

A Survey research of behavioural predictors of the Personal Effectiveness of elementary college students in West-Bengal

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Abstract

The purpose of the study is to examine and measure Leadership styles as the behavioural predictors of the Personal Effectiveness of elementary college students in West-Bengal. This paper sets out to explore and exhibit the inter-relation between the various styles of leadership in relation to the effective performance of the students in regard to the cultivating the leadership skills in the students in order to enhance their professional competencies in the business scenario. Students were more oriented towards leadership style versus general self-efficacy, empathy, emotional intelligence, learning motivation and Task oriented leadership style was found to be correlated with students' self-motivational levels.

The findings indicated significant differences in the effective performance of the students in relation to the variables considered in this research.

While it is not possible from the data to claim a direct relationship between leadership style and job satisfaction, but neither is the data able to refute that assertion.

A conceptual framework is developed involving Leadership Styles as independent variables and Students' Personal effectiveness as dependent variable.

Data were collected from 100 students using questionnaire from Private Engineering and Management Institutes of West Bengal. The data was analyzed using SPSS software.

Keywords

Leadership Styles, Personal Effectiveness.

Introduction

Leadership defines sharing that vision with others who will follow willingly, providing the information to others, knowledge and methods to realize that vision or objective, and coordinating

and balancing the conflicting interests of all members in an organization or team and stakeholders in order to establish a clear vision and attain the common organizational goals. A leader must imbibe the ability to stand up in times of crisis, and is able to think and act creatively in difficult situations to handle matters smoothly.

In order to comprehend the effectiveness of the student performance in the business or management scenario the various leadership styles may be taken into account as follows are according to Psychologist Kurt Lewin firstly, the Autocratic leaders who are the dominating types make decisions without consulting their team members, even if their input would be useful. But often on the other side this can be appropriate when decision in an organization needs to be implemented quickly. However, this style can be vastly demoralizing, and it can lead to high levels of employee resentments and turnovers. Secondly, Democratic leaders are that who involves the team members in the decision making process and takes into the account their opinions and views. As a result, team members are inculcated with creativity and demonstrates the high productivity and efficiency in a business scenario. Thirdly, Laissez-faire provides leaders with the autonomy and relative

freedom to take independent decisions in the business. But often it leads to chaos in the organizational if not handled effectively in lieu of ample knowledge, time-management and other relevant skills. Hence, this process leads the students to play the managerial roles in an organization very effective.

Important Leadership Skills that the students need to attain in order to obtain efficient performances are Commitment and Perseverance which accounts for one personal development. Planning, Motivation, Communication skills and possessing or obtaining the skills required to successfully achieve business goals.

Daniel Goleman, Richard Boyatzis and Annie McKee, in *Primal Leadership*, describe six styles of leading that have different effects on the emotions of the students are Four of these styles (Visionary, Coaching, Affiliative, and Democratic) promote harmony and positive outcomes, while two styles (Commanding and Pacesetting) can create tension, and should only be used in specific situations.

People using the Visionary leadership style are inspiring, and they move people toward a common goal. The Coaching leadership style connects people's personal goals with the organization's goals. Democratic leadership

style centers on having in-depth conversations with employees that may have little to do with current work, instead focusing on long-term life goals and how these connect with the organization's mission. An affiliative leader promotes harmony among his or her followers and helps to solve any conflict. The Commanding Leader soothes fears and gives clear directions by his or her powerful stance, commanding and expecting full compliance. The Pace-setting Leader builds challenge and exciting goals for people, expecting excellence and often exemplifying it themselves. Transactional leadership style receive certain tasks to perform and provide re-rewards or punishments to team members based on performance results. The manager possesses power to review results and train or correct employees when team members fail to meet goals. The transformational leadership style depends on high levels of communication from management to meet goals. Leaders motivate employees and enhance productivity and efficiency through communication and high visibility. The culture and goals of an Organization determines the different types of leadership styles exist in work environments. Each leadership style unfolds its own

dimensions of pros and cons in business and management.

Literature Review

Leadership Styles

As per the text books six basic leadership styles that are Autocratic or Authoritarian, Participative or Democratic, Laissez-Faire or Free Rein Style, Charismatic Leadership and Transformation Leadership & Transactional Leadership.

Conversely “Leadership Style” refers to a leader’s behavior. It is the result of the attribute, character and knowledge of the leader. The management academic, from beginning to end various leadership theories, have acknowledged various styles based on their attitude, character and knowledge followed by leaders such as following : Performance of the manager in term of two independent sizes that is initiating organization and consideration or in term of leader’s direction towards workers or manufacture or tasks or a grouping of these two (Behavioral Theory).

The intelligence and experience (Cognitive Resource theory).

Principle of the manager in organization creating and using “in-groups and out-groups” (Leader Member Exchange Theory).

Principle of the leader in a set of system to decide the form and quantity of contribution in decision-making in different situation (Leadership Participation Theory).

Charismatic or Personal Abilities (Charismatic Leadership Theory).

Leader's capability to shift the moral, beliefs and require of the followers through personality, motivation, academic motivation and individualized thoughtfulness (Transformation Leadership Theory).

Leader's principle is better consciousness and self-regulated optimistic performance on the part of the manager and connections fosters positive development (Authentic Leadership Theory).

Leader's helping their followers to lead themselves (Self- Leadership Theory); the leadership sticking to moral mean of achieving objective from beginning to end their personality (Ethical Leadership Theory).

Leader's using electronic mail in guiding, exciting and encouraging geologically isolated people (On –Line Leadership Theory).

Educational researchers have turn into more interest in leadership theories such as transformational leadership (Bass, 1985) which initiate in the management literature, at the same time as human resource practitioners in knowledge settings have develop into

more concerned in the evaluation and selection methods used in corporate area. According to Leithwood and Slegers (2006) future research which investigate transformational leadership is principally suitable as questions about the comparative value of different approaches to institution leadership are being lift by researchers and human resource practitioners who are plan to meet the permission of reform-seeking strategy makers. It is within this framework that this leadership project is based.

In leadership theory transformational leadership has come into sight as one of the most commonly researched theories in the field (Hughes et al, 2009, hunt, 1999). As from the studies found that transformational leadership is related to positive performance outcomes in organizations (1995).

Transformational leadership has been shown to have a direct, positive relationship with performance (see meta-analyses by Gasper [1992] and Lowe, Kroeck, and Sivasubramaniam [1996]). Prior research (e.g., Bass, 1985; Lowe et al., 1996) has linked laissez-faire leadership with poor individual and unit performance. Laissez-faire leaders, who avoid taking a stand with their followers, are viewed as less effective (Bass & Avolio, 1994). It has been proposed that in leadership,

dealing effectively with emotions may contribute to how one handles the needs of individuals, how one effectively motivates employees, and makes them feel’’ at work (Goleman, 1998b). Today’ s effective leadership skills have been described to depend, in part, on the understanding of emotions and the abilities associated with EI (Cooper and Sawaf, 1997; Goleman, 1998a; Ryback , 1998).

Personal Effectiveness

Personal effectiveness is a branch of the self-help movement dealing with success, goals, and related concepts. Personal effectiveness integrates some ideas from “the power of positive thinking” and positive psychology but in general it is distinct from the New Thought Movement.

Benefits

Develops ability to think clearly and logically. Structure thoughts and present ideas cohesively and effectively. Increase levels of confidence in conducting oneself with internal and external customers. The most powerful and useful framework for thinking about personal improvement in management skills comes from the work of Albert Bandura, and his social learning theory. Bandura’s theory

suggests that learning of any new behavior is the result of three main factors—the person, the environment, and the behavior—and they all influence each other. Behavior is not simply the result of the environment and the person, just as the environment is not simply the result of the person and the behavior.

For the present study, we reviewed the published training and development literature from 1960 to 2000. We considered the period post-1960 to be characterized by increased technological sophistication in training design and methodology and by the use of more comprehensive training evaluation techniques and statistical approaches. The increased focus on quantitative methods for the measurement of training effectiveness is critical for a quantitative review such as this study. Similar to past training and development reviews (e.g., Latham, 1988; Tannenbaum & Yukl, 1992; Wexley, 1984), the present study also included the practitioner-oriented literature if those studies met the criteria for inclusion as outlined below. Therefore, the literature search encompassed studies published in journals, books or book chapters, conference papers and presentations, and dissertations and theses that were related to the evaluation of an organizational training program or

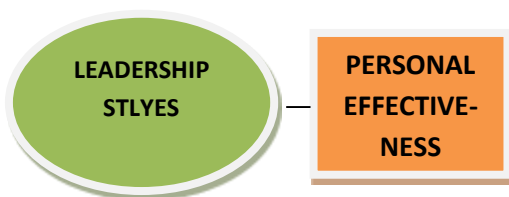
those that measured some aspect of the effectiveness of organizational training. An extensive literature search was conducted to identify empirical studies that involved an evaluation of a training program or measured some aspects of the effectiveness of training. This search process started with a search of nine computer databases (Defense Technical Information Center, Econlit, Educational Research Information Center, Government Printing Office, National Technical Information Service, PsycLIT/PsycINFO, Social Citations Index, Sociofile, and Wilson) using the following key words: training effectiveness, training evaluation, training efficiency, and training transfer. The electronic search was supplemented with a manual search of the reference lists from past reviews of the training literature (e.g., Alliger et al., 1997; Campbell, 1971; Goldstein, 1980; Latham, 1988; Tannenbaum & Yukl, 1992; Wexley, 1984). A review of the abstracts obtained as a result of this initial search for appropriate content (i.e., empirical studies that actually evaluated an organizational training program or measured some aspect of the effectiveness of organizational training), along with a decision to retain only English language articles, resulted in an initial list of 383 articles and papers. Next, the reference lists of these sources were reviewed.

Rotter (1996) originally described the psychological construct of locus of control as an element of personality. Locus of control refers to the perception of the extent to which individuals can control events in their lives. Individuals with an internal locus of control judge outcomes of events to be internally controllable. That is, they believe that their own personal efforts, behaviors, or skills will influence and determine outcomes, and they take responsibility for their actions. Individuals with an external locus of control attribute events to external sources. They believe and behave as if forces beyond their control such as chance, luck, fate, or others with greater power represent the important factors in determining the occurrence of reinforcing events (Rotter, 1966). As such, their own effort or abilities are perceived to have little effect on how events play out.

Becker (2000) in his studies found that the students with internal locus of control are perceived to be more effective as compared to their counterparts with external locus of control. The study further states that relatively internal-oriented students are more likely to pursue successful study strategies and stress-coping mechanisms, achieve higher grades, and, therefore, award relatively higher

evaluation scores than their more externally oriented classmates, *ceteris paribus*. Likewise, relatively external-oriented students are more likely to engage in passive and unsuccessful study strategies, cope poorly with course-induced stress, achieve lower grades, and blame others for their performance relative to their more internally oriented classmates, holding all else constant.

Research Model



Research Questions

RQ-1 Whether **Leadership Styles** is going to Predicts **Personal Effectiveness** studying in elementary college students positively?

Hypothesis

H-1 **Leadership Styles** is going to Predicts **Personal Effectiveness** studying in elementary college students positively.

Methodology

A) Sample

The study was conducted in elementary college students of West-Bengal.

No of Respondents 100 students from elementary college students of West-Bengal. Students who have studied more than 2 years in the institution selected.

Questionnaire

Personal Effectiveness - Developed by Luft and Ingham (Luft, 1973) , **No of Items:-** 15. **Factors** Self-disclosure, Openness to feedback, Perceptiveness.

Leadership Styles Wong and Law Emotional Intelligence Scale (Wong & Law, 2002), New General Self-Efficacy Scale (NGSE) (Chen, Gully & Eden, 2001), Private Self-Consciousness subscale of the Self-Consciousness Scale (Fenigstein, Scheier & Buss, 1975), Davis Empathy Scale (Davis, 1994), LMX 7 (Graen & Uhl-Bien, 1995), Job Satisfaction Subscale of the Michigan Organizational Assessment Questionnaire (Cammann, C., Fichman, M., Jenkins, D. & Klesh, J., 1979). **No of Items-** 51. **Factors:-** Emotional Intelligence, Self-Efficacy, Self-Consciousness, Empathy, Job Satisfaction.

All scales are in like scales. The data analysis will be done by **SPSS 21** software.

RESULTS AND DISCUSSION				
Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.938 ^a	.879	.871	2.19430
a. Predictors: (Constant), TOTALF, TOTALB, TOTALC, TOTALE, TOTALD, TOTALA				

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3292.188	6	548.698	113.958	.000 ^b
	Residual	452.604	94	4.815		
	Total	3744.792	100			
a. Dependent Variable: TOTALPE						
b. Predictors: (Constant), TOTALF, TOTALB, TOTALC, TOTALE, TOTALD, TOTALA						

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	104.744	4.496		23.297	.000
	TOTALA	.018	.083	.019	.222	.825
	TOTALB	-1.455	.109	-.951	-13.315	.000
	TOTALC	.237	.107	.168	2.210	.030
	TOTALD	-.823	.086	-.761	-9.524	.000
	TOTALE	.006	.104	.003	.057	.955
	TOTALF	-.305	.180	-.094	-1.695	.093
a. Dependent Variable: TOTALPE						

Multiple Regression taking Leadership Skills as independent variable and Personal Effectiveness as dependent variable.

The result obtained is stated below table

PERSONAL EFFECTIVENESS			
1	W&LEISLS	0.825	82.5% Emotional Intelligence Scale Level
2	LMXLS	0.955	95.5% Leader-member Exchange Theory Level

According to the table above Wong & Law Emotional Intelligence Scale as a factor of Leadership Styles predicts W&LEISLS (0.825) for any student if Emotional Intelligence Scale is essential to motivate. In order to develop the Emotional Intelligence Scale of these students to attend the Personal Effectiveness in the academic scenario the following behavioral predictors needs consideration to a large extent for creating self-awareness. LMX (Leader-member Exchange Theory) as a factor of Leadership Styles predicts LMXLS (0.955) for any student if the LMX is vital to develop the effectively comprehending communication in the student. The most common behavioral predictors of LMX in student signifies them to be attentive listeners, sensitive

to others need and feelings, abided with the sense of respect for others is a prerequisite for social problem-solving and conflict resolution.

Conclusion

In the present scenario the expanding competition that some organizations face requires a change from traditional or conventional management with command-and-control leadership to shared ideals and vision of leadership among employees in the organization. Students who possess personal attributes such as need for autonomy and general self-efficacy may undertake responsibility effectively; participate in decision making, and practice motivational and self-reliance strategies.

Student performance is influenced by the internal organization environment, which includes organizational climate, leadership types and personnel relationships in the restricted domain of work. Thus, the purposes of this study produced efficient information specific to the student and their leadership styles, beliefs, and preferred leadership in various dimensions to attain the objective of productive output of the organisation and all round development of the behavioural predictors of an individual.

Future Scope of the Study

A student as a professional has to be imbued with efficient self-efficacy to perform well as a leader in different contexts; as well as motivate group members building confidence; incorporate the spirit of teamwork; enhance them to be able to communicate effectively in their relative domain; develop effective task strategies; and assess the strength and weakness of the co group members or the organization to achieve relevant success.

Limitation of the Study

The Visionary Leader often fails when trying to motivate more experienced experts or peers. The Democratic Leader often leads to anarchy in an organization. The Affiliative Leader avoids emotionally distressing situations such as negative feedback which often may hinder the betterment of an organization. Done inefficiently, it lacks Emotional Intelligence, especially self-management or self-efficacy. Such leadership often hinders the smooth administration of an organization and enhances the very negative effect on climate of the place.

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