



# LEADERSHIP STYLE AND ADJUSTMENT ABILITY AMONG UNDERGRADUATE STUDENTS: A CORRELATIONAL STUDY

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**Abstract:** The present study has tried to establish the relationship between Adjustment Ability and Leadership style among undergraduate students of West Bengal. The major constructs have been dealt with the Adjustment Ability Inventory (AAI) consisting of 78 items with Cronbach's alpha 0.908 and Leadership style, measured by Leadership Style Inventory (LSI) with 72 items, resulting Cronbach's alpha 0.919. Representative samples were randomly selected from the different undergraduate degree colleges of West Bengal, India. Pearson coefficient correlation was established to interpret the findings of this study. The results revealed that Adjustment Ability is significantly correlated with the Leadership style of undergraduate students of West Bengal. This signifies that, the students who are more adjustable can lead in a better way as the leadership performance deals with the teamwork and psychological adjustment with others.

**Index Terms -** Adjustment Ability, Leadership style, Students

## I. INTRODUCTION

Adjustment is the process by which individual balances his or her needs and the obstacles in his or her environment. Darwin is the pioneer to introduce the concept of adjustment, who used it as an adaptation to survive in physical world. The term adjustment refers to the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (Shaffer, 1961).

An individual can attain adjustment in terms of success in his ambition or pride. Interpretation of Adjustment can be both as a process and an outcome, which can be in the form of attainment, achievement- which again can be revert in the form of success. Human beings capable of adjusting with the physical, social and psychological demands that arise from inter-dependability with other individuals. Some scholars have found it as a psychological process. The psychological process deal with the adaptation in coping with, managing their problem, challenging tasks and requirements of daily life (Halonen and Santrock, 1997).

Nel et al. (2004) define leadership as the process where one individual influences others to direct their efforts and abilities willingly and enthusiastically, towards attaining defined group or organizational goals. Cole (2005) defines Leadership as a dynamic process where an individual influences the other to contribute voluntarily to the realization and attainment of the goals objectives; aspiration of values of the group. It represents the essence of Leadership to help a group or an organization to attain sustainable development and growth. Leadership is all about communication, a relationship between an individual and a mass, sometimes a group possessing certain common interest. The success marked by leadership is determined by a well communicated mutual interaction and understanding between a leader and the followers.

A dynamic environment compels every human being to adapt through continuous struggles to lead a smooth life. Non-adapting individuals lead to various problems. A leader always strives to fulfill the goals of the team by motivating and influencing his subordinates. In that case, he has to do justice with every person in the team to maintain relationship. One can never be a successful leader if one cannot adapt properly with his teammates. It can be noticed that there is a relationship between leadership and adaptation. Various researchers have also shown that adaptation is related to leadership. Therefore, the researchers of this study are interested in examining, whether there is a relationship between the adaptation and the leadership strategy of undergraduate students in West Bengal.

## II. REVIEW OF LITERATURE:

Kim (2018) conducted a research on the effects of self-leadership, emotional intelligence and academic self-efficacy on adjustment to college life among nursing college students. The result of the study revealed that self-leadership, emotional intelligence and academic self-efficacy had significant effects on a student and his adjustment to college life. Taiwan et.al. (2017) investigated to find out the Effects of Personality and Transformational Leadership on Expatriate Adjustment and Expatriate Performance. The researchers found that the extraversion, openness and transformational leadership show the positive effects with the adjustment of expatriates. Lee (2016) studied the effect of self-leadership and resilience on college adjustment in nursing students and the researcher found that there were significant correlations among self-leadership, resilience, and college adjustment. Won (2015) conducted an investigation on the Effects of Self-Leadership and Stress Coping on College Life Adjustment in Nursing Students. The main emphasis of the study was to investigate the relationships among self-leadership, stress coping skills, and college life adjustment in nursing students. The results showed that there was a significant difference in college life adjustment on the basis of motivation of entrance. The results also revealed that goal-setting, self-reward, and constructive ideas about the self-leadership and active stress coping skills were influencing factors of college life adjustment. Lee et.al (2013) revealed that transformational leadership and social support make significant contributions to expatriate adjustment and performance.

## III. OBJECTIVES OF THIS STUDY:

This study has been conducted with the following objectives:

1. To study the relationship between leadership style and adjustment ability of undergraduate students.
2. To study the relationship between leadership style and high adjustment ability of the undergraduate students.
3. To study the relationship between leadership style and average adjustment ability of the undergraduate students.
4. To study the relationship between leadership style and low adjustment ability of the undergraduate students.

## IV. HYPOTHESIS OF THIS STUDY:

Following hypotheses have been framed to carry the research smoothly:

H<sub>01</sub>: There is no significant relationship between leadership style and adjustment ability of undergraduate students.

H<sub>02</sub>: There is no significant relationship between leadership style and high adjustment ability of the undergraduate students.

H<sub>03</sub>: There is no significant relationship between leadership style and average adjustment ability of the undergraduate students.

H<sub>04</sub>: There is no significant relationship between leadership style and low adjustment ability of the undergraduate students.

## V.METHODOLOGY

Descriptive survey type method has been used to collect primary data from the participants for testing the hypotheses.

## VI. POPULATION AND SAMPLE OF THIS STUDY:

In the present study, the Bengali spoken undergraduate students who enrolled in Govt. Aided Degree College in West Bengal were selected as the population of this study. A number of 609 undergraduate students were selected randomly from 11 Govt. aided college out of which 349 students were from urban area and 260 students belonged to the rural area of West Bengal. The sample distribution is given in Table 1.

table 1: sample profile

	Male	Female	Total
Urban	131	218	349
Rural	170	90	260
Total	301	308	609

## VII. TOOLS:

Leadership Style Inventory (LSI) has been developed by the researchers of this study followed by Goleman's Theory (2000) and that was used in this study. Leadership Style Inventory consisted with six style of leadership namely i.e. Commanding Pacesetting, Democratic, Visionary, Affiliative, Coaching having 72 items with Cronbach's alpha 0.919. With high alpha coefficient which is an item homogeneity index and construct validity indicator, it had indicated that a high internal consistency was there in the instrument and the choice of items subjected to internal consistency analysis (Cronbach's Alpha) and thus ascertained its validity.

After reviewing several literatures, the researcher of the study identified five dimensions of adjustments; Family Adjustment, Health Adjustment, Emotional Adjustment, Educational Adjustment, Social Adjustment. This instrument was consisted of 78 items, including both positively and negatively stated items, with Cronbach's alpha 0.908 which was higher than conventional or recommended reliability (0.80). This implies that the instrument employed in this study was reliable.

## VIII. DATA COLLECTION:

The selected samples (respondents 609) were given to respond to both Adjustment Ability Inventory (AAI) and Leadership Style Inventory (LSI). All the subjects were allowed to respond for 90 minutes to 120 minutes for both the inventory. After the collection of the data, the responses of the participants were scored, while after the final scoring the scores were analyzed with the help of appropriate statistical tests.

## IX. DATA ANALYSIS:

Pearson correlation coefficient has been carried out to determine the correlation between the leadership style and the different levels of emotional intelligence of Undergraduate students as shown in Table 2.

table 2: presenting co-efficient of correlation between different levels of adjustment ability and leadership style

SL. No	Different Level of Adjustment Ability	Co-efficient of correlation	df	Critical 'r' Value
1	Overall Adjustment Ability	0.268	607	0.0799(0.05) 0.1049(0.01)
2	High Adjustment Ability	0.267	101	0.1946(0.05) 0.2539(0.01)
3	Average Adjustment Ability	0.137	401	0.0978(0.05) 0.1283(0.01)
4	Low Adjustment Ability	0.261	101	0.1946(0.05) 0.2539(0.01)

## X. RESULTS AND DISCUSSION

### X.I Testing of Hypothesis H<sub>01</sub>

Table 2 highlights the correlation between leadership style and overall adjustment ability. It is observed from the Table 2, that coefficient of correlation between leadership style and overall adjustment ability is 0.268 which is positive and is higher than that of table value, ( $r = 0.104$  at 0.01 level,  $df = 607$ ) that means it is significant at 0.01 level and the null hypothesis H<sub>01</sub> "There is no significant relationship between leadership style and adjustment ability of undergraduate students" is rejected. Hence, positive significant correlations exist between adjustment ability and leadership style of undergraduate students and it may be said that adjustment ability directly influences the leadership style of undergraduate students.

### X.II Testing of Hypothesis H<sub>02</sub>

The Table 2 shows that co-efficient of correlation between leadership style and high adjustment ability of undergraduate students is found to be 0.267 which is positive and is higher than the table value ( $r = 0.194$  at 0.05 level,  $df = 102$ ) at 0.01 level that means it is significant. That means the null hypothesis H<sub>02</sub>: "There is no significant relationship between leadership style and high adjustment ability of the undergraduate students" is rejected. Hence, it can be said that positive and significant correlations exist between the students with high adjustment ability and leadership style of undergraduate students.

### X.III Testing of Hypothesis H<sub>03</sub>

The Table 2 shows that co-efficient of correlation between leadership style and average adjustment ability of undergraduate students is found to be 0.137 which is positive and higher than that of table value ( $r = 0.128$  at 0.01 level,  $df = 400$ ) even at 0.01 level that means it is significant. So the null hypothesis H<sub>03</sub>: "There is no significant relationship between leadership style and average adjustment ability of the undergraduate students" is rejected. Hence, positive and significant correlations exist between the students with average adjustment ability and leadership style of undergraduate students and also it may be say that average adjustment ability of undergraduate students directly influences the leadership style of the undergraduate students.

### X.III Testing of Hypothesis H<sub>04</sub>

From the Table 2, it is evident that the co-efficient of correlation between leadership style and low adjustment ability of undergraduate students is found to be 0.261 which is positive and higher than the table value ( $r = 0.194$  at 0.05 level,  $df = 101$ ) at 0.01 level that means it is significant and the null hypothesis H<sub>04</sub> "There is no significant relationship between leadership style and low adjustment ability of the undergraduate students" is rejected. According to the result, it can be said that low adjustment ability can influence the leadership style of undergraduate students.

## XI. CONCLUSION

Results of this study revealed that there is significant relationship between adjustment ability and leadership style. Noticeably, when the adjustment ability was divided into three domains- High, Average and Low, even then the leadership style turns out to be significantly correlated with the students chosen from these different levels. It means that adjustment ability directly influences the leadership style of undergraduate students. The students who are more adjustable can lead in a better way, since the leadership performance deals with the teamwork and psychological adjustment with others.

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