Journal of Independent

JISR-MSSE

Studies and Research

SZABIST

Predicting Self-determinism: Role of Charismatic Leadership and Mentoring Effectiveness in Physical Education Teachers

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Article Type: Original

OPEN ACCESS

ABSTRACT

The current study aimed to find the relationship among charismatic leadership, mentoring effectiveness and self-determination in physical education instructors. It was hypothesized that there would be a negative relationship between charismatic leadership and mentoring effectiveness and a positive relationship between charismatic leadership and self-determination. Charismatic leadership and mentoring effectiveness would be significant positive predictors of self-determination. Data were collected from the male physical education teachers in Lahore using a convenient sampling. The research findings indicate that the instructors with strategic vision, sensitivity to the environment, and sensitivity to members' needs have a high awareness of themselves and their perceived choices. There were non-significant family systems, educational differences, and income differences in self-determination among the physical education instructors. This study would help explore leadership styles in connection to mentoring effectiveness and self-determination for better teaching efficacy and the development of academia. Future research can include female teachers and cities, other than Lahore.

INTRODUCTION

A charismatic leader is one having an intense interest in the public-held opinions while elaborating and defining harmony at a high level. The primary emphasis is on an individual's model character and nobility, and these patterns are self-acclaimed by the leaders (Kark et al., 2018). The personality of a charismatic leader possesses many characteristics including: creativity, articulation, self-sustainment, a conviction in the followers, high expectations from the followers, self-scanning, self-attainment, self-augmentation, honesty to change, high scientific prowess, ethos, protection of employees, and aim to accomplish power (Campbell et al., 2012). The theories of charismatic leadership primarily argue that a leader will grow a correlation with their followers as a group and accommodate the implicit possibility that the followers of the leader will not only follow the leader but also influence them as a collective member of the group and not as an individual (Takala, 2005).

Moreover, the 'heroic leadership' stereotype is closely related to a charismatic leadership style that represents leader with a heroic physique, who single handedly influences the destiny and treasures of the groups and organizations. In this heroic inception, the leader is supreme, and followers comply the leader's will and requests. Although this thought of charismatic leadership is distorted and overstated, it is true that currently, well-known theories of charismatic leadership are leader-based (Kurt & Yahyagil, 2015). Moreover, Bronkhorst et al. (2015) also provided a charismatic leadership model that clinical teachers can implement during clinical education. He argued that effective leadership happens when the style matches the features of the observed supporters. Influential rulers anticipate, evaluate change, rapidly adapt, and develop with change while guiding supporters to do the same thing. As the level of willingness of athletic training students changes, clinical teachers also need to transform their leadership styles and strategies to suit the constantly changing observed requirements of the learners in the distinct circumstances. Moreover, no connection was found between styles of leadership and willingness to work (Škudienė et al., 2018).

People see charismatic leaders as extroverts with high emotional intelligence, passion, and contagiousness. Leaders have attractive, approachable, compelling, and charismatic authority to attract and influence people. They effectively emotionally resonate with their followers, making them feel inspired, motivated, and determined in the face of adversity. This is why charismatic leadership supports powerful social causes. O'brien et al. (2012) described different leadership theories and defined three domains, i.e. leader, follower and their mutual relationship. The significance of this theory focuses on a broad and diverse range from leadership to relationship.

Self-determination refers to self-caused action. Self-determined people act volitionally and focus on their own free will, i.e. they are normal agents in their own lives (Sheldon et al., 2002). It is believed to generate the results for persons with ailment, as stages of self-determination are originated to make relation positive with prudent adult results such as maverick living, job, financial maverick, and strength for social unification and community access (Saks & Belcourt, 2006). The growth of self-determination is not only based on a person's characteristics but also involves several abilities and skills like demonstrating and showing proclivity, decision orientation, attitude towards problem-solving, self-insight and self-knowledge (Carlo et al., 2015).

The main problem of teachers' motivation is debatable and has several concerns in academic settings. Different developing countries have set social awareness regarding teachers' motivation, which was a key to quality assurance and increased academic standards in the overall education system. It has also been viewed as inspiring to maintain quality standards for achieving assurance and the professional teachers must be motivated to achieve their professional standards. On the other hand, teachers are a fundamental tool in education and have a vital role towards the well-being of the students. Teachers tend to affect the learning processes as they try to determine the quality of education (Kark et al., 2018). Yonezawa et al. (2009) determined the significance level of head athletic trainers' leadership skills. The skills were also classified into leadership, management, and personal characteristics category using the designed competency coding matrix and assessed by the investigator for internal consistency. The competency coding matrix was created using defined leadership and management definition, enabling its use in the environments beyond athletic training to differentiate among management, leadership, and personal features, self-determination.

On the other hand, theories related to charismatic leadership postulate that the leaders will eventually grow a correlation with their followers as a unit or group, and will accommodate the likelihood that the followers will be responsive towards the leaders and influence the relationship as a productive member of the group (Drake, 2011). Several researchers have claimed that charismatic leadership concentrates on the leaders' quality and attitude bestowed to this operation. Specially, the salient features of charismatic leaders are to incorporate self-faith; require for impact, virtuous judgment, and voluntary assurance (Bronkhorst et al., 2015). Mentoring is a grasping correlation distinguished by the belief, honor, and devotion in which a mentor carries the professional and personal growth of the other by delegating relevant skills, impact, and prowess. A mentoring correlation is one that may change continuously from casual/ short-term to official/long-term in which mentor

having functional skill, grasp, prowess, and/or insight proffer advice, facts, counsel, brace, or chance to another faculty member or student for that individual's professional development (Pounder & Crow, 2005).

LITERATURE REVIEW

Meyer et al. (2002) coined a research for describing the perceptions and mentoring at early, mid, and late career stages, and support by the organization for the precepting and mentoring requirements of the departmental employees with a sample of public university nursing faculty and their clinical mentors. Findings showed that clinical teachers experience greater satisfaction with precepts and mentors than members of the department of the faculty while the distance site ones experience a higher level of satisfaction than members of the department of the main campus. Different researches have been done separately on leadership, mentoring effectiveness and self-determination, but the effect of these constructs on physical education instructors have not been checked collectively. Leadership has great effect on teacher's decision-making, work enthusiasm, self-determination, mentor's relationship quality and many other factors (Yukl, 2013).

Mitchell and Maxwell (2013) demonstrate that transformational leadership instigated fulfillment of the requirements for proficiency and self-determination, the former two are consequently foretelling followers' work involvement. Work involvement, in turn, based on the best performance and greater task persistence. Self-determination refers to the individual's personal liberty, capability of self-care, and potential to accomplish desired life goals; its importance lies in individual's slant, sense of choice and taking control that are free from the outer impact. Sosik and Dinger (2007) explained that most of the managers need to improve learning even though they don't trust this to be a hunk of their models of leadership. Discouraging teachers can not conduct their usual academic play.

Eisenbeiss et al. (2008) conducted a descriptive study to describe perceptions and mentoring. Participants at the Midwestern public university were nursing faculty and clinical mentors. For this research, the presenting and mentoring measure have been created. Findings show that clinical teachers experience greater satisfaction with precepts and mentors than members of the department of the faculty and distant site experience show a higher level of satisfaction than being among the members of the department of the main campus. The faculty voiced the greatest discontent with the mentoring and results of late career and organizational culture. Three points arose from the qualitative information: (a) a need for presenting and mentoring philosophy

and supporting processes; and (c) a sense of being together but distinct. The research resulted in a model of presenting and mentoring.

Wright et al. (2012) coined a research based on the concept of self-determination, examined the cultural invariance of a model which hypothesized that the well-being of sport performers would be anticipated by both their perception of motivation and the quality of the relationship with their coach. Analysis indicated that the athletes, who viewed a connection of high quality encountered, enhanced fundamental satisfaction need. Need-satisfaction anticipated positive self-determination and motivation, which, in turn was associated with the improved well-being. In addition, mediation analyzes and endorsed the model's explanatory roles of satisfaction need and self-determined motivation. Finally, multi-sample SEM invariance testing disclosed that the model is culturally invariant.

Hypotheses:

H1: There is a significant relationship among charismatic leadership, mentoring effectiveness, self-determinism and socio-demographic variables teachers.

H2: Charismatic leadership would likely to predict self-determinism in teachers.

H3: There would likely be significant socio-demographic differences among the charismatic leadership, mentoring effectiveness and self-determinism in teachers.

METHODOLOGY

Research Design, Sample and Sampling Strategy

Cross-sectional research design was used in which non-probability based convenient sample of 150 teachers (including males age ranging from 20-60) was taken from the different colleges and universities of Lahore city which includes: Govt. College University, Lahore; University of the Punjab; Govt. MAO college; Govt. civil line college for boys; Queen Marry college; and Govt. college for boys township Lahore. The present study aims to examine the relationship among the charismatic leadership, mentoring effectiveness and self-determination in physical education instructors. All the analyses were conducted through SPSS-21.

MEASUREMENT OF THE CONSTRUCTS

Conger-Kanungo Charismatic Leadership Potential Scale

Conger-Kanungo Charismatic Leadership Potential Scale developed by Conger and Kanungo (1994) contains 25 items. This scale used a six-point Likert scale.

This questionnaire gathers information about a total of five facets of charismatic leadership.

Self-determination Scale

Self-determination scale designed to assess individual differences and consist of 10 items resulting from 1-5 point Likert scale coined by Janssen and Yperen (2004). It has two subscales included perceived choice (my emotion sometimes seems alien to me) and awareness of one-self (I always feel like I choose the thing I do). Five items in each sub-scales. Subscales can either be used as separately or together. High scores on both subscales indicate high level of self-determination.

Mentoring Relationship Quality Scale

The mentoring relationship quality scale figure out the quality of relationship from the perspective of mentor along with youth relationship that was revised by Kelloway et al. (2000). It consisted of 14 items that required to be filled by the mentor and their scoring was based on a 5-point Likert scale.

Table 1.
Demographics Characteristics of the Sample (N=150)

Characteristics	f (%)	M	SD
Age		33.23	6.92
Education			
Graduation	5 (3.3)		
MA/ MSc	92 (61.3)		
BS (Hons)	43 (28.7)		
M. Phil/ MS	10 (6.7)		
Marital Status			
Single	24 (16)		
Married	126 (84)		
Family System			
Nuclear	66 (44)		
Joint	84 (56)		

 f =frequency; % = percentage; M= Mean; SD= Standard Deviation

RESULTS

The statistical approaches used to analyse data for the present study were: firstly, descriptive statistics such as mean, standard deviation, frequency and

percentage were computed to provide a preliminary profile of the sample characteristics, and reliability was calculated of all the studied variables that were significant. The Pearson product moment correlation analysis, hierarchical regression and t-test were used and their detail is as under:

Table 3 shows there is positive relationship among education, self-awareness, and perceived choice. There is significant positive relationship among family system and unconventional behavior and strategic vision. Strategic vision has positive relationship with sensitivity to the environment, personal risk and mentoring effectiveness. Sensitivity has significant positive relation with sensitivity to member need, self-awareness, perceived choice and has negative relation with personal risk. Sensitivity to member need has positive relation with personal risk. Self-awareness has positive relationship with perceived choice.

Table 4 shows that education is the predictor of awareness of oneself and perceived choice. Strategic vision is significantly positive predictor of awareness of oneself and perceived choice. Sensitivity to environment is positive predictor of awareness of oneself and perceived choice. Unconventional behavior is the negative predictor of perceived choice. For additional analyses t-test was used to analyze the group differences on study variable in which family system was added as independent variable and dependent variable as group variable.Table 5 showed no significant difference of self-determination between nuclear and joint family system.

Table 2.
Descriptive statistics and psychometric properties of charismatic leadership, mentoring effectiveness and self-determination (N=150)

Variables	k	α	M	SD	Range	
					Actual	Potential
Strategic Vision	7	.88	23.15	10.42	11-42	7-42
Sensitivity to Environment	4	.78	19.08	5.26	4-24	4-24
Sensitivity member need	3	.72	14.58	3.45	5-18	3-18
Personal Risk	3	.82	9.50	5.36	3-18	3-18
Unconventional Behavior	3	.80	9.38	5	3-17	3-18
Self-center	5	.82	24.16	5.82	8-30	5-30
Mentor Effect	14	.89	53.12	10.83	34-70	14-70
Awareness oneself	5	.87	17.86	6.04	5-25	5-25
Perceived Choice	5	.88	19.14	6.43	5-25	5-25

k= Number of items; M= Mean; Standard Deviation; α= Alpha

Table 3.

Correlation among Demographic Variables and Charismatic leadership, Mentoring Effectiveness and Self-Determination in Teachers (N=150)

Varia	E	FS	MS	SV	SE	SMN	PR	UB	AO	PC	ME
E	-	.05	.05	-.03	.12	.08	-.05	-.09	.21**	.23*	.11
FS			-.09	.19*	00	.02	.17*	.17*	.10	.07	00
MS				00	-.02	-.05	-.08	-.05	00	.01	.12
SV					-.27**	-.06	.84***	.48***	.03	00	.17*
SE						.77***	-.20*	.12	.38***	.34***	.26**
SMN							.03	.36***	.32***	.28**	.25**
PR								.53***	-.01	-.06	.09
UB									.03	-.08	.04
AO										.89***	.09
PC											.13
ME											-

* p<.05, **p<.01, ***p<.000

E=Education, FS=Family System, MS=Marital Status, SV=Strategic Vision, SE=Sensitivity Environment, SMN=Sensitivity member need, PR=Personal Risk, UB=Unconventional Behavior, AO=Awareness Oneself, PC=Perceived Choice,ME=Mentoring Effectiveness

Table 4.

Hierarchical Multiple Regression Analysis Predictors of Awareness Oneself and Perceived Choice

	Self-Determination			
		AOS		PC
Predictor	ΔR^2	β	ΔR^2	β
Step 1	.04		.05*	
Control Variables		.22**		.22**
Step 2	.16***		.17***	
Charismatic Leadership				
Strategic		.32*		.40**
Sensitivity to environment		.36**		.32*
Sensitivity to member need		.09		.14
Personal Risk		-.16		-.23
Unconventional Behavior		-.11		-.25*
Step 3	.007		.001	
Mentoring Effectiveness		-.09		-.06
R^2		.22		.22

N=150, *p<.05, **p<.01, ***p<.0; AOS = Awareness of Oneself; PC = Perceived Choice

Table 5.

Independent Samples t-test to Determined Family System Differences (N=150)

Variable	Nuclear n=66		Joint n=84				95% CI		
	M	SD	M	SD			LL	UL	
					t(148)	P			Cohen's d
Family system	35.80	12.39	37.96	11.93	-1.07	.56	-6.12	1.80	2.51

M = mean, SD = standard deviation; CI = confidence Interval; LL = lower limit; UL = Upper Limit.

DISCUSSION

The results of the research duly showed that subscales of charismatic leadership positively correlate with the subscales of self-determination as we found positive relationship among education, self-awareness, and perceived choice as well as among family system, unconventional behavior, and strategic vision. Also, strategic vision had positive relationship with sensitivity to environment, personal risk and mentoring effectiveness. Moreover, sensitivity had significant positive relationship with sensitivity to member need, self-awareness, perceived choice and has negative relation with personal risk. Sensitivity to member need has also been found to have a positive relation with personal risk. Lastly, awareness of oneself had positive relationship with perceived choice. All these findings are correlated to the study carried by Meyer et al. (2002), who also found positively significant relationship between charismatic leadership style and self-determinism.

Teachers, who assist in their professional improvements, are enduringly more focused, satisfied, and likely to be committed with their respective organization. Less attenuation tempos between new teachers, who have been in mentoring relationships, were described by Eby and Dolan (2015). Mentoring also improves the quality of research, which has a positive impact on the junior members' research productivity. For instance, Afsar and Umrani (2019) clarified that document authorships and artefact attributions were the direct results of mentorship. Additionally, mentoring can strengthen senior faculty. Collegial mentoring connections can provide a setting that fosters relation and compassion. Because mentoring relationships are unique (Bass et al., 2003) and interpersonal interaction is greatly influenced by routine ways of connecting to the others in nearby relationships, it is important to consider specific qualities of the mentor, and protégé that contribute to positive protégé results. Current research shows that protégés, who thought of themselves as being similar to their mentors, describe their relationships as having more positive outcomes than those who do not have these thoughts. More closely related protégés

were less likely to find and receive feedback in their mentoring relationships, according to Barrick et al. (2013).

A poorly designed mentoring programme may have an untimely impact on the student's performance (Eisenbeiss et al., 2008). Youthful traits and behaviors (such as high stress levels and sensitivity to rejection) can make a successful match between a mentor and mentee less likely, even with highly technological advancements. A research explain that processes influences may be effectively increased when mentors use schemas to form good relationships with youth. Alheeta et al. (2021) showed that the most frequent duties investigated by the faculty mentors were future-oriented actions, such as "instructing the job". Moreover, the current findings also showed that subscales of charismatic leadership and mentoring effectiveness significantly predicted self-determinism as we found education to be a predictor of awareness of oneself and perceived choice. Similarly, strategic vision positively predicted self-awareness. Also, sensitivity to environment found to be a positive predictor of awareness of oneself and perceived choice while unconventional behavior was found to be a negative predictor of perceived choice. Although, there is scant literature citing the relational dynamics of mentoring effectiveness and self-determinism but Pounder and Crow (2005) concluded results are similar to the current findings. In a similar manner, studies by Afsar and Umrani (2019) also shared the results congruent to the current findings that strengthen the hypothetical arguments of the present study. Mentoring, a connection between an experienced professional and a young professional, adds to the growth of the young professional's character resilience. Thirty and Laursen (2011) conducted a comparative study on two big telecommunications organizations on their efficient mentoring and resilience. Results showed a positive correlation between efficient mentoring of an experienced staff and personal resilience in the subordinate workers' personality while the department of engineering disclosed a maximum correlation as compared to the department of HR and IT.

CONCLUSION

The findings of the present study revealed that the charismatic leadership does help individuals to enhance their determination toward themselves while mentoring effectiveness has negative relationship with self-determination that can be inferred as the mentorship was not found to be factor that promote self-determination in our sample of physical education instructors. Lastly, the sensitivity to environment and to member needs can help to promote awareness of one self and perceived choice.

LIMITATIONS AND IMPLICATIONS

Although, present study is a needed addition to the already existing literature, it has few limitations that can be overcome through the future researches. One of the foremost limitations is that the sample was limited to only Lahore and in future researches, the scope as well as size of the sample, can be enhanced for better generalization of the findings. Also, the data was collected through non-indigenous scales which may have a latent effect on the findings; therefore, indigenous scales might be developed in future, and that too with short versions to further avoid the boredom of the participants and to enhance their interest in the study. Across the socio-demographic, the sample can be expanded for broader external validity of the results.

The current study is the first of its kind that has undertaken an indigenous sample and that too of health and physical education instructors and brought in culture-sensitive findings. Also, these findings have implications in the field of academic research, teaching and mentoring, organizational settings as well as in the fields of counseling and vocational training.

CONFLICT OF INTEREST STATEMENT

The authors declare no conflict of interests.

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