

Assessment of teachers' emotional leadership styles prioritized by university students of Islamabad

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Abstract

This quantitative research was a comparative and correlational study that attempted to explore the difference between motivation level of students of public and private universities in relation of Goleman's Emotional leadership styles. Objective of study was to compare the level of motivation of students of public and private universities with regard to learning as per self-determination theory of motivation propounded by Ryan and Deci and to find in relation of prevalent Goleman's emotional leadership styles. It involved 18 teachers and 45 students from 6 public and private universities in Islamabad. It utilized 'Leadership Assessment Tool' and 'Academic Self-Regulation Questionnaire' in order to collect the required data through the survey technique. After data collection, the analysis was done through SPSS and the statistical techniques such as Pearson Coefficient of correlation and T-Test were applied. At the end, the study revealed that external regulation prevalent in the students of public and private universities whereas intrinsic regulation prevails in students of public universities and introjected regulation is prevails in students of private universities. A strong relationship was found between the leadership styles used by teachers and motivational level of students. Thus, the study recommended that the leadership styles of teachers and level of motivation of students may be evaluated at the tertiary level education both in the public as well as private sectors in Pakistan in order to instill motivation among students.

Introduction

There are several leadership styles, which are made by teachers for the successful learning of their students. Goleman's Emotional Leadership Styles has become quite popular among researches.

In a recent study on Goleman's emotion leadership styles, Z Li, B Gupta et al. (2016) found that leaders who prefer to provide support immediately before pressure have higher levels of emotional intelligence than do leaders who prefer the combinative styles. Leaders who prefer to

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provide pressure and support separately have the lowest levels of emotional intelligence. (Li, Gupta, Loon, & Casimir, 2016).

The existing research studies discover that the practices foreseeing one's rise as an informal leader can be organized out into two classifications: task centred and partially engaged. The task focused, practices e.g., undertaking coordination are the most grounded indicators. To date, notwithstanding, little research or theoretical evidence have tried to recognize the information, aptitudes, and capacities that underlie and empower the practices that foresee the development of the leadership traits among individuals (Müller & Turner, 2010). However, it is also a fact that leadership and emotional intelligence are supplementary and complementary to each other; also, enthusiastic insight may add to a leader's capacity to effectively actualize changes in an organization.

Considering the value of a profound association between the emotional intelligence and leadership traits, the researcher of this study intended to assess Goleman's emotional leadership styles prioritized by university students of Islamabad.

Literature Review

According to Newstrom and Davis (1993), it about the lead or approach of giving rules, executing the arrangements and propelling the general population. Adherents watch the express and understood activities of their leader. Bohn & Grafton (2002) define leadership as the mean to construct a clear vision, inculcate self-confidence in subordinates through communication and coordination. The most interesting subject of human study has always been leadership. The topic of leadership has been studied and investigated by philosopher, researchers and historians, again and again (Bass, 1990) (Bass, 1990). In psychology, human personality is studied through the approach of trait theory. Measuring the human trait is the primary interest of the trait theorists, and trait can be defined as habitual patterns of thoughts, behavior and emotions (Kassin, 2003).

Daniel Goleman discussed six styles of leadership in his book "Leadership That Gets Results". His theory of six leadership styles includes the leadership styles which generally practice by the leaders, these are: Visionary, Coaching, Affiliative, Democratic, Pacesetter, and Commanding. Goleman, Boyatzis and McKee emphasize on the strong points and limitations of these styles and explain how the emotions of team members or followers affect by these styles (Goleman D. , 2000).

	Commanding	Visionary	Affiliative	Democratic	Pacesetting	Coaching
The leader's modus operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now"	"Try this."
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaborating, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results from a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Overall impact on climate	Negative	Most strongly positive	Positive	Positive	Negative	Positive

Motivation applies to the underlying factors of a behavior (Guay, Chanal, Ratelle, Marsh, Larose, & Boivin, 2010). According to Gredler, Broussard and Garrison (2004) motivation is “the trigger that make us to feel about something to do or not to do” (Broussard & Garrison, 2004). Intrinsic motivation vibrates by personal pleasure, interest or enjoyment. Many researchers claim the difference between intrinsic and extrinsic motivation which they observed through the strategies of reinforcement. Typically, experts and educationalists strongly believe that extrinsic motivation is less result oriented and less desirable than the intrinsic motivation as (Deci, Koestner, & Ryan, 1999). According to Landy and Becker at least one of the below mentioned factors of behavior construct the motivation: initiation, direction, persistence (Landy & Becker, 1987).

The extrinsic and intrinsic motivations are the components of Self-Determination Theory (SDT). This theory was initially developed by Deci and Ryan in the 1970's. The main concern of SDT is with our innate or inner propensity to conduct our self in strong ways based on aptitude and competency (building self-efficacy, mastery and experiencing), relatedness (our encouraging interface with other people), and autonomy (self-determined behavior). In the beginning of 1980s, SDT has been developed, presented, explained and refined by many researches in the different fields of life i.e. Education, Health Care, Relationships, Sports and Exercise, Psychotherapy and Psychopathology.

The objective of Self-Determination Theory is to motivate students intrinsically (Learning Theories). Self-Determination Theory is

also known as theory of motivation and personality deals with three general, instinctive and emotional desires: competence, relatedness, and autonomy. You might say that Self-Determination theory addresses person's intrinsic motivation.

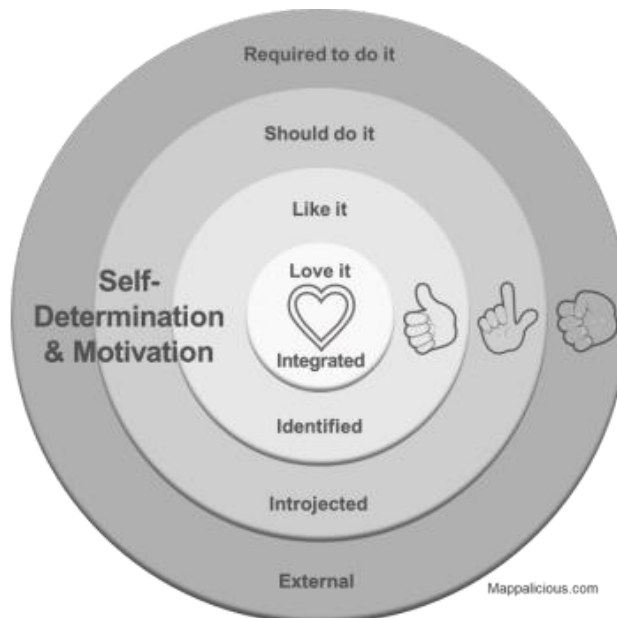
As per Self-Autonomy Theory motivation can be divided into four levels. Internalization of goal determines the level of motivation, in other words: its closeness to our "true-self"; and in the process of pursuing a goal, it is a way to define the way from scratch to whole autonomy. These four levels are:

External: Where some external reward is involved behind the action or effort of the people.

Introjected: In this level people examine themselves on external evaluation standards and external goals and systems by adopting them as their own like people adopt performing tasks in order to brighten their self-esteem.

Identified: At this level people are required to purposely praise a goal to make it personal, if they are sure to adopt a goal as their own.

Integrated/Intrinsic: It is the combination of behavioral regulation with self; when as a result integrated in a person's attitude and self-assessments about individual needs.



Educational leadership plays an exceptional role in the achievement of National goals. Educational leadership works as a mentor for the working bodies to attain the required goals. Learning from Leadership: An analysis of the documented links at Improved Student Learning (available at www.wallacfoundation.org) proof that teacher and as well as Principals are both agree on three leadership practices which particularly contribute for better instructions:

- i. Focus on the school’s goals and expectations for student success.
- ii. Attending to teachers’ professional development needs.
- iii. Increase teacher collaboration by creating structures and opportunities.

Research Methodology

This study was primarily a descriptive and correlational research study that intended to highlight the relationship between teachers’ leadership styles and learning motivation of students. This study involved 3 public and 3 private universities in Islamabad. Only those universities were included in the population, which had three common programs namely:

- i. Social Sciences
- ii. Computer Sciences
- iii. Management Sciences

Results

Summary of findings is mentioned in table form.

Table No. 1 List of Goleman’s Leadership Styles prevalent in universities of Islamabad

Commanding Leadership Style	Affiliative Leadership Style	Visionary Leadership Style	Participative Leadership Style	Coaching Leadership Style	Pacesetting Leadership Style
COMSATS Institute of Information Technology, Islamabad			Bahria University, Islamabad	NUML, Islamabad	IQRA University Islamabad Campus

Commanding Leadership Style	Affiliative Leadership Style	Visionary Leadership Style	Participative Leadership Style	Coaching Leadership Style	Pacesetting Leadership Style
Riphah International University, Islamabad				Riphah International University, Islamabad	
The University of Lahore Islamabad Campus					The University of Lahore Islamabad Campus

According to the above table, most prevalent leadership style of teachers is “Commanding Leadership style”. This style is prevailing in three universities. Hence, it is important to mention that Commanding leadership style is most prevailing in private universities than public universities. Affiliative Leadership style and Visionary Leadership style are least prevailing leadership styles of university teachers.

Table No. 2 Difference between Public and Private Universities

	Public Universities	Private Universities
Prevalent Leadership Styles	Commanding leadership	Commanding leadership
	Coaching leadership style	Pacesetting leadership style
Learning Motivation of Students	External Regulation	External Regulation
	Intrinsic Regulation	Introjected Regulation

According to above table, it can be clearly observed the difference between public and private universities of Islamabad in terms

of leadership styles practice by teachers and learning motivation of students. In public sector, Commanding leadership style and Coaching leadership style are prevalent where as in private universities Commanding leadership style and Pacesetting leadership style are prevalent. Students of public universities are External and Intrinsic motivates and students of private universities are External and Introjected motivated.

Table No. 3 Relationship between teachers’ leadership styles and motivation of students

Commanding leadership style	Visionary leadership style	Affiliative leadership style	Participative leadership style	Pacesetting leadership style	Coaching leadership style
External Regulation		External Regulation			
Introjected Regulation	Introjected Regulation	Introjected Regulation			
	Identified Regulation				
	Intrinsic Regulation	Intrinsic Regulation	Intrinsic Regulation		Intrinsic Regulation

This table shows that Introjected regulation is correlated with commanding leadership style, visionary leadership style and affiliative leadership style. Identified regulation is correlated with visionary leadership style. Intrinsic regulation is correlated with visionary leadership style, affiliative leadership style and participative leadership style.

Discussion, Conclusion and Recommendations

This research was a fact based descriptive study that attempted to asses Golman’s leadership traits prioritization by the university students. It involved 18 teachers and 45 students from the 3 public and 3 private universities in Islamabad. It utilized 'Leadership Assessment Tool' and 'Academic Self-Regulation Questionnaire' in order to collect the required data through the survey technique. The researcher approached

the participants and gave away the relevant questionnaires among teachers and students of the public and private sector universities. Afterwards, the data were analyzed through SPSS, tabulated and interpreted according to the statistical application. At the end, the study revealed that the teachers of the public and private universities were practicing Goleman's leadership style, there was strong relationship found between the leadership styles used by teachers and learning motivation of students. According to findings, the most prevalent leadership style is Commanding Leadership style. The least popular leadership style among university teachers is Affiliative Leadership Style; external regulation is correlated with commanding leadership style and affiliative Leadership style. Introjected regulation is correlated with commanding leadership style, visionary leadership style and affiliative leadership style. Identified regulation is correlated with visionary leadership style. Intrinsic regulation is correlated with visionary leadership style, affiliative leadership style and participative leadership style. The study results show that our environment accepts democratic leadership styles than commanding leadership styles. The reason behind this propensity is the world is rejecting the dictators and commanders, world is rapidly moving towards participative, affiliative, visionary and coaching leadership styles. People are getting more conscious about their duties and rights; their vision is becoming broader day by day through communication system. Thus, the study recommends that the instead of practicing commanding leadership style, teachers may move towards the leadership styles which are closer to democratic leadership style. It is also recommended that teachers' training institutions may train the prospective teachers in order to practice democratic leadership styles in their teaching.