



The Relationship between Leadership Style and Emotion in Teaching of High School Teachers in District two of Bandar Abbas

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ABSTRACT: This study has aimed to determine the relationship between leadership style and emotion in teaching of high school teachers in district two of Bandar Abbas. The study population consists of all teachers teaching in the academic year 2013-2014 at district two of Bandar Abbas. The statistical sample includes 100 subjects who are selected using simple random sampling. Study required data are collected through field method and data collection tools are LPC leadership style questionnaire and ETS Emotional Teaching questionnaire. The research results showed that there is a significant relationship only between the task-oriented leadership style and emotion of teachers teaching with respect to ($p= 0.001$ and $r= 0.868$), while there is no significant relationship between relation-oriented leadership style and emotion of teachers teaching with respect to ($p= 0.1$ and $r= 0.641$) and there is no significant relationship between social- independent leadership style and emotion of teachers teaching with respect to ($p= 0.3$ and $r= 0.314$). Ultimately, the results suggest that task-oriented leadership style can explain the emotion in teaching of the teachers.

Keywords: Task-oriented leadership style- Relation-oriented leadership style- Social-

INTRODUCTION

Leadership is a factor, power or actual or potential force that managers and leaders use through lobbying and with creating confidence in their followers to achieve both organizational and group desired goals and objectives. Leadership style is a pattern of behavior that indicates behavioral attributes and characteristics of leadership¹.

In today's world, the role of the leader is so important that in all fields it is constantly attempted to find people who have the ability to be the leader. In fact, if this role is not played, then no work is not done. In terms of responsibility, the leader should evaluate the power and desire of the individual or group and according to his/her strength choose one of leadership styles in dealing with them².

If leadership style is chosen unsuitably, on one hand it will lead to a decrease in the efficiency of the individual and organization. On the other hand, it will work as the underlying cause of stress and psychological tension derived from job in the staff. Leadership style of

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educational managers has a significant impact on teachers' teaching and incentives. Therefore, it should be noted that the leadership style must be chosen appropriate to the environment in educational centers. In the interaction between teachers and learners, the relationship is much deeper than words and sentences, and that is nothing but emotions, feelings and emotions. Attention or neglect of this deep flow can indicate the success or failure of the teacher in his/her individual profession. There are many teachers, who despite having ample knowledge, due to lack of attention to emotional aspects of learning in the educational process, have failed³.

The ability to set and manage teacher's emotions in the classroom is an important factor for successful and effective teaching. Unlike other skills that a teacher has, the ability to respond to difficult and unforeseen situations may be more challenging. Once the reaction time is short, the teacher should be able to make an immediate emotional adjustment even in the midst of a very negative situation. Situations in school that are not planned forecasted, demand good emotional adjustment⁴.

In addition, the new theories of leadership and the ability of great leaders to affect the morale of the individuals emphasize on creating motivation and emotion in them. This is something apart from exchanging rewards to performance⁵.

Therefore, in this study it is assumed that there is a relationship between managers' leadership styles and emotion of the teachers teaching. Thus, the present study examines this relationship at district two of Bandar Abbas city.

METHODOLOGY

This study regard to the purpose is an applied research, which is conducted by descriptive-correlation method. For this purpose, the theoretical bases related to the subject of the dissertation have been studied and elaborated, according to which the survey questionnaires are prepared and then through standardized questionnaires the data are collected. After data collection for this study, the data is analyzed. Finally, the findings and conclusions are discussed.

The study population consists of high school teachers in District two of Bandar Abbas. Among the population, 110 subjects are estimated as the statistic sample using the formula calculation of Cochran sample size. After the implementation of the questionnaires, 100 valid questionnaires have been collected. The sample is selected using simple random sampling method.

In this study, the questionnaires are used to measure variables and collect data:

- Questionnaire of LPC leadership styles

Questionnaire of leadership styles or "Least preferred coworker" of Fiedler: questions of the questionnaire are used to identify leadership styles of high school principals in three secondary assumptions of the study. The questionnaire consists of 18 questions. Each question has a maximum of 8 points.

To confirm the validity and reliability of the questionnaire after verification of the professionals, Cronbach's alpha coefficient has been applied to assess the reliability. The reliability of leadership style questionnaire using Cronbach's alpha coefficient is equal to 0.78 (Ghobadi)⁶.

- Emotional Teaching Scale

Emotional Teaching Scale (ETS) was designed in 2010 by Villavicencio to assess teachers' emotions. This scale is a self-report instrument that consists of 54 statements and the subscales of wrath and anger, pride and joy, guilt and shame, boredom and annoyance. At this scale, the

positive emotions as well as negative emotions of the teacher are considered. The subject must determine his/her opposition and agreement to any of the statements at a 5-point Likert scale ranging from strongly disagree to strongly agree (score of 1 to 5). Cronbach's alpha coefficient for wrath and anger (12 words) is 0.92, pride and joy (12 words) is 0.86, guilt and shame (9 items) is 0.84, boredom (8 items) is 0.78 and annoyance (4 words) is 0.75, and for total of the statements (54 words) is 0.92.

Analyses of the data in the study using descriptive and inferential statistics methods are as follows. The mean and standard deviation are applied for descriptive statistics and Pearson correlation test is used for inferential statistics.

RESULTS

The following presents a review on the research indicators. First, the statistical findings on leadership style are presented. In the second part description of the indicators of research findings regard to teachers emotions are provided.

Leadership style

In this section, the description of leadership style is discussed from the studied sample point of view. According to the interpretation of leadership style questionnaire, people whose leadership style score is 64 or higher has a relation-oriented leadership style. Those with leadership style scores below 57 have task-oriented leadership styles and the people whose leadership style score is between 58 and 63 has social- independent leadership style. Therefore, in order to describe principals' leadership style, first in the form of table and distribution chart, the studied sample point of view is presented. Then the mean of scores in each leadership style and standard deviation are indicated.

Table 1. Distribution of principals' leadership style from the studied sample point of view

Variable	No.	Percentage
Relation-oriented leadership style	14	14
Task-oriented leadership style	62	62
Social- independent leadership style	24	24
Total	100	100

The study on leadership style index of the studied sample, according to Table 2, indicates that 14 subjects equal to 14% believe that the principal, who is associated with them, has a relationship-oriented leadership style. In addition, 62 subjects equal to 62% believe that their principal has a task-oriented leadership style and 24 subjects, equal to 24% believe that the principal of the school in which they are teaching has social- independent leadership style. The following presents the mean and standard deviation of principals' leadership style scores from the studied teachers' viewpoint.

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Table 2. Mean and standard deviation of principals' leadership style scores from the studied teachers' viewpoint

Variable	Mean	Standard deviation
Relation-oriented leadership style	68.42	3.779
Task-oriented leadership style	42.8	10.502
Social- independent leadership style	60.08	1.621
Total	50.54	13.256

The above table shows that the mean scores for relation-oriented leadership style from the studied teachers point of view is equal to 68.42 (SD 3.779). The mean scores for task-oriented leadership style equals to 42.8 (SD 10.502) and the mean scores for independent social leadership style is 60.08 (SD 1.621). The mean of total is equal to 50.54 (SD 13.256).

Table 3. Mean and standard deviation of emotion in teaching and its dimensions

Factors	No. of questions	Min. score	Max. score	Mean	Standard deviation
Wrath and anger	12	12	60	34.62	7.162
Pride and joy	12	12	60	33.5	6.955
Guilt and shame	9	9	45	22.12	6.173
Boredom	8	8	40	20.88	6.696
Annoyance	5	5	25	10.82	3.354
Emotion in teaching	45	45	225	121.94	24.103

The study on emotion in teaching and its dimensions in research teachers indicates that the mean of wrath and anger is 34.62 (SD 7.162), the mean of pride and joy equals to 33.5 (SD 6.955), the mean of guilt and shame is equal to 22.12 (SD 6.173), the mean of boredom equals to 20.88 (SD 6.696) and the mean of annoyance is 10.82 (SD 3.354). Totally, the mean of emotions in the teaching of teachers is 121.94 (SD 24.103).

In this study, 14 teachers have evaluated the leadership style of the principal of the school in which they are teaching as relation-oriented. The following has presented the testing of the relationship between relation-oriented leadership style and emotion in teaching of the tested teachers.

Table 4. Results of the Pearson correlation coefficient test between relation-oriented leadership style and emotion in teaching of the high school teachers

Variables		Wrath and anger	Pride and joy	Guilt and shame	Boredom	Annoyance	Emotion in teaching
Relation-oriented leadership style	Correlation Coefficient	0.422	0.296	0.689	0.464	0.441	0.641
	Significance Level	0.3	0.5	0.08	0.2	0.3	0.1

The results of correlation coefficient between the relation-oriented leadership style and emotion in teaching of teachers indicate that there is no significant relationship between the relation-oriented leadership style and wrath and anger ($p=0.3$ and $r=0.422$), pride and joy ($p=0.5$ and $r=0.296$), guilt and shame ($p=0.08$ and $r=0.689$), boredom ($p=0.2$ and $r=0.464$) and

annoyance ($p=0.3$ and $r=0.441$). There is also no significant relationship between relation-oriented leadership style and emotion in teaching with respect to the ($p=0.1$ and $r=0.641$). In the present study, 62 teachers have evaluated the leadership style of the principal of the school in which they are teaching as task-oriented. The following has presented the testing of the relationship between task-oriented leadership style and emotion in teaching of the tested teachers.

Table 5. Results of the Pearson correlation coefficient test between task-oriented leadership style and emotion in teaching of the high school teachers

Variables		Wrath and anger	Pride and joy	Guilt and shame	Boredom	Annoyance	Emotion in teaching
Task-oriented leadership style	Correlation Coefficient	0.252	0.476	0.888	0.881	0.826	0.868
	Significance Level	0.1	0.007	0.001	0.001	0.001	0.001

The results of correlation coefficient between the task-oriented leadership style and emotion in teaching of teachers indicate that there is a significant relationship between the task-oriented leadership style and pride and joy ($p=0.007$ and $r=0.476$), guilt and shame ($p=0.001$ and $r=0.888$), boredom ($p=0.001$ and $r=0.881$) and annoyance ($p=0.3$ and $r=0.826$). There is also a significant relationship between task-oriented leadership style and emotion in teaching with respect to the ($p=0.001$ and $r=0.868$). However, there is only no significant relationship between task-oriented leadership style and wrath and anger at level of ($p=0.1$ and $r=0.252$). In this study, 24 teachers have evaluated the leadership style of the principal of the school in which they are teaching as Social- independent. The following has presented the testing of the relationship between Social- independent leadership style and emotion in teaching of the tested teachers.

Table 6. Results of the Pearson correlation coefficient test between Social- independent leadership style and emotion in teaching of the high school teachers

Variables		Wrath and anger	Pride and joy	Guilt and shame	Boredom	Annoyance	Emotion in teaching
Social-independent leadership style	Correlation Coefficient	0.123	0.113	0.415	0.456	0.229	0.314
	Significance Level	0.7	0.7	0.1	0.1	0.4	0.3

The results of correlation coefficient between the social- independent leadership style and emotion in teaching of teachers indicate that there is no significant relationship between the relation-oriented leadership style and wrath and anger ($p=0.7$ and $r=0.123$), pride and joy ($p=0.7$ and $r=0.113$), guilt and shame ($p=0.1$ and $r=0.415$), boredom ($p=0.1$ and $r=0.456$) and annoyance ($p=0.4$ and $r=0.229$). There is also no significant relationship between social-independent leadership style and emotion in teaching with respect to the ($p=0.3$ and $r=0.314$).

CONCLUSION

Considering the huge role of education system in the production of human resources required by the society, and the necessity for attention to the management and the manner of schools administration from the teachers viewpoint, this study has been conducted to determine the relationship between leadership styles of the school principal and the emotion of teaching of teachers at high schools of Bandar Abbas District two. With regard to the three leadership styles (relation-oriented, task-oriented, social- independent) considered in this study, each of these styles has been studied separately with five indicators of emotion in teaching (wrath and anger, pride and joy, guilt and shame, boredom and annoyance).

The results suggest the fact that the teachers majority viewpoint of Bandar Abbas District two, the principals of the schools in which they are teaching have task-oriented leadership style and there is a positive significant relationship between emotion of the teachers teaching and task-oriented leadership style of the principals. Like other sciences, research related to leadership is expanding every day. Various theories are offered regard to leadership and improvement of its performance, each of which emphasizes a specific dimension of leadership and its styles. However, research and studies that have been conducted since 1940 emphasized on two dimensions of the management roles: relation- oriented and task-oriented. As the comments of Bandar Abbas District two schools teachers indicate the principals of the schools in which they are teaching respectively, apply task-oriented leadership style (62 individuals from teachers confirmed), social- independent leadership style (24 individuals from teachers confirmed) and relationship-oriented leadership style (14 individuals from teachers confirmed). With regard to correlation coefficient level, the results show a significant correlation between task-oriented leadership style and emotion in teaching of teachers as well as the lack of significant correlation between social- independent leadership style and emotion in teaching of teachers. The results of this study indicate that from the viewpoint of the majority of Bandar Abbas District two teachers, the principals of the schools in which they are teaching have task-oriented leadership style. The results of correlation coefficient between the task-oriented leadership style and emotion in teaching of teachers indicate that there is a significant relationship between the task-oriented leadership style and emotion in teaching with respect to the ($p=0.001$ and $r=0.868$). However, there is only no significant relationship between task-oriented leadership style and wrath and anger at level of ($p=0.1$ and $r=0.252$). Task-oriented leadership style is a limit through which a leader organizes his/her group members and explains that each member should do which activity, when and how.

This is while the other leadership styles (relation-oriented and social- independent leadership styles) have shown no significant relationship with any of the emotion indicators in teaching of Bandar Abbas District two teachers. Despite the presence of various leadership styles, there is no best leadership style and each of styles is efficient in the proper situation. The most effective leaders are skilled in the use of all styles and apply each style at the right time. However, most principals choose those styles whose application is easier. Those individuals, who are more motivated with success motivation, are always in favor of individualism style in low-pressure contexts. However, when the pressure of the workplace rises, they change to leaders with autocratic style. Regard to the fact that the leader performance is a reflection of his/her style, leadership is a function of the conditions and followers. Leadership behavior affects team commitment, accountability, transparency, flexibility and reward giving. Principals are better

reflect on the application context of their style and apply a style appropriate to the situation and the actions of followers.

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