

# The Relation between the Leadership Styles of Managers in Nursing Faculties and Anxiety among Students.

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**Abstract**—Leadership is a process of influencing on individuals in order to achieve the organizational aims. The leadership style plays a critical part in the efficiency of the organizations, particularly on human resources. The effect of leadership style on human experiences and their interactions has become a significant fact within the recent years. This study was carried out in order to examine the relation between the leadership styles of managers in nursing faculties of Tehran and the level of anxiety in their nursing students in 2006. The simple sampling technique was utilized. Finally, 212 nursing students participated in this study. The relation between the leadership styles of managers and the level of anxiety in nursing students were examined by researcher's self-organized questionnaire. What it all comes down to is that, based on the participants' view points, there is no meaningful relation between the leadership styles of managers in nursing faculties in Tehran and the level of anxiety in their nursing students.

**Index Terms**— Anxiety, Leadership style, Nursing, Students.

## I. INTRODUCTION

In today's world, management and leadership in educational organizations has become a great source of attention. This era could be recognized as the most provocative era in management cognition and management implementation. It is quite evident that the achievements of an organization are completely dependent on the correct recruitment and effective application of human resources according to the behavioral sciences [1]. The most significant treasure of organizations is human resources. Initially due to the fact that the aims of organization could be achieved by means of their efforts. The cognition of behavioral patterns and their relation to efficiency and effectiveness of the organization could be regarded as a key factor in managing an organization. In this regard, leadership style is a determinant factor in organizational behavior [2]. Coordination, leading, and engaging others are the main skills which help the manager to reach the aims, therefore pundits give a close care and attention to these issues [3].

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Leadership style can provide the organization with necessary elements of efficiency, and it has a remarkable influence on human resources. [4] the effects of leadership style on human interactions and experiences has become a controversy in the recent years. Effectiveness occurs when the leadership style is chosen on the basis of its particular situation [5]. In fact, managing and leading can declare the aims to personnel and different groups of employments and can provide them with an adequate motivation [6]. Therefore, leadership style could be defined as the understanding of followers from leader [7]. Human resources is the most important factor in productivity [8]. Effective Human resources is the main factor in the continued success and realization of the objectives of the organization [9]. Some studies have shown that among different elements, leadership style is the most effective factor in increase of productivity and satisfaction and it can reduce the anxiety. [4]

Anxiety is not a new issue. People of all ages and all cultures have experienced it. But a modern institution, could have different effect on traditional customs and global general influences. These differences are not only the simple reflection of continuous change; in fact, they are the reflection of fundamental changes in quality of life which will influence the most private aspects of our experiences. The changes of today's modern institution contain direct interactions with individual's life [10]. Therefore, it is quite natural that these changes impose some stresses on us and evoke anxiety to respond these stresses. Anxiety is a feeling of vague discomfort associated with apprehension that has caused by internal and external stimulants and it can cause cognitive, emotional, physical and behavioral symptoms [11].

A good majority of individuals believe that considerable part of their anxiety is associated with their jobs. The studies show that a thoughtful and considerate manager can set a friendly communication based on mutual trust, respect and intimacy and by this method the manager can prevent anxiety from happening. When people think that their manager does not respect them and the manager is indifferent to their interests, they will suffer anxiety and are more susceptible to mental disorders. By means of reducing concentration, anxiety reduces the productivity [12].

Since leadership style plays an essential role in the achievements of educational organizations, the quality of work could be strengthened in the organization, by analyzing the relation between leadership style and anxiety. Therefore, this study is intended to examine the relation between the

leadership styles of managers in nursing faculties of Tehran and the level of anxiety in nursing students. The questions that have been raised are: Is there a significant difference in the anxiety level of students in different nursing faculties?; is there a different attitude towards the different styles of managers' leadership among nursing students of medical universities of Tehran?; is there a relation between the anxiety level and the attitude towards different styles of leadership among nursing students?

II. METHOD

This study is descriptive-analytic and correlational. The target population in this study were 410 students studying at nursing faculties in Tehran universities of medical sciences, faculties of nursing at first semester in 2006. The simple sampling technique was used in this study. The sample size was chosen of 50 percent of the target population. Since even after obtaining permission, some of the students could hesitate from returning their questionnaires, the questionnaires were given to 60 percent of each faculty students. Eventually, 212 questionnaires were collected. The research tools were two researchers self-organized questionnaires which were prepared based on the theoretical studies and the experts viewpoints. In order for their validity to be approved, a pilot study with 30 participants was done by these questionnaires, then their ambiguities were corrected, and eventually by confirmation of 10 experts, the final questionnaire was prepared and distributed. The first questionnaire was about the attitude of students towards leadership styles of the manager. The students are asked to answer 20 questions about the leadership style of their faculty dean. The second questionnaire analyses the level of perceived anxiety by the students in the educational environment. This questionnaire is consisted of 24 questions. The assumption of both questionnaires were evaluated through 4 sore Likert sale rating system, in which 1 stands for very low, 2 stands for low, 3 stands for much and 4 stands for very much. To evaluate the reliability of questionnaires, Cronbach's alpha was used. The alpha coefficient in the first questionnaire was announced 0.92 and in the second questionnaire was announced as 0.70. Finally, to analyze the data, SPSS (11.5) and descriptive and Inferential statistics such as Pearson correlation test, K2, and Analysis of variance test were utilized.

III. FINDINGS

According to the result, among 212 participants, 155 persons are female (%73.1), 181 persons are single (%85.4), and the majority of them are between the age of 21-30 years of age. Table 1 demonstrates the frequently distribution of participants based on the university. The findings showed that in Leadership styles questionnaire of managers, the average is 2.22, the deviation is 0.50, and the mod is 2.5. in Perceived anxiety questionnaire the average is 2.02, the deviation is 0.39 and the mod is 1.97. Table 2 and 3 demonstrate the average and deviation of answers towards leadership style and anxiety variables.

With regards to first question of study (Is there a significant difference in anxiety level of students in different nursing

faculties?), the result revealed that the students of Tehran university have the highest level of anxiety (with an average of 2.28) and the students of Iran university have the lowest level of anxiety (with an average of 1.84). Analysis of variance test showed a significant statistical difference between the anxiety level based on the university.

With regards to second question of study (is there a different attitude towards the different styles of managers' leadership among nursing students of medical universities in Tehran?), the result revealed that the most tendency to democratic leadership (with an average of 2.42) was in Baghiyat Allah university based on the nursing students' opinions. And the most tendency to the authoritarian leadership in manager, was announced by the nursing students of Tehran university (with an average of 2.12). Analysis of variance test did not show a significant statistical difference in the attitude of nursing students towards the different style of managers' leadership in different universities (F=2.22, P=0.067). Table 4 demonstrates the average and SD of nursing students' attitude about perceived anxiety and leadership style based on the university.

With regards to third question (is there a relation between the anxiety level and the attitude towards different styles of leadership among nursing students?), based on Pearson correlation test and K2, the result revealed that both leadership style, democratic leadership(P=0.22) and authoritarian leadership style(P=0.86) have no meaningful statistical relation with anxiety level among participants.

Table I: frequently distribution of participants based on the

	Tehran University	Iran University	Shahid Beheshti University	Shahed University	Baghiyat Allah University	Total
The frequency	51	47	45	37	32	212
The relative frequency	24.1	22.2	21.2	17.5	15.1	100

university

Table II: The average and SD of leadership style items based on the participants' view

The Number and text of item	Average	SD
1.How friendly do you interact with students?	2.66	0.74
2.To what extent, the manager of faulty confide on the students?	2.31	0.85
3.To what extent, the	2.19	0.82

student can freely negotiate with the manager?		
4.To what extent, the manager asks the student about their matters?	<b>1.89</b>	<b>0.84</b>
5.How responsible is the manager, in order for the aims of faculty to be achieved?	<b>2.30</b>	<b>0.83</b>
6.To what extent, the distribution of information is bilateral at university?	<b>2.59</b>	<b>0.78</b>
7.To what extent, the manager communicates with the student?	<b>2.51</b>	<b>0.88</b>
8.To what extent, the communication between the manager and students is correct?	<b>2.20</b>	<b>0.74</b>
9.To what extent, the manager is aware of students issues?	<b>1.92</b>	<b>0.69</b>
10.To what extent, the decisions about students is made just by the manager?	<b>2.42</b>	<b>0.74</b>
11.To what extent, the decisions about students is made by their partnership?	<b>2.15</b>	<b>0.71</b>
12.To what extent, the decisions about students, are not due to the Individual decisions of manager?	<b>2.06</b>	<b>0.75</b>
13.To what extent, the manager resists the students' decisions?	<b>1.98</b>	<b>0.78</b>
14.To what extent, there are unofficial entities in the faculty?	<b>2.11</b>	<b>0.75</b>
15.To what extent, the manager expresses his/her opinions for students in front of others?	<b>2.22</b>	<b>0.76</b>
16.To what extent, the manager tolerates the students' delinquencies and does not take the punitive measures?	<b>2.33</b>	<b>0.77</b>
17. To what extent, the manager encourages the student to take the innovative measures?	<b>2.12</b>	<b>0.79</b>

18.To what extent, the manager asks the students to work in a group in order for the aim to be achieved?	<b>2.16</b>	<b>0.73</b>
19.To what extent, the manager communicates informally?	<b>2.04</b>	<b>0.76</b>
20.To what extent, the manager gives an opportunity to the students to do the tasks on their own will?	<b>2.33</b>	<b>0.84</b>

Table III: The average and SD of perceived anxiety items based on the participants' view

The Number and text of item	Average	SD
1.To what extent, do you suffer from sleep disorders as a student?	<b>2.13</b>	<b>1.31</b>
2.To what extent, do you avoid to speak with students in public situations?	<b>1.38</b>	<b>0.88</b>
3.To what extent, are you worry about the judgments of other students about yourself?	<b>2.85</b>	<b>1.12</b>
4.To what extent, do you prefer to stay at home?	<b>2.58</b>	<b>1.25</b>
5.To what extent, are you concerned?	<b>2.48</b>	<b>1.20</b>
6.To what extent, do you think about the worries of your university?	<b>1.85</b>	<b>1.27</b>
7.To what extent, are you impatient at university?	<b>2.49</b>	<b>1.32</b>
8.To what extent, do you have problem in concentrating on your assignments?	<b>2.21</b>	<b>1.30</b>
9.To what extent, do you suffer from worrying and disturbing thoughts at university?	<b>2.86</b>	<b>1.25</b>
10.To what extent, do you avoid to take part in university activities?	<b>2.70</b>	<b>1.16</b>
11.To what extent, are you worry about the confirmation of others towards yourself?	<b>2.32</b>	<b>1.20</b>
12.To what extent, do you avoid from hard	<b>2.02</b>	<b>1.06</b>

tasks?		
13.To what extent, do you prefer to stay at home instead of going university?	<b>1.86</b>	<b>1.17</b>
14.To what extent, are you worry about unimportant events at your university?	<b>1.50</b>	<b>0.95</b>
15.To what extent, are you worry about dealing with the issues as a student?	<b>2.07</b>	<b>1.21</b>
16.To what extent, do you avoid to talk with some students?	<b>1.65</b>	<b>1.07</b>
17.To what extent, do you feel insecure at university?	<b>2.39</b>	<b>1.31</b>
18.To what extent, do you avoid to participate in group discussions, even when you have adequate information?	<b>1.24</b>	<b>0.68</b>
19.To what extent, are you worry about not understanding of others about yourself?	<b>1.26</b>	<b>0.67</b>
20.To what extent, do you avoid to take part in the academic circles?	<b>1.08</b>	<b>0.36</b>
21.To what extent, do you suffer from palpitations at university?	<b>2.22</b>	<b>1.06</b>
22.To what extent, do you suffer from mental confusion during thinking?	<b>2.53</b>	<b>1.12</b>
23.To what extent, do you avoid to ask the questions from other students?	<b>1.42</b>	<b>0.79</b>

24.To what extent, do you believe that you have no amicability among other students?	<b>1.42</b>	<b>0.81</b>
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Table IV: The average and SD of anxiety variable and attitude towards different styles of leadership variable among participants

IV. CONCLUSION AND DISCUSSION

The results show that the level of perceived anxiety from leadership style is different among students of different nursing faculties. In addition, despite the differences in students' attitudes towards leadership style, the difference is not statistically significant in this context. Therefore, it can be said that other factors can make a difference in perceived anxiety. Chiefly due to the fact that the findings do not approve the relation between perceived anxiety and leadership style among students of nursing faculties in Tehran, it could be said that various factors besides leadership style can cause burnout and mental problems in students. Ziayee and Nargesian in the survey in 2010, have introduced organizational environment, besides the leadership style, as an important factor of burnout [13]. Mehrabian and et al in the survey in 2011, expressed that the most important factors of productivity are organizational culture, motivation, environmental conditions, human resource empowering and finally leadership style [14]. Based on the study of Kalagari and Khodam in 2007, the job satisfaction of nurses is associated with leadership style, however, this relation was not statistically meaningful ( $P > 0.05$ ). [15]

Shakour and et al in 2011, revealed that there is a difference between leadership style among middle managers of Isfahan University of Medical Sciences. 60 percent of whom had authoritarian leadership style, 26 percent of whom had consolidated leadership style and 13 percent had democratic leadership style. A good majority of them believed that leadership and duty are the same tasks. They introduced the more desirability in further productivity and they pay less attention to the human aspects. This difference in leadership style of middle range managers of university is compatible with the result of present study.

Considering there is no meaningful relation between the leadership styles of managers in nursing faculties of Tehran and the level of anxiety in their nursing students, further studies are required in order for other effective factors on anxiety among students to be recognized.

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	Tehran University	Iran University	Shahid Beheshti University	Shahed University	Baghiyat Allah University	Tehran University
Anxiety	Mean±SD	Mean±SD	Mean±SD	Mean±SD	Mean±SD	Mean±SD
Attitude towards leadership styles	2.28±0.44	1.84±0.22	1.89±0.35	2.16±0.35	1.85±0.31	2.28±0.44

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