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Leadership styles adopted by Nursing faculty at selected Nursing Institutions in Mysuru

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Abstract

Cervical **Introduction**: Leadership is the vital ingredient that transforms a crowd into a functioning, useful organization. Leadership skills often take time to learn becausethey are multi- faceted, behavioral context dependent. Nurse educators are in a unique position to teach and act as role models for the next generation of nurses. Nursing faculty, on the other hand, are frequently picked for leadership roles solely on the basis of their academic performance. **Aims and objectives:** The present study was aimed to assess the leadership stylesadoptedbynursingfacultyatselected Nursingschoolsandcollegesin Mysurucity. **Methodology:** A descriptive survey Approach is used for the study. Totall 50 nursing faculty were selected by using convenience sampling. Data is collected byusing structured rating scale on leadership. Result of the study shows that majority of Nursing faculty 44(88%) were highly using achievement-oriented leadership stylefollowedbydirective21(42%)and 20(40%) participat oryleadershipstyle. **Conclusion**: Study findings concluded that even through the Nursing faculties wereusing directive, supportive, participative, and achievement-oriented leadership styles, majority of them 44(88%) were using highly achievement-oriented leadership styles. Hence, the leader uses multiple leadership styles in order to influence, control andachievetheirgoal.

Keywords: Nursing Faculty, Leadership style, Directive, supportive, participatory, achievement-oriented style, Path goal leadership..

INTRODUCTION

The term leadership can be defined in a variety of ways. However, according to Howard, an American Christian leader, leadership is defined as the ability to positively persuade people to accomplish what you want because they want to do it [1]. At all levels of nursing, leadership is a critical skill. Nurse leaders must be an advocate for high-quality care, a collaborator, an effective communicator, a mentor, a risk taker, a role model, and a visionary [2]. For decades, researchers have studied leadership, yet no one can agree on exactly what it is. Many people speak of leadership as if it were a magical attribute, something that one is born with or just a skill. The key factor in transforming a crowd into a functional, productive organization is leadership [3].

After leaving the Crimea, Florence Nightingale demonstrated outstanding leadership in the health-care field for decades despite having no structure under her command. Nurse educators are in a unique position to teach and act as role models for the next generation of nurses. As the need to deliver high-quality education grows, academic institutions require innovative leadership. Nursing faculty, on the other hand, are frequently picked for leadership roles solely on the basis of their academic performance. Despite the fact that researchers have been studying leadership for decades, experts continue to do so. Many people speak of leadership as if it were a magical attribute, something that one is born with or just has the ability to do [4].

Several people have defined the term "leadership" in various ways. Leadership is thought to have as many as 366 definitions, with a new term being added every day of the year. However, according to Howard, an American Christian leader, the simplest and most resourceful definition is: the power to persuade others to do what you want simply because they want to [5].

Leadership is more than a set of skills or responsibilities; it is a mindset that guides behaviour and ensures that good relationships deliver superior results and long-term advantages. Leaders aren't just people who command others; they're also visionaries who assist employees in planning, leading, controlling, and organising their actions [6].

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Both nursing and education are seen to benefit from transformational leadership. Previous research has linked transformational leadership to high or improved levels of employee satisfaction, good or enhanced retention, and favourable results among practice nurses and nurse educators. Nurse educators are in a unique position to educate and mentor the next generation of nurse leaders by serving as role models. Academic institutions require innovative leadership as the pressure to provide high-quality education grows. Nursing faculty, on the other hand, is frequently chosen leadership roles solely on the basis of their academic performance [7].

Faculty members must be fully engaged in order for a nursing school to prosper. The traditional function of nursing faculty members, which centered on teaching and research, is evolving into a multi-task profession in which a faculty member is expected to do a variety of tasks. For the success of new reforms within each institute, the change agenda in nursing education necessitates a specific type of leadership. More specifically, leadership can improve or degrade faculty members' job happiness, allowing them to cope with increased work and excessive pressure [8].

Other leadership styles may be adopted based on the occasion; therefore, the leader's style isn't fixed in stone. The ability of a nurse to lead has a significant impact on students. It could have an impact on a student's academic performance as well as their general growth**.** As a result, the investigators want to evaluate the leadership styles used by nursing professors at a few nursing schools and colleges in Mysuru. Knowing what kind of leadership styles to utilize can help you become a better leader [9].

METHODOLOGY

Statement of the Problem

A study to explore the leadership styles adopted by Nursing faculty at selected Nursing Institutions in Mysuru.

Objectives of the Study

1. To assess the leadership styles adopted by the Nursing faculty
2. Determine the association between leadership styles and selected personal variables of nursing faculty.

Operational Definitions

Leadership style: Leadership style is a social influence method in which a leader seeks out subordinates' voluntary engagement in order to achieve organizational goals. It relates to determining which leader's style or behaviour best suits the nursing faculty and work environment in this study. The different leadership styles included in this study are:

- Directive: The leader briefs her subordinates on what is expected of them, such as what to do, how to complete a task, and how to schedule and coordinate work. When people are unsure about the task or when there is a lot of uncertainty in the environment, it works best.
- Supportive: By demonstrating concern for the followers and being kind and approachable, the leader makes work enjoyable for them. It works best in situations where the job and relationships are physically or mentally demanding.
- Participative: Before deciding how to proceed, the leader consults with his or her colleagues. It works best when subordinates are well-trained and actively involved in their work.
- Achievement: The leader sets difficult goals for her followers, expects them to perform at their best, and has faith in their ability to achieve these goals. It works well in professional job contexts, such as technical and scientific fields, or in accomplishments, such as sales.

Nursing faculty

In this study it refers to the nursing teachers working in selected college of nursing and school of nursing in Mysuru city with the educational qualification of BSc Nursing, PBBSc Nursing, MSc Nursing, MPhil and PhD.

Nursing institution

In this study it refers to the selected colleges and school of Nursing within in Mysuru city.

CONCEPTUAL FRAMEWORK

Path goal leadership theory was adopted in this study. In this study nursing faculty have a path to achieve the goal. During the achievement of goal nursing faculty will use different leadership styles in various situations. The leadership styles used are directive, supportive, participant and achievement.

The personal characteristics of nursing faculty which includes age, gender, educational qualification, attended workshop regarding leadership, years of experience, department of work will influence the leadership styles adopted by them. In this study the obstacles and motivational factors which they come across is not included.
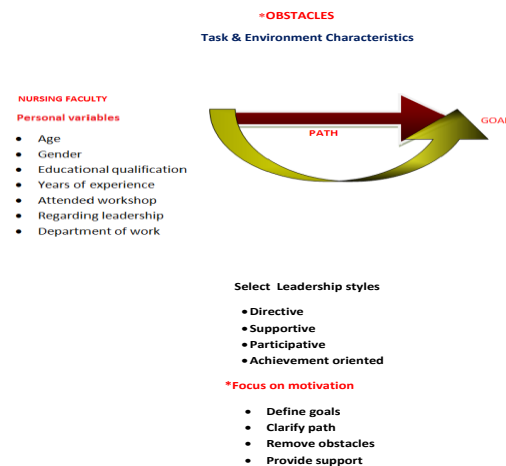
PATH GOAL LEADERSHIP THEORY (1974)

Hypothesis

H_1- There will be significant association between the leadership style adopted by the nursing faculty and their selected personal variables.

Assumption

1. Nursing faculty will be using different variety of leadership behaviors.
2. Educators may acquire the leadership qualities through training and experience.

Research Approach

Descriptive survey approach was adopted for the study.

Variables

The variables of the study were:

- Leadership style adopted by Nursing faculty

- Selected personal variables viz Age in years, Gender, Educational qualification, Year of experience, Attend workshop regarding leadership, Department of work.

The present study conducted at JSS School of Nursing, JSS College of Nursing, Basappa Memorial Institution of Nursing, Shanthaveri Gopala Gowda Smaraka College of Nursing at Mysuru. Nursing faculty were the population for the study. Sample consists of 50 nursing faculty from the selected nursing institution in Mysuru.Non probability convenience sampling was used to select the Nursing institutions and samples were selected by using convivence sampling. The study sample were selected keeping in of view the following predetermined criteria.

Inclusion Criteria

Willing to participate in the study

Exclusion criteria

Nursing faculty who are not available at the time of data collection

The data was collected with the help of following tools; proforma for selected personal variables, structured rating scale to assess the leadership style. The content validity of the tool was obtained by five experts. The reliability of structured rating scale on leadership styles was established through split half method. The tool was administered to 30 teachers at SrikanthaMahila Vidyalaya, Mysuru. The Karl Pearson coefficient of correlation (r) was0.97. Hence the tool was found reliable. Pilot study was conducted at Nataraja Institute of Nursing, Mysuru, the tool and study design were found to be feasible.

Formal administrative permission was obtained from the Principals of selected schools and college of nursing's in Mysuru city. 50 Nursing faculty were selected from by using non-probability convenience sampling technique. A written informed consent was obtained from the participants. The data was collected by using structured rating scale on leadership style from 15-4-2017 to 05-05-2017. Analysis and interpretation of data was done by using both descriptive and inferential statistics.

RESULTS AND DISCUSSION

1. Findings related to selected personal variables of Nursing faculty

The study findings shows that majority of Nursing faculty were in the age group of more than 30years 34(68%) and 33(66%) were females. Majority of them have educational qualification as M Sc Nursing degree 26(52%) and nearly 17(32%) of Nursing faculty, have 4-6 years of professional experience. Study also shows that majority 28(56%) of Nursing faculty have not attended the workshops regarding leadership. It is evident in the study that nursing faculty were working in more than one Department.

The results are consistent with the findings of another study conducted among staff nurses showed that majority 39% had GNM qualification; majority 76% staff nurses had 0-3 years working experience.

2. Description of Leadership styles adopted by Nursing faculty

The data related to leadership styles adopted by Nursing faculty was collected through structured rating scale on leadership style. The findings were presented in table-1.

Table 1: Frequency and percentage distribution of Leadership styles adopted by Nursing faculty (n = 50)

Levels of leadership styles	Directive		Supportive style		Participative		Achievement oriented	
	F	%	F	%	F	%	F	%
Commonly used	29	58%	30	60%	27	54%	6	12%
Highly used	21	42%	0	0	20	40%	44	88%
Less used	0	0	20	40%	3	6%	0	0

Analysis findings revealed that Nursing faculty were using all types of leadership styles. The commonly used leadership styles by Nursing faculty were supportive style 30(60%), directive style 29 (58%), participate style 27(54%), findings also reveal that majority of them 44(88%) were using achievement-oriented leadership style, followed by directive and participatory leadership 21(42%) and 20(40%) respectively.

Above findings are consistent with the findings of other study which showed that majority of Nurses using supportive and participative style. Study findings are contradictory with the findings of another study which showed none of the Nurses are using achievement-oriented leadership style.

3. Association between the leadership styles adopted by nursing faculty and their selected personal variables.

As nursing faculty were using more than two leadership styles to achieve their goals according to the situation's chi square was unable to calculate.

CONCLUSION

Thus, the study concluded that even through the Nursing faculty were using directive, supportive, participative, and achievement-oriented leadership styles, majority of them 44(88%) were usinghighly achievement-oriented leadership styles. Hence, the leader uses multiple leadership styles in order to influence, control and achieve their goal. The non-probabilityconveniencesampling technique adopted,limitsthe generalization of the findings. Study suggested to conduct comparative study to evaluate and compare nurses and other health care professional's leadership styles and also to assess the barriers in implementing the leadership roles.

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