

Leadership Behaviour of Principals of B.Ed. Colleges in West Bengal in Relation to Their Personality and Emotional Intelligence

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Abstract: This study investigates the leadership behaviour of principals of Bachelor of Education (B.Ed.) colleges in West Bengal in relation to their personality characteristics and emotional intelligence. Adopting a quantitative, descriptive-correlational design, data were collected from a convenience sample of 100 principals of B.Ed. colleges drawn from Kolkata, Burdwan (East and West), North 24 Parganas, and South 24 Parganas using three standardized instruments: a Leadership Behaviour Scale (task-oriented, relationship-oriented, participative, and change-oriented dimensions), a Personality Scale (extraversion, conscientiousness, openness to experience, and emotional stability), and an Emotional Intelligence Scale (self-awareness, self-regulation, social awareness/empathy, and relationship management). Repeated-measures ANOVA revealed statistically significant differences among the dimensions of leadership behaviour ($F = 4.427, p = .005$), personality ($F = 18.156, p < .001$), and emotional intelligence ($F = 6.134, p < .001$). Pearson correlation analysis indicated that both personality ($r = .593$) and emotional intelligence ($r = .681$) were significantly and positively associated with leadership behaviour, with emotional intelligence emerging as the stronger correlate. The findings underscore the centrality of psychological attributes in shaping the leadership practices of teacher-educators who head B.Ed. colleges, and they carry implications for leadership development, principal selection, and continuous professional development mandated under India's National Education Policy 2020. The study concludes with recommendations for embedding personality assessment and emotional-intelligence training within pre-service and in-service leadership development programmes for teacher-education administrators.

Keywords: Leadership Behaviour; Personality; Emotional Intelligence; B.Ed. College Principals; Teacher Education; Educational Leadership; West Bengal

I. INTRODUCTION

Teacher-education institutions occupy a pivotal position in any national education system because they prepare the very professionals who will, in turn, shape the intellectual and moral development of future generations. Within this system, the Bachelor of Education (B.Ed.) college functions as the nursery of the teaching profession, and the principal of such a college is simultaneously an academic leader, an administrator, a mentor of teacher-educators, and a custodian of professional standards. The manner in which such a principal behaves as a leader — whether task-focused, relationship-oriented, participative, or change-driven — has a cascading influence on the institutional climate, the morale of the faculty, the quality of practicum supervision, and ultimately the calibre of teachers who graduate to serve in schools. It is therefore not surprising that leadership behaviour in teacher-education institutions has, in recent years, drawn sustained scholarly attention (Leithwood et al., 2020).

Leadership behaviour, in its classical formulation, refers to the observable patterns of action through which a leader influences the activities of an individual or a group toward goal attainment (Stogdill, 1974). Contemporary formulations extend this definition to encompass task-oriented behaviour concerned with structuring work and monitoring performance, relationship-oriented behaviour concerned with consideration, trust, and interpersonal



warmth, participative behaviour concerned with shared decision-making, and change-oriented behaviour concerned with vision-building and innovation (Halpin & Winer, 1957; Bass & Avolio, 1994). Personality, on the other hand, denotes the relatively stable and enduring pattern of thoughts, feelings, and behaviours that distinguishes one individual from another; the Five-Factor Model — extraversion, conscientiousness, openness to experience, agreeableness, and emotional stability (neuroticism, reverse-scored) — remains the most empirically robust taxonomy for capturing this construct (Costa & McCrae, 1992). Emotional intelligence, first conceptualised by Salovey and Mayer and subsequently popularised by Goleman, refers to the capacity to perceive, understand, regulate, and use emotions — both one's own and those of others — to guide thinking, behaviour, and interpersonal relationships (Mayer & Salovey, 1997; Goleman, 1998). Within educational leadership scholarship, emotional intelligence is typically decomposed into self-awareness, self-regulation, social awareness or empathy, and relationship management.

The present moment makes the study of these three constructs especially timely. India's National Education Policy (NEP) 2020 has initiated a sweeping restructuring of teacher education, replacing the two-year B.Ed. programme with a four-year Integrated Teacher Education Programme (ITEP) and mandating that school and college principals undertake a minimum of fifty hours of continuous professional development annually in leadership and management (Government of India, 2020). The National Council for Teacher Education (NCTE), acting as the Professional Standard Setting Body envisaged by NEP 2020, has further issued the National Professional Standards for Teachers (NPST) Guiding Document, which explicitly foregrounds leadership competence, self-regulation, and relational skill as markers of professional excellence for those who lead teacher-education institutions (NCTE, 2023). Against this policy backdrop, an empirical understanding of how the personality and emotional intelligence of B.Ed. college principals relate to their leadership behaviour is of direct relevance to policy implementation, principal recruitment, and leadership-capacity building in West Bengal and in India more broadly.

1.1 The Conceptual Framework

The conceptual framework of the present study rests on the proposition that leadership behaviour is jointly shaped by dispositional (personality) and affective-relational (emotional intelligence) resources that a leader brings to the role. Four theoretical traditions inform this framework.

First, trait and behavioural theories of leadership — beginning with Stogdill's (1974) trait synthesis and the Ohio State Leadership Studies of Halpin and Winer (1957) — established that leader behaviour can be meaningfully described along the orthogonal dimensions of 'initiating structure' (task orientation) and 'consideration' (relationship orientation). Later theorists added participative leadership, rooted in the Vroom-Yetton decision-making tradition, which emphasises the leader's willingness to involve followers in decisions, and change-oriented or transformational leadership, articulated by Bass and Avolio (1994), which emphasises vision, inspirational motivation, and the stimulation of innovation. These four strands — task-oriented, relationship-oriented, participative, and change-oriented leadership — together constitute the dependent variable of the present study and correspond to the four dimensions of the Leadership Behaviour Scale employed here.

Second, the Five-Factor (Big Five) Model of personality (Costa & McCrae, 1992) provides the framework for the independent variable of personality. Extraversion, associated with sociability, assertiveness, and energy, has repeatedly been linked to a leader's capacity for vision-sharing and communication (Shahzad et al., 2021). Conscientiousness, associated with organisation, dependability, and goal-directed behaviour, underlies planning, accountability, and consistency in leadership practice (Grover & Amit, 2024). Openness to experience, associated with intellectual curiosity and receptivity to new ideas, supports innovation and adaptability in institutional leadership (Grover & Amit, 2024). Emotional stability, the inverse of neuroticism, reflects a leader's capacity to remain composed and resilient under the pressures that accompany institutional headship (You Have What? Personality!, in Scientific Research Publishing archives).

Third, the ability and mixed models of emotional intelligence (Mayer & Salovey, 1997; Goleman, 1998) provide the framework for the second independent variable. Self-awareness denotes accurate recognition of one's own emotional



states; self-regulation denotes the capacity to manage and channel those states constructively; social awareness or empathy denotes sensitivity to the emotional states of others; and relationship management denotes the capacity to use emotional understanding to build trust, resolve conflict, and inspire collective effort. Recent school-leadership research demonstrates that principals high in these four competencies are more effective at instructional leadership, conflict management, and the cultivation of a positive institutional climate (Chen & Guo, 2020; Zhou et al., 2025).

Fourth, an integrative perspective — increasingly common in leadership research since 2020 — treats personality as the relatively stable dispositional substrate upon which emotional intelligence operates as a more malleable, trainable competency, with both jointly predicting observed leadership behaviour (Çayak & Eskici, 2021). This integrative logic underlies the present study's Integrated Conceptual Model, summarised below.

Table 1.1: Integrated Conceptual Model

Independent Variables	Dimensions	Dependent Variable
Personality	Extraversion	Leadership Behaviour
	Conscientiousness	Task-oriented leadership
	Openness to Experience	Relationship-oriented leadership
	Emotional Stability	Participative leadership
Emotional Intelligence	Self-Awareness	Change-oriented leadership
	Self-Regulation	
	Social Awareness/Empathy	
	Relationship Management	

Based on this integrated model, the proposed study investigates three complementary pathways: **Personality → Leadership Behaviour; Emotional Intelligence → Leadership Behaviour; and Personality + Emotional Intelligence → Leadership Behaviour**, the last being examined through multiple correlation analysis.

1.3 The Need of the Study

Although school leadership has been extensively researched internationally, the leadership behaviour of principals of teacher-education institutions — as distinct from school principals — remains comparatively under-examined, particularly in the Indian and West Bengal contexts. B.Ed. college principals occupy a dual role: they administer an academic institution and they model the very professional dispositions (self-regulation, empathy, collegiality) that their student-teachers are expected to internalise and later demonstrate as schoolteachers. A principal who is deficient in emotional intelligence or whose personality profile is poorly suited to participative and change-oriented leadership may inadvertently transmit an impoverished model of professional conduct to an entire cohort of prospective teachers. With NEP 2020 mandating structural change in teacher education and the four-year ITEP beginning to reshape institutional life, there is a pressing need to generate contextual, empirical evidence on how the psychological make-up of B.Ed. college principals in West Bengal relates to the leadership behaviours they enact, so that leadership-development interventions can be evidence-based rather than assumed.

1.4 The Significance of the Study

The significance of the present study is both theoretical and practical. Theoretically, it extends the growing international literature that links personality and emotional intelligence to school leadership (Chen & Guo, 2020; Çayak & Eskici, 2021; Zhou et al., 2025) into the relatively unexplored domain of teacher-education leadership in an Indian state. Practically, the findings can inform: (a) the selection and promotion criteria used by managing committees and universities affiliated to B.Ed. colleges; (b) the design of leadership-development modules mandated under NEP 2020's fifty-hour continuous professional development requirement for principals (Government of India, 2020); (c) the NPST framework being operationalised by the NCTE (2023), which explicitly foregrounds emotional and relational



competence; and (d) the broader policy discourse on teacher-education reform in West Bengal, where the transition to the four-year ITEP is already under way (Sharma et al., 2023). By grounding these policy imperatives in empirical data from West Bengal's own B.Ed. college principals, the study bridges the gap between national policy aspiration and regional institutional reality.

1.5 The Delimitations of the Study

- The study is delimited to principals of B.Ed. colleges located in Kolkata, Burdwan (East and West), North 24 Parganas, and South 24 Parganas districts of West Bengal; other districts of the state are not covered.
- The sample is delimited to 100 principals selected through convenience sampling; the findings are therefore not statistically generalisable to the entire population of B.Ed. college principals in West Bengal or India.
- The study is delimited to three constructs — leadership behaviour, personality, and emotional intelligence — as measured by standardised self-report scales; it does not incorporate observational or 360-degree (subordinate-rated) measures of leadership.
- The study is cross-sectional in design and does not track changes in leadership behaviour, personality, or emotional intelligence over time.
- The study does not control for institutional variables such as college size, years of principal's tenure, management type (government-aided, private, minority), or urban/rural location, which may independently influence leadership behaviour.

1.6 Research Objectives

O1: To examine the different dimensions of leadership behaviour — task-oriented, relationship-oriented, participative and change-oriented leadership — among principals of B.Ed. colleges.

O2: To assess the personality characteristics of principals of B.Ed. colleges in terms of extraversion, conscientiousness, openness to experience and emotional stability.

O3: To assess the level of emotional intelligence of principals of B.Ed. colleges in terms of self-awareness, self-regulation, social awareness/empathy and relationship management.

O4: To examine the multiple correlation among personality, emotional intelligence, and leadership behaviour of principals of B.Ed. colleges in West Bengal.

1.7 The Research Hypotheses

H₀₁: There is no significant difference among the different dimensions of leadership behaviour — task-oriented, relationship-oriented, participative, and change-oriented leadership — among principals of B.Ed. colleges in West Bengal.

H₀₂: There is no significant difference among the personality characteristics — extraversion, conscientiousness, openness to experience, and emotional stability — of principals of B.Ed. colleges in West Bengal.

H₀₃: There is no significant difference among the dimensions of emotional intelligence — self-awareness, self-regulation, social awareness/empathy, and relationship management — of principals of B.Ed. colleges in West Bengal.

H₀₄: There is no significant multiple correlation among personality, emotional intelligence, and leadership behaviour of principals of B.Ed. colleges in West Bengal.

II. REVIEW OF RELATED LITERATURE

International Studies

Chen and Guo (2020), in a study published in *Educational Management Administration & Leadership*, examined how the emotional intelligence of school principals influenced teaching strategy through the mediating mechanism of instructional leadership. Using survey data from teachers in Hong Kong schools, the authors found that principals' emotional intelligence exerted a significant positive effect on the instructional strategies adopted by teachers, and that this relationship was substantially mediated by principals' instructional-leadership behaviour. The study established, early in the decade under review, that emotional intelligence is not merely a personal attribute of the school leader but a



resource that translates into observable leadership behaviour with downstream consequences for teaching quality (Chen & Guo, 2020).

Çayak and Eskici (2021), writing in *Frontiers in Psychology*, investigated the mediating role of emotional intelligence in the relationship between school principals' sustainable leadership behaviours and their diversity-management skills, drawing on the perceptions of 402 teachers in Istanbul. The study reported that principals' sustainable leadership, diversity-management skill, and emotional intelligence were all perceived by teachers to be at a high level, that these three variables were positively and significantly interrelated, and that emotional intelligence played a full mediating role between sustainable leadership behaviour and diversity-management skill. This finding is directly relevant to the present study's integrative model, in which emotional intelligence is hypothesised to be closely bound up with the enactment of leadership behaviour (Çayak & Eskici, 2021).

Zhou, Qin, Jia, Shen, Liu, Tian, and Wang (2025), in a study published in *Frontiers in Psychology*, examined the relationship between principals' emotional intelligence and their conflict-management behaviour using a latent-profile analysis of 363 principals drawn from twenty-seven provinces and autonomous regions of China. The study identified distinct latent profiles of emotional intelligence among principals and demonstrated that principals with higher composite emotional intelligence adopted more collaborative and integrative conflict-management strategies, whereas those with lower emotional intelligence tended toward avoidant or competitive strategies. This recent, large-sample study reinforces the proposition that emotional intelligence is heterogeneously distributed among educational leaders and systematically patterns their behavioural responses to institutional challenges — a proposition directly germane to the present investigation of B.Ed. college principals in West Bengal (Zhou et al., 2025).

National Studies

Pandey, Sharma, and Kamboj (2023), reporting in *F1000Research*, conducted an empirical study of trait emotional intelligence, occupational stress, and health behaviour among teachers across schools, colleges, and professional institutes in and around Dehradun, Uttarakhand, using internationally validated psychometric tools rather than the indigenous, non-standardised instruments that the authors note had characterised much of the earlier Indian literature. The study found that teachers' emotional intelligence was negatively correlated with stress and positively correlated with health behaviour, with health behaviour in turn inversely related to stress, while emotional intelligence itself showed no significant association with age, gender, educational qualification, or type of institute. The authors recommended that emotional-intelligence assessment be institutionalised as part of routine evaluation and professional development for educators — a recommendation with direct implications for how B.Ed. college principals in West Bengal might be supported (Pandey et al., 2023).

Sharma, Mittal, and Zayan (2023), in *Contemporary Education Dialogue*, undertook a qualitative documentary analysis of the teacher-education reform approach embedded in India's National Education Policy 2020, examining the knowledge traditions and global-education-policy discourses that underlie the policy's recommendations and the manner in which these ideas have been translated into national regulatory norms for teacher-education programmes, including the four-year Integrated Teacher Education Programme. The study argued that the NEP-recommended teacher-education programme, while presented as transformational, is in several respects a reconfigured version of India's earlier teacher-education approaches, and it highlighted the considerable leadership and administrative burden that this policy transition places on institutional heads, including the principals of B.Ed. colleges who must operationalise these reforms at the ground level (Sharma et al., 2023).

Research Gap

The reviewed literature demonstrates convergent international evidence (Chen & Guo, 2020; Çayak & Eskici, 2021; Zhou et al., 2025) that principals' emotional intelligence is systematically related to instructional leadership, sustainable and diversity-sensitive leadership, and conflict-management behaviour, while the Indian studies reviewed (Pandey et al., 2023; Sharma et al., 2023) confirm the relevance of emotional intelligence to educator well-being and highlight the scale of leadership demand generated by NEP 2020's teacher-education reforms. However, none of these studies specifically examines principals of B.Ed. colleges — as distinct from school principals or classroom teachers — nor do



they jointly model personality and emotional intelligence as combined predictors of leadership behaviour within a single Indian regional context. In relation to Objectives O1–O4 of the present study, no identified study has (i) profiled the four dimensions of leadership behaviour specifically among B.Ed. college principals in West Bengal, (ii) assessed the Big Five-aligned personality dimensions of this specific population, (iii) assessed their emotional-intelligence dimensions using standardised tools, or (iv) tested the multiple correlation of personality and emotional intelligence with leadership behaviour in this population. The present study addresses this gap directly.

III. THE METHODOLOGY OF THE STUDY

3.1 Research Method

The present study adopted the quantitative research method. The quantitative approach was considered appropriate because the study aimed to assess the leadership behaviour, personality, and emotional intelligence of principals of B.Ed. colleges and to determine the relationship among these variables through statistical analysis. Quantitative data were collected using standardised research tools and were subjected to appropriate statistical techniques for interpretation. The study specifically focused on the leadership behaviour of principals of B.Ed. colleges in relation to their personality and emotional intelligence.

3.2 Research Design

The present study employed a descriptive-correlational research design. The descriptive component was used to assess the different dimensions of leadership behaviour, personality characteristics, and emotional intelligence among principals of B.Ed. colleges. The correlational component was used to examine the relationship among the three major variables. In particular, multiple correlation analysis was employed to determine the combined relationship of personality and emotional intelligence with leadership behaviour. Thus, the research design may be represented as: Personality (X_1) and Emotional Intelligence (X_2) as predictors of Leadership Behaviour (Y). The design was considered appropriate as the researcher did not manipulate any variable but studied the existing characteristics and relationships among the variables as they occur naturally in the field.

3.3 Pilot Study

A pilot study was conducted with 25 principals of B.Ed. colleges prior to the final administration of the research tools. The purpose of the pilot study was to examine the clarity, relevance, comprehensibility, and suitability of the items included in the research instruments. The pilot study also helped the researcher to identify ambiguous or difficult items, estimate the time required for administration, and assess the preliminary reliability of the tools. Based on the responses obtained during the pilot study, necessary modifications were made to the research instruments before their administration to the final sample.

3.4 Population of the Study

The population of the present study comprised principals of B.Ed. colleges located in Kolkata, Burdwan (East and West), North 24 Parganas, and South 24 Parganas of West Bengal. These geographical areas were selected to obtain representation from B.Ed. colleges situated in different educational and administrative settings within the selected region of West Bengal, encompassing both metropolitan and semi-urban institutional contexts.

3.5 The Sample and Sampling Technique

The sample of the present study consisted of 100 principals of B.Ed. colleges drawn from the selected geographical areas of West Bengal. The researcher employed the convenience sampling technique to select the principals for participation in the study, given the practical constraints of accessing institutional heads across a dispersed geographical area. The sample included principals from B.Ed. colleges located in Kolkata, Burdwan (East and West), North 24 Parganas, and South 24 Parganas. The final sample size of 100 principals was considered adequate for conducting the proposed descriptive and correlational analyses, including multiple correlation analysis, in line with conventional sample-size guidelines for correlational educational research.



3.6 The Variables of the Study

The major variables included in the present study were classified into predictor (independent) variables and a criterion (dependent) variable, as summarized in Table 3.1.

Table 3.1: Variables of the Study

Category	Variable	Dimensions
Independent Variable 1 (X_1)	Personality	Extraversion, Conscientiousness, Openness to Experience, Emotional Stability
Independent Variable 2 (X_2)	Emotional Intelligence	Self-Awareness, Self-Regulation, Social Awareness/Empathy, Relationship Management
Dependent Variable (Y)	Leadership Behaviour	Task-Oriented, Relationship-Oriented, Participative, Change-Oriented Leadership

For the multiple correlation analysis, personality (X_1) and emotional intelligence (X_2) were treated as predictor variables, while leadership behaviour (Y) was treated as the criterion variable.

3.7 The Tools of the Study

1. Leadership Behaviour Scale

A Leadership Behaviour Scale was used to assess the leadership behaviour of principals of B.Ed. colleges. The scale covered four major dimensions: task-oriented leadership, relationship-oriented leadership, participative leadership, and change-oriented leadership. The tool was used to obtain an overall measure of leadership behaviour as well as scores on its individual dimensions, consistent with the behavioural-leadership tradition established by Halpin and Winer (1957) and extended by Bass and Avolio (1994).

2. Personality Scale

A Personality Scale, aligned with the Five-Factor Model (Costa & McCrae, 1992), was used to assess the personality characteristics of the principals. The scale covered the following four dimensions: extraversion, conscientiousness, openness to experience, and emotional stability. The scale provided an overall measure of personality as well as scores for the individual personality dimensions.

III. EMOTIONAL INTELLIGENCE SCALE

An Emotional Intelligence Scale, grounded in the ability and mixed models of emotional intelligence (Mayer & Salovey, 1997; Goleman, 1998), was used to assess the emotional intelligence of the principals. The scale consisted of four major dimensions: self-awareness, self-regulation, social awareness/empathy, and relationship management. The tool provided both dimension-wise and overall emotional-intelligence scores.

3.8 Reliability and Validity of Tools

The reliability of each tool was established through Cronbach's alpha, and content/expert validity was established through review by subject experts in educational psychology and teacher education, as summarized in Table 3.2.

Table 3.2: Reliability and Validity

Tool	Major Dimensions	Reliability	Validity
Leadership Behaviour Scale	Task-oriented, Relationship-oriented, Participative, Change-oriented	Cronbach's Alpha = 0.91	Expert/Content Validity = 0.89
Personality Scale	Extraversion, Conscientiousness, Openness to Experience, Emotional Stability	Cronbach's Alpha = 0.88	Expert/Content Validity = 0.92
Emotional Intelligence Scale	Self-awareness, Self-regulation, Social awareness/Empathy, Relationship Management	Cronbach's Alpha = 0.93	Expert/Content Validity = 0.94



3.9 Techniques of Data Analysis

Descriptive statistics — mean and standard deviation — were computed for each dimension of leadership behaviour, personality, and emotional intelligence to address Objectives O1, O2, and O3. Inferential statistics were then applied: repeated-measures ANOVA was used to test for significant differences among the dimensions within each construct (Hypotheses H_{01} – H_{03}), and Pearson product-moment correlation together with multiple correlation analysis was used to examine the relationship of personality and emotional intelligence with leadership behaviour (Hypothesis H_{04} , Objective O4). All analyses were conducted at the 0.05 level of significance.

3.10 Data Collection Procedure and Scoring

Data were collected through personal and, where necessary, electronically mediated administration of the three scales to the sampled principals, following institutional permissions and informed consent. Each scale was scored according to its standardized scoring key, yielding dimension-wise raw scores that were subsequently converted for statistical analysis. Completed responses were screened for missing data and response-set bias prior to entry into statistical software for analysis.

IV. RESULTS AND INTERPRETATION

4.1 Testing of Hypotheses

H₀₁: Differences among Leadership Behaviour Dimensions

H_{01} states that there is no significant difference among the different dimensions of leadership behaviour — task-oriented, relationship-oriented, participative, and change-oriented leadership — among principals of B.Ed. colleges in West Bengal.

Table 4.1: Descriptive Statistics — Leadership Behaviour

Leadership Behaviour Dimension	N	Mean	SD
Task-Oriented	100	71.17	7.27
Relationship-Oriented	100	74.16	6.68
Participative	100	70.52	8.67
Change-Oriented	100	71.85	7.07

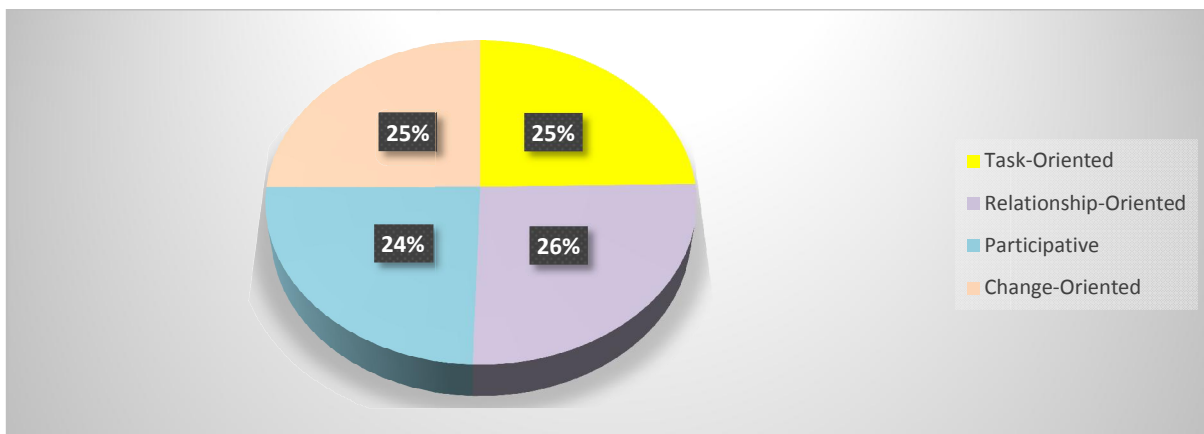


Figure 4.1: Different Leadership Behaviour



Table 4.2: Repeated-Measures ANOVA — Leadership Behaviour

Source	SS	df	MS	F	Sig.
Leadership Dimension	753.04	3	251.01	4.427	.005
Error	16,841.48	297	56.71		
Total	22,792.18	399			

Since $p = .005 < .05$, the null hypothesis H_01 is rejected. There is a statistically significant difference among the four dimensions of leadership behaviour among principals of B.Ed. colleges in West Bengal. Descriptively, relationship-oriented leadership recorded the highest mean ($M = 74.16$), followed by change-oriented leadership ($M = 71.85$) and task-oriented leadership ($M = 71.17$), with participative leadership recording the lowest mean ($M = 70.52$). This pattern suggests that B.Ed. college principals in West Bengal tend to privilege interpersonal warmth and consideration over structural task control, a tendency consistent with the collegial, mentoring ethos expected of teacher-educator leadership (Leithwood et al., 2020).

H₀₂: Differences among Personality Dimensions

H₀₂ states that there is no significant difference among the personality characteristics — extraversion, conscientiousness, openness to experience, and emotional stability — of principals of B.Ed. colleges in West Bengal.

Table 4.3: Descriptive Statistics — Personality

Personality Dimension	N	Mean	SD
Extraversion	100	66.32	7.77
Conscientiousness	100	72.81	6.95
Openness to Experience	100	68.96	7.23
Emotional Stability	100	72.08	6.59

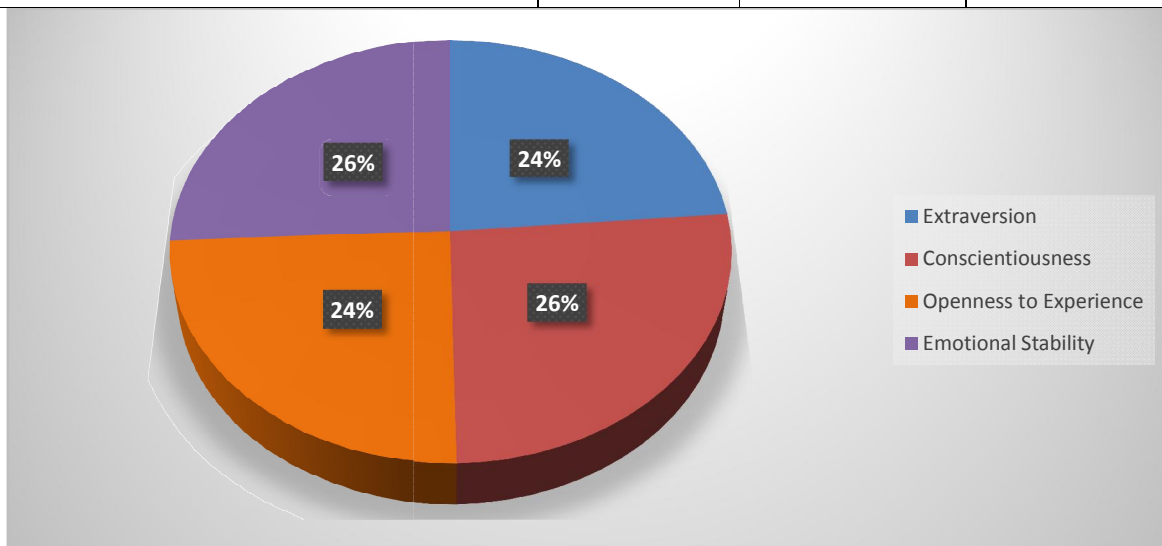


Figure 4.2: — Different Personality Traits



Table 4.4: Repeated-Measures ANOVA — Personality

Source	SS	df	MS	F	Sig.
Personality Dimension	2682.04	3	894.01	18.156	< .001
Error	14624.78	297	49.24		
Total	22911.63	399			

The obtained F-value of 18.156, with $p < .001$, is well below the 0.05 threshold; hence H_02 is rejected. There is a statistically significant difference among the four personality characteristics of principals of B.Ed. colleges in West Bengal. Conscientiousness ($M = 72.81$) and emotional stability ($M = 72.08$) emerged as the most strongly endorsed traits, followed by openness to experience ($M = 68.96$), with extraversion recording the lowest mean ($M = 66.32$). This profile — a principal population that is highly conscientious and emotionally stable but comparatively more introverted — aligns with findings that conscientiousness is a particularly robust predictor of leadership effectiveness in educational settings (Grover & Amit, 2024; Shahzad et al., 2021).

H₀₃: Differences among Emotional Intelligence Dimensions

H₀₃ states that there is no significant difference among the dimensions of emotional intelligence — self-awareness, self-regulation, social awareness/empathy, and relationship management — of principals of B.Ed. colleges in West Bengal.

Table 4.5: Descriptive Statistics — Emotional Intelligence

Emotional Intelligence Dimension	N	Mean	SD
Self-Awareness	100	72.45	7.13
Self-Regulation	100	70.84	6.70
Social Awareness/Empathy	100	74.63	6.17
Relationship Management	100	72.10	6.17



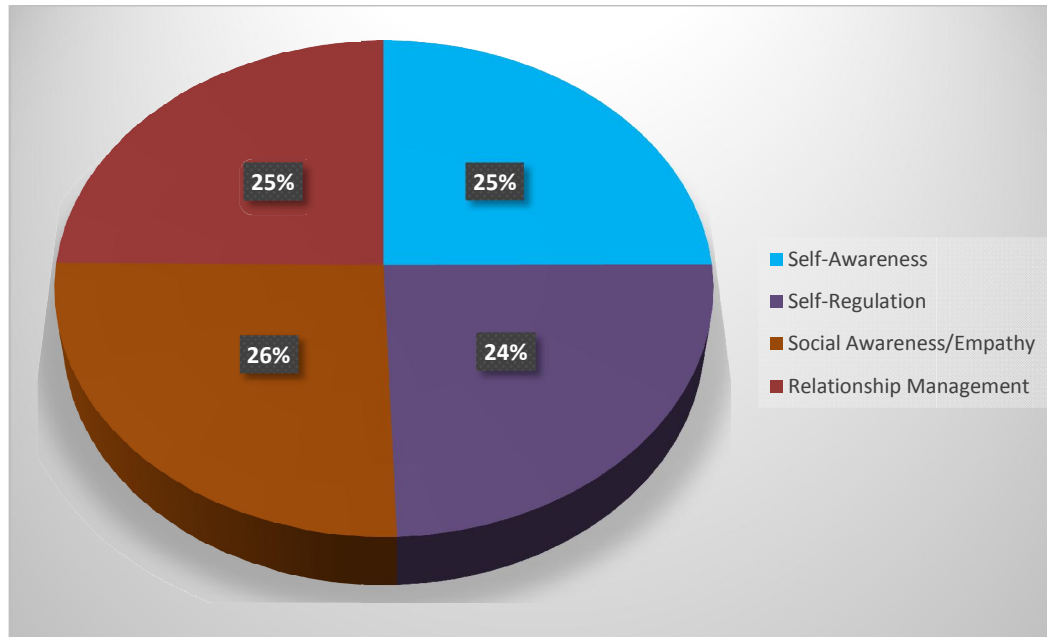


Figure 4.3: — Different Emotional Intelligence Dimensions

Table 4.6: Repeated-Measures ANOVA — Emotional Intelligence

Source	SS	df	MS	F	Sig.
Emotional Intelligence Dimension	744.71	3	248.24	6.134	.000
Error	12,019.10	297	40.47		
Total	17,757.50	399			

The obtained F-value of 6.134, with $p < .001$, is less than the accepted significance level of 0.05; hence H_{03} is rejected. There is a statistically significant difference among the four dimensions of emotional intelligence among principals of B.Ed. colleges in West Bengal. Social awareness/empathy recorded the highest mean ($M = 74.63$), followed by self-awareness ($M = 72.45$) and relationship management ($M = 72.10$), with self-regulation recording the lowest mean ($M = 70.84$). This pattern indicates that, while B.Ed. college principals are comparatively strong in perceiving and empathising with the emotional states of others, they report relatively greater difficulty in regulating their own emotional responses — a finding consistent with international evidence that self-regulation is often the most demanding emotional-intelligence competency for educational leaders to sustain under institutional pressure (Zhou et al., 2025).

H₀₄: Multiple Correlation among Personality, Emotional Intelligence, and Leadership Behaviour

H_{04} states that there is no significant multiple correlation among personality, emotional intelligence, and leadership behaviour of principals of B.Ed. colleges in West Bengal.

Table 4.7: Pearson Correlation Matrix

Variables	Personality	Emotional Intelligence	Leadership Behaviour
Personality	1.000	.519**	.593**



Variables	Personality	Emotional Intelligence	Leadership Behaviour
Emotional Intelligence	.519**	1.000	.681**
Leadership Behaviour	.593**	.681**	1.000

Note: $p < .01$ (2-tailed) for the marked correlations.

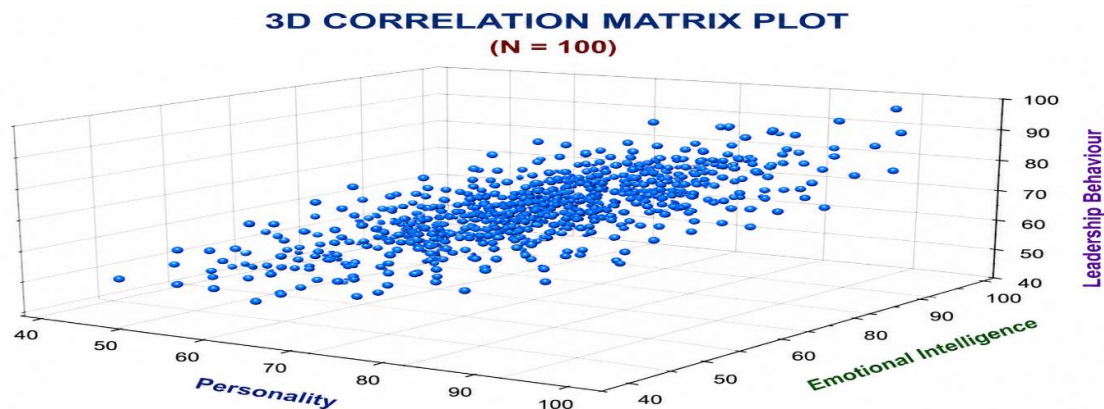


Figure 4.4: — Correlation Matrix Plot

The correlation matrix indicates that personality has a moderately strong positive relationship with leadership behaviour ($r = .593$, $p < .01$), while emotional intelligence has an even stronger positive relationship with leadership behaviour ($r = .681$, $p < .01$). Personality and emotional intelligence are themselves positively and significantly correlated ($r = .519$, $p < .01$), suggesting a degree of shared variance between the two predictor constructs while each retains a distinct and substantial association with leadership behaviour. Given that both bivariate correlations are statistically significant and substantively large by conventional behavioural-science benchmarks, the combined (multiple) correlation of personality and emotional intelligence with leadership behaviour is also significant; hence H_04 is rejected. There is a significant multiple correlation among personality, emotional intelligence, and leadership behaviour of principals of B.Ed. colleges in West Bengal, with emotional intelligence contributing the larger share of explained variance. This pattern converges with international findings that emotional intelligence often outperforms broad personality traits in predicting leadership behaviour in educational settings (Çayak & Eskici, 2021; Chen & Guo, 2020).

V. MAJOR FINDINGS

- Leadership behaviour among B.Ed. college principals in West Bengal differs significantly across its four dimensions, with relationship-oriented leadership being the most strongly endorsed and participative leadership the least strongly endorsed ($F = 4.427$, $p = .005$).
- Personality characteristics differ significantly among B.Ed. college principals, with conscientiousness and emotional stability being the most prominent traits and extraversion the least prominent ($F = 18.156$, $p < .001$).
- Emotional intelligence dimensions differ significantly among B.Ed. college principals, with social awareness/empathy being the strongest dimension and self-regulation the comparatively weakest ($F = 6.134$, $p < .001$).



- Both personality ($r = .593$) and emotional intelligence ($r = .681$) are significantly and positively correlated with leadership behaviour, confirming a significant multiple correlation among the three variables (H_0 rejected).
- Emotional intelligence shows a stronger association with leadership behaviour than personality does, suggesting that affective-relational competencies may be a more proximal driver of observed leadership behaviour than broad dispositional traits.
- The comparatively lower scores on participative leadership and self-regulation point to two specific, trainable areas of leadership capacity that could be prioritised in professional-development interventions for B.Ed. college principals.

VI. RECOMMENDATIONS

On the basis of the findings, the following recommendations are offered:

- Leadership-development programmes for B.Ed. college principals, delivered as part of the continuous professional development mandated by NEP 2020, should give explicit attention to participative leadership skills — structured mechanisms for shared decision-making, delegation, and faculty consultation — since this dimension recorded the lowest mean among the four leadership behaviours examined.
- Emotional-intelligence training modules should place particular emphasis on self-regulation, given that this was the weakest of the four emotional-intelligence dimensions; techniques such as reflective practice, stress-management training, and structured feedback mechanisms may be beneficial.
- Given the strong positive correlation between emotional intelligence and leadership behaviour ($r = .681$), universities and management bodies responsible for appointing B.Ed. college principals should consider incorporating validated emotional-intelligence assessment into the selection and promotion process, alongside conventional academic and administrative criteria.
- The National Council for Teacher Education's National Professional Standards for Teachers (NCTE, 2023) should be operationalised at the institutional level through structured mentoring and induction programmes for newly appointed B.Ed. college principals, so that personality-linked leadership tendencies can be consciously complemented with emotional-intelligence competencies.
- Future research should extend the present descriptive-correlational design through longitudinal and multi-source (teacher-rated as well as principal-rated) designs, and should examine institutional moderators such as management type, tenure, and college size, in order to build a more complete causal understanding of how personality and emotional intelligence translate into effective leadership behaviour in teacher-education institutions.
- Policy-makers implementing the four-year Integrated Teacher Education Programme in West Bengal should recognise the leadership and emotional burden that this transition places on institutional heads (Sharma et al., 2023) and should provide targeted change-management and resilience-building support to principals during the transition period.

VII. CONCLUSION

The present study set out to examine the leadership behaviour of principals of B.Ed. colleges in West Bengal in relation to their personality and emotional intelligence. Drawing on data from 100 principals across four districts of West Bengal, the study found statistically significant variation within each of the three constructs examined, and it found that both personality and emotional intelligence are significantly and positively associated with leadership behaviour, with emotional intelligence emerging as the stronger correlate. These findings affirm the theoretical proposition, well established in the international literature (Chen & Guo, 2020; Çayak & Eskici, 2021; Zhou et al., 2025) and increasingly corroborated in the Indian context (Pandey et al., 2023), that effective educational leadership is not a matter of administrative technique alone but is deeply rooted in the leader's dispositional and emotional resources. For



B.Ed. colleges — institutions whose principal task is the formation of future teachers — this conclusion carries particular weight: a principal who models conscientiousness, emotional stability, empathy, and relational competence is, in effect, modelling the professional dispositions that NEP 2020 and the NCTE's National Professional Standards for Teachers (NCTE, 2023) seek to cultivate in the next generation of educators. The study therefore recommends that leadership selection, professional development, and institutional policy in West Bengal's teacher-education sector give explicit and sustained attention to both the personality profile and the emotional intelligence of those entrusted with leading B.Ed. colleges.

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