

O. P. Khokhlina, professor of psychology and pedagogics department, education and science institute of law and psychology, National Academy of Internal Affairs, doctor of psychology, **H. S. Shut**, master of education and science institute of correspondence study, National Academy of Internal Affairs; professor

PSYCHOLOGICAL FEATURES OF STUDENTS WITH DIFFERENT LEADERSHIP STYLES

In the article theoretical and empirical research findings about psychological features of students with different leadership styles are presented. It shows obtained data on students' leadership styles and personality characteristics (temperament, character, abilities, direction, consciousness, self-regulation); the presence and character of interrelation between leadership styles and personality characteristics; psychological portrait of a person with democratic and authoritarian leadership styles.

Key words: *leadership; leadership styles; personality characteristics; temperament; character; abilities; direction; consciousness; self-regulation; psychological portrait.*

Innovation processes in Ukraine related to the social life updating, stabilization of the social-economic situation, modernization of education put forward new requirements for the of professional training of young specialists.

We need modern humanistic oriented young leaders, who are capable of productive cooperation, producing extraordinary ideas, ready to make decisions and the responsibility for themselves, collective, work. Therefore, the majority of students' future professions, including psychologists, require revealing and development of youth leadership qualities. The solution of this problem should be based on psychological knowledge of the problem.

The problem of leadership is reflected in writings of a large number of researchers, but it should be noted that by now there is no clear definition of «leadership» and understandings of the nature and essence of this phenomenon differ. Today the characteristics of leaders

are known, but there is no empirically based information about the factors that influence human predisposition to a particular leadership style. We conducted a theoretical and empirical research, which results are presented in the article, it is devoted to the study of psychological characteristics of students with different leadership style.

On the theoretical research phase there was found the essence of leadership and its styles, investigated the state of this problem studied in psychology, considered personality characteristics as possible factors of leadership style. Here are main results of this research phase.

Works of such scholars as G.M. Andreeva, D. Goulman, Y.Y. Hrudzynska, N.M. Dyatlenko, Y.M. Emelyanov, N.S. Zherebova, K. Lewin, I.G. Lukmanova, D. McGregor, M. Meskon, A.N. Nemchin, D.V. Olshanskyi, A. Petrovskyi etc. are devoted to studying the problem of leadership. Most definitions of leadership reflect its three components: a purpose, an impact and a group. Consequently, the leader is a person who influences other people who are members of a group, his followers. Thus, leadership is a process of influence on other group members in order to achieve their goals [1]. Leadership is the ability of a person to encourage others to work, to inspire them to a certain activity. Y.M. Vezhnovets believes that leadership is one of the basic mechanisms of social activity differentiation that involves achievements by a particular person or a part of the group a special position between the rest of its members [2]. The phenomenon of leadership refers to the dynamic processes of a small group. According to A.V. Petrovskyi and M.H. Yaroshevskyi the group structure is a hierarchy of prestige and status of its members and the leader occupies its top [3].

To define socio-psychological essence of leadership O.V. Yevtikhov studying works by M.I. Ilyin, I.H. Lukmanova, A.N. Nemchyna, B.D. Paryhin etc. proposes to identify common features of this phenomenon: 1. The leader must have followers. 2. Leadership is a sphere of interaction. 3. Leadership is based on authority. 4. Leadership consists of leadership acts. 5. Leadership is based on leader's informal influence. 6. Leadership is a cognitive construct [4].

In fact, by A.V. Petrovskyi and M.H. Yaroshevskyi the leader is the most valuable person for the group concerning their joint activity, the overall average group member in interpersonal relations

who influences group's efficiency [3]. The leader is a member of the group on which the rest of the group recognizes the right to make responsible decisions for them in meaningful situations that regard their interests and define the direction and character of the entire group activities; this is the most authoritative person that plays a central role in the organization of joint activities and the regulation of group relationships. Leaders have the greatest psychological impact on the group generally and on its separate members when they act as coordinators and organizers of the group activities.

In psychology there are different classifications of leaders: 1) by the content of the activity – inspiring leader and executive leader; 2) by the nature of the activity – universal leader and situational leader; 3) by the direction of the activity – emotional and business leaders. In the opinion of Y.M. Yemelyanov we can distinguish such kinds of leaders according to their functions as: administrator, scheduler, politician, expert, representative of the group, regulator of relations within a group, source of rewards and punishments, sample, symbol of the group, factor which overrides individual responsibility, guide of the group outlook, «father» and others. Functions of leaders have different meanings for different groups, therefore it is difficult to distinguish among them the main and secondary ones; their importance varies according to the internal and external factors [2]. Four groups of leaders' qualities can be distinguished in the structure of leadership: individual and personal – a complex of personal and professional qualities; social and psychological – qualities that appear in relations with people; organizational and managerial – qualities needed in the context of organizational relationships with subordinates; perceptual-leading – qualities that are attributed to the leader by the group.

In psychological literature there is a number of leadership concepts, based on the theory of leader traits, behavioral and situational approach. According to the traits theory leaders are characterized by certain traits and skills that are innate and appear independently of situation or group features [3]. According to the behavioral approach behavior with subordinates is crucial [5]; according to the situational approach – leadership effectiveness can be determined by additional factors (needs and personal qualities of subordinates, peculiarities of the task, requirements, environmental effects, information available to the leader). We can distinguish also

synthetic (or complex) theory that focuses on links between the main components of the interpersonal relations process: leaders, followers and situations in which leadership is realized [1; 3; 5].

The leader of the group uses a number of techniques to influence the group. A typical for the leader system of such techniques is defined as a leadership style [6]. The most wide spread typology of leadership styles was created by K. Lewin. He has identified such styles as: 1) authoritarian (directive), that involves strict control methods, rejection of any initiative and discussing of decisions; 2) democratic (collective), which is characterized by collegiality, endorsement of groups initiative; 3) liberal (anarchistic), characterized by refusal of governance and management avoidance. Characteristic of leadership styles provided by Y.Y. Hrudzynska is presented in Table 1.

Table 1

The content of leadership styles

	Authoritarian style	Democratic style	Liberal style
Nature of the style	Concentration of power and responsibility in leaders hands	Delegation of powers with holding key positions by the leader	Rejection from responsibility and power in favor of the group
	Prerogative in setting goals and choosing means	Decision making is divided into levels based on participation	Possibility of groups self-administration in the way they prefer
	Communication flows primarily are coming from the top	Communication is active performed in both directions	Communication is mainly organized on a horizontal basis
Strong points	Attention to urgency and order, possibility of predicting the results	Strengthening of personal commitment in work through participation in management	It allows to start working without leaders interference
Weak points	There is a tendency to individual initiative containment	Democratic style requires much time	A group can lose its speed and the direction of motion without leaders intervention

According to H.M. Andreeva [7], each leadership style has two characteristics – the formal, that includes techniques and methods of influence, and meaningful that defines the solution offered to the group (Table 2).

Table 2

Leadership styles characteristics

Leadership style	Leadership styles characteristic	
	formal	formal
Authoritarian style	Short business orders; prohibition without leniency, threats; clear speech, unfriendly tone; subjective praise and condemnation; emotions are ignored; leader's position is outside the group.	Group affairs are planned in advance and are determined only by direct purposes, future goals are unknown; leaders word is decisive.
Democratic style	Instructions in the form of proposals; friendly tone; praise and condemnation with advice; orders and prohibitions with discussions; leader's position is within the group.	Activities are planned by a group not in advance; everyone is responsible for the implementation of all proposals; all areas of work are not only called, but also discussed.
Liberal style	Lack of praise and condemnation; no cooperation; leader's position is quietly away from the group.	Group affairs are going on their own; leader does not give any instructions; the work consists of realizing the interests of separate group members.

As literature analysis shows scientific researches were also devoted to the study of leaders' psychological features. Thus, the study of leadership in the context of the theory of activity-mediation (M. Frolova etc.) distinguished characteristics of coaches in groups with high and low development level («effective» and «ineffective» coaches) [3]. In this case the variables were individual style of activity, personality features of coaches and the level of group development represented in the characteristic of «effective» or «ineffective» coach. It was found that the differences between their individual psychological qualities are statistically insignificant. Team leaders were evaluated by subordinates equally on such indicators as authoritativeness, vulnerability, modesty, good humor, tractability, etc. Thus, the research proved that the leader of highly developed collective may have any combination of personal qualities.

Having a task to identify common leaders' features the researchers of «traits theory» studied preschoolers groups, boys in a camp, students, military personnel, discussion and psychotherapy groups, etc. It is quite obvious as A.V. Petrovskiy said that activity in each of these groups had put forward their own specific requirements for the leader and stimulated expression of relevant personality traits.

Mixing various types of group activities represented in groups with different development level (on the basis of activity-mediation) «traits theory» supporters were unable to identify invariant features of leadership at all [3].

The study of leadership styles has its origin in experiments of K. Lewin and his students that were carried out with children [7]. Participants were divided into groups in which the leader was playing different roles according to the leadership styles [8]. The researchers concluded that authoritarian leadership style was the cause of aggression increasing and cruel jokes. Increased aggression was also observed during the transition from authoritarian to liberal style. However, all groups preferred democratic style. The transition from authoritarian to democratic style takes more time than vice versa – from democratic to authoritarian. On the basis of this study K. Lewin said that «autocracy is inherent to a man, but we should learn democracy», remembers his student and colleague Marrow.

Lewin's researches had to identify connection between management style and effective leadership. The scientist has found that authoritarian leadership provides more work than democratic. However, according to M. Meskon in another bowl of scales were low motivation, less originality and friendliness in groups, no group thinking, great aggressiveness, anxiety, and at the same time a dependent and submissive behavior. Compared with the democratic, liberal style causes decreasing of amount of work and its quality, and also more games appear. The survey showed that the most attractive for subordinates is a democratic leader. But as noted M. Meskon and F. Hadowry later researches not completely confirmed the conclusions that autocratic style provides better performance but lower satisfaction than democratic [5].

Such ambiguity of the results of researches conducted in psychology, education and management shows the necessity of further studying the problem of leadership and its styles including the issues of style conditioning by personality characteristics. As such qualities we considered temperament, character, abilities, direction and consciousness according to personality structure by A.H. Kovalov. Considering determination and features of personal

development a special place among personality characteristics has self-regulation.

The notion of self-regulation (psychic) is defined as a system of personality's mental influence with the aim of conscious managing own mental states according to the requirements of the situation and necessity. Self-regulation is considered as a distinctive characteristic and the aim of psyche at different levels of mental reflection (sensory-perceptual, imagination, verbal and intellectual, consciousness) (by B.F. Lomov); self-regulation is an important characteristic of personality. Despite the variety of symptoms and levels of self-regulation we can define stages (or levels) of its formation within personality development, when the inner world is being harmonized: 1) basal emotional self-regulation; 2) volitional self-regulation; 3) meaningful, valuable self-regulation. It is noted in literature that emotional and volitional self-regulation provides stress tolerance, relieving of emotional stress, deprivation or weakening of negative emotions, positive attitudes development, mobilization a body for surviving in extreme conditions of life and so on. In volitional self-regulation, that is an important part in the process of achieving the goal in situations of external or internal obstacles, the necessity of realization execution actions and delay actions should be noted. Meaningful or valuable regulation is the top of personality self-regulation. But only in unity of its symptoms and levels personal self-regulation is a basal characteristic of personality as self-regulating system of mental qualities that can be able to self-development and self-improvement, to effective life, self-realization and personal maturity [9].

We used as the basis the fact that in causal relationship personality characteristics are considered as a cause and behavior as a result that indicates the possibility of connection between tendency to a particular leadership style and certain personality characteristics, and the possibility to determine psychological factors of leadership styles. At the same time we used the idea of V.O. Tolocek about heterogeneity of any «classic» style that is caused by differences in personality characteristics [10].

On the empirical research phase our aim was to identify the presence and character of relationship between leadership styles and personality characteristics that could make possible to determine psychological peculiarities of students with different leadership styles. We studied types of temperament, types of character accentuation, types of thinking (that is a top mental process among those which determine the intelligence level as a general ability), types of direction and consciousness, the ability to self-regulation that were considered as possible determinants of leadership style formation. To study these psychological phenomena we used standardized psychological methods, such as: test «Tendency to a certain leadership style» by Y.P. Ilyin, test «Determination of the predominant temperament type» by V.S. Ivashkin, questionnaire by H. Smishek «Diagnostics types of character traits and temperament accentuations by Karl Leonhard», questionnaire for determination types of thinking and creativity level by H.S. Nikiforov, test for diagnostics personality direction by B. Bass, questionnaire of attitude towards themselves by V.V. Stolin and S.R. Panteleev (for studying consciousness), questionnaire for detection of self-control in emotional sphere, activity and behavior by H.S. Nikiforov, V.K. Vasiliev, S.V. Firsova. We have examined 47 students who study Psychology at education and science institute of law and psychology of National Academy of Internal Affairs.

Using the results of the empirical research we have built tables that compare leadership styles and personality characteristics of students. Considering that each of the studied phenomena consists of more than two groups to identify the degree of interrelation between them we used mutual connectedness coefficients by Chuprov and Pirson.

The data comparing students' leadership styles and their types of temperament are presented in Table 3.

Table 3

Data on students' leadership style and their types of temperament

Leadership style	Types of temperament						
	Choleric	Sanguine	Phlegmatic	Choleric-sanguine	Sanguine-phlegmatic	Choleric-melancholic	Mixed
Authoritarian	50%						50%
Democratic				38%	25%		38%
Democratic-authoritarian	25%	17%	8%		8%	8%	33%
Mixed	50%		50%				

The analysis of the table data allows us to reveal the presence of a certain connection between the leadership style and the type of temperament. In particular, the data show that individuals with authoritarian leadership style are characterized by mixed and choleric type of temperament. This means that these individuals have rich behavior with greater tendency to indulge passionately in business, storminess, restlessness and possible aggressiveness. Those that use mixed style (they change manner of behavior with a group according to situations and circumstances) are characterized by choleric and phlegmatic type of temperament, which general features are quickness, impulsivity, sharpness, activity, energy, imbalance and slowness, calmness, low activity, tranquility. Individuals with democratic and democratic-authoritarian leadership style are mainly characterized (but on a lower level of connection) by mixed types of temperament. Chuprov's mutual connectedness coefficient ($K=0,4426$) indicates the presence of connection between types of temperament and leadership styles on the average level.

The data comparing students' leadership styles and types of character accentuations as a possible factor of their formation are presented in Table 4.

Table 4

Data on students' leadership style and their types of character accentuations

Leadership style	Types of character accentuations									
	Hyperthymic	Sticking	Emotive	Anxious	Cyclothymic	Demonstrative	Unbalanced	Disthymic	Exalted	Have no accentuations
Authoritarian					33%		33%		33%	
Democratic	20%		10%		10%	10%			10%	40%
Democratic-authoritarian	26%		11%	5%	16%	16%	5%	5%	5%	11%
Mixed		25%	25%		25%					25%

The table data show that students with authoritarian style have cyclothymic, unbalanced and exalted types of accentuation. It means that these individuals may have periodical changes of mood and communication manner, irritability, tendency to conflicts and disagreements. Students with democratic leadership style have no accentuations at all or have hyperthymic accentuation which general features are sociability, energy, optimism and not serious attitude to responsibilities. Individuals with democratic-authoritarian style also have hyperthymic accentuation. The largest number of accentuation types (sticking, emotive, cyclothymic) have students with mixed leadership style. Connection between hyperthymic accentuation of character and tendency to democratic leadership style can be

explained by the fact that requirements of strict discipline and loneliness specific to authoritarian leadership style are potentially conflict situations for people with hyperthymic accentuation, so they will choose another style – democratic. Chuprov’s mutual connectedness coefficient ($K=0,3738$) shows the average level of connection between character accentuations and leadership styles.

The data comparing students’ leadership styles and their abilities (types of thinking) are presented in Table 5.

Table 5

**Data on students’ leadership style and their abilities
(types of thinking)**

Type of thinking, level		Leadership style			
		Authoritarian	Democratic	Democratic-authoritarian	Mixed
Objective	high	13%	6%	13%	
	average	13%	12%	6%	13%
	low		6%	6%	13%
Symbolic	high		9%	4%	
	average	25%	6%	13%	
	low		9%	8%	25%
Iconic	high		19%	15%	13%
	average	13%	3%	6%	13%
	low	13%	3%	4%	
Imaginative	high	13%	9%	17%	25%
	average	13%	9%	8%	
	low		6%		

The comparison of data on leadership styles and types of thinking that is the basis of abilities shows that students who use authoritarian style typically (but insignificantly) have objective, imaginative and symbolic thinking; least of all they use iconic thinking. At the same time for students with other leadership styles (democratic, democratic-authoritarian, mixed) more typical are

iconic and imaginative thinking, what means that most of them have humanitarian and artistic mind. Pirson's mutual connectedness coefficient ($C=0,1821$) shows the low level of connection between types of thinking and leadership styles.

The data comparing students' leadership styles and their direction as a possible factor of their formation are presented in Table 6.

Table 6

Data on students' leadership style and their kind of direction

Leadership style	Direction		
	To themselves	To themselves	To themselves
Authoritarian		50%	50%
Democratic	13%	25%	63%
Democratic-authoritarian	33%	17%	50%
Mixed			100%

The table data show the presence of connection between leadership style and kind of students' direction. We have found out that individuals with all leadership styles are directed to work (at most – individuals with mixed style). Direction on communication was found by students with authoritarian and democratic styles and direction on themselves – only by individuals with democratic-authoritarian leadership style. Chuprov's mutual connectedness coefficient ($K=0,2668$) shows the low level of connection between kinds of direction and leadership styles.

The data comparing students' leadership styles and their kinds of consciousness are presented in Table 7.

Table 7

Data on students' leadership style and their type of consciousness

Leadership style	Attitude to themselves							
	Self-respect		Self-respect		Self-respect		Self-respect	
	expressed	brightly expressed	expressed	brightly expressed	expressed	brightly expressed	expressed	brightly expressed
Authoritarian		33%		33%				33%
Democratic	13%	17%	13%	13%	13%	9%	9%	13%
Democratic-authoritarian	10%	15%	15%	5%	20%	8%	3%	25%
Mixed		20%		40%		20%		20%

As the table data show the representatives of authoritarian leadership style, unlike the others, do not have such a sign of consciousness as expected attitude of others at all, but they have self-respect, auto-sympathy and self-interest. Therefore, it can be assumed that individuals who have no expected attitude of others will be inclined to independent decision-making with minimal attention to opinions of others what is characteristic of authoritarian leadership style that they have. Individuals with mixed leadership style are clearly characterized by the presence of all types of attitude to themselves. Students who are characterized by democratic-authoritarian and democratic styles have all types of consciousness expressed quite evenly, but at a low level. Pirson's mutual connectedness coefficient ($C=0,1874$) shows the low level of connection between types of consciousness and leadership styles.

The data comparing students' leadership styles and their self-regulation are presented in Table 8.

Data on students' leadership style and their self-regulation

Leadership style	Self-regulation		
	Emotional self-control	Emotional self-control	Emotional self-control
Authoritarian		60%	40%
Democratic		50%	50%
Democratic-authoritarian	25%	50%	25%
Mixed	25%	25%	50%

The analysis of the table data allows us to reveal the presence of connection between the leadership style and self-regulation. In particular, the data show that individuals with authoritarian and democratic leadership style are characterized by expressed activity and social self-control. Among the representatives of democratic-authoritarian style the most typical for the majority is activity self-control and on the lower level of connection – emotional and social self-control. Students who use mixed leadership style are characterized by the highest ability to social self-control and on the lower level – to emotional and activity self-control. Chuprov's mutual connectedness coefficient ($K=0,2377$) indicates the low level of connection between peculiarities of self-regulation and leadership styles.

Thus, the mutual connectedness coefficients by Chuprov and Pirson indicate the presence of certain connection between students' leadership styles and their psychological characteristics of personality. This interrelation between the studied phenomena is graphically showed on the diagram based on the obtained data (Fig. 1). In particular, we found out the average level of connection between leadership style, temperament and character and the low level of connection between leadership style and the rest of personality characteristics (such as abilities, direction, consciousness and self-regulation) that indicates the presence of the tendency. This way, individuals with different leadership styles have specific

psychological characteristics that are the most stable and always manifest themselves to provide a certain level of behavior and activities typical for a person and therefore can cause the tendency in students to a particular leadership style, and vice versa.

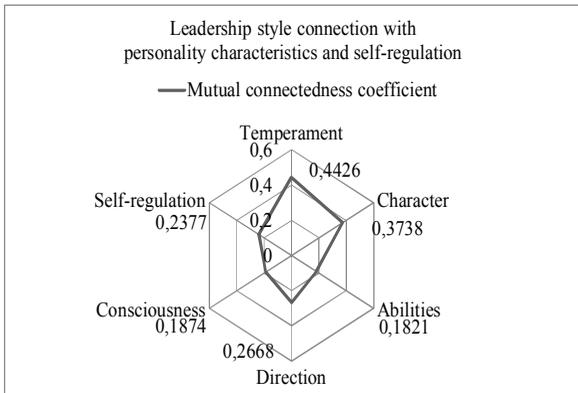


Fig. 1. Data on mutual connectedness coefficients of students' leadership style and their personality characteristics

The obtained data have become the ground for determining the psychological profile of individuals with a different style of leadership, particularly authoritarian and democratic. Authoritarian leadership style is characterized by the following personality characteristics: mixed and choleric temperament, cyclothymic, unbalanced and exalted character accentuation types, developed objective, imaginative and symbolic thinking, direction to work and communication, lack of expected attitude of others and expressed self-respect, auto-sympathy and self-interest, expressed activity and social self-control. Democratic style is characterized by mixed types of temperament, lack of expressed character accentuations or availability of hyperthymic, developed iconic thinking, direction to work and communication, even distribution of all types of consciousness (self-attitude), expressed activity and social self-control.

The research became the ground for the conclusion that it is possible for students to form certain leadership styles on the base of development or formation of appropriate personality characteristics, and vice versa: in the life of a social group a person can use styles adequate to the situation and it will contribute to the development of defined leaders qualities. Therefore, the results of this research have both theoretical and practical importance.

REFERENCES

1. Грудзинская Е. Ю. Эффективное лидерство в управлении человеческими ресурсами с использованием информационных технологий : учебно-методический материал по программе повышения квалификации «Информационные технологии в управлении учебным и научным процессом» / Е. Ю. Грудзинская. – Н. Новгород, 2006. – 78 с.
2. Психология лидерства : хрестоматия / сост. К. В. Сельченко. – Минск : Харвест, 2004. – 368 с.
3. Петровский А. В. Основы теоретической психологии / А. В. Петровский, М. Г. Ярошевский. – М. : ИНФРА-М, 1998. – 525 с.
4. Евтихов О. В. Стратегии и приемы лидерства: теория и практика / О. В. Евтихов. – СПб. : Речь, 2007. – 238 с.
5. Мескон М. Основы менеджмента / Мескон М., Альберт М., Хедоури Ф. ; под ред. Л. Ивенко ; [пер. с англ.] . – М. : ДЕЛЮ, 2004. – 800 с.
6. Головин С. Ю. Словарь практического психолога / С. Ю. Головин. – Минск : Харвест, 1998. – 800 с.
7. Андреева Г. М. Социальная психология : [учеб. для вузов] / Г. М. Андреева. – М. : МГУ, 2003. – 364 с.
8. Петровский А. В. Социальная психология коллектива : [учеб. пособие] / А. В. Петровский, В. В. Шпалинский. – М. : Просвещение, 1978. – 175 с.
9. Хохліна О. П. Саморегуляція як показник особистісного зростання учнів спеціальних освітніх закладів / О. П. Хохліна, І. В. Хохліна // Вісник Кам'янець-Подільського національного університету імені Івана Огієнка. – 2013. – Вип. 4. – С. 226–231.
10. Ильин Е. П. Психология индивидуальных различий / Е. П. Ильин. – СПб. : Питер, 2004. – 701 с.