 0.001 |
| Total | 112155.437 | 1199 | | | |

From the table, it is clear that predicted variables of Intelligences are statistically significant predictors of Life satisfaction, $F(5, 1194) = 177.189, p < 0.01$.

Data and details of regression coefficients and individual contribution are presented in table 49,

Table 49*Details of Regression Coefficients and Individual Contribution*

| Predictors | Unstandardized Coefficients (b) | Standardized Coefficients (β) | t | Sig. | Percentage of Individual Contribution |
|------------------------|---------------------------------|---------------------------------------|--------|-------|---------------------------------------|
| (Constant) | 43.754 | | 20.197 | 0.000 | |
| Cognitive Intelligence | 0.100 | 0.056 | 2.490 | 0.013 | 7.34 |
| Spiritual Intelligence | 0.183 | 0.212 | 4.465 | 0.000 | 27.78 |
| Emotional Intelligence | 0.266 | 0.169 | 4.656 | 0.000 | 22.15 |
| Social Intelligence | 0.437 | 0.321 | 9.586 | 0.000 | 7.34 |
| Moral Intelligence | 0.007 | 0.005 | 0.128 | 0.898 | 0.65 |

Table 49 indicates the t-value in each predictor variable, which shows that the b – value obtained differ significantly from zero. Hence the Intelligences are Cognitive Intelligence, Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence.

The regression model using obtained b – value can be expressed as,

$$Y^1 = 43.754 + 0.100 X_1 + 0.183 X_2 + 0.266 X_3 + 0.437 X_4 + 0.007 X_5$$

Where Y^1 is the predicted value of Life satisfaction, X_1 score on Cognitive Intelligence, X_2 score on Spiritual Intelligence, X_3 score on Emotional Intelligence, X_4 score on Social Intelligence and X_5 score on Moral Intelligence.

The standardized Beta value of the predictors was used to derive the equation for predicting the standardized value of Life satisfaction.

$$Z^1 = 0.056 Z_1 + 0.212 Z_2 + 0.169 Z_3 + 0.321 Z_4 + 0.005 Z_5$$

Where Z^1 is the predicted standard score of Life satisfaction, Z_1, Z_2, Z_3, Z_4 and Z_5 being the standard score of Cognitive Intelligence, Spiritual Intelligence, Emotional Intelligence, Social Intelligence and Moral Intelligence respectively.

Table 49 shows that the b value obtained for Cognitive Intelligence is 0.100, it means that the negligible increase in the score of Life satisfaction is 0.100 for negligible increase in each unit of Cognitive Intelligence score. β value of 0.056 indicates that as Cognitive Intelligence score negligible by one standard deviation, Life satisfaction negligible increase by 0.056 standard deviation, provided the effect of other predictors are kept constant. The individual contribution of Cognitive Intelligence to the model is 7.34%.

Table 49 shows that the b value obtained for Spiritual Intelligence is 0.183, it means that slightly increase in the score of Life satisfaction is 0.183 for slightly increase in each unit of Spiritual Intelligence score. β value of 0.212 indicates that as Spiritual Intelligence score slightly increase by one standard deviation, Life satisfaction slightly increases by 0.212 standard deviation, provided the effect of other predictors are kept constant. The individual contribution of Spiritual Intelligence to the model is 27.78%

Table 49 shows that the b value obtained for Emotional Intelligence is 0.266, it means that small increase in the score of Life satisfaction is 0.266 for small increase in each unit of Emotional Intelligence score. β value of 0.169 indicates that as Emotional Intelligence score small increase by one standard deviation, Life satisfaction small increase by 0.169 standard deviation, provided the effect of other predictors are kept constant. The individual contribution of Emotional Intelligence to the model is 22.15%

Table 49 shows that the b value obtained for Social Intelligence is 0.437, it means that moderate increase in the score of Life satisfaction is 0.437 for moderate

increase in each unit of Social Intelligence score. β value of 0.321 indicates that as Social Intelligence score moderate increase by one standard deviation, Life satisfaction moderate increase by 0.321 standard deviation, provided the effect of other predictors are kept constant. The individual contribution of Social Intelligence to the model is 42.07%

Table 49 shows that the b value obtained for Moral Intelligence is 0.007, it means that moderate increase in the score of Life satisfaction is 0.007 for moderate increase in each unit of Moral Intelligence score. β value of 0.005 indicates that as Moral Intelligence score moderate increase by one standard deviation, Life satisfaction moderate increase by 0.005 standard deviation, provided the effect of other predictors are kept constant. The individual contribution of Moral Intelligence to the model is 0.65%

Multiple Regression Analysis for Life Satisfaction with the Predictors of Leadership Style

The model summary of multiple regression analysis is presented in table 50.

Table 50
R, R², and Adjusted R² for Model

| R | R Square | Adjusted R Square |
|------|----------|-------------------|
| 0.08 | 0.008 | 0.002 |

Pearson correlation coefficient between the scores predicted by the regression model (i.e., the predicted scores) and the actual values of the dependent variable (i.e. Life satisfaction) is 0.087 indicate a high level of association. R² for the overall model was 0.008 with an adjusted R² 0.002, which indicate that 8% percent of the variation in the Life satisfaction can be explained by the regression model developed with predictor variables Leadership styles.

The statistical significance of the overall model (i.e., the model containing all independent variables) is presented in the table 51.

Table 51

Statistical Significance of the Overall Model

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|------------|----------------|------|-------------|--------|------|
| Regression | 8879.523 | 6 | 1479.920 | | |
| 1 Residual | 103275.914 | 1193 | 86.568 | 17.095 | .000 |
| Total | 112155.437 | 1199 | | | |

From the table, it is clear that predicted variable of Leadership styles are statistically significant predictors of Life satisfaction,, $F(6, 1193) = 17.095, p < 0.01$.

Data and details of regression coefficients and individual contribution are presented in table 52.

Table 52

Details of Regression Coefficients and Individual Contribution

| Predictors | Unstandardized Coefficients (b) | Standardized Coefficients (β) | t | Sig. | Percentage of Individual Contribution |
|-----------------------------------|---------------------------------|---------------------------------------|--------|-------|---------------------------------------|
| (Constant) | 85.523 | | 64.802 | 0.000 | |
| Autocratic Leadership Style | 0.015 | 0.017 | 0.592 | 0.554 | 3.19 |
| Laissez faire Leadership Style | 0.021 | 0.030 | 1.005 | 0.315 | 5.63 |
| Democratic Leadership Style | 0.175 | 0.199 | 6.599 | 0.000 | 32.89 |
| Transactional Leadership Style | -0.038 | 0.028 | 1.011 | 0.312 | 5.26 |
| Transformational Leadership Style | 0.109 | 0.143 | 5.038 | 0.000 | 20.48 |
| Charismatic Leadership Style | 0.104 | 0.171 | 5.492 | 0.000 | 19.54 |

Table 52 indicates that the t-value in each predictor variable, which shows that the b – value obtained differ significantly from zero. Hence the Leadership styles are Autocratic Leadership style, Laisses faire Leadership style, Democratic Leadership style, Transactional Leadership style, Transformational Leadership style and Charismatic Leadership Style.

The regression model using obtained b – value can be expressed as,

$$Y^1 = 85.523 + 0.015 X_1 + 0.021 X_2 + 0.175 X_3 + 0.038 X_4 + 0.109 X_5 + 1.104 X_6$$

Significant predictors of the regression model using obtained b – value can be expressed as,

$$Y^1 = 85.523 + 0.175 X_3 + 0.109 X_5 + 1.104 X_6$$

Where Y^1 is the predicted value of Life satisfaction, X_1 score on Autocratic Leadership style, X_2 score on Laisses faire Leadership style, X_3 score on Democratic Leadership style, X_4 score on Transactional Leadership style, X_5 score on Transformational Leadership style, X_6 score on Charismatic Leadership Style

The standardized Beta value of the predictors was used to derive the equation for predicting the standardized value of Life satisfaction.

$$Z^1 = 0.199 Z_3 + 0.143 Z_5 + 0.171 Z_6$$

Where Z^1 is the predicted standard score of Life satisfaction, Z_1, Z_2, Z_3, Z_4, Z_5 and Z_6 being the standard score of Autocratic Leadership style, Laisses faire Leadership style, Democratic Leadership style, Transactional Leadership style, Transformational Leadership style, Bureaucratic Leadership Style and Charismatic Leadership Style respectively.

Table 52 shows that the b- value obtained for Autocratic Leadership style is 0.015, it means that the weak positive relationship in the score of Life satisfaction is

0.015 for weak positive relationship in each unit of Autocratic Leadership style score. A β value of 0.017 indicates that as Autocratic Leadership style score no effect by one standard deviation, Life satisfaction no effect by 0.017 standard deviation, provided the no effect of other predictors are kept constant. The individual contribution of autocratic Leadership style to the model is 3.19%.

Table 52 shows that the b value obtained for Laisses faire Leadership style is 0.021, it means that one unit in weak positive relationship in the score of Life satisfaction is 0.021for weak positive relationship in each unit of Laisses faire Leadership style score. β value of 0.030 indicates that as Laisses faire Leadership style score no effect by one standard deviation, Life satisfaction no effect by 0.030standard deviation, provided the no effect of other predictors are kept constant. The individual contribution of Laisses faire Leadership style to the model is 5.63%

Table 52 shows that the b value obtained for Democratic Leadership style is 0.175, it means that positive high increase in the score of Life satisfaction is 0.175 for positive high increase in each unit of Democratic Leadership style score. β value of 0.199 indicates that as Democratic Leadership style score negligible increase by one standard deviation, Life satisfaction no effect by 0.202 standard deviation, provided the effect of other predictors are kept constant. The individual contribution of Democratic Leadership style to the model is 32.89 %

Table 52 shows that the b value obtained for Transactional Leadership style is 0.038, it means that positive small increase in the score of Life satisfaction is 0.038for positive small increase in each unit of Transactional Leadership style score. β value of 0.028 indicates that as Transactional Leadership style score no effect by one standard deviation, Life satisfaction moderate increase by 0.038standard

deviation, provided the effect of other predictors are kept constant. The individual contribution of Transactional Leadership style to the model is 5.26%

Table 52 shows that the b value obtained for Transformational Leadership style is 0.108, it means that moderate increase in the score of Life satisfaction is 0.108 for moderate increase in each unit of Transformational Leadership style score. β value of 0.143 indicates that as Transformational Leadership style score moderate increase by one standard deviation, Life satisfaction moderate increase by 0.143 standard deviation, provided the effect of other predictors are kept constant. The individual contribution of Transformational Leadership style to the model is 20.48%

Table 52 shows that the b value obtained for Charismatic Leadership style is 0.104, it means that weak positive increase in the score of Life satisfaction is 0.104 for weak positive increase in each unit of Charismatic Leadership style score. β value of 0.171 indicates that as Charismatic Leadership style score weak positive increase by one standard deviation, Life satisfaction moderate increase by 0.171 standard deviation, provided the effect of other predictors are kept constant. The individual contribution of Charismatic Leadership style to the model is 19.54%

Conclusion

This chapter provided a detailed analysis of the key aspects related to Influence of Intelligence and Leadership styles on Life satisfaction of higher secondary school students in Kerala. Through a systematic approach, investigator examined relationships of variables, significant differences of total sample and subsamples, main and interaction effect and regression analysis that offer deeper

insights into the subject. The findings highlight important implications, reinforcing existing knowledge while also revealing next perspectives.

Despite certain limitations, the analysis contributes to a better understanding of Influence of Intelligence and Leadership styles on Life satisfaction of higher secondary school students in Kerala and sets the stage for further discussion. In the following chapter, we will explore the broader findings of these implications and their significance in the wider context of the study.

SUMMARY OF FINDINGS & CONCLUSION

- ❖ *Study in Retrospect*
- ❖ *Major Findings of the Study*
- ❖ *Tenability of Hypotheses*
- ❖ *Conclusion*

SUMMARY AND CONCLUSION

In this chapter an overview of the vital aspects of the performing the phases of the study, the major findings of the study and their educational implication, suggestion for improving educational practices and suggestions for further research are presented in brief. This chapter is organized under the following headings

- Study in retrospect
- Major findings of the study
- Tenability of hypotheses
- Conclusions

Study in Retrospect

The various aspects in the different stage of the present investigations like the Title, variables, objectives, hypotheses, methodology used are viewed retrospectively.

Restatement of the Problem

The present study is planned to find out the influence of two independent variables Intelligence and Leadership styles on dependent variable Life satisfaction among higher Secondary School Students. Hence the present study entitled as **“Influence of Intelligences and Leadership styles on Life satisfaction among Higher Secondary School Students in Kerala.”**

Variables of the Study

The variables involved in the present study are:

Independent Variable

The independent variables selected for the study are Intelligences and Leadership styles. Different types of Intelligence and Leadership styles are given below:

Intelligences.

- a. Cognitive Intelligence
- b. Spiritual Intelligence
- c. Emotional Intelligence
- d. Social Intelligence
- e. Moral Intelligence

Leadership Styles.

- a. Autocratic Leadership style
- b. Laisses faire Leadership style
- c. Democratic Leadership style
- d. Transactional Leadership style
- e. Transformational Leadership style
- f. Charismatic Leadership style

Dependent Variable

Life Satisfaction is the dependent variable selected for the study.

Objectives of the Study

- 1. To find out the extent of relationship between Intelligences and Leadership Styles on Life Satisfaction of Higher Secondary school students in Kerala.
- 2. To find out the significant differences in Intelligences, Leadership Styles and Life Satisfaction of Higher Secondary school students in Kerala for the subsamples based on;
 - a. Sex
 - b. Birth order
 - c. Parents' qualification
 - d. Parents' occupation

3. To find out the main and interaction effects of Intelligences and main effect of Leadership Styles on Life Satisfaction of Higher Secondary school students in Kerala.
4. To find the Individual and joint contributions of Intelligences and leadership styles on Life satisfaction of Higher Secondary school students in Kerala.

Hypotheses of the Study

1. There is no significant relationship between Intelligences, Leadership Styles on Life Satisfaction of Higher Secondary school students in Kerala.
2. There is no significant differences in Intelligences, Leadership Styles and Life Satisfaction in the subsamples based on;
 - a. Sex
 - b. Birth order
 - c. Parents' qualification
 - d. Parental occupation
3. There is no significant main and interaction effects of Intelligences and main effects of Leadership Styles on Life Satisfaction of Higher Secondary school students in Kerala.
4. There is no significant individual and joint Contribution of Intelligences and Leadership Styles on Life Satisfaction of Higher Secondary school students in Kerala.

Methodology of the Study

Design

The study is quantitative in nature and uses a survey method. It follows a correlational and causal-comparative design, employing descriptive and inferential statistical techniques.

Sample for the Study

The population for the present study covers the Higher Secondary School Students in Kerala state. Stratified random sample technique was used on the basis of Sex, Birth order, Parental qualification and Parental occupation. The study was conducted on 1200 Higher Secondary School students from 48 schools of Wayanad, Kozhikode, Malappuram, Palakkad, Trissur, Kollam, Kottayam and Thiruvananthapuram districts.

Tools used for the Study

Data collection is one of the major parts of the research process. The selection of a valid and reliable tool for data collection requires specific attention from the researcher. Tools are the instruments utilized for the acquisition of data. The tool or technique may vary as per the complexity, design, administration and interpretation of the research. In this study, all the tools were prepared by the investigator with the help of supervising teacher.

The investigator used the following tools for the study;

1. Cognitive Intelligence Test (Sabanath & Mohammed, 2023)
2. Intelligence Scale (Sabanath & Mohammed, 2023)
3. Leadership Styles Inventory (Sabanath M. & Mohammed, 2023)
4. Life Satisfaction Scale (Sabanath & Mohammed, 2023)
5. General data cum Response Sheet.

Statistical Techniques

Statistical techniques used in the present study are

- Preliminary analysis
- Pearson's Product Moment Coefficient of Correlation

- Test of significance of difference between means (t-test)
- One way Analysis of Variance (ANOVA)
- Multiple regression analysis

Major Findings of the Study

The findings of the study are summarised as the findings of the correlation co-efficient of two independent and dependent variables. The mean difference analysis of the independent and dependent variables based on gender, birth order, parental qualification and parental occupation. The main effects of two independent variables, Intelligences and Leadership styles, on the dependent variable Life satisfaction and the first order interaction effects of independent variable Intelligences on the dependent variable Life satisfaction.

Correlation Co-efficient

Pearson's product moment coefficient of correlation was done to know whether there exists any significant relationship between Intelligences and Life satisfaction, Leadership styles and Life satisfaction.

1. There exists a significant negligible and positive relationship between the variables Cognitive Intelligence and Life satisfaction ($r = 0.202$)
2. There exists a significant high and positive relationship between the variables Spiritual Intelligence and Life satisfaction ($r = 0.617$)
3. There exists a significant moderate and positive relationship between the variables Emotional Intelligence and Life satisfaction ($r = 0.569$)
4. There exists a significant high and positive relationship between the variables Social Intelligence and Life satisfaction ($r = 0.610$)
5. There exists a significant high and positive relationship between the variables Moral Intelligence and Life satisfaction ($r = 0.573$)

6. There exists a significant zero and negative relationship between the variables Autocratic Leadership style and Life satisfaction ($r = -0.034$)
7. There exists no significant relationship between the variables Laisses faire Leadership style and Life satisfaction ($r = 0.008$)
8. There exists a significant negligible and positive relationship between the variables Democratic Leadership style and Life satisfaction ($r = 0.167$)
9. There exists a significant zero and positive relationship between the variables transactional Leadership style and Life satisfaction ($r = 0.032$)
10. There exists a significant negligible and positive relationship between the variables Transformational Leadership style and Life satisfaction ($r = 0.186$)
11. There exists a significant negligible and positive relationship between the variables Charismatic Leadership style and Life satisfaction ($r = 0.112$)

Mean Difference Analysis

Mean difference analysis was done to know whether there exists any significant difference between male and female, birth order of eldest, middle child, youngest and single child, Parental qualification of above plus-two, below plus-two and plus-two, Parental occupation of Coolie, Business and Profession in their Intelligence, Leadership styles and Life satisfaction.

Mean Difference Analysis of Intelligences

1. There exists no significant difference in Cognitive Intelligence between male and female among higher Secondary School Students ($t = 0.787$)
2. There exists a significant difference in Spiritual Intelligence between male and female among higher Secondary School Students ($t = 3.526$)

3. There exists a significant difference in Emotional Intelligence between male and female among higher Secondary School Students ($t = 4.126$)
4. There exists a significant difference in Social Intelligence between male and female among higher Secondary School Students ($t = 6.326$)
5. There exists a significant difference in Moral Intelligence between male and female among higher Secondary School Students ($t = 4.099$)
6. There exists significant difference in Cognitive intelligence based on the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students ($F = 58.366$)
 - There exists a significant difference in the mean score of eldest and middle child in cognitive Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of eldest and youngest in cognitive Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of eldest and single child in cognitive Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of middle and eldest child in cognitive Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of middle and single child in cognitive Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of youngest and eldest in cognitive Intelligence among higher Secondary School Students

- There exists a significant difference in the mean score of youngest and single child in cognitive Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of single and eldest child in cognitive Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of single and middle child in cognitive Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of single and youngest child in cognitive Intelligence among higher Secondary School Students
7. There exists significant difference in Spiritual intelligence based on the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students ($F= 19.545$)
- There exists a significant difference in the mean score of eldest and youngest in Spiritual Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of eldest and middle child in Spiritual Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of middle and youngest child in Spiritual Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of middle child and single child in Spiritual Intelligence among higher Secondary School Students

- There exists a significant difference in the mean score of youngest and eldest in Spiritual Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of youngest and middle child in Spiritual Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of single and eldest child in Spiritual Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of single child and middle child in Spiritual Intelligence among higher Secondary School Students
8. There exists significant difference in Emotional intelligence based on the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students ($F= 30.092$)
- There exists a significant difference in the mean score of eldest and youngest in Emotional Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of eldest and single child in Emotional Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of middle child and single child in Emotional Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of Youngest and eldest in Emotional Intelligence among higher Secondary School Students

- There exists a significant difference in the mean score of single and eldest child in Emotional Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of single child and middle child in Emotional Intelligence among higher Secondary School Students
9. There exists significant difference in Social Intelligence based on the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students ($F= 20.583$)
- There exists a significant difference in the mean score of eldest and youngest in Social Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of eldest and single child in Social Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of middle child and single child in Social Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of Youngest and eldest in Social Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of single and eldest child in Social Intelligence among higher Secondary School Students
 - There exists a significant difference in the mean score of single child and middle child in Social Intelligence among higher Secondary School Students

10. There exists significant difference in Moral intelligence based on the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students (F= 30.197)

- There exists a significant difference in the mean score of eldest and youngest in Moral Intelligence among higher Secondary School Students
- There exists a significant difference in the mean score of eldest and single child in Moral Intelligence among higher Secondary School Students
- There exists a significant difference in the mean score of middle child and single child in Moral Intelligence among higher Secondary School Students
- There exists a significant difference in the mean score of Youngest and eldest in Moral Intelligence among higher Secondary School Students
- There exists a significant difference in the mean score of single child and eldest in Moral Intelligence among higher Secondary School Students
- There exists a significant difference in the mean score of single child and middle child in Moral Intelligence among higher Secondary School Students

11. There exists significant difference in Cognitive intelligence based on the Parental qualification of groups Below Plus-two, Above Plus-two and Plus-two among higher Secondary School students (F= 14.423)

- There exists significant difference in the mean score of Below Plus-two and Plus-two in Cognitive Intelligence among higher Secondary School Students.

- There exists significant difference in the mean score of Plus-two and Below Plus-two in Cognitive Intelligence among higher Secondary School Students.

12. There exists significant difference in Spiritual intelligence based on the Parental qualification of groups Below Plus-two, Above Plus-two and Plus-two child among higher Secondary School students (F= 8.283)

- There exists significant difference in the mean score of Above Plus-two and Plus-two in Spiritual Intelligence among higher Secondary School Students.
- There exists significant difference in the mean score of Below Plus-two and Plus-two in Spiritual Intelligence among higher Secondary School Students.
- There exists significant difference in the mean score of Plus-two and Above Plus-two in Spiritual Intelligence among higher Secondary School Students.
- There exists significant difference in the mean score of Plus-two and Below Plus-two in Spiritual Intelligence among higher Secondary School Students.

13. There exists no significant difference in Emotional intelligence based on the Parental qualification of groups Below Plus-two, Above Plus-two and Plus-two among higher Secondary School students (F= 3.389)

14. There exists significance difference in Social Intelligence between the Parental qualification of groups eldest, middle child, youngest and single child among higher Secondary School students (F= 15.539)

- There exists significant difference in the mean score of Above Plus-two and Plus-two in Social Intelligence among higher Secondary School Students.
 - There exists significant difference in the mean score of Below Plus-two and Plus-two in Social Intelligence among higher Secondary School Students.
 - There exists significant difference in the mean score of Plus-two and Above Plus-two in Social Intelligence among higher Secondary School Students.
 - There exists significant difference in the mean score of Plus-two and Below Plus-two in Social Intelligence among higher Secondary School Students.
15. There exists significant difference in Moral Intelligence based on the Parental qualification of groups Below Plus-two, Above Plus-two and Plus-two among higher Secondary School students (F= 15.539)
- There exists significant difference in the mean score of Below Plus-two and Plus-two in Moral Intelligence among higher Secondary School Students.
 - There exists significant difference in the mean score of Plus-two and Below Plus-two in Moral Intelligence among higher Secondary School Students.
16. There exists no significant difference in Cognitive Intelligence based on the Parental occupation of groups Coolie, Business and Professional among higher Secondary School students (F= 1.834)

17. There exists no significant difference in Spiritual Intelligence based on the Parental occupation of groups Coolie, Business and Professional among higher Secondary School students ($F= 1.742$)
18. There exists no significant difference in Emotional Intelligence based on the Parental occupation of groups Coolie, Business and Professional among higher Secondary School students ($F= 0.157$)
19. There exists no significant difference in Social Intelligence based on the Parental occupation of groups Coolie, Business and Professional among higher Secondary School students ($F= 0.097$)
20. There exists no significant difference in Moral Intelligence based on the Parental occupation of groups Coolie, Business and Professional among higher Secondary School students ($F= 0.935$)

Mean Difference Analysis of Leadership Styles

1. There exists significant difference in Autocratic Leadership style between male and female among higher Secondary School Students ($t = 2.336$)
2. There exists no significant difference in Laisses faire Leadership style between male and female among higher Secondary School Students ($t = 0.970$)
3. There exists no significant difference in Democratic Leadership style between male and female among higher Secondary School Students ($t = 0.562$)
4. There exists no significant difference in Transactional Leadership style between male and female among higher Secondary School Students ($t = 0.320$)
5. There exists no significant difference in Transformational Leadership style between male and female among higher Secondary School Students ($t = 0.279$)

6. There exists no significant difference in Charismatic Leadership style between male and female among higher Secondary School Students ($t = 0.989$)
7. There exists no significant difference in Autocratic Leadership style based on the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students ($F= 1.160$)
8. There exists no significant difference in Laisses faire Leadership style based on the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students ($F= 1.364$)
9. There exists no significant difference in Democratic Leadership style based on the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students ($F= 1.159$)
10. There exists no significant difference in Transactional Leadership style based on the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students ($F= 1.407$)
11. There exists no significant difference in Transformational Leadership style based on the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students ($F= 0.635$)
12. There exists no significant difference in Charismatic Leadership style based on the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students ($F= 0.290$)
13. There exists no significant difference in Autocratic Leadership style based on the Parental qualification of groups above plus-two, below plus-two and plus-two among higher Secondary School students ($F= 0.388$)

14. There exists no significant difference in Laisses faire Leadership style based on the Parental qualification of groups above plus-two, below plus-two and plus-two among higher Secondary School students (F= 1.116)
15. There exists no significant difference in Democratic Leadership style based on the Parental qualification of groups above plus-two, below plus-two and plus-two among higher Secondary School students (F= 0.636)
16. There exists no significant difference in Transactional Leadership style based on the Parental qualification of groups above plus-two, below plus-two and plus-two among higher Secondary School students (F= 1.611)
17. There exists no significant difference in Transformational Leadership style based on the Parental qualification of groups above plus-two, below plus-two and plus-two among higher Secondary School students (F= 0.096)
18. There exists no significant difference in Charismatic Leadership style based on the Parental qualification of groups above plus-two, below plus-two and plus-two among higher Secondary School students (F= 0.617)
19. There exists no significant difference in Autocratic Leadership style based on the Parental occupation of groups Coolie, Business and professional among higher Secondary School students (F= 0.514)
20. There exists significant difference in Laisses faire Leadership style based on the Parental occupation of groups Coolie, Business and professional among higher Secondary School students (F= 4.542)
 - There exists significant difference in the mean score of Coolie and Business in Laisses faire Leadership style among higher Secondary School Students.

- There exists significant difference in the mean score of Business and Coolie in Laisses faire Leadership style among higher Secondary School Students.
 - There exists significant difference in the mean score of Business and Professional in Laisses faire Leadership style among higher Secondary School Students.
 - There exists significant difference in the mean score of professional and Business in Laisses faire Leadership style among higher Secondary School Students.
21. There exists no significant difference in Democratic Leadership style based on the Parental occupation of groups Coolie, Business and professional among higher Secondary School students (F= 2.026)
22. There exists significant difference in Transactional Leadership style based on the Parental occupation of groups Coolie, Business and professional among higher Secondary School students (F= 5.213)
- There exists significant difference in the mean score of Coolie and Professional in Transactional Leadership style among higher Secondary School Students.
 - There exists significant difference in the mean score of Business and Professional in Transactional Leadership style among higher Secondary School Students.
 - There exists significant difference in the mean score of Professional and Coolie in Transactional Leadership style among higher Secondary School Students.

- There exists significant difference in the mean score of Professional and Business in Transactional Leadership style among higher Secondary School Students.
23. There exists no significant difference in Transformational Leadership style based on the Parental occupation of groups Coolie, Business and professional among higher Secondary School students (F= 0.830)
 24. There exists no significant difference in Charismatic Leadership style based on the Parental occupation of groups Coolie, Business and professional among higher Secondary School students (F= 4.217)
 - There exists significant difference in the mean score of Coolie and Business in Charismatic Leadership style among higher Secondary School Students.
 - There exists significant difference in the mean score of Business and Coolie in Charismatic Leadership style among higher Secondary School Students.

Mean Difference Analysis of Life Satisfaction

1. There exists no significant difference between male and female in Life satisfaction among higher Secondary School Students (t = 0.727)
2. There exists no significant difference in Life satisfaction between the birth order of groups eldest, middle child, youngest and single child among higher Secondary School students (F= 1.071)
3. There exists no significant difference in Life satisfaction between the Parental qualification of groups above plus-two, below plus-two and Plus-two among higher Secondary School students (F= 0.503)
4. There exists no significant difference in Life satisfaction between the Parental occupation of groups Coolie, Business and professional among higher Secondary School students (F= 2.976)

Main Effect of Independent Variables on Dependent Variable

Main effect of two independent variables namely, Intelligences and Leadership styles on dependent variable, Life satisfaction among higher secondary school students was calculated and the summary of the findings is presented below:

Main and Interaction Effect of Intelligences on Life Satisfaction

1. There is no significant influence of Cognitive Intelligence on Life satisfaction among higher Secondary School Students (F=2.482)
2. There is no significant influence of Spiritual Intelligence on Life satisfaction among higher Secondary School Students (F=2.644)
3. There is no significant influence of Emotional Intelligence on Life satisfaction among higher Secondary School Students (F=2.942)
4. There is no significant influence of Social Intelligence on Life satisfaction among higher Secondary School Students (F=1.121)
5. There is significant influence of Moral Intelligence on Life satisfaction among higher Secondary School Students (F=18.820)
6. The Scheffes Post Hoc analysis shown that low, moderate and high groups of moral intelligence group differ significantly in Life satisfaction for total sample among higher Secondary School Students. Those higher secondary school students' group who are with high group moral Intelligence (M=10.805) scores high on life score than those of moderate group of moral intelligence (M=5.446) and low group of moral intelligence group (M=5.360) for total sample. Those higher secondary school students' group who are with high group of moral intelligence scores high on Life satisfaction than those students of moderate and low group of moral intelligence.

7. There is significant interaction effect of Cognitive, Spiritual, Emotional, Social and Moral Intelligence on Life satisfaction among higher secondary school students ($F=1.284$)

Main Effect of Leadership Styles on Life Satisfaction

1. There is no significant influence of Autocratic Leadership style on Life satisfaction among higher Secondary School Students ($F=1.823$), there is no significant difference in post hoc comparison of three groups.
2. There is significant influence of Laisses faire Leadership style on Life satisfaction among higher Secondary School Students ($F=4.078$), there is no significant difference in post hoc comparison of three groups.
3. There is significant influence of Democratic Leadership style on Life satisfaction among higher Secondary School Students ($F=11.686$)
4. The Scheffes Post Hoc analysis shown that low level, moderate level and high-level democratic leadership style group differ significantly in Life satisfaction for total sample among higher Secondary School Students. Those higher secondary school students' group who are with high level democratic leadership style ($M=2.840$) scores high on life satisfaction score than those of moderate level democratic leadership style group and low-level democratic leadership style group ($M=3.747$) for total sample. Those higher secondary school students' group who are with high level democratic leadership style scores high on Life satisfaction than those students of moderate level and low-level democratic leadership style group.
5. There is no significant influence of Transactional Leadership style on Life satisfaction among higher Secondary School Students ($F=0.464$)

6. There is significant influence of Transformational Leadership style on Life satisfaction among higher Secondary School Students ($F=11.664$)
7. The Scheffes Post Hoc analysis shown that low level, moderate level and high-level Transformational leadership style group differ significantly in Life satisfaction for total sample among higher Secondary School Students. Those higher secondary school students' group who are with high level of Transformational leadership style ($M=4.251$) scores high on life satisfaction score than those of moderate level of Transformational leadership style group and low-level of Transformational leadership style group ($M=5.672$) for total sample. Those higher secondary school students' group who are with high level Transformational leadership style scores high on Life satisfaction than those students of moderate level and low-level Transformational leadership style group.
8. There is significant influence of Charismatic Leadership style on Life satisfaction among higher Secondary School Students ($F=11.664$)
9. The Scheffes Post Hoc analysis shown that low level, moderate level and high-level charismatic leadership style group differ significantly in Life satisfaction for total sample among higher Secondary School Students. Those higher secondary school students' group who are with high level of charismatic leadership style ($M=2.584$) scores high on life satisfaction score than those of moderate level of charismatic leadership style group and low-level of charismatic leadership style group ($M=2.935$) for total sample. Those higher secondary school students' group who are with high level charismatic leadership style scores high on Life satisfaction than those students of moderate level and low-level charismatic leadership style group.

Individual and Joint Contribution of Types of Intelligence on Life Satisfaction

1. Intelligences is significant predictor on Life satisfaction among higher secondary school students ($F= 177.189$), $p>0.01$.
 - The individual contribution of types of Intelligence in predicting Life satisfaction among higher secondary school students are Cognitive, Spiritual, Emotional, Social and Moral Intelligence.
2. Leadership styles is significant predictor on Life satisfaction among higher secondary school students ($F = 17.095$) $p>0.01$
 - The The individual contribution of Democratic, Transformational and Charismatic Leadership styles are in predicting Life satisfaction among higher secondary school students.

Tenability of Hypotheses

The tenability of hypothesis was established on the basis of analysis and its findings

Hypothesis 1: “There exists significant relationship between Intelligences, Leadership Styles and Life Satisfaction among higher secondary school students for the total sample”.

The study found that there exists a significant positive and substantial relationship between Intelligences and Life satisfaction among higher secondary school students. There exists no significant relationship between Autocratic, Laissez Faire, Transactional Leadership styles and Life satisfaction and there exists negligible and positive relationship between Democratic, Transformational, Charismatic Leadership styles and Life satisfaction among higher secondary school students. Hence the first hypothesis is partially substantiated.

Hypothesis 2: “There exists significant differences in Intelligences, Leadership styles and life satisfaction in the subsamples based on Sex, Birth order, Parental qualification and Parental occupation among Higher Secondary School Students”.

The study found that there exists no significant difference between boys and girls in Cognitive Intelligence and there exist a significant difference between male and female in Spiritual, Emotional, Social and Moral Intelligence among higher secondary school students. There exists a significant difference between boys and girls in Autocratic Leadership style, there exists no significant difference between male and female in Laisses Faire, Democratic, Transactional, Transformational, Charismatic Leadership styles among higher secondary school students. there exists no significant difference between boys and girls in Life satisfaction among higher secondary school student. Hence the second hypothesis is partially substantiated.

The study found that there exists significant difference in the subsample based on birth order in Intelligences, there exists no significant difference in the subsample based on birth order in Leadership styles and there exists no significant difference in the birth order in Life satisfaction among higher secondary school student. Hence the second hypothesis is partially substantiated.

The study found that there exists significant difference in the subsample based on Parental qualification in Intelligences, there exists no significant difference in the subsample based on Parental qualification in Leadership styles and there exists no significant difference in the subsample based on Parental qualification in Life satisfaction among higher secondary school student. Hence the second hypothesis is partially substantiated.

The study found that there exists no significant difference in the subsample based on Parental occupation in Intelligences, there exists significant difference in the subsample based on Parental occupation in Leadership styles and there exists no significant difference in the subsample based on Parental occupation in Life satisfaction among higher secondary school student. Hence the second hypothesis is partially substantiated.

Hypothesis 3: “There exists significant main and interaction effects of Intelligence and main effect of Leadership Styles on Life Satisfaction among Higher Secondary school students in Kerala for the total sample.”

The study found that there exists no significant influence of Cognitive, Spiritual, Emotional and Social Intelligence on Life satisfaction among higher secondary school students, there exists significant influence of Moral Intelligence on Life satisfaction among higher secondary school students. There exists significant influence of Interaction effect of Intelligences on Life satisfaction among higher Secondary School Students. Hence the third hypothesis is partially substantiated.

The study found that there exists significant influence of Autocratic, Laissez Faire, Democratic, Transformational and Charismatic Leadership style on Life satisfaction among higher secondary school students, there exists no significant influence of Transactional Leadership style on Life satisfaction among higher secondary school students. There exists significant influence of Interaction effect of types of Intelligence on Life satisfaction among higher Secondary School Students. Hence the third hypothesis is partially substantiated.

Hypothesis 4: “There exists significant individual and joint Contribution of Intelligence and leadership Styles on Life Satisfaction among higher Secondary School Students”.

The study found that Intelligences are significant predictor on Life satisfaction among higher secondary school students and Leadership styles are

significant predictor on Life satisfaction among higher secondary school students. Hence the fourth hypothesis is fully substantiated

Conclusion

The results of the study indicate that there is a significant positive correlation between Intelligences and Life satisfaction, with an increase in Intelligences leading to an increase in Life satisfaction. There is a significant positive relationship between Laisses faire, Democratic, Transactional, Transformational and Charismatic leadership styles and life satisfaction among higher secondary school students. Additionally, there is a significant negative correlation between Autocratic Leadership styles and Life satisfaction, with an increase in Autocratic Leadership styles leading to a decrease in Life satisfaction.

The results of this study indicate that Intelligences, Leadership styles and Life satisfaction differ significantly between boys and girls among higher secondary school students. Cognitive Intelligence that has significantly differed between boys' and girls' students among higher secondary schools. Spiritual, Emotional, Social and Moral Intelligence that hasn't significantly differed between boys and girls in higher secondary school students. Furthermore, the study found that types of Intelligence differ significantly in the birth order among higher secondary school students, and differ significantly in Parental qualification. Additionally, the study revealed types of Intelligence for which there is no significant difference in parental occupation among higher secondary school students. There is no significant difference in leadership styles among higher secondary school students based on gender, birth order, and parental qualifications. However, there is significant difference in parental occupation among higher secondary school students.

The results of the study indicate that the influence of Cognitive, Spiritual, Emotional and Social Intelligence on Life satisfaction is not significant among

higher secondary school students. However, there is significant influence of Moral Intelligence on Life satisfaction among higher secondary school students. The influence of Laisses faire, Democratic, Transformation and Charismatic Leadership style on Life satisfaction is significant for total sample among higher secondary school students. However, there is no significant influence of Autocratic and Transactional Leadership style on Life satisfaction among higher secondary school students.

The regression analysis was applied to find out the individual and joint contributions of Intelligences and Leadership styles in predicting Life satisfaction among higher secondary school students. The results of the study indicate that Intelligences and Leadership styles are significant predictor on Life satisfaction among higher secondary school students.

EDUCATIONAL IMPLICATION & SUGGESTIONS

- ❖ *Educational Implication of the Study*
- ❖ *Suggestions for Further Research*

EDUCATIONAL IMPLICATIONS AND SUGGESTION

Suggestions and educational implications are the vital part of every research. This section provides a summary of the research's contribution. Every research in the discipline of education should have some educational implications which may help to make our education system to a more competitive and productive one. In order to address the challenges of intelligence, leadership styles, and life satisfaction and to encourage educators in promoting the life satisfaction of higher secondary school students, educational leaders and schools should refer to the educational implications discussed in this chapter.

Educational Implications

The present study has several implications in various dimensions of higher secondary school students. The findings of the present study would support enhancing teaching methodologies, thereby fostering a more attractive and effective learning environment. Additionally, the insights expanded could inform policy decisions aimed at improving educational outcomes and addressing the diverse needs of students.

Intelligences on Life Satisfaction

The result of the present study shows that there is a positive and significant relationship between Life satisfaction and Cognitive Intelligence, Life satisfaction and Spiritual Intelligence, Life satisfaction and Emotional Intelligence, Life satisfaction and Social Intelligence, Life satisfaction and Moral Intelligence of higher secondary school students. It is implied that academic and non-academic activities undertaken to enhance cognitive, spiritual, emotional, social and moral

intelligences can play a key role in the students to attain higher level of life satisfaction

The following are the educational implication of Intelligences on life satisfaction on the basis of the present study;

- In the curriculum of higher secondary school students, spiritual, emotional, social and moral intelligences should to be accorded equally to cognitive intelligence. Teachers will able to understand their students.
- Educators can enhance life satisfaction of students by going beyond rote learning and combining critical thinking exercises, project-based learning and individualized teaching strategies.
- Enhancing spiritual intelligence in higher secondary school students through focused programs, value-based education and discussion on moral living can help them develop a clear vision for their lives. By fostering spiritual intelligence, educators can help students to navigate existential questions, reduce anxieties and deeper sense of fulfilment in life that transcends material success.
- Emotional intelligence training in the curriculum, such as emotional literacy camp, peer counselling programmes and art therapy that can helps higher secondary school students reduce academic stress, peer pressure, family expectations and depression.
- Teachers should equip to enhance social intelligence through deliberate strategies like cooperative and collaborative learning, peer monitoring programmes, community- based projects.

- By fostering moral intelligence, schools help students develop a strong ethical compass, leading to self-respect and greater life satisfaction.
- The result shows that single child is possessing greater cognitive, spiritual, emotional, social and moral intelligence than eldest, middle child and youngest students in higher secondary school. In order for the eldest, middle and youngest children to have the same level of attention as the single child, parents should create opportunities both at home and at school.
- The result of the study indicates that Intelligences is significant predictor on Life satisfaction among higher secondary school students. For higher secondary school students, life satisfaction is influenced by a balance of cognitive, spiritual, emotional, social and moral intelligence. In the educational system should follow beyond academics and also incorporate holistic educational models that enhance cognitive, spiritual, emotional, social and moral intelligences.
- Parents can have a significant impact on their children's intelligence, according to the study, which reveals that all intelligences differ greatly in the order of birth of upper secondary school pupils. Therefore, in order to increase parents' awareness of their children's moral, social, emotional, and cognitive intelligence as well as their role in life, the relationships between teachers and parents should be strengthened
- Schools should take initiative to give necessary guidance and counselling to students for developing their Intelligences, adjustment ability, social communication skills etc.

- Teachers and educators should use various technique and strategies in teaching methodology to help students improving their intelligences.

Leadership Styles on Life Satisfaction

The present study also found that there is a positive relationship between democratic Leadership styles and Life satisfaction, Transformational Leadership styles and Life satisfaction, Charismatic Leadership styles and Life satisfaction of higher secondary school students. It creates unique challenges of students, develop academic motivation and promote learning engagement.

The following are the educational implication of Leadership styles on life satisfaction on the basis of the present study;

- School should establish student councils for academic and co-curricular planning. This will promote democratic leadership styles.
- Teachers and students can create classroom norms that promoting responsibility and participatory rule-settings. This helps the child develop a democratic leadership style and put it into practice in life.
- Leadership training programmes should be conducted for higher secondary school students to make them aware of the Leadership styles.
- Ample opportunities may be created among higher secondary school students to participate in various social activities. Outreach programmes namely NSS, Scout and Guides, NCC, JRC, etc., may be conducted to develop leadership qualities among higher secondary school students.
- Necessary guidance and counselling may be given to higher secondary school students, to develop leadership style qualities.

- Sufficient opportunities should be provided by the schools to the students to plan and organise various programmes, functions and festivals like annual day, sports day, science exhibition, quiz programmes, cultural programmes, arts fest, releasing the annual school magazine etc. through these team work they can develop and identifies their leadership styles.
- The study found that democratic, transformational, and charismatic leadership styles were the most important predictors of life satisfaction. By training teachers in these leadership styles, teachers can promote students' self-confidence and intrinsic motivation by incorporating well-being measures into the education system, school evaluation, and classroom environment redesign.

Life Satisfaction

The influence of Intelligences and Leadership styles represents a critical factor in shaping higher secondary school students' Life satisfaction within educational settings.

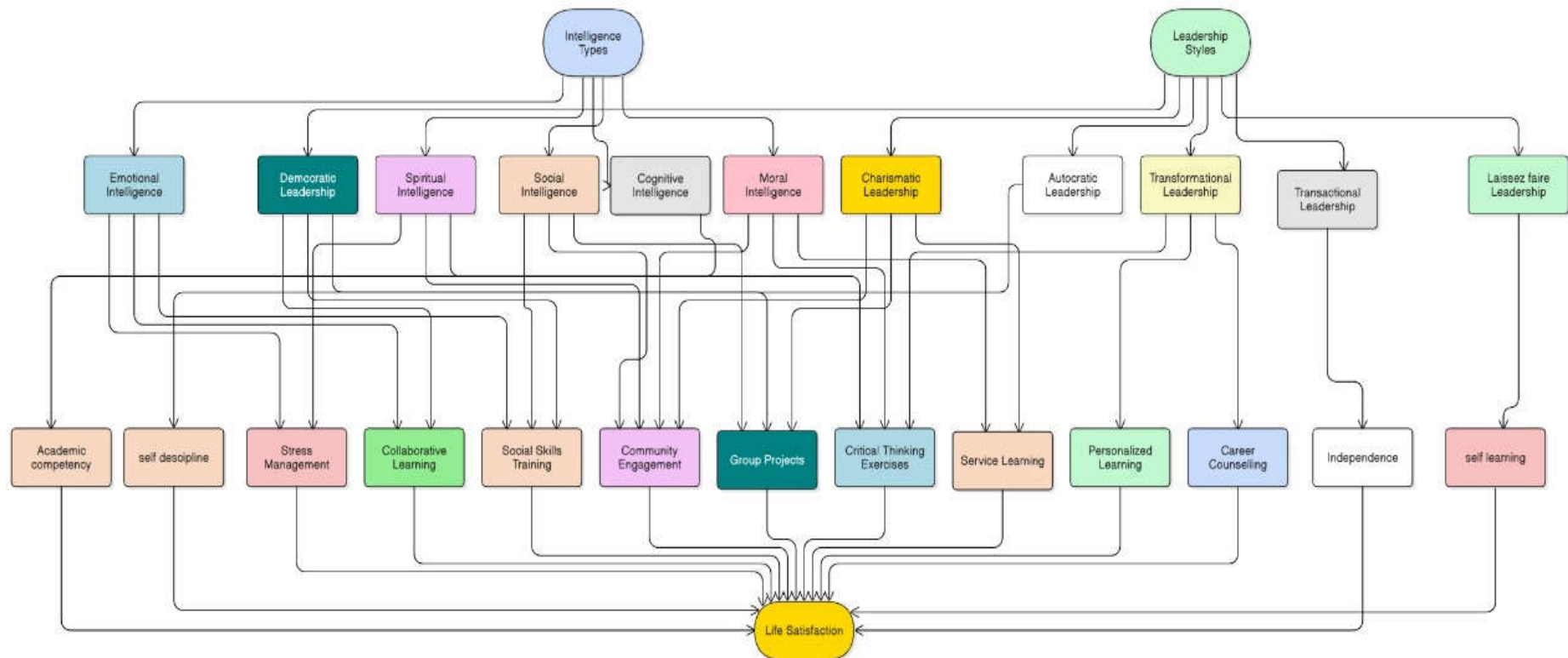
- The result of in this study suggests that cognitive, spiritual emotional, social and moral intelligences interact synergically to enhance higher secondary school students' self-perception, academic, engagement, sense of purpose, emotional stability, social integration and moral values are all key contributions too overall life satisfaction.
- Autocratic, Laissez faire, Democratic, Transformational, Transactional and Charismatic Leadership styles competencies interact collectively to develop higher secondary school students' self-learning, academic discipline, self-

control, cooperation, empathy, self-confidence etc., all essential factors of harmonious development and overall well-being.

- Schools nurture Intelligences and Leadership styles competencies alongside academic intelligence create atmospheres where higher secondary school students can translate intellectual potential into meaningful peer influence, thereby enhancing their life satisfaction through social contribution and recognition.
- educational systems provide avenues for students to apply their intelligences and leadership styles of contexts, whether through student government, academic competitions, or community service, they facilitate the development of both competence and confidence, two pillars of sustained life satisfaction.

Figure 15

Diagrammatical Representation of Educational Implication for Intelligences and Leadership Styles on Life Satisfaction among Higher Secondary School Students



Conclusion

Intelligences and leadership styles presents transformative potential for modern education. By cognitive, emotional, social, spiritual and moral intelligences into pedagogy through critical thinking exercise, stress management programme and service- oriented projects for educators can fostering self-aware and adaptable students. Leadership styles are Autocratic, Laissez faire, Democratic, Transactional, Transformational and charismatic models further empower students to engage self-discipline, self-learning, fostering skills in decision-making and community building. School adoption of personalized learning and career counselling ensure alignment with different intelligences, connecting individual potential with real-life applicability.

The findings of this study strengthen the importance of fostering intelligences in education to enhance life satisfaction. The recognition of Cognitive, Spiritual, Emotional, Social and Moral Intelligences has transformative implications for fostering life satisfaction among higher secondary school students. Schools and teachers should adopt a holistic approach, ensuring that cognitive, spiritual, emotional, social, and moral intelligence are cultivated in students. Such an approach will not only improve academic performance but also contribute to well-rounded individuals who lead fulfilling lives. In this study ensure, an educational system that values of intelligences cultivates not only academic success but also overall life satisfaction. The leadership style adopted by educators, school administrators, and even peer leaders significantly impact higher Secondary School Students' life satisfaction. Leadership that balances structure with support of democratic, transactional, transformational and charismatic tends to foster higher life satisfaction, while overly rigid in autocratic and negligible in laissez-faire approaches may have negative consequences. Schools should encourage leadership styles that promote student well-being, engagement, and overall development to ensure better educational and life outcomes.

Suggestions for Further Research

This study emphasises intelligences and leadership styles as factors influencing life satisfaction among higher secondary school students in Kerala. This will help future researchers to clear path for various areas of research on these variables. The researcher offers the following recommendations in light of the findings of the current study,

- Investigating the long-term effects of educational programs focused on Intelligences and Leadership styles on students' career success and well-being.
- Similar studies may be undertaken with primary, upper primary, secondary and higher education students.
- The role of cultural and socio-economic factors in the development of cognitive, spiritual, emotional, social, and moral intelligence is critically examined. The importance of leadership styles in these areas can also be examined.
- Exploring the impact of assessing intelligence in curriculum design across different education levels (primary, secondary, and higher education).
- Conducting comparative studies on the effectiveness of various pedagogical approaches in fostering these Intelligences and Leadership styles
- Assessing the influence of technological advancements and digital learning tools on the development of Intelligences and life satisfaction.
- Analysing the impact of different leadership styles on students' motivation, confidence, and overall life satisfaction.
- Studying the relationship between dimensions of intelligences and life satisfaction specifically among college or university students.
- Examining the role of academic stress and its interaction with intelligences in influencing life satisfaction among higher secondary students.

- Investigating gender differences in intelligence types and their effects on life satisfaction in secondary level education.
- Investigating how different leadership training programs impact the leadership skills and life satisfaction of higher secondary students.
- Studying the role of school leadership, including teachers and administrators, in fostering leadership qualities and improving students' life satisfaction.
- Comparing the effects of various leadership styles (e.g., transformational, autocratic, democratic) on students' academic performance and emotional well-being at the higher secondary level.
- Exploring gender differences in leadership styles and their influence on life satisfaction among undergraduate students.



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APPENDICES

- ❖ *Cognitive Intelligence Test*
- ❖ *Intelligence Scale*
- ❖ *Leadership Styles Inventory*
- ❖ *Life Satisfaction*
- ❖ *Sample Response Sheet*

Appendix I

FAROOK TRAINING COLLEGE

RESEARCH CENTRE IN EDUCATION

Affiliated to University of Calicut

COGNITIVE INTELLIGENCE TEST

Dr. Anees Mohammed C.

Associate Professor

Farook Training College

Sabanath M.

Research Scholar

Farook Training College

SET I, SET II, SET III and SET IV എന്നിവയാണ് ഈ ടെസ്റ്റിൽ ഉൾപ്പെടുന്നത്.

SET -I

താഴെ കൊടുത്തിരിക്കുന്ന ചോദ്യങ്ങൾക്ക് ഏറ്റവും അനുയോജ്യമായത് നിന്നു നേരെ ശരി (✓) ചിഹ്നം രേഖപ്പെടുത്തുക.

1. പുസ്തകം : വായന; ചോറ് =?
(1. കറി 2. മോര് 3. ധാന്യം 4. ഭക്ഷണം, 5. അരി)
2. വീണ : സംഗീതം; പേന = ?
(1. വായന 2. എഴുത്ത് 3. പുസ്തകം 4. പാട്ട് 5. കല)
3. വിഷാദം : പ്രയാസം; സന്തോഷം = ?
(1. ദുഃഖം 2. വികാരം 3. രോഗം 4. സുഖം 5. ഉറക്കം)
4. തെങ്ങ് : ഓല; മാവ് = ?
(1. വൃക്ഷം 2. തടി 3. മാങ്ങ 4. ഇല 5. വേര്)
5. പാല് : തൈര്; മോര് = ?
(1. ഊണ് 2. പശു 3. വെണ്ണ 4. ആഹാരം 5. വെള്ളം)
6. മാസം : ആഴ്ച; വെള്ളം =?
(1. നീരാവി 2. കുളം 3. തുള്ളി 4. വെള്ളം 5. നദി)
7. കിടാവ് : കാള; കുട്ടി =?
(1. പശു 2. അച്ഛൻ 3. കന്ന് 4. അമ്മ 5. സ്കൂൾ)
8. കാറ്റ് : വാതകം; മഴ = ?
(1. കാർമ്മേഘം 2. ഇടി 3. പെയ്യുക 4. വെള്ളം 5. ദ്രാവകം)
9. ചിട്ട : പട്ടാളം; സ്നേഹം =?
(1. കുടുംബം 2. പ്രേമം 3. പോലീസ് 4. യുദ്ധം 5. സിനിമ)
10. നിലാവ് : രാത്രി; വെയിൽ? =?
(1. ചന്ദ്രിക 2. പകൽ 3. സൂര്യൻ 4. ചൂട് 5. പ്രകാശം)

SET II

SET- II, താഴെ കൊടുത്തിട്ടുള്ള സംഖ്യാ ശ്രേണി പൂർത്തിയാക്കുക

1) 5, 6, 9, 14, _____, _____

- A** (28, 30)
- B** (21, 30)
- C** (19, 23)
- D** (15, 19)
- E** (16, 20)

2) 11 : 121 :: 13 : _____

- A** 161
- B** 191
- C** 139
- D** 232
- E** 169

3)

| | | |
|---|---|---|
| 2 | 7 | 6 |
| 9 | ? | 1 |
| 4 | 3 | ? |

- A** (2, 7)
- B** (5, 8)
- C** (10, 2)
- D** (1, 5)
- E** (8, 4)

4)

| | | |
|---|----|---|
| 9 | ? | 7 |
| ? | 6 | 8 |
| 5 | 10 | 3 |

- A** (10, 8)
- B** (2, 10)
- C** (4, 1)
- D** (2, 4)
- E** (12, 5)

5) 3, 4, 6, 7, 9, _____, _____

- A** (10, 11)
- B** (10, 12)
- C** (10, 13)
- D** (11, 12)
- E** (8, 10)

6)

| | | | |
|----|-----|----|----|
| | 10 | 10 | 10 |
| 50 | 100 | 70 | ? |
| | 10 | 14 | 18 |
| | 2 | 2 | 2 |

- A** (60, 120)
- B** (80, 180)
- C** (90, 180)
- D** (60, 160)
- E** (40, 140)

7)













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| | 8 | | 9 | | 10 |
| 2 | 64 | 32 | 3 | 81 | 27 |
| | 8 | | 9 | | 10 |

?

100 ?













A (4, 25)
 B (5, 30)
 C (4, 20)
 D (5, 10)
 E (6, 25)

8)

| | | | | | | |
|--|---|---|---|---|---|-----|
|  | + |  | + |  | = | 30 |
|  | + |  | + |  | = | 21 |
|  | + |  | + |  | = | 15 |
|  | + |  | + |  | = | ??? |

A 10 D 10
 B 18 E 35
 C 15

9)

| | | | | | | |
|--|---|--|---|--|---|----|
|  | x |  | x |  | = | 8 |
|  | x |  | x |  | = | 12 |
|  | x |  | x |  | = | 15 |
|  | x |  | x |  | = | ? |

A 20
 B 18
 C 30
 D 25
 E 35

10)




12, 1 1/2, 1, _____, _____





A (0, -1)
 B (1/2, -1)
 C (0, - 1/2)
 D (1/2, 0)
 E (0, -2)

SET III




ഇടതുവശത്തുള്ളത് ചോദ്യവും വലതുവശത്ത് നാല് ഓപ്ഷനിൽ ഉത്തരത്തിന്റെ ഒബ്ജക്ടുകൾമാണ്. താഴെകൊടുത്തവയിൽ ഏറ്റവും ശരിയായ ഉത്തരത്തിന്റെ നമ്പറിനു നേരെ ശരി ✓ ചിഹ്നം രേഖപ്പെടുത്തുക





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


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



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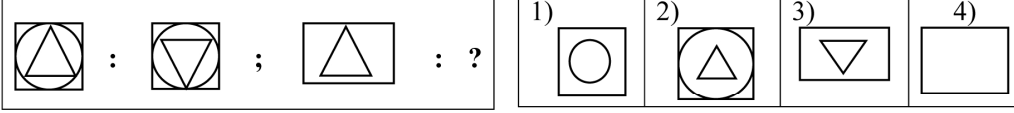
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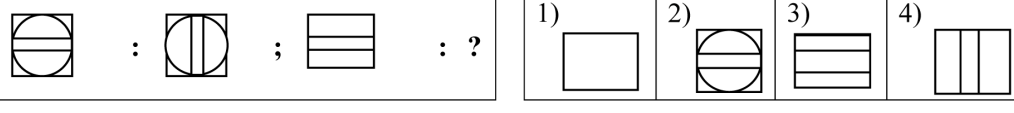
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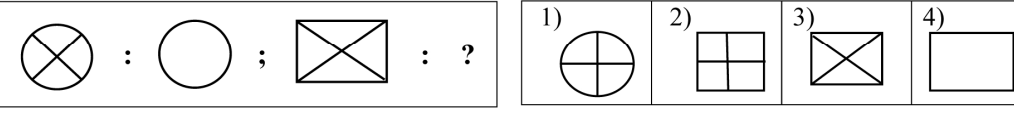
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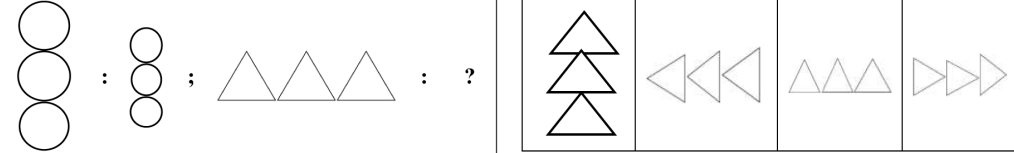
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8. 

SET IV

താഴെ കൊടുത്തിരിക്കുന്ന പട്ടികയിൽ ഓരോ അക്ഷരത്തിന്റെയും അടിയിൽ അതിനോട് അനുബന്ധപ്പെട്ടതിനെ ഓരോ അക്ഷരങ്ങൾ എഴുതിയിരിക്കുന്നു ഒരു ചോദ്യത്തിൽ 5 അക്ഷരങ്ങളും അവയുടെ താഴെ അക്ഷരങ്ങളും ഉണ്ട്. പട്ടിക അനുസരിച്ച് ചോദ്യത്തിൽ ഏത് അക്ഷരത്തിന് നേരെയെന്ന് തെറ്റായി രേഖപ്പെടുത്തിയ അക്ഷരം കണ്ടെത്തി അതിനു നേരെ ശരി ✓ ചിഹ്നം രേഖപ്പെടുത്തുക.

| A | B | C | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|
| 4 | 9 | 5 | 7 | 3 | 1 | 8 | 2 | 6 |

1. C₅ G₀ A₄ I₂ E₁
2. C₂ J₆ E₃ G₁ A₄
3. F₂ I₂ B₉ H₈ J₃
4. G₅ A₄ I₉ E₇ C₅
5. J₆ F₃ B₉ F₄ H₂
6. C₆ E₇ J₆ G₀ A₁
7. F₆ H₈ C₅ I₂ B₀
8. B₇ J₀ F₃ H₈ E₃
9. C₅ I₂ F₃ H₆ A₄
10. H₆ B₉ I₁ F₂ J₆

Appendix II
FAROOK TRAINING COLLEGE
RESEARCH CENTRE IN EDUCATION
Affiliated to University of Calicut
COGNITIVE INTELLIGENCE TEST

Dr. Anees Mohammed C.
Associate Professor
Farook Training College

Sabanath M.
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SET I, SET II, SET III and SET IV, these are included in this test.

SET -I

Mark the most appropriate answer for the questions given below with a tick (✓) symbol.

1. Book: Reading; Meals: ?
(1. Curry 2. Butter milk 3. Grain 4. Food 5. Rice)
2. Fell: Music; Pen: ?
(1. Reading 2. Writing 3. Book 4. Song 5. Art)
3. Sadness: difficulty; Happiness: ?
(1. Sorrow 2. Feeling 3. Disease 4. Good 5. Sleeping)
4. Coconut: Coconut Leaf Mango Tree:?
(1. Tree 2. Timber 3. Mango 4. Leaf 5. Root)
5. Milk: Curd; Butter Milk:?
(1. Meals 2. Cow 3. Butter 4. Food 5. Milk)
6. Month: Week; Water:?
(1. gas 2. Pond 3. Drop 4. Water 5. River)
7. Calf: Bull; Child:?
(1. Cow 2. Father 3. Animal 4. Mother 5. School)
8. Wind : Gas; Rain: ?
(1. Cloud 2. Thunder 3 Liquid 4. Rain 5. Water)
9. Order: Army: Love: ?
(1. Family 2. Romance 3. Police 4. War 5. Movie)
10. Darkness: Night; Sunlight:?
(1. Moon 2. Day 3. Sun 4. Hot 5. Light)

SET II

SET- II, Complete the number series given below.

1) 5, 6, 9, 14, _____, _____

A (28, 30)
B (21, 30)
C (19, 23)
D (15, 19)
E (16, 20)

2) 11 : 121 :: 13 : _____

A 161
B 191
C 139
D 232
E 169

3)

| | | |
|---|---|---|
| 2 | 7 | 6 |
| 9 | ? | 1 |
| 4 | 3 | ? |

A (2, 7)
B (5, 8)
C (10, 2)
D (1, 5)
E (8, 4)

4)

| | | |
|---|----|---|
| 9 | ? | 7 |
| ? | 6 | 8 |
| 5 | 10 | 3 |

A (10, 8) **D** (2, 4)
B (2, 10) **E** (12, 5)
C (4, 1)

5) 3, 4, 6, 7, 9, _____, _____

A (10, 11)
B (10, 12)
C (10, 13)
D (11, 12)
E (8, 10)

6)

| | | | | | |
|----|---------------------------|----|---------------------------|---|-------------------------|
| 50 | $\frac{100}{10} \times 2$ | 70 | $\frac{140}{14} \times 2$ | ? | $\frac{?}{18} \times 2$ |
|----|---------------------------|----|---------------------------|---|-------------------------|

A (60, 120)
B (80, 180)
C (90, 180)
D (60, 160)
E (40, 140)

7)

| | | | | | |
|---|----|----|---|----|----|
| | 8 | | 9 | | 10 |
| 2 | 64 | 32 | 3 | 81 | 27 |
| | 8 | | 9 | | 10 |

?

100 ?

A (4, 25)
 B (5, 30)
 C (4, 20)
 D (5, 10)
 E (6, 25)

8)

| | | | | | | |
|-----------|---|------------|---|------------|---|-----|
| Apple | + | Apple | + | Apple | = | 30 |
| Apple | + | Watermelon | + | Apple | = | 21 |
| Pineapple | + | Pineapple | + | Watermelon | = | 15 |
| Apple | + | Watermelon | + | Pineapple | = | ??? |

A 10 D 10
 B 18 E 35
 C 15

9)

| | | | | | | |
|--------|---|--------|---|--------|---|----|
| Grapes | x | Grapes | x | Grapes | = | 8 |
| Grapes | x | Grapes | x | Pear | = | 12 |
| Pear | x | Orange | = | 15 | | |
| Grapes | x | Pear | x | Orange | = | ? |

A 20
 B 18
 C 30
 D 25
 E 35

10)

12, 1 1/2, 1, _____, _____

A (0, -1)
 B (1/2, -1)
 C (0, -1/2)
 D (1/2, 0)
 E (0, -2)

SET III

On the left side is the question and on the right side are four answer options. Mark the correct answer number with a tick (✓) symbol from the options given below.

1.

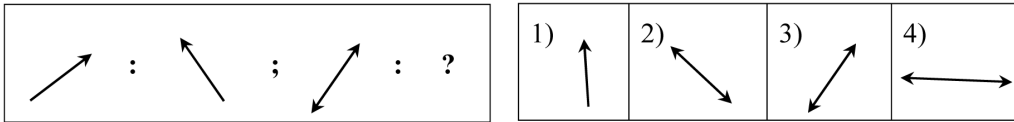
| | | | | | |
|----|--|----|----|----|----|
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">1) </td> <td style="width: 25%; text-align: center;">2) </td> <td style="width: 25%; text-align: center;">3) </td> <td style="width: 25%; text-align: center;">4) </td> </tr> </table> | 1) | 2) | 3) | 4) |
| 1) | 2) | 3) | 4) | | |

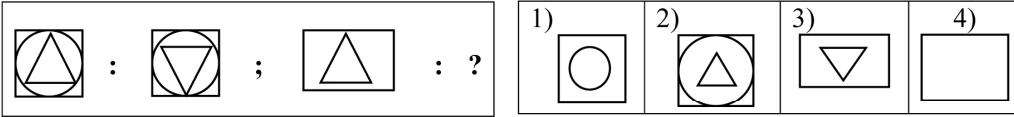
2.

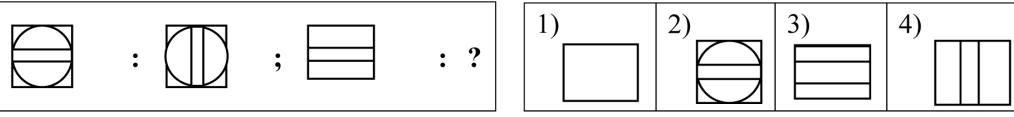
| | | | | | |
|----|--|----|----|----|----|
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">1) </td> <td style="width: 25%; text-align: center;">2) </td> <td style="width: 25%; text-align: center;">3) </td> <td style="width: 25%; text-align: center;">4) </td> </tr> </table> | 1) | 2) | 3) | 4) |
| 1) | 2) | 3) | 4) | | |

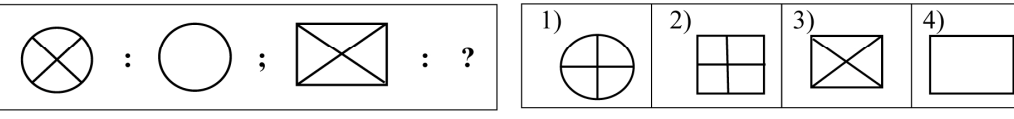
3.

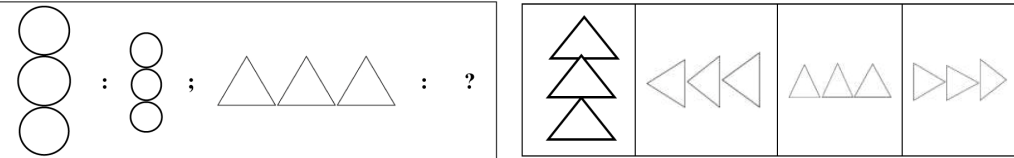
| | | | | | |
|----|--|----|----|----|----|
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">1) </td> <td style="width: 25%; text-align: center;">2) </td> <td style="width: 25%; text-align: center;">3) </td> <td style="width: 25%; text-align: center;">4) </td> </tr> </table> | 1) | 2) | 3) | 4) |
| 1) | 2) | 3) | 4) | | |

4. 

5. 

6. 

7. 

8. 

SET IV

In the table given below, each letter has a corresponding number written beneath it. Each question contains 5 letters with their associated numbers below them. Based on the table, identify which letter has an incorrectly marked number and place a tick (✓) symbol next to the correct one.

| A | B | C | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|
| 4 | 9 | 5 | 7 | 3 | 1 | 8 | 2 | 6 |

1. C₅ G₀ A₄ I₂ E₁
2. C₂ J₆ E₃ G₁ A₄
3. F₂ I₂ B₉ H₈ J₃
4. G₅ A₄ I₉ E₇ C₅
5. J₆ F₃ B₉ F₄ H₂
6. C₆ E₇ J₆ G₀ A₁
7. F₆ H₈ C₅ I₂ B₀
8. B₇ J₀ F₃ H₈ E₃
9. C₅ I₂ F₃ H₆ A₄
10. H₆ B₉ I₁ F₂ J₆

INFLUENCE OF INTELLIGENCES & LEADERSHIP STYLES ON LIFE SATISFACTION

Appendix III
FAROOK TRAINING COLLEGE
 RESEARCH CENTRE IN EDUCATION
Affiliated to University of Calicut
INTELLIGENCE SCALE

Dr. Anees Mohammed C.
 Associate Professor
 Farook Training College

Sabanath M.
 Research Scholar
 Farook Training College

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങൾക്കു അനുയോജ്യമായി തോന്നുന്ന പ്രതികരണത്തിന് നേരെ ശരി ✓ ചിഹ്നം രേഖപ്പെടുത്തുക.

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | ശക്തമായി യോജിക്കുന്നു | യോജിക്കുന്നു | തീർത്താണിപ്പോൾ | വിയോജിക്കുന്നു | ശക്തമായി വിയോജിക്കുന്നു |
|------------|--|-----------------------|--------------|----------------|----------------|-------------------------|
| 1 | എനിക്കുണ്ടാകുന്ന ശാരീരിക മാറ്റങ്ങൾ ഉൾക്കൊള്ളാൻ പ്രയാസമാണ്. | | | | | |
| 2 | ഞാൻ ധരിക്കുന്ന വസ്ത്രം മറ്റുള്ളവർ വിലയിരുത്തുന്നത് എനിക്ക് ഇഷ്ടമല്ല. | | | | | |
| 3 | മറ്റുള്ളവർ എന്നെ കാര്യങ്ങൾ വിശ്വസ്തയോടെ ഏൽപ്പിക്കാറുണ്ട്. | | | | | |
| 4 | എന്റെ അലസത കാരണം എനിക്ക് നേട്ടങ്ങൾ നഷ്ടമാകാറുണ്ട് | | | | | |
| 5 | സന്തോഷം ആയാലും ദുഃഖം ആയാലും അത് ഏത് അവസരത്തിലും എനിക്ക് പ്രകടിപ്പിക്കാൻ കഴിയാറുണ്ട്. | | | | | |
| 6 | പ്രതികൂല സാഹചര്യങ്ങളിൽ പെട്ടെന്ന് പ്രതീക്ഷ കൈവിടാറുണ്ട് | | | | | |
| 7 | എന്നു കാര്യം ചെയ്യുമ്പോഴും ഞാൻ ആദ്യം അതിന്റെ ഫലത്തെ കുറിച്ച് ചിന്തിക്കാറുണ്ട്. | | | | | |
| 8 | എന്റെ കാഴ്ചപ്പാടുകളും മൂല്യങ്ങളും എന്താണെന്ന് ഞാൻ ആലോചിച്ചിട്ടില്ല | | | | | |
| 9 | ഫോണിൽ ആപ്പുകൾ ഇൻസ്റ്റാൾ ചെയ്യുമ്പോൾ അതിന്റെ എല്ലാ കാര്യങ്ങളെക്കുറിച്ചും അറിഞ്ഞതിനുശേഷം മാത്രമേ ഇൻസ്റ്റാൾ ചെയ്യാറുള്ളൂ. | | | | | |
| 10 | ഈ പ്രപഞ്ചത്തിന്റെ നിലനിൽപ്പിൽ എല്ലാ ജീവജാലങ്ങൾക്കും പങ്കുണ്ടെന്നു ഞാൻ വിശ്വസിക്കുന്നു. | | | | | |
| 11 | എന്റെ വിഷമങ്ങളെക്കാൾ വലുതല്ല മറ്റുള്ളവരുടെ വിഷമങ്ങൾ. | | | | | |
| 12 | എന്റെ സുഹൃത്തിനെ മറ്റുള്ളവർ കളിയാക്കുമ്പോൾ ചിരിക്കാറുണ്ട്. | | | | | |

INFLUENCE OF INTELLIGENCES & LEADERSHIP STYLES ON LIFE SATISFACTION

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | ശക്തമായി യോജിക്കുന്നു | യോജിക്കുന്നു | തീരുമാനമില്ല | വിയോജിക്കുന്നു | ശക്തമായി വിയോജിക്കുന്നു |
|------------|---|-----------------------|--------------|--------------|----------------|-------------------------|
| 13 | എന്റെ മതത്തിൽ പെട്ടവരെ മാത്രമേ ഞാൻ കൂട്ടുകാരാക്കാറുള്ളൂ. | | | | | |
| 14 | എന്നെ പഠിപ്പിക്കുന്ന ടീച്ചർമാർ അല്ലാത്തവരോട് ഞാൻ സംസാരിക്കാറില്ല. | | | | | |
| 15 | സ്കൂളിലെ എല്ലാ പരിപാടികൾക്കും എന്റെ കൂടെ എന്റെ സുഹൃത്തുക്കളുടെ ഉണ്ടെങ്കിൽ മാത്രമേ ഞാൻ പരിപാടികളിൽ പങ്കെടുക്കാറുള്ളൂ. | | | | | |
| 16 | എനിക്ക് ശ്രദ്ധപുരയിടുന്ന പഠിക്കുന്നതിനേക്കാൾ ഇഷ്ടം ഒറ്റക്കിരുന്നു പഠിക്കുന്നതാണ് | | | | | |
| 17 | ക്ലാസിലെ ഭിന്നശേഷിക്കാരായ കുട്ടികളുമായി ഞാൻ കൂട്ടുകൂടാറില്ല. | | | | | |
| 18 | ഞാനെന്റെ മനസ്സാക്ഷിയുമായി സംസാരിക്കാറുണ്ട്. | | | | | |
| 19 | പാഠഭാഗങ്ങളിൽ സംശയം വന്നാൽ മറ്റു കുട്ടികൾ എന്നെ പറ്റി എന്ത് കരുതും എന്ന് വിചാരിച്ചു ഞാൻ അധ്യാപകരോട് ചോദിക്കാറില്ല. | | | | | |
| 20 | കടയിലേക്ക് സാധനങ്ങൾ വാങ്ങാൻ പോയാൽ വാങ്ങിയ സാധനങ്ങളിൽ തന്നെയാണ് ബില്ലിന് തന്നെ എന്ന് നോക്കി ക്ലിയർ ചെയ്തതിനുശേഷം മാത്രമേ ഞാൻ കടയിൽ നിന്ന് തിരിച്ചിറങ്ങാറുള്ളൂ. | | | | | |
| 21 | ചോദ്യങ്ങൾ മണ്ടത്തരം ആകും എന്ന് കരുതി ഞാൻ ചോദിക്കാറില്ല. | | | | | |
| 21 | പഠനത്തിൽ പിറകോട്ട് പോകുമ്പോൾ ഞാൻ അത് എങ്ങനെ മറികടക്കാമെന്ന് വിലയിരുത്താറുണ്ട്. | | | | | |
| 22 | വിട്ടിലെ പ്രശ്നങ്ങൾ മൂലം എനിക്ക് പഠനത്തിൽ ശ്രദ്ധിക്കാൻ കഴിയാറില്ല. | | | | | |
| 24 | എന്നെ ഉപദേശിക്കുന്നത് എനിക്കിഷ്ടമല്ല. | | | | | |
| 25 | നല്ല ജോലി ലഭിക്കാൻ നന്നായി പരിശ്രമിക്കണം എന്ന് ഞാൻ വിശ്വസിക്കുന്നു | | | | | |
| 26 | ജോലിയാണ് ജീവിതത്തിലെ പ്രധാന നേട്ടമായി ഞാൻ കാണുന്നത്. | | | | | |
| 27 | പഠിച്ചത് കൊണ്ട് നല്ല ജോലി കിട്ടും എന്ന് ഞാൻ പ്രതീക്ഷിക്കുന്നില്ല | | | | | |
| 28 | എനിക്ക് വീടു ജോലികളിൽ സഹായിക്കുന്നത് ഇഷ്ടമല്ല. | | | | | |
| 29 | എന്റെ കൂട്ടുകാർ തമ്മിൽ തർക്കം ഉണ്ടാകുമ്പോൾ രണ്ടുപേരെയും നിയന്ത്രണത്തിൽ കൊണ്ടുവരാൻ എനിക്ക് സാധിക്കാറുണ്ട്. | | | | | |

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | ശക്തമായി യോജിക്കുന്നു | യോജിക്കുന്നു | തീർത്തുനില്ക്കുന്നു | വീര്യമില്ലാത്തതായി | ശക്തമായി വീര്യമില്ലാത്തതായി |
|------------|--|-----------------------|--------------|---------------------|--------------------|-----------------------------|
| 30 | എന്റെ ദേഷ്യത്തെ നിയന്ത്രിക്കാൻ എനിക്ക് സാധിക്കാറില്ല. | | | | | |
| 31 | ദേഷ്യം വരുന്ന സമയത്ത് എന്താണ് ചെയ്യുന്നത് എന്ന് എനിക്ക് അറിയാൻ കഴിയാറില്ല. | | | | | |
| 32 | എന്റെ മൊബൈൽ ഫോൺ കാരണം എനിക്ക് പലതും നേടാൻ സാധിക്കാതെ വരാറുണ്ട്. | | | | | |
| 33 | എന്റെ സുഹൃത്തിന് സമ്മാനങ്ങൾ നൽകുന്നത് എനിക്കിഷ്ടമല്ല. | | | | | |
| 34 | മറ്റുള്ളവരെ എളുപ്പത്തിൽ നിരസാഹപ്പെടുത്തുവാൻ കഴിയാറുണ്ട്. | | | | | |
| 35 | എന്റെ വികാരങ്ങളെ ശരിയായ രീതിയിൽ പ്രകടിപ്പിക്കാൻ എനിക്ക് കഴിയാറില്ല. | | | | | |
| 36 | മറ്റുള്ളവരുമായി എനിക്ക് പെട്ടെന്ന് ഇടപഴകാൻ സാധിക്കാറില്ല. | | | | | |
| 37 | എനിക്ക് നാട്ടിലെ സാമൂഹിക പ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാൻ കഴിക്കാറില്ല. | | | | | |
| 38 | മറ്റുള്ളവരുടെ പെരുമാറ്റങ്ങളിൽ നിന്ന് വളരെ പെട്ടെന്ന് അവരെ മനസ്സിലാക്കാൻ എനിക്ക് കഴിയാറുണ്ട്. | | | | | |
| 39 | എന്റെ നാട്ടിൽ അറിയുന്നവരെ കണ്ടാൽ പോലും ഞാൻ സംസാരിക്കാറില്ല. | | | | | |
| 40 | സാമൂഹ്യ മാധ്യമങ്ങളിൽ ഫേസ്ബുക്ക് വാട്ട്സപ്പ് എന്നിവയിൽ നിന്ന് ലഭിക്കുന്ന അറിവുകൾ ശരിയാണോ എന്ന് ചിന്തിക്കാതെ ഞാൻ അത് ഫോർവേഡ് ചെയ്യാറുണ്ട്. | | | | | |
| 41 | മറ്റുള്ളവർ പറഞ്ഞതിന്റെ അടിസ്ഥാനത്തിൽ ഞാൻ വിഷയങ്ങളെ വിലയിരുത്താറുണ്ട്. | | | | | |
| 42 | സമൂഹത്തിന്റെ പൊതു വികാരങ്ങൾ മനസ്സിലാക്കാനും അതിലൂടെ ബന്ധങ്ങൾ ശക്തിപ്പെടുത്തുവാൻ എനിക്ക് കഴിയാറുണ്ട്. | | | | | |
| 43 | മറ്റുള്ളവരുടെ മാനസികാവസ്ഥ എനിക്ക് മനസ്സിലാക്കാൻ കഴിയാറില്ല. | | | | | |

INFLUENCE OF INTELLIGENCES & LEADERSHIP STYLES ON LIFE SATISFACTION

INFLUENCE OF INTELLIGENCES & LEADERSHIP STYLES ON LIFE SATISFACTION

| Sl. No. | Statement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|--|-----------------------|--------------|------------------|-----------------|--------------------------|
| 9 | I install apps on my phone only after checking their complete details. | | | | | |
| 10 | I believe that all living things have a role in the survival of this universe. | | | | | |
| 11 | I don't see other people's concerns as more important than that of mine. | | | | | |
| 12 | My friend laughs when others make fun of him. | | | | | |
| 13 | I make friends only with people who follow my religion. | | | | | |
| 14 | I don't talk to anyone other than my teachers | | | | | |
| 15 | I attend school events only if my friend attends with me. | | | | | |
| 16 | I prefer to study alone rather than in a group. | | | | | |
| 17 | I don't have a friendship with the differently abled children in the class. | | | | | |
| 18 | I speak with my self | | | | | |
| 19 | I don't clear from teachers my doubts of lessons, worrying about what other students think of me | | | | | |
| 20 | When I go to the shop to buy things, I make sure before I leave that only the purchased things are invoiced. | | | | | |
| 21 | I don't ask questions for fear of sounding them stupid. | | | | | |
| 21 | I explain well, taking enough time, to my friend the portions which are complicated to him. | | | | | |
| 22 | When I am weak in studies, I think how to overcome it. | | | | | |
| 24 | I can't concentrate on my studies due to problems at home. | | | | | |
| 25 | I believe that I must work hard to get a proper placement. | | | | | |
| 26 | I see the job as the main achievement of life. | | | | | |

| Sl. No. | Statement | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|----------------|---|-----------------------|--------------|------------------|-----------------|--------------------------|
| 27 | I don't expect that only the studies are the basis of a good job. | | | | | |
| 28 | I don't like helping in house works | | | | | |
| 29 | I can mediate my friends while they are in an argument | | | | | |
| 30 | I can't control my anger I don't like being advised. | | | | | |
| 31 | I don't know what I do while I am angry | | | | | |
| 32 | I failed to achieve many of my goals due to the excess use of mobile phone | | | | | |
| 33 | I don't like giving gifts to my friends | | | | | |
| 34 | I can easily discourage others | | | | | |
| 35 | I can't express my feelings properly | | | | | |
| 36 | I can't interact with others easily | | | | | |
| 37 | I can't participate in social activities of my locality. | | | | | |
| 38 | I can simply understand other's behavior. So | | | | | |
| 39 | I don't talk when I meet even those who are familiar to me | | | | | |
| 40 | I keep forwarding the information appearing in social media such as Facebook and WhatsApp without verifying whether they are accurate or not. | | | | | |
| 41 | I assess the issues based on the comments of others | | | | | |
| 42 | I can understand the common mindset of the society and strengthen the relationships accordingly | | | | | |
| 43 | I can't understand others' feelings | | | | | |

INFLUENCE OF INTELLIGENCES & LEADERSHIP STYLES ON LIFE SATISFACTION

Appendix V

FAROOK TRAINING COLLEGE

RESEARCH CENTRE IN EDUCATION

Affiliated to University of Calicut

LEADERSHIP STYLES INVENTORY

Dr. Anees Mohammed C.

Associate Professor

Farook Training College

Sabanath M.

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താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങൾക്കു അനുയോജ്യമായി തോന്നുന്ന പ്രതികരണത്തിന് നേരെ ശരി ✓ ചിഹ്നം രേഖപ്പെടുത്തുക.

1. ഇന്ന് NSS ക്യാമ്പിന്റെ ഭക്ഷണത്തിന്റെ ഡ്യൂട്ടിയിൽ ആയിരുന്നു. ഭക്ഷണം വിളമ്പുന്നതിന് തൊട്ടുമുമ്പ് കുറച്ചു പേര് അതിഥികളായി എത്തി ഭക്ഷണം തികയാതെ വരുമെന്ന് മനസ്സിലാക്കി ഞാൻ,
 - a) അതിഥികൾക്ക് കൊടുക്കാതെ മുൻകൂട്ടി തീരുമാനിച്ചതു പ്രകാരം ഉള്ള ആളുകൾക്ക് മാത്രം കൊടുക്കുന്നു.
 - b) അവിടെ നിൽക്കുന്നത് ബുദ്ധിയല്ലെന്ന് മനസ്സിലാക്കി അവിടെ നിന്ന് സ്ഥലം വിട്ടു.
 - c) കമ്മിറ്റിക്ക് മുമ്പിൽ പ്രശ്നം അവതരിപ്പിച്ച് കുറച്ചു ഭക്ഷണം ഏർപ്പാടാക്കാൻ തീരുമാനിച്ചു.
 - d) കമ്മിറ്റിക്കാർ ഒഴിച്ച് ബാക്കിയുള്ളവർക്ക് നൽകുന്നു.
 - e) എല്ലാവർക്കും നൽകി ഭക്ഷണത്തിന്റെ കമ്മിറ്റിക്കാരായ ഞങ്ങൾ അവിടെ ബാക്കി ഉണ്ടായിരുന്ന സ്റ്റാക്ക് കഴിച്ചു.
 - f) ഇത്തരം സാഹചര്യങ്ങൾ എങ്ങനെ നേരിടണം എന്നതിനെക്കുറിച്ച് ചിന്തിക്കുകയും കമ്മിറ്റിക്കാരുമായി കൂടിയാലോചിക്കുകയും ചെയ്യുന്നു
2. രക്ഷിതാക്കൾ പുറത്തുപോയ സമയത്ത് കുടുബത്തിൽപ്പെട്ട അതിഥികൾ വീട്ടിൽ വന്നു,
 - a) രക്ഷിതാക്കൾ ഇല്ലാത്തതു കൊണ്ട് ഞാൻ ഡോർ തുറക്കില്ല.
 - b) ഡോർ തുറന്ന് വീട്ടിൽ മറ്റാരും ഇല്ലെന്ന് പറഞ്ഞു.
 - c) അതിഥികളോട് വീട്ടിലേക്ക് കയറാനും രക്ഷിതാക്കൾ ഇല്ലെന്ന് പറഞ്ഞു.
 - d) ഡോർ തുറന്നു അതിഥികളെ സ്വീകരിച്ചു.
 - e) അവരെ സ്വീകരിച്ച സുഖവിവരങ്ങൾ അന്വേഷിച്ചു.
 - f) സാധാരണ അതിഥികൾ വന്നാൽ വീട്ടിലുള്ളവർ ചെയ്യുന്നത് പോലെ ചെയ്യാൻ തീരുമാനിച്ചു.

3. ഞാൻ എന്റെ സ്കൂളിലെ സ്കൂൾ ലീഡർ ആണ്. എന്നോട് ഇന്ന് കുട്ടികൾക്കിടയിൽ ഒരു സ്പോർട്സ് കമ്മിറ്റി രൂപീകരിക്കാൻ ആവശ്യപ്പെട്ടാൽ,
 - a) ഓരോ ക്ലാസ്സിൽ നിന്നും എനിക്ക് താല്പര്യം ഉള്ള കുട്ടികളെ കൂടി ഒരു കമ്മിറ്റി രൂപീകരിച്ചു.
 - b) ഈ കാര്യം അറിച്ചു. താല്പര്യം ഉള്ളവരോട് വരാൻ നിർദ്ദേശിച്ചു.
 - c) ഓരോ ക്ലാസ്സിൽ നിന്നും ഒരു കുട്ടിയെങ്കിലും ഉടാവണമെന്ന് നിർദ്ദേശം വെച്ചു.
 - d) ക്ലാസ്സ് ലീഡേർമാരെ ഈ കാര്യം അറിച്ചു.
 - e) ഇന്നു തന്നെ എല്ലാ ക്ലാസ്സ് ലീഡേഴ്മാരോടും അവരുടെ ക്ലാസ്സിൽ നിന്നും കമ്മിറ്റിയിലേക്കുള്ള കുട്ടികളുടെ ലിസ്റ്റ് തരാൻ ആവശ്യപ്പെട്ടു.
 - f) എങ്ങനെ കമ്മിറ്റി രൂപീകരിക്കണമെന്നതിനെ കുറിച്ച് ഒരു പ്ലാൻ തയ്യാറാക്കി.
4. എന്റെ ക്ലാസ്സിൽ പഠിക്കുന്ന കുട്ടിക്ക് ചികിത്സ സഹായം ആവശ്യമാവുന്ന സമയത്ത്
 - a) എല്ലാവരും നിർബന്ധമായും ക്യാഷ് അടക്കാൻ ആവശ്യപ്പെടും.
 - b) ഓരോരുത്തരും അവരുടെ ഇഷ്ടത്തിനനുസരിച്ച് നൽകട്ടെ.
 - c) ഓരോ ആളിന്റെയും കഴിവിനെ അനുസരിച്ചുള്ള ഒരു തുക കളക്ട് ചെയ്യാൻ ശ്രമിക്കും.
 - d) നല്ല തുക തരുന്നവനെ തരാത്തവർക്ക് മുന്നിൽ വച്ച് അഭിനന്ദിക്കും.
 - e) ജനങ്ങളെ കുട്ടിയോടടുപ്പിച്ച് അവരോട്കൂടെ ഉണ്ടെന്ന് ബോധ്യപ്പെടുത്തി ചികിത്സ സഹായം ഒരു ജനകീയ പദ്ധതിയാക്കി മാറ്റുന്നു.
 - f) ഓരോരുത്തരെയും ചികിത്സ ചിലവിനെ കുറിച്ച് പറഞ്ഞു മനസ്സിലാക്കി അവരെ അതിലേക്ക് പ്രോത്സാഹിപ്പിക്കും.
5. എന്റെ ക്ലാസ്സ് ടീച്ചർ ലീവ് ആയ സമയം ക്ലാസ്സിന്റെ നിയന്ത്രണം എന്നെ ഏൽപ്പിച്ചാൽ.
 - a) ഞാൻ പറയുന്നത് അനുസരിക്കാത്തവരുടെ ഒരു ലിസ്റ്റ് തയ്യാറാക്കും.
 - b) ഓരോരുത്തരോടും അവരുടെ വർക്കുകൾ complete ആക്കാൻ നിർദ്ദേശിക്കും.
 - c) എല്ലാവർക്കും താല്പര്യമുള്ള ഒരു ടോക്ക് നടത്തും.
 - d) ഇന്ന് ക്ലാസ്സിൽ അച്ചടക്കം പാലിക്കുന്നവരെ കണ്ടെത്തി അവരെ ക്ലാസ്സിൽ അഭിനന്ദിക്കും.
 - e) എല്ലാവരെപ്പോലെ എന്റെ വർക്ക് ചെയ്യുകയും, ക്ലാസ്സിന്റെ ഉത്തരവാദിത്തം എല്ലാവർക്കും ഒരുപോലെ ആണെന്നും ബോധ്യപ്പെടുത്തും.
 - f) ക്ലാസ്സിലെ എല്ലാവരോടും എങ്ങനെ ഇന്നത്തെ ക്ലാസ്സ് വേണ്ടതെന്ന് ചോദിച്ചു അതുപോലെ ചെയ്യും.
6. ഞാൻ ടീം ക്യാപ്റ്റൻ ആയി കളിനടന്നുകൊണ്ടിരിക്കെ പരാജയപ്പെടുമെന്ന് വന്നപ്പോൾ,
 - a) ഞാൻ പറയുന്ന കാര്യങ്ങൾ നിർബന്ധമായും എല്ലാവരും പാലിച്ചിരിക്കണം എന്നാവശ്യപ്പെടും.
 - b) കഴിവുള്ള ആളുകളെ അവരുടേതായ രീതിയിൽ കളിക്കാൻ അനുവദിക്കും.
 - c) എല്ലാവർക്കും ഉതകുന്ന രീതിയിലുള്ള തീരുമാനങ്ങൾ ആയിരിക്കും എടുക്കുക.
 - d) നന്നായി കളിക്കുന്നവർക്ക് പ്രോത്സാഹനങ്ങൾ നൽകുകയും അല്ലാത്തവനെ മോശമായി പറയുകയും ചെയ്യും.

- e) തന്റെ അണികളെ നന്നായി കളിക്കാൻ പ്രേരിപ്പിക്കുകയും അതിനുവേണ്ട സഹായങ്ങൾ നൽകുകയും ചെയ്യും.
 - f) നല്ല ആശയങ്ങൾ മുന്നോട്ടുവയ്ക്കുകയും അതിലൂടെ നല്ല തീരുമാനങ്ങൾ എടുക്കുകയും ചെയ്യും.
7. ഗാന്ധി ജയന്തി ദിനത്തിൽ സൂളിനോട് അടുത്തുള്ള പ്രദേശം ശുചിയക്ഷണത്തിന് വിവിധ ഗ്രൂപ്പുകളായി പ്രവർത്തനം നടത്തുന്നതിൽ ഒരു ഗ്രൂപ്പിന്റെ ലീഡർ ആയി എന്ന തിരഞ്ഞെടുത്താൽ
- a) ഗ്രൂപ്പിലുള്ളവർ എല്ലാവരും ശുചീകരണ പ്രവർത്തനത്തിൽ ഏർപ്പെട്ടിട്ടുണ്ടോ എന്ന് ഉറപ്പുവരുത്തും.
 - b) എല്ലാവരും അവരുടെ ഇഷ്ടത്തിനനുസരിച്ച് ചെയ്യാൻ അനുവദിക്കും.
 - c) പ്രവർത്തനങ്ങൾ എല്ലാവരും പങ്കുചേർന്ന് പ്രവർത്തിക്കാൻ തീരുമാനിക്കും.
 - d) ക്ലീനിംഗ് പ്രവർത്തനം നന്നായി ചെയ്യുന്നവനെ ഗ്രൂപ്പ് മെമ്പേഴ്സിനു മുന്നിൽ അഭിനന്ദിച്ചു മറ്റുള്ളവർക്ക് പ്രചോദനം നൽകും.
 - e) എങ്ങനെ ചെയ്യണമെന്ന് കാണിച്ചു കൊടുക്കുകയും അവർക്കിടയിൽ ഒരു മോഡൽ ആയി പ്രവർത്തിക്കുകയും ചെയ്യും.
 - f) ക്ലീനിംഗ് പ്രവർത്തനത്തിന്റെ നേട്ടത്തെക്കുറിച്ചും അതിലൂടെ സൂളിന് ഉണ്ടാകുന്ന സുരക്ഷിതത്തെക്കുറിച്ചും മനസ്സിലാക്കി ഗ്രൂപ്പിൽ പ്രവർത്തിക്കും.
8. എന്റെ സഹപാഠിക്ക് പ്ലസ് വൺ പരീക്ഷയിൽ സ്കൂൾ തലത്തിൽ ടോപ്പ് മാർക്ക് ലഭിച്ചാൽ,
- a) പ്ലസ് വണിൽ ആയതു കൊണ്ട് അഭിനന്ദിക്കേണ്ട കാര്യം ഇല്ല.
 - b) അവൻ നന്നായി പഠിച്ചതുകൊണ്ട് അവനു ടോപ്പ് മാർക്ക് കിട്ടി.
 - c) എല്ലാവരെയും പോലെ അവന്റെ നേട്ടത്തിൽ അഭിമാനിക്കുന്നു.
 - d) അവന്റെ നേട്ടത്തിൽ അവനെ അഭിനന്ദനങ്ങൾ അറിയിക്കും.
 - e) അവന്റെ നേട്ടത്തിൽ സന്തോഷിക്കുകയും അവനെ വീണ്ടും നേട്ടങ്ങൾ ഉണ്ടാവാൻ ആശംസിക്കുകയും ചെയ്യും
 - f) നേട്ടത്തിലേക്ക് അവനെ എത്തിച്ച വഴികളെ കുറിച്ച് ചോദിക്കുകയും കഠിനധ്വനത്തെ പ്രശംസിക്കുകയും ചെയ്യും.
9. സൂളിലേക്ക് നടന്നു പോകുമ്പോൾ വാഹന അപകടം കാണാനിടയായി അവിടെ രക്ഷപ്രവർത്തനം നടത്താൻ ആളുകൾ വളരെ കുറവായിരുന്നതിനാൽ
- a) സൂളിലേക്ക് പോകുകയായത് കൊണ്ട് ഞാൻ അവിടേക്ക് പോയില്ല
 - b) അത് എന്നെ ബാധിക്കുന്ന കാര്യമല്ലാത്തതുകൊണ്ട് ഞാൻ അതിൽ ഇടപെട്ടില്ല
 - c) എനിക്ക് ചെയ്യാൻ കഴിയുന്ന സഹായം ചെയ്തു.
 - d) രക്ഷ പ്രവർത്തനത്തിൽ ഏർപ്പെട്ടാൽ മറ്റുള്ളവർ തന്നെപ്പറ്റി നല്ലത് കരുതും എന്നുള്ളതുകൊണ്ട് പങ്കാളിയായി.
 - e) ഞാൻ ഉടനെ തന്നെ അതിൽ പങ്കാളി ആവുകയും അവർക്ക് വേണ്ട എല്ലാ സഹായങ്ങളും എത്തിക്കാൻ വേണ്ടി ശ്രമിക്കുകയും ചെയ്തു.
 - f) അപകടം എങ്ങനെ ഉണ്ടായി എന്നതിനെക്കുറിച്ച് ചിന്തിക്കുകയും അതിലേക്ക് വേണ്ട സഹായങ്ങൾ നൽകാൻ ശ്രമിക്കുകയും ചെയ്യും.

10. തന്റെ ക്ലാസിലെ ഒരു കുട്ടിക്ക് ക്ലാസ്സ് സമയത്ത് സുഖമില്ലാതെ വന്നാൽ

- a) ക്ലാസ്സ് ലീഡറോട് വേണ്ട കാര്യങ്ങൾ ചെയ്യാൻ ആവശ്യപ്പെടും.
- b) എന്റെ സുഹൃത്ത് ഉണ്ടെങ്കിൽ മാത്രം അതിലിടപെടും.
- c) ക്ലാസ്സിലുള്ളവർ എന്താണോ ചെയ്യുന്നത് അതുപോലെ ചെയ്യും.
- d) കുട്ടിക്ക് എന്താപറ്റിയതെന്ന് മറ്റുള്ളവരോട് ചോദിച്ചറിയും
- e) ആ കുട്ടിക്ക് ആശ്വാസകരമാവുന്നതിനുള്ള കാര്യങ്ങൾ ചെയ്യും.
- f) കുട്ടിയുടെ അസുഖത്തെ കുറിച്ച് കുട്ടിയുടെ അടുത്ത സുഹൃത്തിനോട് ചോദിച്ചു വേണ്ട കാര്യങ്ങൾ ചെയ്യാൻ ശ്രമിക്കും.

11. എന്റെ നാട്ടിലെ പരിസ്ഥിതി ദിനവുമായി ബന്ധപ്പെട്ട പരിപാടികളിൽ ഞാൻ പങ്കാളിയാവുമ്പോൾ.

- a) അതിന്റെ നടത്തിപ്പുകൾ വീക്ഷിച്ചു മാറിനിൽക്കും
- b) ഓരോരുത്തരും അവരുടേതായ പരിസരം ശുചിയാക്കിയാൽ തന്നെ മൊത്തം ശുചിയാകും എന്നതിനാൽ എന്റേതായ പരിസരം മാത്രം ശുചിയാക്കാൻ ശ്രമിക്കും.
- c) എല്ലാവരും പോലെ തന്നെ ഞാനും നല്ലൊരു സേവകനായി പ്രവർത്തിക്കും.
- d) ഇതുമായി ബന്ധപ്പെട്ട പരിപാടികളിൽ പ്രോത്സാഹനങ്ങൾ ഉണ്ടെങ്കിൽ അതിൽ നന്നായി സഹകരിക്കും.
- e) പരിസ്ഥിതി ദിനത്തിന്റെ പ്രാധാന്യത്തെക്കുറിച്ച് മനസ്സിലാക്കി അതിൽ മാതൃകാപരമായി പ്രവർത്തിക്കും
- f) പരിസ്ഥിതി ശുചിയാക്കേണ്ട ആവശ്യകതയെക്കുറിച്ച് ചിന്തിക്കുകയും അതിനുവേണ്ട നടപടികൾ സ്വീകരിക്കാൻ ആളുകളെ സഹായിക്കുകയും ചെയ്യും.

12. എന്റെ ക്ലാസ്സിലെ കുട്ടികൾ എന്തെങ്കിലും സഹായം ആവശ്യപ്പെടുമ്പോൾ,

- a) എനിക്ക് സഹായിക്കാൻ കഴിയാറില്ല.
- b) ഇത്തരം കാര്യങ്ങളിൽ അവരെ കാര്യങ്ങൾ അവർ ചെയ്യട്ടെ എന്നതാണ് നല്ലത്.
- c) മറ്റുള്ളവർ എങ്ങനെയാണോ ചെയ്യുന്നത് അതുപോലെ ചെയ്യും.
- d) സഹായം കൊണ്ട് എനിക്ക് നേട്ടം ഉണ്ടാവുമെന്നത് കൊണ്ട് ചെയ്യും.
- e) ഞാൻ അതിനുവേണ്ടി സമയം കണ്ടെത്തി വേണ്ട രീതിയിൽ സഹായിക്കും.
- f) അതിനെ കുറിച്ച് അന്വേഷിച്ചു എന്താണ് ചെയ്യേണ്ടതെന്ന് മറ്റുള്ളവർക്ക് പറഞ്ഞു കൊടുക്കും.

13. തീരുമാനങ്ങൾ എടുക്കുന്ന സമയത്ത്

- a) എന്റെ തീരുമാനങ്ങൾ ഉറച്ചതായിരിക്കും.
- b) ഞാൻ എടുക്കുന്ന തീരുമാനങ്ങൾ എന്നെ ബാധിക്കുന്നതിനാൽ എനിക്കുതക്കുന്ന തീരുമാനങ്ങൾ മാത്രമേ എടുക്കുകയുള്ളൂ.
- c) എന്റെ തീരുമാനങ്ങൾ മറ്റുള്ളവർക്ക് ദോഷം ചെയ്യാത്ത രീതിയിൽ ആണ് തീരുമാനമെടുക്കുന്നത്.

- d) തീരുമാനമെടുക്കുമ്പോൾ അതിലൂടെ എനിക്കുണ്ടാകുന്ന നേട്ടങ്ങളെക്കുറിച്ചും കോട്ടങ്ങളെ കുറിച്ചും ഞാൻ ആലോചിക്കാറുണ്ട്.
- e) എന്റെ തീരുമാനങ്ങൾ എപ്പോഴും നല്ല തീരുമാനങ്ങൾ ആയിരിക്കണം എന്നും മറ്റുള്ളവർക്ക് അതൊരു പ്രചോദനമാവണം എന്നും ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.
- f) എന്റെ തീരുമാനങ്ങൾ എങ്ങനെ എപ്പോൾ എടുക്കണം എന്നതിനെക്കുറിച്ച് ആലോചിച്ചതിനു ശേഷം മാത്രമേ തീരുമാനിക്കാറുള്ളൂ.

14. എന്റെ ചുമതല നിർവഹിക്കുമ്പോൾ

- a) എന്റെ ചുമതലകളെക്കൊണ്ടും എന്റെ അവകാശങ്ങളിലാണ് ഞാൻ കൂടുതൽ ശ്രദ്ധിക്കുന്നത്.
- b) എനിക്ക് ഉചിതമെന്ന് തോന്നുന്നത് മാത്രം ചെയ്യും.
- c) ചുമതലകൾ നാം നിർവഹിക്കേണ്ടതാണ് എന്നുള്ള ബോധ്യത്തോടെ പ്രവർത്തിക്കും.
- d) ചുമതലകളിൽ വിട്ടുനിൽക്കുമ്പോൾ അതിന്റെ ഭവിഷ്യത്ത് അനുഭവിക്കേണ്ടി വരും എന്നുള്ളതുകൊണ്ട് ഞാൻ അവ നിർവഹിക്കും.
- e) ഓരോരുത്തരുടെയും കടമയാണെന്ന ബോധ്യത്തോടെ മാതൃകപരമായി നിർവഹിക്കും.
- f) എന്റെ ചുമതലയെ കുറിച്ച് ഞാൻ ബോധവാനാവുകയും നിർവഹിക്കുന്നതിൽ കൂടുതൽ പ്രാധാന്യം നൽകുകയും ചെയ്യും.

15. ക്ലാസ്സ് tour organize ചെയ്യാൻ ടീച്ചർ എന്നെ ചുമതലപ്പെടുത്തിയാൽ,

- a) എനിക്ക് താല്പര്യം ഉള്ള സ്ഥലങ്ങൾ മാത്രം ഉൾപ്പെടുത്തി organize ചെയ്യും.
- b) താല്പര്യം ഉള്ളവരോട് മാത്രം ആലോചിച്ച് organize ചെയ്യും.
- c) എല്ലാവരെയും ഉൾക്കൊള്ളിച്ച ഒരു മീറ്റിംഗ് വിളിച്ചു organize ചെയ്യും.
- d) ടൂറിന്റെ വിജയത്തിനാവശ്യമായ രീതിയിൽ organize ചെയ്യും
- e) ടൂറിന്റെ വിജയത്തിന് എല്ലാവരെയും അഭിപ്രായങ്ങൾ ചോദിദിക്കുകയും എല്ലാവർക്കും അനുയോജ്യമാകുന്ന വിധത്തിൽ ചെയ്യും.
- f) എങ്ങനെ organize ചെയ്യേണ്ടതെന്ന് അറിയുന്നവരോട് ചോദിച്ചു ചെയ്യാൻ തീരുമാനിക്കും.

16. സ്കൂൾ കലോത്സവത്തിൽ അവതരിപ്പിക്കാനുള്ള നാടകത്തിന്റെ പ്രാക്ടീസ് ചെയ്യുമ്പോൾ,

- a) അവനവന്റെ റോളുകൾ ചെയ്യാൻ അവരെ നിർബന്ധിപ്പിക്കും
- b) ഞാനെന്റെ റോളിൽ മാത്രം ശ്രദ്ധ കേന്ദ്രീകരിക്കും.
- c) എല്ലാവരെപ്പോലെ തന്നെ ഞാൻ എന്റെ വേഷം നന്നായി ചെയ്യാൻ ശ്രമിക്കും.
- d) നന്നായി ചെയ്യുന്നവന് അഭിനന്ദിക്കുകയും അല്ലാത്തവരെ ശകാരിക്കുകയും ചെയ്യും.
- e) ഓരോ വേഷത്തിനെ കുറിച്ച് ഓരോരുത്തർക്കും വ്യക്തമായി നിർദ്ദേശങ്ങൾ നൽകുകയും അവരെ അതിനുവേണ്ടി പ്രോത്സാഹിപ്പിക്കുകയും ചെയ്യും.
- f) ഓരോ വേഷത്തിന്റെയും പ്രാധാന്യം മനസ്സിലാക്കി ടീമിൽ പ്രവർത്തിക്കും.

17. നാട്ടിൽ നടക്കാൻ പോകുന്ന ഒരു പരിപാടിയുടെ ഉത്തരവാദിത്വം ഏറ്റെടുത്ത് പ്രവർത്തിക്കാൻ ആവശ്യപ്പെടുമ്പോൾ

- a) പരിപാടിയുടെ ഉത്തരവാദിത്വം എനിക്കയതിനാൽ ഞാനായിരിക്കും ആ പരിപാടിയുടെ എല്ലാ കാര്യങ്ങളും തീരുമാനിക്കുന്നത്.
- b) പരിപാടിക്ക് വേണ്ടി ഞാൻ ചെയ്യേണ്ട കാര്യങ്ങളെക്കുറിച്ച് മാത്രം മനസ്സിലാക്കി ചെയ്യും.
- c) എല്ലാവരുടെയും തീരുമാനങ്ങൾക്കും പരിപാടി എങ്ങനെ മെച്ചപ്പെടുത്താം എന്നതിന് അനുസരിച്ചും പ്രവർത്തിക്കും.
- d) പരിപാടിയുടെ നേട്ടത്തിനു വേണ്ടി പ്രോത്സാഹനങ്ങൾ നൽകി വിജയം കണ്ടെത്താൻ ശ്രമിക്കും.
- e) പരിപാടിയുടെ വിജയത്തിനുവേണ്ടി ഓരോരുത്തരെയും പ്രേരിപ്പിക്കുകയും പ്രോത്സാഹിപ്പിക്കുകയും ചെയ്തു പരിപാടിയെ വൻ വിജയമാക്കാൻ ശ്രമിക്കും.
- f) എന്താണ് പരിപാടി എന്നും അത് എങ്ങനെ നല്ല രീതിയിൽ നടത്തിക്കാം എന്നതിനെക്കുറിച്ചും ആലോചിച്ച് കാര്യങ്ങൾ ചെയ്യും.

18. ഒരു മാസത്തെ വീട്ടു ചെലവുകൾ നടത്താൻ എന്നെ ഏൽപ്പിച്ചാൽ

- a) വീട്ടുചിലവ് ക്രമീകരിക്കുന്നതിന് വേണ്ടി എന്റെ ഇഷ്ടങ്ങൾക്ക് അനുസരിച്ച് ചെലവാക്കും
- b) ഒരു മാസത്തെ ചിലവ് നടത്തൽ ഞാൻ ആയതിനാൽ ആവശ്യങ്ങൾക്ക് അനുസരിച്ച് മാത്രം ചിലവാക്കും.
- c) എല്ലാവരുടെയും ആവശ്യങ്ങൾ അന്വേഷിച്ച് എല്ലാവർക്കും അനുസരിച്ച് കാര്യങ്ങൾ ചെയ്യും.
- d) വീട്ടിൽ ചിലവിന് എന്തെല്ലാം ആവശ്യമുണ്ട് എന്നും അതിന് എത്ര ചെലവാകും എന്നതിനെക്കുറിച്ച് മറ്റുള്ളവരെ ബോധ്യപ്പെടുത്തി കാര്യങ്ങൾ ചെയ്യും.
- e) വീട്ടിലെ പ്രധാന ചെലവുകൾ എന്തെല്ലാമാണെന്നും ഓരോരുത്തർക്കും അതിന്റെ ആവശ്യകത എന്താണ് എന്നും മനസ്സിലാക്കി അവർക്ക് വേണ്ട കാര്യങ്ങൾ ചെയ്തുകൊടുക്കും.
- f) വീട്ടിലെ അംഗങ്ങൾക്ക് അനുസരിച്ച് അതെങ്ങനെ ചിലവാക്കണം എന്നതിനെക്കുറിച്ചും മനസ്സിലാക്കി ചെയ്യും.

19. ഒരു കമ്പനിയുടെ മാനേജർ ആയി നിയമിക്കപ്പെട്ടാൽ

- a) മനേജർ എന്നനിലയിൽ എന്റെ കീഴിലുള്ളവർ ഞാൻ പറയുന്നത് അനുസരിച്ചിരിക്കണം.
- b) കമ്പനിയുടെ നിയമങ്ങൾ ഓരോരുത്തരും പാലിക്കുന്നുണ്ടെന്ന് ഉറപ്പുവരുത്തും.
- c) കമ്പനിയിലുള്ള ആളുകളുടെ അഭിപ്രായങ്ങൾക്ക് പ്രാധാന്യം നൽകിക്കൊണ്ട് മുന്നോട്ടു പോകും.
- d) നന്നായി വർക്ക് ചെയ്യുന്നവർക്ക് സമ്മാനങ്ങളും മറ്റും നൽകും.
- e) മാനേജർ എന്നനിലയിൽ വർക്കുകൾ നന്നായി ചെയ്തു മറ്റുള്ളവർക്ക് മാതൃകയാവും.
- f) കമ്പനിയുടെ നേട്ടത്തിന് വേണ്ട കാര്യങ്ങൾ എന്തൊക്കെയാണെന്ന് മനസ്സിലാക്കി ചെയ്യും.

20. ഞാൻ കേരളത്തിന്റെ വിദ്യാഭ്യാസ മന്ത്രി ആയാൽ സൂളിന്റെ വിഷയത്തിൽ,

- a) വിദ്യാഭ്യാസ പദ്ധതികൾ ഞാൻ ആവിഷ്കരിക്കുന്നത് എല്ലാ സൂളുകളും അനുസരിക്കണം
- b) ഓരോ സൂളും അവരുടെ നേട്ടത്തിനനുസരിച്ച് പ്രവർത്തിക്കാൻ അനുവദിക്കും.
- c) എല്ലാ സൂളുകളുടെയും ഗുണത്തിനനുസരിച്ച് പ്രവർത്തിക്കും.
- d) നല്ല സൂളുകൾക്ക് പ്രോത്സാഹനം നൽകുകയും മറ്റു സൂളുകൾക്ക് അതിനുവേണ്ട നിർദ്ദേശങ്ങൾ നൽകുകയും ചെയ്യും
- e) ഓരോ സൂളിനെ കുറിച്ച് വിലയിരുത്തുകയും അതിന്റെ പുരോഗതിക്ക് വേണ്ട കാര്യങ്ങൾ നേരിട്ട് ചെയ്യുകയും ചെയ്യും.
- f) കേരളത്തിലെ സൂളിനെ കുറിച്ചും മനസ്സിലാക്കുകയും അതിലൂടെ ഓരോ സൂളിന്റെ പ്രവർത്തനങ്ങൾ വിലയിരുത്തുകയും ചെയ്യും.

INFLUENCE OF INTELLIGENCES & LEADERSHIP STYLES ON LIFE SATISFACTION

Appendix VI

FAROOK TRAINING COLLEGE

RESEARCH CENTRE IN EDUCATION

Affiliated to University of Calicut

LEADERSHIP STYLES INVENTORY

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Farook Training College

Sabanath M.

Research Scholar

Farook Training College

Read the following statements carefully and give tick mark to the suitable responses

1. Today I was on duty of serving food in the NSS camp. When I realized, Just before the food was served, that some guests would arrive and the food would not be enough,
 - a) I served it to the people who were already decided and ignored the guests.
 - b) I left the place thinking that it was not wise to stay there.
 - c) I informed the committee and decided to arrange some more food.
 - d) I served it to all except the committee members.
 - e) I served to all except us. We, the food committee members, ate the snacks that were left there.
 - f) I served it to the guests and teachers first and the rest was served to others in small quantities.
2. When the parents are out, our family guests came to the house,
 - a) I wouldn't open the door as the parents are out
 - b) I opened the door and told them that there was none other than me at home.
 - c) I told the guests to enter the house and that the parents were not there.
 - d) I opened the door and received the guests.
 - e) I received them and inquired about their well-being.
 - f) I decided to do as what is usually done at home when the guests come.
3. I am the school leader of my school. If I will be asked today to form a students' sports committee,
 - a) I will form a committee of students I like from each class.
 - b) I will inform this matter all and ask those who were interested to come.
 - c) I will suggest that at least one student from each class to be included.
 - d) I will share this matter with the class leaders.
 - e) I will ask all class leaders to submit today the students list of their classes to the committee.
 - f) I prepared a plan to form a committee.

4. When my classmate needs medical assistance
 - a. I will ask everybody to arrange fund for him
 - b. Let everyone give as they wish
 - c. I will try to collect an amount from each one according to his capacity
 - d. I will appreciate those who funded well before those who ignored it.
 - e. I will turn public attention towards the child to attain his medical assistance with crowd funding.
 - f. I will explain to everyone about the treatment expense and encourage them to support him financially.
- 5) If I will be entrusted with the control of the class while my class teacher is on leave.
 - a. I will prepare a list of disobedient students.
 - b. I will ask everyone to complete their assignments.
 - c. I will arrange a talk on a topic which is interested to all.
 - d. I will find out and appreciate the students who are well disciplined today.
 - e. I will do my work like others making them feel that all are equally responsible for their class.
 - f. I will ask everyone how they want their class to be run today and will do so.
6. As a team captain, when I feel that we are about to lose the game,
 - a) I will insist all to follow my instructions.
 - b) I will let talented people play in their own way.
 - c) I will make decisions that are helpful to all.
 - d) I will encourage good players and condemn the bad.
 - e) I will motivate my players to perform well and provide them with the necessary support.
 - f) I will come up with good ideas and make good decisions accordingly.
7. If I will be selected as a group leader to clean the area near the school on Gandhi Jayanti Day,
 - a) I will make sure that every group member has involved in the cleaning work.
 - b) I will let everyone do as they wish.
 - c) I will decide to work all together.
 - d) I will inspire the group members by applauding the one who did the cleaning works well.
 - e) I will show them how to do it and act as a role model to them.
 - f) I will work in the group, realizing the benefits of cleaning works as well as the safety that it brings to the school.

8. If my classmate attains top marks at the school level in the Plus One examination,
 - a) As a Plus One achievement, congratulation is not so required.
 - b) He got full marks by studying well.
 - c) I am proud of his achievement like anyone else.
 - d) I will congratulate him on his achievement.
 - e) I will be happy with his achievement and wish him more successes.
 - f) I will mention the ways that led him to the success.
9. While walking to school, I came to see a car accident and there were very few people to carry out the rescue operation.
 - a) I wouldn't go there because I had to go to school.
 - b) I wouldn't interfere because it didn't matter me.
 - c) I will help with whatever I could do.
 - d) I will join the rescue operation keeping in mind that it will reflect my good image in other's mind.
 - e) I will immediately join and try to provide all helps they were in need.
 - f) I would think about how the accident occurred and try to provide the necessary help.
10. If one of my classmate is unwell during class,
 - a) I would ask the class leader to do the needful.
 - b) I would only involve if my friend was available there.
 - c) I would do what other classmates were doing.
 - d) I would enquire others what happened to the child
 - e) I would do things which are comfortable to the child.
 - f) I will collect the details of his illness from his close friend and try to do better for him accordingly.
11. When I participate in programs associated with the Environment Day in my territory.
 - a) I will watch its functioning and stay away.
 - b) I will try to clean only my own surrounding thinking that if everyone cleans their own places, the whole environment will be clean.
 - c) I will act as a good service provider like anyone else.
 - d) I will cooperate well If there are incentives in such programs.
 - e) I will understand the importance of Environment Day and work in an exemplary manner.
 - f) I will think about the need of keeping the environment clean and help people to take the necessary steps to get it cleaned.

12. When my classmates ask me for help,
- a) I am unable to help them.
 - b) It is better in such matters to let them do their own things.
 - c) I will do what others do.
 - d) I will do it thinking that it will benefit me.
 - e) I will find time and help them in proper way.
 - f) I will analysis it and tell others what to do.
13. When I take decisions
- a) My decisions will be bold.
 - b) I make only decisions that are beneficial to me since it may affect me too.
 - c) I make decisions that does not harm others.
 - d) When I take decisions, I explore the advantages and disadvantages that may affect me.
 - e) I always want my decisions to be good and inspiration to others.
 - f) I take decision only after thinking about how and when it is to be taken
14. When I perform my duties
- a) I will pay more attention to my rights rather than to my duties.
 - b) I will do only what is right to me.
 - c) I will act as they are our duties and should be performed by us.
 - d) I will do my duties otherwise I will have to suffer the consequences of being inactive.
 - e) I will do my task in a typical way thinking that it is to be done by all.
 - f) I will be conscious of my task and give more importance to accomplish it.
15. If the teacher select me to organize a class tour,
- a) I will organize it by including only the places interested to me.
 - b) I will organize it by consulting only those who are interested to me.
 - c) I will call a general meeting and organize it.
 - d) I will organize it focusing on the success of the tour.
 - e) I will check with everyone their opinion for a successful tour and will act accordingly.
 - f) I will decide by seeking advice of those who know how to organize it.
16. When I practice a play to perform in a school festival,
- a) I will insist them to play their roles
 - b) I will focus only on my role.
 - c) I will try to play my role well like others.
 - d) I will appreciate those who do well and depreciate those who do not.
 - e) I will give clear instructions to everyone about their role and encourage them to do it.
 - f) I will work in my team understanding the importance of each role.

17. When I will be asked to take responsibility of a program which is to be held in my territory,
 - a) As the program in charge, I will decide all aspects of the program.
 - b) I will think what to be done by me and do it only.
 - c) I will run the program based on the decisions of all regarding the program implementation.
 - d) I will try to achieve success by giving motivations for the success of the program.
 - e) I will try to make the program a great success by motivating and encouraging all to make it successful.
 - f) I will do it analyzing what the program is and how it is to be run.
18. If I will be assigned to deal with the house expenses of a month,
 - a) I would spend as I wish to regulate the house expenses
 - b) Since it is the expense of a month, I would spend only according to the needs.
 - c) I will check the needs of all and act accordingly.
 - d) I will work by convincing others what are the house expenses and how much they will cost.
 - e) I will inform them what are house expenses and what are their importance and then act accordingly.
 - f) I will do identifying the way to spend as per the need of members.
19. If I will be appointed as a company manager
 - a) As a manager, my subordinates must obey my orders.
 - b) I would ensure that everyone follows the rules and regulations of the company.
 - c) I would give importance to the opinions of the company staff.
 - d) I would give gifts etc. to those who work well.
 - e) I will do my work well as a manager being an example for others.
 - f) I will work understanding what is necessary for the success my company.
20. If I become the Education Minister of Kerala, on the issue of schools,
 - a) All schools must follow my educational projects
 - b) I will let each school to be run according to their achievements.
 - c) I will work identifying the merits of all schools.
 - d) I will encourage good schools and give necessary directions to other schools
 - e) I will assess running of each school and take necessary steps to improve it directly.
 - f) I will try to know about the schools of Kerala and scrutinize the activities of each school.

LEADERSHIP STYLES INVENTORY

GENERAL DATA CUM RESPONSE SHEET

Name of the School :
Gender : Male / Female Scheme: Plus one/Plus two
subject : Humanities/Commerce/ Science
Birth order : First child/ middle / young child/ only one child
Parental Qualification : Below Plus two/ Plus two/ Above Plus two
Parental Occupation : Coolie / Business/ Professional

| SL/No | A | B | C | D | E | F | G |
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Appendix VII

FAROOK TRAINING COLLEGE

RESEARCH CENTRE IN EDUCATION

Affiliated to University of Calicut

LIFE SATISFACTION SCALE

Dr. Anees Mohammed C.

Associate Professor
Farook Training College

Sabanath M.

Research Scholar
Farook Training College

താഴെ കൊടുത്തിരിക്കുന്ന പ്രസ്താവനകൾ ഓരോന്നും ശ്രദ്ധാപൂർവ്വം വായിച്ച് നിങ്ങൾക്കു അനുയോജ്യമായി തോന്നുന്ന പ്രതികരണത്തിന് നേരെ ശരി ചിഹ്നം രേഖപ്പെടുത്തുക.

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | ഒരിക്കലുമില്ല | ചിലപ്പോൾ | പലപ്പോഴും | എല്ലായ്പ്പോഴും |
|------------|---|---------------|----------|-----------|----------------|
| 1 | സുഹൃത്തുക്കൾ എന്നെ കുറ്റപ്പെടുത്തുമ്പോൾ എനിക്ക് അവരോട് വെറുപ്പ് തോന്നാറുണ്ട്. | | | | |
| 2 | എന്റെ ഇഷ്ടങ്ങൾ വീട്ടിൽ പറയുമ്പോൾ അവരത് നിരസിച്ചാൽ എനിക്ക് വിഷമം തോന്നാറുണ്ട്. | | | | |
| 3 | ഞാൻ എടുക്കുന്ന തീരുമാനങ്ങൾ തെറ്റാകും എന്നത് കൊണ്ട് സ്വന്തമായി തീരുമാനം എടുക്കാറില്ല. | | | | |
| 4 | അദ്ധ്യാപകൻ ക്ലാസ്സ് എടുക്കുന്ന സമയത്ത് മനസ്സിലാകാതെ വരുന്ന ഭാഗങ്ങൾ ആ ക്ലാസ്സ് തീരുന്നതിനു മുൻപ് ചോദിച്ചു മനസ്സിലാക്കണം എന്നുണ്ടാകിലും ചോദിക്കാൻ കഴിയാറില്ല. | | | | |
| 5 | എന്റെ അഭിപ്രായങ്ങൾ തുറന്ന് പറയുന്ന സമയത്ത് അത് എല്ലാവരും അംഗീകരിക്കണമെന്ന് എനിക്ക് നിർബന്ധമാണ്. | | | | |
| 6 | എന്റെ വിഷമങ്ങൾ വീട്ടിൽ പറയുന്നതിനേക്കാൾ നല്ലത് സുഹൃത്തുക്കളോട് പറയുന്നതാണെന്ന് എനിക്ക് തോന്നാറുണ്ട്. | | | | |
| 7 | സുഹൃത്തുക്കളുടെ കൂടെ ഒരു പരിപാടിക്ക് പോകാനുള്ള അതെ ദിവസംതന്നെ എന്റെ കുടുംബത്തിൽ പരിപാടി ഉണ്ടായാൽ ഞാൻ സുഹൃത്തുക്കളുടെ കൂടെ പോകാൻ ആഗ്രഹിക്കുന്നു. | | | | |
| 8 | എനിക്ക് സൂളിൽ നിന്നോ മറ്റോ അക്കാഡമിക് തരത്തിലുള്ള വിജയം ഉണ്ടാവുമ്പോൾ എന്റെ വീട്ടുകാർ അതിൽ എന്നെ അഭിനന്ദിക്കാറുണ്ട്. | | | | |
| 9 | ഒഴിവുസമയങ്ങൾ സുഹൃത്തുക്കളുടെ കൂടെ ചെലവഴിക്കുന്നതിനേക്കാൾ ഇഷ്ടം വീട്ടുകാരുടെ കൂടെ ഇരിക്കാനാണ്. | | | | |

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | ഒരിക്കലുമില്ല | ചിലപ്പോൾ | പലപ്പോഴും | എല്ലായ്പ്പോഴും |
|------------|---|---------------|----------|-----------|----------------|
| 10 | എനിക്ക് ബുദ്ധിമുട്ടുള്ള വിഷയം ഞാൻ പഠിക്കാൻ ശ്രമിക്കാറില്ല. | | | | |
| 11 | സ്കൂൾ വിട്ടുകഴിഞ്ഞ വൈകുന്നേരങ്ങളിൽ കൂടുതൽ കളികളിൽ ഏർപ്പെടുമ്പോൾ എനിക്ക് മാനസികമായി വളരെ അധികം സന്തോഷം തോന്നാറുണ്ട്. | | | | |
| 12 | എനിക്ക് എന്റെ വീട്ടിൽ അല്ലാതെ വേറെ എവിടെയും ഒരു ദിവസംപോലും താമസിക്കാൻ തോന്നാറില്ല. | | | | |
| 13 | മതപരമായ ആചാരങ്ങൾ അനുഷ്ഠിക്കാത്ത മതവിശ്വാസികളോട് എനിക്ക് ദേഷ്യം തോന്നാറുണ്ട്. | | | | |
| 14 | Horror സിനിമകൾ ആണ് എനിക്ക് കോമഡി സിനിമകളെക്കാൾ ഇഷ്ടം. | | | | |
| 15 | പ്രയാസമുള്ള ഭാഗങ്ങൾ ഉറക്കമൊഴിച്ചു പഠിച്ചിട്ടും മാർക്ക് കിട്ടാറില്ല. | | | | |
| 16 | പഠനത്തിൽ മികവ് കാണിക്കാനാവാത്തത് എന്നെ ആസ്വസ്ഥപ്പെടുത്താറുണ്ട്. | | | | |
| 17 | പലപ്പോഴും എന്റെ കഴിവുകളെ തിരിച്ചറിയാൻ സാധിക്കാറില്ല. | | | | |
| 18 | എന്റെ സുഹൃത്ത് എനിക്ക് ഇഷ്ടമില്ലാത്തവരുമായി സംസാരിക്കുന്നത് കാണുമ്പോൾ ഞാൻ അലോസരപ്പെടാറുണ്ട്. | | | | |
| 19 | എനിക്ക് ദേഷ്യം വന്ന് ഇരിക്കുന്ന സമയത്ത് ആരെങ്കിലും എന്തെങ്കിലും ചോദിച്ചാൽ അവരോട് തട്ടികയറാറുണ്ട്. | | | | |
| 20 | യാത്രയിൽ അപരിചിരോട് സംസാരിക്കാൻ എനിക്ക് പേടിയാണ്. | | | | |
| 21 | രക്ഷിതാക്കൾ വീട്ടിൽ ഇല്ലാത്ത സമയങ്ങളിൽ ഒറ്റക്ക് വീട്ടിൽ നിൽക്കാൻ വീട്ടുകാർ സമ്മതിക്കാറില്ല. | | | | |
| 21 | എനിക്ക് ഏറെ അടുപ്പമുള്ള സുഹൃത്തുക്കൾ social മീഡിയ യിൽ ഉള്ളവരാണ് | | | | |
| 22 | ഒഴിവു ദിവസങ്ങളിൽ ഞാൻ എന്റെ അയൽവാസികൾ/ സുഹൃത്തുക്കൾ എന്നിവരുമായി സമയം ചിലവഴിക്കാറുണ്ട്. | | | | |
| 24 | സ്കൂൾ വിട്ടാൽ ഉടനെ വീട്ടിൽ എത്തി റസ്റ്റ് എടുക്കാനാണ് എനിക്ക് ഇഷ്ടം. | | | | |
| 25 | പത്താംക്ലാസ് പഠിച്ച സ്കൂളിൽ പൂർവ്വിദ്യാർഥി സംഗമങ്ങൾ സജീവമാക്കാൻ എനിക്ക് താല്പര്യം തോന്നിയിട്ടില്ല. | | | | |

| ക്രമ നമ്പർ | പ്രസ്താവനകൾ | ഒരിക്കലുമില്ല | ചിലപ്പോൾ | പലപ്പോഴും | എല്ലായ്പ്പോഴും |
|------------|--|---------------|----------|-----------|----------------|
| 26 | ഞാൻ ഏതുകാര്യം ചെയ്യുമ്പോഴും സപ്പോർട്ടിനു ഒരാൾ കൂടെ വേണം. | | | | |
| 27 | റിസ്ക് എടുക്കാനും പുതിയ കാര്യങ്ങൾ പരീക്ഷിക്കാനും എനിക്ക് ഇഷ്ടമാണ്. | | | | |
| 28 | ക്ലാസ്സിൽ പൊതുവായി എന്തെങ്കിലും വിഷയത്തെ കുറിച്ച് സംസാരിക്കാൻ പറയുമ്പോൾ ഞാൻ പറയുന്നത് ശരിയാവില്ല എന്നത് കൊണ്ട് പറയാറില്ല. | | | | |
| 29 | പൊതുവാഹനങ്ങളിൽ പോകുമ്പോൾ ആരെങ്കിലും അപമാര്യതയായി ഒരാളോട് പെരുമാറുമ്പോൾ അപ്പോൾത്തന്നെ അവർക്കു വേണ്ടി പ്രതികരിക്കാണം എന്നുണ്ടാകിലും ക്കാതെ പോവുന്നു. | | | | |
| 30 | ഞാൻ വസ്തുക്കൾ വാങ്ങുമ്പോൾ ആരോടെങ്കിലും അഭിപ്രായം ചോദിക്കാതെ എടുക്കാൻ പറ്റാറില്ല. | | | | |
| 31 | എന്റെ വീട്ടിൽ എന്റെ പ്രായക്കാരല്ലാത്ത അതിഥികൾ വരുമ്പോൾ അവരെ ശ്രദ്ധിക്കാറില്ല. | | | | |
| 32 | വീടിനടുത്തുള്ളവർക്ക് എന്തെങ്കിലും പ്രയാസം ഉണ്ടാവുമ്പോൾ ഞാൻ അവരെ ആശ്വസിപ്പിക്കാൻ പോവാറുണ്ട്. | | | | |

INFLUENCE OF INTELLIGENCES & LEADERSHIP STYLES ON LIFE SATISFACTION

INFLUENCE OF INTELLIGENCES & LEADERSHIP STYLES ON LIFE SATISFACTION

| Sl. No. | Statements | Never | Sometimes | Often | Always |
|----------------|---|--------------|------------------|--------------|---------------|
| 11 | I feel so relaxed when I play games with my friends in the evenings after school. My family does not show interest when I attain achievements in arts and sports. | | | | |
| 12 | I don't like to stay even a day anywhere other than my home. | | | | |
| 13 | I get angry with religious people who are not ready to follow their religious rituals. | | | | |
| 14 | I like horror movies than comedy movies. | | | | |
| 15 | I can't score marks in difficult subjects even if I study them sleepless. | | | | |
| 16 | I feel nervous when I cannot excel in my studies. | | | | |
| 17 | I can't mostly identify my talent | | | | |
| 18 | I get annoyed when I see my friend is talking to those who are not beloved to me | | | | |
| 19 | I becomes intransitive if I am asked something while I am angry. | | | | |
| 20 | I am afraid of talking to strangers in travels | | | | |
| 21 | My family does not allow me to stay home alone while my parents are out. | | | | |
| 22 | My closest friends are those who are using social media. | | | | |
| 23 | I spend time with my neighbours and friends during my free days | | | | |
| 24 | I would like to take rest immediately after school | | | | |
| 25 | I was not so interested in organizing alumni meetings at the school where I studied 10th standard. | | | | |
| 26 | I need someone to support me to initiate anything. | | | | |
| 27 | I would like to take risks and to try for innovations. | | | | |
| 28 | When I am asked to talk about any topic in general in class, I skip it thinking that it's impossible for me | | | | |
| 29 | If I see someone is misbehaved in the public transport I can't respond for them even if I think to do so | | | | |
| 30 | I can't purchase dresses without asking someone about it. | | | | |
| 31 | I don't care guests come to my home but my peers. | | | | |
| 32 | I console my close ones while they are having troubles. | | | | |

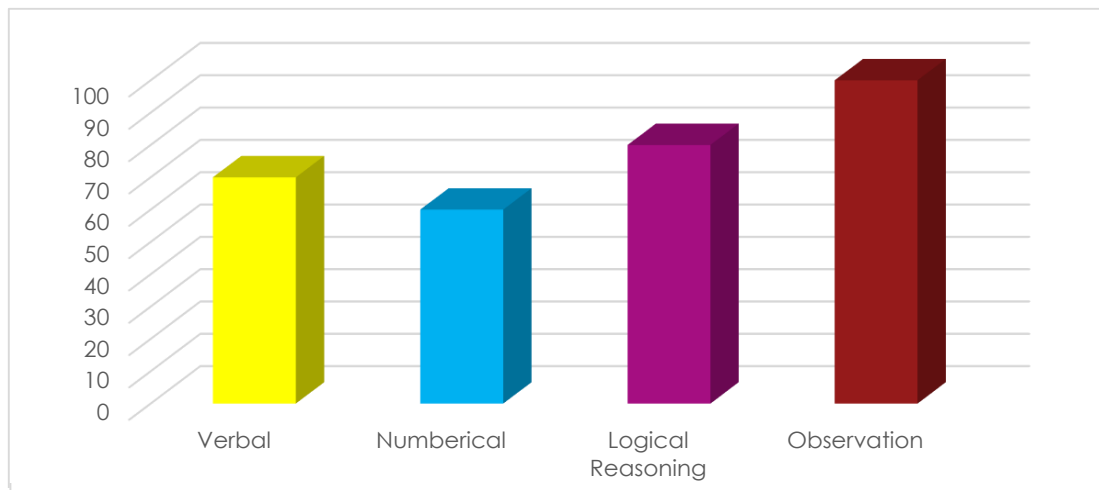
Appendix IX
Sample Response Sheet

STUDENT PROFILE

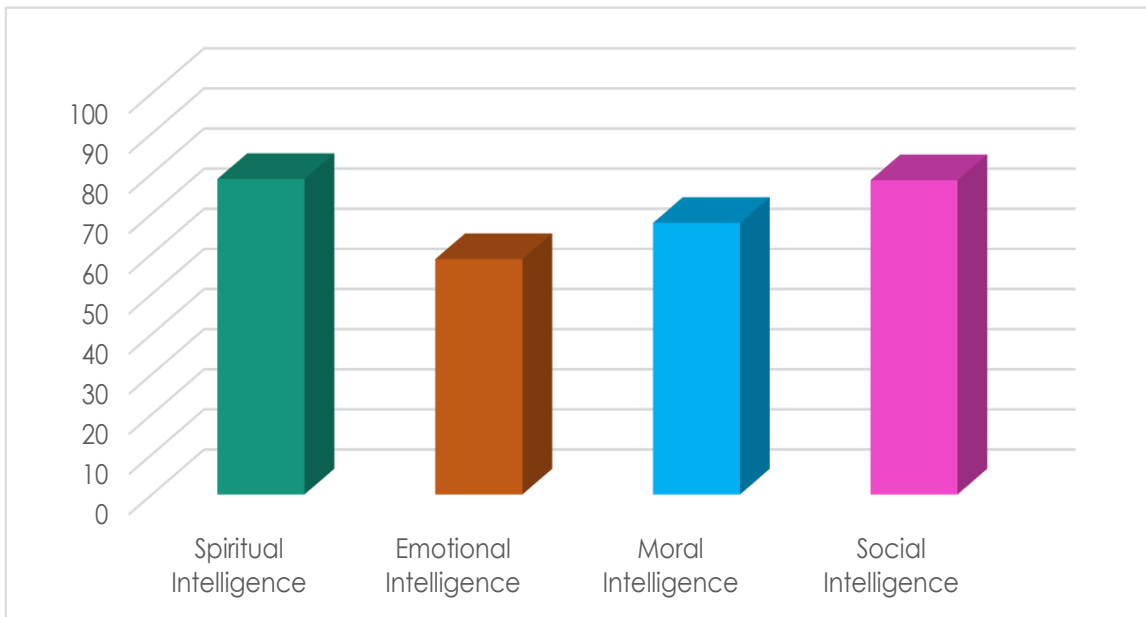
| | |
|-------------------------------|--------------------|
| Name of the student | xxxxxx |
| Name of the school | xxxxxx |
| Type of management | Aided |
| Scheme | Plus Two |
| Gender | Female |
| Locality | Rural |
| District | Thiruvananthapuram |
| Subject | Science |
| Birth Order | First Born |
| Parental Qualification | Above +2 |
| Parental occupation | Coolie |
| Whatsapp Number | xxxxxxx |

INTELLIGENCE DETAILS

| | |
|------------------------------|------------|
| Verbal | 70 |
| Numerical | 60 |
| Logical Reasoning | 80 |
| Observation | 100 |
| VERY GOOD PERFORMANCE | |

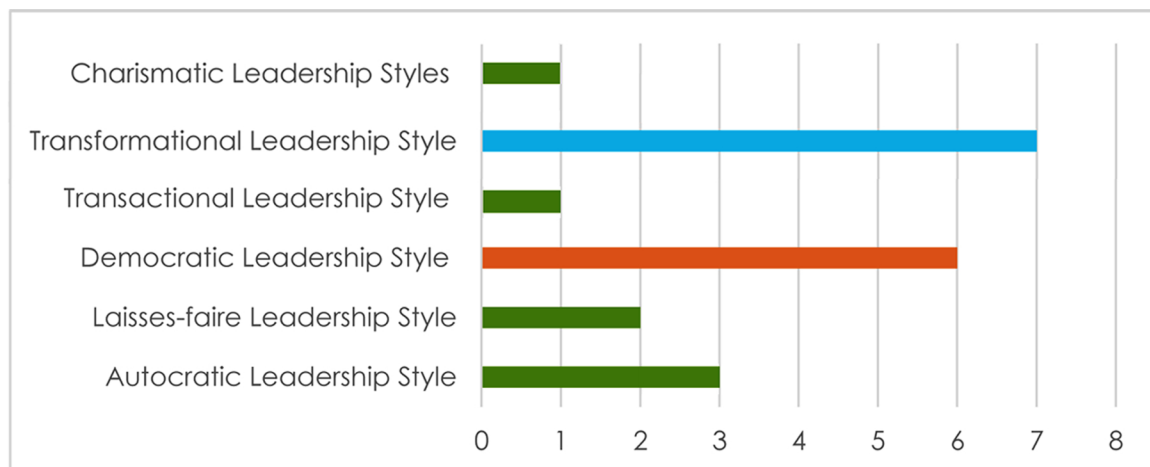


| | |
|-------------------------------|--------------|
| Spiritual Intelligence | 78.62 |
| Emotional Intelligence | 58.67 |
| Moral Intelligence | 67.69 |
| Social Intelligence | 78.33 |



LEADERSHIP STYLE

| | | |
|--|---|--|
| Autocratic Leadership Style | 3 | |
| Laisses-faire Leadership Style | 2 | |
| Democratic Leadership Style | 6 | |
| Transactional Leadership Style | 1 | |
| Transformational Leadership Style | 7 | |
| Charismatic Leadership Styles | 1 | |



Identified your leadership style as Transformational Leadership Style!

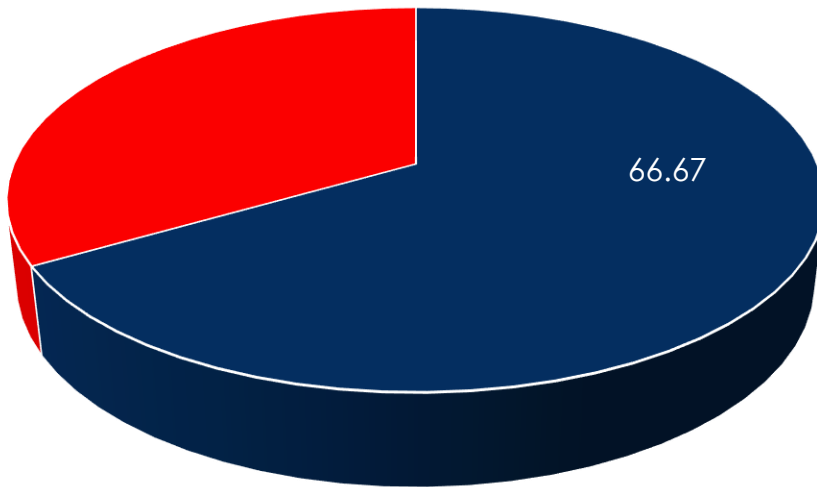
Characteristics of Transformational Leadership styles.

- Transformational leaders articulate a compelling vision for the future that resonates with the values and aspirations of the followers.
- They inspire followers to see the bigger picture and understand the significance of their contributions.
- Foster enthusiasm and motivation by setting high expectations and challenging to reach beyond their perceived capabilities.
- They communicate optimism and a belief in the students' abilities to succeed.
- Transformational leaders recognize the unique strengths and needs of each student.
- Leaders encourage critical thinking, creativity, and innovation among students.
- They challenge students to question assumptions, explore new ideas, and think independently.

LIFE SATISFACTION

Life Satisfaction

66.67



YOUR LEVEL OF LIFE SATISFACTION IS SATISFIED