



International Journal of Innovative Research in Science Engineering and Technology (IJIRSET)

(A Monthly, Peer Reviewed, Refereed, Scholarly Indexed, Open Access Journal)



Impact Factor: 8.524

Volume 14, Issue 1, January 2025

Social and Emotional Intelligences in Relation to Leadership Skills and Capabilities of Student Leaders

Prof. Ruth T. Golingán, Dr. Jonathan P. Leal

Professor, College of Teacher Education, Filamer Christian University, Inc. Roxas City, Capiz, Philippines

Dean, College of Teacher Education, Filamer Christian University, Inc. Roxas City, Capiz, Philippines

ABSTRACT: Higher education institutions are encouraging student leadership as an important part of campus organizations and educational outcomes. Student leadership is an integral part of student success in school. This survey–correlation research design aimed to determine the social and emotional intelligences in relation to leadership skills and capabilities of student leaders in the College of Teacher Education for the school year 2022-2023. The participants were 81 randomly selected student leaders. Data were collected using the standardized social intelligence questionnaire adopted from Condon (cited in Frankovský and Birknerová (2014), the standardized emotional intelligence questionnaire adopted from Goleman (cited in National Drugs Library, 2022), the standardized leadership skills questionnaire adopted from Norton (cited in Johnston, 2019), and standardized leadership capabilities questionnaire adopted from Ancona et al. (2019). The findings of the study revealed that generally, the level of social intelligence was very good. The level of emotional intelligence was moderate. The level of leadership skills was high. There was a significant difference in leadership skills based on social intelligence in favor of excellent social intelligence and emotional intelligence in favor of very high emotional intelligence. Moreover, there was also a significant difference in the leadership capabilities based on social intelligence in favor of excellent social intelligence. On the other hand, there was no significant difference in leadership capabilities based on emotional intelligence. There were positive, strong associations, and significant relationships among social and emotional intelligences and leadership skills and capabilities.

KEYWORDS: Social Intelligence, Emotional Intelligence, Leadership Skills, Leadership Capabilities, Student Leaders.

I. INTRODUCTION

Higher education institutions are increasingly recognizing the significance of student leadership in both campus organizations and academic success. According to [1], student leadership engages students across behavioral, cognitive, and affective dimensions, improving academic outcomes and fostering personal growth. Student-leaders gain respect from their peers and have the opportunity to interact with a variety of faculty, staff, and fellow students, which broadens their understanding of diverse perspectives and cultures. As they manage campus organizations, they develop practical skills such as communication, responsibility, and conflict resolution, which challenge them to grow in self-confidence and competence. Engaging in leadership activities prepares students for future leadership roles and contributes to the creation of strong relationships between educational institutions and their communities [2], [3].

The development of leadership skills in student-leaders is heavily influenced by their social and emotional intelligence. [4] defines social intelligence as the ability to effectively communicate, form relationships, and empathize with others. This capacity allows student-leaders to navigate interpersonal dynamics, manage conflicts, and foster collaboration within their organizations. Similarly, emotional intelligence (EI), as described by Goleman [5], involves the ability to understand and manage both one's own emotions and those of others. Emotional intelligence helps student-leaders regulate their emotions, remain focused in stressful situations, and build stronger relationships with peers and team members. High EI also supports leadership by enabling students to motivate others, resolve conflicts, and make more informed decisions [6]. These intelligences are critical for the success of student-leaders, as they enhance their ability to lead effectively and manage group dynamics.

This study aimed to determine the social and emotional intelligences in relation to leadership skills and capabilities of student leaders in the College of Teacher Education for the school year 2022-2023. Specifically, it sought to answer the following questions:

1. What is the level of social intelligence of student leaders as an entire group and in terms of social skills, social awareness, and social information processing?
2. What is the level of emotional intelligence of student leaders as an entire group and in terms of self-awareness, managing emotions, motivating oneself, empathy, and social skills?
3. What is the level of leadership skills of student leaders as an entire group and in terms of administrative skills, interpersonal skills, and conceptual skills?
4. What is the level of leadership capabilities of student leaders as an entire group and in terms of sense-making, relating, visioning, and inventing?
5. Are there significant differences in leadership skills and capabilities based on social and emotional intelligences?
6. Are there significant relationships among the social and emotional intelligences and leadership skills and capabilities?

II. RELATED LITERATURE

Social intelligence plays a vital role in educational and professional contexts, enhancing interpersonal relationships and achieving success. [7] argue that students who exhibit high social intelligence are more likely to be popular and well-liked, as they can adjust their behavior to fit social norms and effectively manage group dynamics. [8] assert that socially intelligent leaders have a significant impact on their teams, with improved performance outcomes. Additionally, social intelligence is seen as an essential component of leadership, as it involves empathy, relationship management, and the ability to understand and respond to others [9]. The ability to connect with others, engage in meaningful communication, and manage social interactions effectively is critical for both personal success and leadership effectiveness, particularly in the ever-evolving societal and professional landscapes.

Education plays a crucial role in personality development, with both academic achievement and emotional intelligence (EI) being key factors in determining student success. Emotional intelligence involves the ability to perceive, manage, and regulate one's own emotions as well as those of others, which is essential for successful interpersonal interactions and personal effectiveness [10]. In today's ever-changing society, the ability to adjust to social and emotional contexts is vital for effective leadership. Without strong emotional and social intelligence, individuals struggle to lead or navigate social environments, often experiencing emotional tension and dissatisfaction. EI enables individuals to manage their emotions, empathize with others, and build healthy relationships, which are crucial for leadership and personal growth.

Student leadership has gained significant attention in the 21st century, with scholars emphasizing the importance of developing leadership skills early on. The call for student leadership is linked to the idea that students should form a strong leadership identity and capability at an early stage to be prepared for future roles. Leadership is often seen as a multi-faceted concept, encompassing traits, abilities, skills, behaviors, relationships, and influence [11]. Student leadership is shown to have positive effects on academic performance, personal development, and school-community relationships. Research indicates that involvement in leadership activities enhances students' confidence, communication, and responsibility, providing them with essential skills for their future careers. Schools need to ensure equitable access to leadership opportunities, particularly addressing gender imbalances in leadership roles [12].

The development of leadership capabilities, such as visioning, inventing, and relating, is crucial for effective student leadership. Educators play a key role in helping students build these skills through structured programs, coaching, and mentorship [13]. Leadership is not only about managing others but also about creating an environment where innovation and trust can thrive. Components like "sense-making" help leaders understand complex situations and make informed decisions [14]. Visioning involves creating a compelling future direction while inventing focuses on generating new ideas and processes. Effective leaders embrace risk, encourage creativity, and foster a culture of innovation to meet challenges [15]. By teaching these capabilities, schools can better prepare students for the leadership demands of the future workplace and society.

III. METHODOLOGY

This study employed a survey-correlational design, involving 81 student leaders who were selected using stratified random sampling. The sample size was determined using Slovin's formula. Data collection was carried out using several standardized questionnaires: The Social Intelligence Questionnaire [Condon, cited in 16], the Emotional Intelligence Questionnaire [Goleman, cited in 18], the Leadership Skills Questionnaire [Norton, cited in 18], and the Leadership Capabilities Questionnaire [14]. These instruments underwent validation and content review by an examination committee, with revisions made based on the feedback. Following validation, pilot testing was conducted to gather data for factor analysis, construct validation, and reliability testing, all of which were analyzed using SPSS software. Social and emotional intelligence were treated as the independent variables, while leadership skills and capabilities were the dependent variables. Data analysis included both descriptive statistics (frequency, mean, standard deviation) and inferential statistics (ANOVA, Pearson correlation coefficient), with a significance level set at 0.05.

IV. RESULTS AND DISCUSSION

A. Level of Social Intelligence

The level of social intelligence as an entire group and in terms of social skills, social awareness, and social information processing are shown in Table 1. Data show that generally, the level of social intelligence is very good ($M = 29.58$, $SD = 4.20$). It also shows that the social skills ($M = 32.14$, $SD = 6.87$) and social awareness ($M = 31.45$, $SD = 5.70$) are very good while the social information processing is good ($M = 25.09$, $SD = 3.30$).

Table 1: Mean and Standard Deviation of Social Intelligence

Category	Mean	Description	SD
Social Intelligence	29.58	Very Good	4.20
Social Skills	32.14	Very Good	6.87
Social Awareness	31.45	Very Good	5.70
Social Information Processing	25.09	Good	3.30

Note Interval. 42.01–49.00: Exceptional, 35.01–42.00: Excellent, 28.01–35.00: Very Good, 21.01–28.00: Good, 14.01–21.00: Fair, 7.01–14.00: Poor, 1.01–7.00: Very Poor

The social intelligence of student-leaders is very good. This implies that it is occasionally true that they can communicate and form relationships with empathy and assertiveness. They are student-leaders who can display now and then social competencies and nourishing behaviors that make other people (i.e. members of the organization) feel valued, trusted, and respected. In other words, it is distinct among the student leaders that they understand the feelings, thoughts, and behaviors of other people. It is because they are sociable, friendly, and easygoing. They generally interact well with others and listen to the members emphatically.

The social skills of student leaders are very good. This implies that it is occasionally true that they can communicate and interact with each other. They are student leaders who can regularly bring together the members to achieve desired results by clearly defining goals and responsibilities. They are also active listeners to understand their members. They can undertake different activities to build trust and create a strong bond with the members. It is because they inspire and empower people around them, and without good communication skills, student leaders would never be heard or understood by others.

The social awareness of student leaders is very good. This implies that it is occasionally true that one can understand one's abilities, thoughts, and feelings. This indicates that they are habitually empathetic student leaders who understand the perils and adversities of their members. They know how to foster good rapport and provide constant feedback to their members to improve their efficiency and productivity. It is because they speak openly about the goals of the organizations and build trust between members and themselves. This helps them to understand their members' motivation, thoughts, and goals better.

The social information processing of student leaders is good. This implies that it is sometimes but infrequently true that they can create and process information by a group of people. This shows that they have good thoughts which transform into the words they use to instruct and interact with members. They clearly define the goals to be fulfilled by

members and monitor if the members have completed the goal by the end of the milestone. This is important because by communicating the goals, roles, responsibilities, important information, and other things with their members, student leaders develop a strong bond with the members, devoid of miscommunications and quarrels.

B. Level of Emotional Intelligence

The level of emotional intelligence of student leaders as an entire group and in terms of self-awareness, managing emotions, motivating oneself, empathy, and social skills are shown in Table 2. The result shows that in its entirety the level of emotional intelligence is moderate ($M = 28.50$, $SD = 3.73$). Data also show that self-awareness ($M = 19.74$, $SD = 3.23$), motivating oneself ($M = 22.90$, $SD = 3.63$) and social skills ($M = 28.48$, $SD = 4.62$) are moderate. On the other hand, managing emotions ($M = 35.69$, $SD = 4.82$) and empathy ($M = 35.67$, $SD = 5.07$) are very high.

Table 2: Mean and Standard Deviation of Emotional Intelligence

Category	Mean	Description	SD
Emotional Intelligence	28.50	Moderate	3.73
Self-Awareness	19.74	Moderate	3.23
Managing Emotions	35.69	Very High	4.82
Motivating Oneself	22.90	Moderate	3.63
Empathy	35.67	Very High	5.07
Social Skills	28.48	Moderate	4.62

Note Interval. 35.0–50.0: Very High, 18.0–34.0: Moderate, 10.0–17.0: Very Low

The emotional intelligence of student leaders is moderate. This implies that they sometimes can manage their own emotions and the emotions of others. In other words, at times they can relate to others. They care about how their actions affect other people and they can appreciate the feelings of others. It is because they foster good communication, build trusting relationships, and process their emotions in a more positive way that allows them to address challenges effectively. The moderate emotional intelligence is observed among the student leaders because sometimes they are too shy to show off and hesitate to display their sincere feelings to refrain from offending or hurting the feelings of their members.

The self-awareness of student leaders is moderate. This implies that they sometimes can recognize what one is feeling, understand appropriate emotional responses to events, and recognize how the emotions affect behavior and performance. In short, they are normally receptive and they recognize both their strengths and weaknesses. They are student leaders who can listen as objectively as possible and can actively reflect on how others perceive their words and actions. They can get over themselves enough to accept help and support from others. It is because they are better at leading their members and creating a supportive organization where members feel valued and perform well.

The managing emotions of student leaders is very high. This implies that they always can stay focused and think even when experiencing powerful emotions. This indicates that they are calm and can gain control before responding to a stressful event. They can also consciously choose which emotions are appropriate to display in a given situation. It is because they know how to regulate their temper and emotions. This is an important behavior to have a successful organization and create a positive work environment.

The motivation of student leaders is moderate. This implies that they sometimes can use one's deepest emotions to move and guide themselves towards their goals. This shows that they recognize the value of hard work and encourage their member's potential through meaningful challenges and goals. They are habitually positive, highly skilled, appreciative, and recognize the achievements of their members. It is because they know how to inspire their members with enthusiasm and passion. They make people feel valued by investing time and learning about their priorities, strengths, and needs.

The empathy of student leaders is very high. This implies that they always can sense, understand, and respond to what other people are feeling. As student leaders, being able to demonstrate empathy, they are able to create an environment where members feel heard, valued, and understood. It is because they are attentive, patient, and a good mentor. This enables them to increase trust, communication, and a sense of worth for the members.

The social skills of student leaders are moderate. This implies that they sometimes can manage, influence, and inspire emotions in others. This displays that they are persuasive, active, know how to manage conflict, are charismatic, and build positive relationships with the members. It is because they can articulate a vision and enthuse others to work and attain goals. They can fine-tune, resolve conflict, and help each member to recognize each other's feelings and behaviors. They easily build rapport and maintain a strong network of contacts and connections. They also have good and productive working relationships with others.

C. Level of Leadership Skills

The level of leadership skills of student leaders as an entire group and in terms of administrative skills, interpersonal skills, and conceptual skills are shown in Table 3. The result shows that in its entirety the level of leadership skills is high ($M = 4.01$, $SD = .53$). It also shows that the administrative skills ($M = 3.91$, $SD = .60$), interpersonal skills ($M = 4.04$, $SD = .58$) and conceptual skills ($M = 4.08$, $SD = .59$) are high.

Table 3: Mean and Standard Deviation of Leadership Skills

Category	Mean	Description	SD
Leadership Skills	4.01	High	.53
Administrative Skills	3.91	High	.60
Interpersonal Skills	4.04	High	.58
Conceptual Skills	4.08	High	.59

Note Interval. 4.21–5.00: Very High, 3.41–4.20: High, 2.61–3.40: Moderate, 1.81–2.60: Low, and 1.00–1.80: Very Low

The leadership skills of the student leaders are high. This implies that they often demonstrate the strengths and abilities to oversee, guide initiatives, and steer their members toward the achievement of goals. This indicates that the student leaders have the skills to bring out the best abilities of their members. It is because they are good motivators, organized, and focused on achieving a shared goal.

The administrative skills of the student leaders are high. This implies that they oftentimes perform their duties effectively and efficiently in achieving the goals of the organizations. In other words, they are student leaders who can process and manage the organization to run smoothly. It is because they have the accountability, need to enforce the rules, procedures, and administrative chores, and achieve the goals of the organization.

The interpersonal skills of the student leaders are high. This implies that they often work effectively with members individually or collectively. This demonstrates that they can inspire and engage others to do their work to achieve the purpose of the organization. It is because student leaders can better motivate their members, encourage collaboration, and foster stronger engagement, all of which ultimately contribute to an organization's success.

The conceptual skills of the student leaders are high. This implies that they often coordinate and integrate the entire interests and activities of the organization. This illustrates that student leaders can address the challenges and problems in the organization. They also develop innovative solutions and work with the bigger picture in mind. It is because they are good at problem-solving. They are abstract, creative, analytical, and critical thinkers. They are also good at planning and decision-making.

D. Level of Leadership Capabilities

The level of leadership capabilities of student leaders as an entire group and in terms of sense-making, relating, visioning, and inventing are shown in Table 4. The result shows that in its entirety the level of leadership capabilities is very high ($M = 4.25$, $SD = .55$). Data further show that the sense-making ($M = 4.32$, $SD = .60$), relating ($M = 4.27$, $SD = .59$), and inventing ($M = 4.27$, $SD = .56$) are very high while the visioning ($M = 4.15$, $SD = .63$) is high.

Table 4: Mean and Standard Deviation of Leadership Capabilities

Category	Mean	Description	SD
Leadership Capabilities	4.25	Very High	.55
Sense Making	4.32	Very High	.60
Relating	4.27	Very High	.59
Visioning	4.15	High	.63
Inventing	4.27	Very High	.56

Note Interval. 4.21–5.00: Very High, 3.41–4.20: High, 2.61–3.40: Moderate, 1.81–2.60: Low, and 1.00–1.80: Very Low

The leadership capabilities of the student leaders are very high. This implies that they always can lead, inspire, direct, and teach others in an organization. This shows that the student leaders have the talent to delegate, inspire, and communicate effectively among the members of the organization. It is because they are honest, confident, and committed to their work.

The sense-making of the student leaders is very high. This implies that they always make sense in the organization around them. In other words, the student leaders can understand different points of view and figure out what is important. This means the student leaders can influence, inspire, and help others become their best selves, building their skills, and achieving goals along the way. It is because they are good persuaders to make their members work with confidence, determination, courage, and eagerness.

The relating of the student leaders is very high. This implies that they always develop good and supportive relationships within and across organizations. This indicates that they can listen to others and understand what makes them tick. It is because they are good negotiators, motivators, advocates, speakers, and coaches.

The visioning of the student leaders is high. This implies that they often create a compelling goal for the organization. This shows that they are good at creating or producing a compelling image of what could be that uplift others. They may not be able to fully describe how the vision can be achieved, but by creating a sense of urgency, they can inspire others to think up ways to effect change. It is because they are the innovators and change agents to impart optimism in the process and win the attention of the members of the organization.

The inventing of the student leaders is very high. This implies that they always create new ways of working together. This describes that the student leaders are always knowledgeable about how to get things done. They like to explore alternative ways of doing things. It is because they are truly creative yet practical and logical persons. In brief, the student leaders are innovators and executors to create a culture of learning and experience in the organization.

E. Differences in the Leadership Skills and Capabilities Based on Social and Emotional Intelligences

The differences in the leadership skills and capabilities based on the leadership skills and capabilities are shown in Table 5. Data show that there is a significant difference in the leadership skills based on the social intelligence $F(4.546^*) = .005$, $p < .05$ in favor of the excellent (35.01-42.00) social intelligence ($M = 4.23$, $SD = .40$) and emotional intelligence $F(3.307^*) = .042$, $p < .05$ in favor of the very high (35.0-50.0) emotional intelligence ($M = 4.77$, $SD = .16$). Therefore, the null hypothesis which states that there are no significant differences in leadership skills based on social and emotional intelligence are rejected.

Moreover, there is also a significant difference in the leadership capabilities based on the social intelligence $F(5.274^*) = .002$, $p < .05$ in favor of the excellent (35.01-42.00) social intelligence ($M = 4.58$; $SD = .38$). On the other hand, there is no significant difference in the leadership capabilities based on the emotional intelligence $F(2.873ns) = .063$, $p > .05$. Therefore, the null hypothesis which states that there are no significant differences in leadership capabilities based on social intelligence is rejected, but the null hypothesis which states that there are no significant differences in leadership capabilities based on emotional intelligence is accepted.

Table 5: ANOVA on the Differences in the Leadership Skills and Capabilities Based on the Social and Emotional Intelligences

Category	Sum of Squares	df	Mean Square	F	Sig.
A. Leadership Skills					
Social Intelligence					
Between Groups	3.488	3	1.163	4.546*	.000
Within Groups	19.693	77	.256		
Total	23.181	80			
Emotional Intelligence					
Between Groups	1.812	2	.906	3.307*	.042
Within Groups	21.369	78	.274		
Total	23.181	80			
B. Leadership Capabilities					
Social Intelligence					
Between Groups	4.269	3	1.423	5.274*	.002
Within Groups	20.773	77	.270		
Total	25.773	80			
Emotional Intelligence					
Between Groups	1.718	2	.859	2.873 ^{ns}	.063
Within Groups	23.324	78	.299		
Total	25.042	80			

*p < .05 – significant at 5% level; ^{ns}p > .05 – not significant at 5% level

The leadership skills of the student leaders vary significantly based on their social and emotional intelligences. This implies that the leadership skills of the student leaders are influenced by social and emotional intelligences. This explains that they should have a wide-ranging set of leadership skills because they will manage a complex organization, work with people, and understand the emotions of everyone. They have to realize that for the success of the team or members, they should not only foster a sense of belonging that makes everyone feel like they are part of the organization, but also they need to establish an organization that will work towards the achievement of purpose and goal of the organizations.

Likewise, the contrast in the leadership capabilities based on social intelligence implies that student leaders should not delude themselves into thinking that the success of the whole organization solely rests on their shoulders. They should realize that organizational success resides in distributed leadership or the fine art of finding and working with people who can compensate for one’s weaknesses. Moreover, the similarities in the leadership capabilities based on emotional intelligence imply that for student leaders to lead, inspire, direct, and teach others in the organizations they should put a premium on understanding the emotions of others. This allows everyone to communicate more effectively and forge stronger relationships, both at work, in personal life, and the organization.

F. Relationships among Social and Emotional Intelligences and Leadership Skills and Capabilities

The relationships among social and emotional intelligences and leadership skills and capabilities are shown in Table 6. Data reveal that there is a positive, strong association, and significant relationship between social intelligence $r = .433^*$, $p = .000 < .05$, and leadership skills. There is also a positive, strong association, and significant relationship between social intelligence $r = .447^*$, $p = .000 < .05$, and leadership capabilities. Furthermore, there is a positive, strong association, and significant relationship between emotional intelligence $r = .706^*$, $p = .000 < .05$, and leadership skills. There is also a positive, strong association, and significant relationship between emotional intelligence $r = .726^*$, $p = .000 < .05$, and leadership capabilities. Therefore, the null hypothesis which states that there are no significant relationships between social and emotional intelligences and leadership skills and capabilities is rejected.

Table 6: Pearson r among the Social and Emotional Intelligences and Leaderships Skills and Capabilities

Variables	r-value	Sig
Social Intelligence and Leadership Skills	.433*	.000
Social Intelligence and Leadership Capabilities	.447*	.000
Emotional Intelligence and Leadership Skills	.706*	.000
Emotional Intelligence and Leadership Capabilities	.726*	.000

*p < .05 – significant at 5% level

The result shows that there is a positive, strong association, and significant relationship between social intelligence and leadership skills. This implies that the higher the social intelligence, the better the leadership skills. It is because leading is social in nature. Through interactions with others, the student leaders can motivate members to give their best efforts and align their behavior with organizational goals.

There is also a positive, strong association, and significant relationship between social intelligence and leadership capabilities. This implies that the higher the social intelligence, the better the leadership capabilities. This is because social intelligence may lead to effective leadership since it can allow student leaders to motivate their members toward a common goal. Learning which people the members prefer to work with, the expressions on their faces, and their reactions in carrying out their responsibilities can develop one’s leadership capabilities as well.

Moreover, there is a positive, strong association, and significant relationship between emotional intelligence and leadership skills. This implies that the higher the emotional intelligence, the better the leadership skills. It is because emotional intelligence enables student leaders to handle interpersonal relationships judiciously and empathetically. The ability to connect emotionally with members and lead with emotional intelligence is essential for leadership effectiveness.

There is also a positive, strong association, and significant relationship between emotional intelligence and leadership capabilities. This implies that the higher the emotional intelligence, the better the leadership capabilities. It is because to show better leadership capabilities, student leaders need to understand themselves and their members through emotional intelligence. The emotional intelligence in leadership helps student leaders to communicate with their members and collaborate with others. The way they relate to others can set the tone for leadership within the organization.

V. CONCLUSIONS

Given the strong social intelligence of the student leaders, they are likely able to foster positive relationships within the organization, gaining insight into the motives and emotions of others and adapting to various social contexts. Their moderate emotional intelligence allows them to recognize and empathize with the feelings of their members, though they may need to make some adjustments to better regulate their emotions and use them to guide appropriate behaviors. With high leadership skills, these student leaders can cultivate a supportive and positive organizational environment, leveraging positive leadership traits to engage and inspire their members toward the achievement of organizational goals. Their exceptional leadership capabilities enable them to bring out the best in their team members, motivating them to collaborate effectively and work toward shared objectives.

The observed differences in leadership skills based on social and emotional intelligence suggest that student leaders must adjust their approach to build strong relationships and understand the emotions of their peers within the organization. The similarities in leadership capabilities linked to emotional intelligence indicate that leaders are continuously learning to adapt and navigate the dynamics of the organization. However, the differences in leadership capabilities tied to social intelligence highlight that student leaders still have room for growth and improvement in strengthening their relationships with all members. The connection between social and emotional intelligence and leadership skills and capabilities underscores the importance of both intelligences in enhancing the leadership potential of student leaders. These intelligences contain key elements that contribute to the development and enrichment of leadership qualities, further emphasizing their critical role in leadership effectiveness.

REFERENCES

- [1]Trowler, V. (2013). Leadership practices for student engagement in challenging conditions. *Perspectives: Policy and Practice in Higher Education*, 17(3), 91-95.
- [2]Ingleton, T. (2013). College Student Leadership Development: Transformational Leadership as a Theoretical Foundation. *International Journal of Academic Research in Business and Social Sciences*, 3(7), 219-229.
- [3]Middleton, R. (2013). Active learning and leadership in an undergraduate curriculum: How effective is it for student learning and transition to practice? *Nurse Education in Practice*, 13(2), 83-88.
- [4]Bulle, S. G. (2019). Social intelligence has become a key tool for workers in the labor market. <https://observatory.tec.mx/edu>.
- [5]Tritsch, E. (2021). What is Goleman's Theory of Emotional Intelligence? <https://www.fairborndigital.us>.
- [6]Arora, B. (2017). Importance of Emotional Intelligence in The Workplace. *International Journal of Engineering and Applied Sciences (IJEAS)* ISSN: 2394-3661, Volume-4, Issue-4, April 2017.
- [7]Kanimozhi, T. & Vasimalairaja, M. (2018). Role of Social Intelligence in Student's Educational Development. <https://www.ijcrt.org/papers/IJCRT1802923.pdf>.
- [8]Marecki, J. (2014). The Importance of Social Intelligence for Entrepreneurial Leaders. https://essay.utwente.nl/65265/1/Marecki_BA_MB.pdf.
- [9]Boyatzis, R., Carducci, B., Di Fabio, A., & Nabe, C. (2016). Social Intelligence Theory. https://www.researchgate.net/publication/346541559_Social_Intelligence.
- [10]Reddy, A. & Exambi, V. (2018). A Study on Emotional Intelligence and Social Intelligence in Terms of Leadership Behavior and Personal Effectiveness Among +2 Level Students. <https://www.aiirjournal.com>.
- [11]Northouse, P. G. (2018). *Introduction to leadership. Concepts and practice* (4th ed.). SAGE.
- [12]Archard, N. (2013). Preparing adolescent girls for school and post-school leadership: recommendations to school educators from educational staff, female students, and women leaders. *International Journal of Adolescence and Youth*, 18(3), 158-175.
- [13]Crosby, B. C. (2017). *Teaching leadership. An integrative approach*. Routledge.
- [14]Ancona, D., Malone, T., Orlikowski, W., & Senge, P. (2019). *Credible leaders walk the talk: An updated leadership framework*. <https://exec.mit.edu>.
- [15]Kouzes, J. M., & Posner, B. Z. (2018). *The Student Leadership Challenge* (3rd Ed.). Hoboken, NJ: Wiley.
- [16]Frankovský, M. & Birknerová, Z. (2014). Measuring Social Intelligence-The MESI Methodology. *Asian Social Science*; Vol. 10, No. 6; 2014 ISSN 1911-2017 E-ISSN 1911-2025. Canadian Center of Science and Education.
- [17]National Drugs Library (2022). https://www.drugsandalcohol.ie/26776/1/Emotional_intelligence_questionnaire_LA1.pdf.
- [18] Johnston, K. (2019). Skills-Based Leadership Theory. <https://yourbusiness.azcentral.com/skillsbased-leadership-theory-16338.html>.



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA



INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

 9940 572 462  6381 907 438  ijirset@gmail.com



www.ijirset.com

Scan to save the contact details