

Relationship Between The Teacher's Leadership Style And The Students' Attitudes In The Educational Process

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ABSTRACT:

Teacher leadership is increasingly recognised as a key dimension of the teaching-learning process in higher education, yet empirical research examining how different leadership orientations relate to students' academic attitudes and developmental readiness remains limited. This study investigates the relationship between teacher leadership styles and students' psychological and work-related maturity within a public higher education institution in the Mexican Caribbean. Using a quantitative, cross-sectional correlational design, data were collected from 13 university teachers and 239 undergraduate students enrolled in Administration and Civil Engineering programmes. Four purpose-designed instruments were administered to capture teachers' leadership orientations and students' perceptions of leadership, as well as students' levels of academic maturity. Reliability and construct validity were established through statistical analyses using SPSS. The findings indicate that relationship-oriented leadership styles are significantly associated with higher levels of student psychological and work maturity, whereas predominantly task-oriented leadership shows weaker or negative associations with these outcomes. These relationships were consistent across academic programmes. The study contributes to higher education research by highlighting the importance of adaptive leadership behaviours in fostering student engagement and developmental readiness. Implications are discussed for professional development initiatives aimed at supporting university teachers in aligning their leadership approaches with students' evolving academic needs.

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1. Introduction

Leadership enacted by university teachers plays a significant role in shaping students' engagement, motivation, and participation in the teaching-learning process (Estévez-Nenninger et al., 2021). Beyond content delivery, higher education

teaching involves complex relational, organisational, and developmental dimensions that influence how students approach academic tasks and construct meaning from their learning experiences (Gamino-Carranza & Acosta-González, 2016). In this context, teacher leadership may be understood as the set of

behaviours through which instructors guide academic work, structure learning environments, and build relationships with students in ways that affect their attitudes and readiness to learn (Freire, 2017).

Research on leadership in education has traditionally focused on school settings, where teacher leadership styles have been linked to classroom climate, student motivation, and academic performance (Sluss, 2025). However, comparatively less attention has been paid to how leadership operates within higher education classrooms, despite the distinctive characteristics of university students, who are expected to demonstrate increasing autonomy, self-regulation, and responsibility for their learning. As a result, there remains a limited empirical understanding of how different leadership orientations adopted by university teachers relate to students' academic attitudes and developmental maturity over time.

Existing studies in higher education have often examined leadership at the institutional or managerial level, emphasising governance, academic management, or organisational effectiveness (Monteiro & Adler, 2022). While this body of work is valuable, it tends to overlook the micro-level interactions between teachers and students that occur within everyday teaching practices. Leadership enacted in the classroom, through decisions about task structure, feedback, interpersonal support, and student involvement, may be particularly influential in shaping how students engage with academic demands and perceive their own capabilities.

The present study draws on established leadership theories, including relationship-oriented and task-oriented leadership models, situational leadership perspectives, and developmental approaches to student maturity. These frameworks suggest that leadership effectiveness is not fixed but depends on how leadership behaviours align with learners' levels of psychological readiness and competence. From this perspective, students' attitudes toward academic work and their willingness to assume responsibility are not merely individual traits but

are shaped through ongoing interactions with teachers and the learning environment.

Despite the relevance of these ideas, empirical research examining the relationship between teacher leadership styles and student maturity in higher education remains scarce, particularly in Latin American contexts. This gap is notable given the increasing pressure on higher education institutions to improve teaching quality, student engagement, and retention, while responding to diverse student needs and institutional constraints. Understanding how leadership behaviours influence students' academic attitudes may therefore offer valuable insights for professional development and pedagogical improvement in university settings.

Against this backdrop, the present study investigates the relationship between teacher leadership styles and the attitudes adopted by students toward academic activities over the course of a semester at a public higher education institution in Mexico. Specifically, it examines how task-oriented and relationship-oriented leadership behaviours are associated with students' psychological and work-related maturity. By focusing on classroom-level leadership practices, the study seeks to contribute to ongoing debates about effective teaching in higher education and to inform professional development initiatives aimed at supporting more adaptive and student-responsive forms of university teaching.

2. Theoretical Framework

2.1 Teacher Leadership in Higher Education

In higher education, teaching extends beyond the transmission of disciplinary knowledge to encompass the leadership of learning processes within increasingly diverse and complex student populations (Rogers, 1995; Rogers & Dorfman, 1951; Zechuan & Kan, 2023). University teachers exercise leadership through the ways they structure academic tasks, guide student learning, and establish interpersonal relationships that shape students' engagement and developmental trajectories (Freire, 2000; Freire, 2017). Unlike school settings, higher education contexts are

characterised by expectations of growing learner autonomy, self-regulation, and responsibility, making the alignment between teaching leadership and student readiness particularly consequential (Blake et al., 1962).

Classroom-level leadership in higher education may be conceptualised along two interrelated dimensions: orientation toward academic tasks and orientation toward interpersonal relationships (Blake et al., 1962). This distinction, originating in leadership research, remains analytically useful for examining how teaching practices influence students' academic attitudes and behaviours in university settings. Task-oriented leadership emphasises goal setting, structuring of learning activities, performance monitoring, and assessment, while relationship-oriented leadership prioritises dialogue, emotional support, recognition, and student participation in the learning process. In higher education classrooms, these orientations are rarely enacted in isolation; rather, teachers combine them in varying ways depending on disciplinary norms, institutional expectations, and perceptions of student capability (Sluss, 2025).

2.2 Relationship- and Task-Oriented Leadership as Pedagogical Practices

The task–relationship leadership framework, initially articulated by Blake and Mouton, provides a foundation for analysing how leadership behaviours operate within teaching practices (Blake et al., 1962). Applied to higher education, task-oriented leadership corresponds to instructional practices that foreground clarity of expectations, organisation of academic work, and performance standards. Such practices may support student learning by providing structure and reducing ambiguity, particularly in early stages of academic development (Monteiro & Adler, 2022). However, when enacted rigidly, task-focused approaches may constrain students' sense of agency and undermine motivation, especially among learners who require greater relational support.

Conversely, relationship-oriented leadership emphasises the quality of teacher–student interaction, including trust, dialogue, and

emotional encouragement. In higher education, relational leadership aligns with pedagogical approaches that recognise students as emerging professionals and co-constructors of knowledge (Blake et al., 1962; Cho et al., 2018). Research suggests that supportive interpersonal relationships in university classrooms are associated with higher levels of engagement, persistence, and psychological well-being (Hersey, 1981). Nevertheless, an exclusive focus on relationships without adequate task structure may limit academic challenge and reduce students' opportunities to develop independence and competence.

2.3 Situational Leadership and Student Readiness in Higher Education

Situational leadership theory extends the task–relationship framework by emphasising the importance of adapting leadership behaviours to the readiness and maturity of followers (Hersey & Blanchard, 1969). In the context of higher education, this perspective is particularly relevant, as students enter university with heterogeneous levels of prior knowledge, academic skills, and motivational orientations. Student readiness is not static; it evolves across courses and semesters as learners encounter new academic demands and expectations.

From a situational perspective, effective teaching leadership involves calibrating the balance between task direction and relational support in response to students' developmental needs (Zhang et al., 2022). For example, students with lower levels of academic confidence or experience may benefit from clearer structure and guidance, whereas more mature students may respond positively to autonomy-supportive and relationship-based leadership. This adaptive approach positions teacher leadership as a dynamic pedagogical practice rather than a fixed personal style.

2.4 Student Maturity as a Developmental Construct

The concept of student maturity provides a developmental lens for understanding how leadership practices influence academic attitudes in higher education. Drawing on Argyris'

immaturity–maturity continuum, student maturity may be conceptualised along two dimensions: work maturity and psychological maturity. Work maturity refers to students' capacity to perform academic tasks independently, drawing on appropriate skills and knowledge. Psychological maturity encompasses willingness, motivation, and commitment to assume responsibility for learning and to persist in the face of academic challenges.

In higher education, maturity is a central educational outcome, closely linked to the development of self-directed learning and professional identity. Importantly, maturity is not solely an individual attribute but is shaped through interaction with instructional practices and institutional expectations. Teacher leadership behaviours that align with students' maturity levels may foster greater autonomy, engagement, and academic responsibility, whereas misalignment may contribute to disengagement or dependency (Hernández, 2019; Hernández, 2018).

2.5 Integrating Leadership and Student Development in Higher Education

Taken together, task–relationship leadership, situational leadership, and developmental conceptions of student maturity provide an integrated framework for examining classroom leadership in higher education. This framework positions teacher leadership as a mediating factor between institutional expectations and students' evolving academic capabilities (Argyris 1986; Argyris, 1993; Argyris 2009). By focusing on how leadership orientations relate to students' psychological and work-related maturity, the present study responds to calls for more empirically grounded analyses of teaching practices in higher education contexts.

Rather than identifying a single “best” leadership style, this framework emphasises adaptability and relational responsiveness as central to effective university teaching (Mendoza-González et al., 2022; Morales, 2019). Understanding how different leadership orientations are associated with student attitudes offers insights into how higher education instructors can support both

academic performance and developmental growth. This theoretical integration underpins the present study's examination of the relationship between teacher leadership styles and student maturity over the course of a semester in a public higher education institution.

3 Methodology

3.1 Research Design

This study adopted a quantitative, cross-sectional correlational design to examine the relationship between teacher leadership orientations and students' academic attitudes in a higher education context. The design was informed by a situational and developmental perspective on teaching leadership, which conceptualises leadership behaviours as relational and task-oriented practices associated with students' levels of psychological and work-related maturity. Data were collected over the course of a single academic semester to capture students' perceptions of leadership and their self-reported academic attitudes within a stable instructional context.

3.2 Research Context and Participants

The study was conducted at a public higher education institution belonging to the Tecnológico Nacional de México (TecNM), located in the Mexican Caribbean region. Two undergraduate programmes—Business Administration and Civil Engineering—were selected due to their contrasting disciplinary orientations, which were expected to involve different pedagogical demands and leadership practices.

Participants included 13 university teachers and 239 undergraduate students enrolled in courses taught by the participating instructors. Teachers represented a range of academic experience and disciplinary backgrounds. Students were enrolled across different semesters within their respective programmes. Participants were selected using random sampling procedures based on sample-size estimation formulas commonly applied in educational research, ensuring adequate representation within institutional constraints.

3.3 Instruments

Data were collected using four structured instruments designed to operationalise teacher leadership orientation and student maturity, consistent with the theoretical framework.

3.4 Two instruments were administered to teachers:

- M1 Scale (Teacher Leadership Orientation):

This scale assessed teachers' self-reported leadership orientation in the classroom, focusing on the degree to which their teaching practices emphasised task structuring (e.g., goal setting, organisation, monitoring) and relationship building (e.g., dialogue, emotional support, student involvement).

- M2 Scale (Perceived Student Maturity):

This instrument measured teachers' perceptions of students' work maturity (ability to perform academic tasks independently) and psychological maturity (willingness, responsibility, and commitment to learning), and the instructional responses teachers considered appropriate for different levels of student readiness.

3.5 Two instruments were administered to students:

- A1 Scale (Perceived Teaching Leadership):

This scale captured students' perceptions of their teachers' leadership orientation, identifying the relative emphasis placed on task-related guidance and interpersonal support.

- A2 Scale (Leadership Orientation Across the Semester):

This instrument assessed students' perceptions of the consistency and balance of task-oriented and relationship-oriented leadership behaviours throughout the semester.

The instruments employed Likert-type response formats, semantic differential items, and rank-order tasks to capture different dimensions of leadership and maturity. Instrument development drew on established leadership and

developmental theories, with items adapted and contextualised for higher education teaching.

3.6 Validity and Reliability

Content validity was established through expert review by scholars with experience in educational leadership and higher education pedagogy. Construct validity was examined using exploratory factor analysis to confirm the alignment of items with the theoretical dimensions of task orientation, relationship orientation, and student maturity. Internal consistency reliability was assessed using Cronbach's alpha coefficients, which indicated acceptable reliability levels for all scales. Statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS).

3.7 Data Collection Procedure

Data collection took place between August and October 2024, corresponding to a single academic semester. Instruments were administered in three stages to minimise respondent fatigue and to capture leadership perceptions across the instructional period. Teachers and students completed the questionnaires voluntarily during scheduled academic sessions, following standardised administration procedures.

3.8 Data Analysis

Descriptive statistics were calculated to summarise leadership orientations and student maturity levels. Pearson correlation analyses were conducted to examine the relationships between teacher leadership styles (task-oriented and relationship-oriented) and students' psychological and work-related maturity. Analyses were performed at the programme level and across the full sample to explore consistency of patterns. Statistical significance was evaluated using conventional thresholds, with attention paid to the magnitude and direction of observed relationships.

3.9 Ethical Considerations

The study received approval from the Institutional Research Ethics Committee of TecNM–Chetumal. Participation was voluntary,

and all participants provided informed consent prior to data collection. Anonymity and confidentiality were ensured by collecting no personally identifying information and by reporting results in aggregate form.

4 Results

4.1 Overview of Leadership Preferences Across Programmes

Analyses of students' preferred teaching leadership styles revealed broadly similar patterns

across the Civil Engineering and Business Administration programmes. As illustrated in **Figure 1**, instructors in both disciplines were perceived as responding to critical teaching situations using comparable leadership approaches, with no substantial disciplinary divergence. In both programmes, leadership styles characterised by a combination of task direction and interpersonal engagement were more frequently reported than styles reflecting low concern for both task and relationship dimensions.

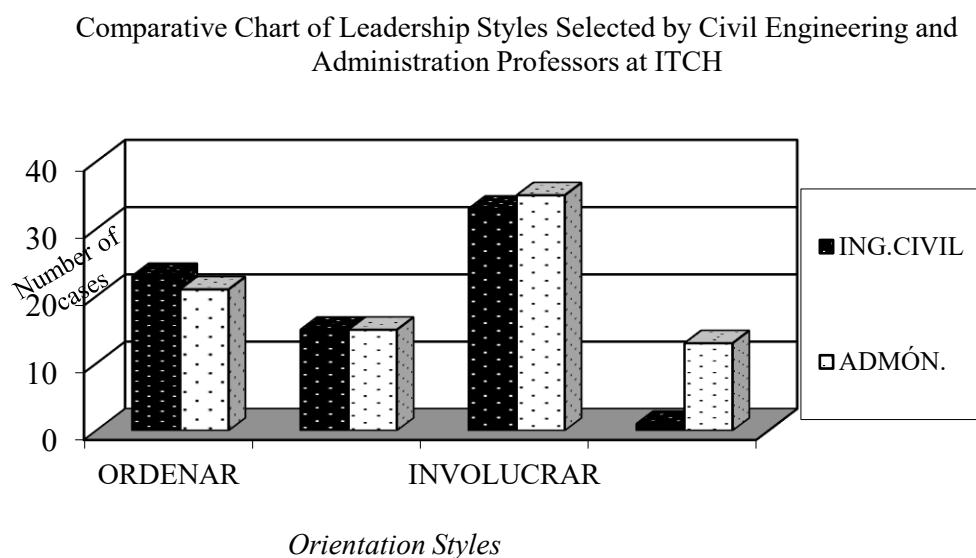


Figure 1: Comparison of preferential leadership styles

Students' responses on the A1 scale further indicated a general preference for leadership approaches that provided either strong task structure or a balanced combination of task and relational orientation. Across semesters, neither programme demonstrated a consistent preference for leadership styles characterised by low task involvement, suggesting that students expected some degree of instructional guidance regardless of disciplinary context.

4.2 Perceived Leadership Effectiveness

Perceived leadership effectiveness, derived from combined teacher and student ratings, was similar across programmes, with a marginally higher level reported in Civil Engineering courses (**Figure 2**). While Administration courses showed slightly greater variability in perceived effectiveness across semesters, overall differences between programmes were small, indicating comparable leadership dynamics within the two academic contexts.

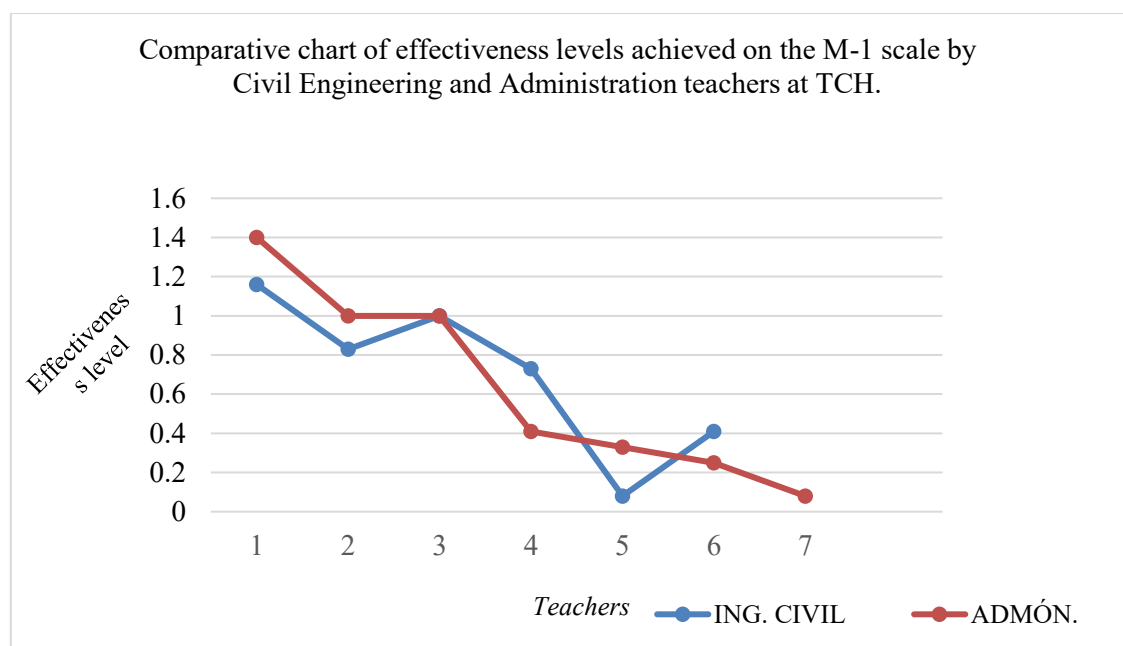


Figure 2: Comparative effectiveness

4.3 Leadership Orientation and Student Maturity: Overall Sample

Correlation analyses conducted across the full sample examined the relationship between

teachers' leadership orientations (task-focused and relationship-focused) and students' perceived work and psychological maturity (Table 1).

Table 1: Correlations between Teaching Leadership Orientation and Student Maturity (Overall Sample)

Leadership Orientation	Low Work Maturity	Moderate Work Maturity	High Work Maturity	Low Psychological Maturity	Moderate Psychological Maturity	High Psychological Maturity
Task-oriented leadership	.24*	.09	-.14	.26*	-.06	.00
Relationship-oriented leadership	-.34**	-.15	.44**	-.33**	.00	.25*

Task-oriented leadership showed a small but statistically significant positive association with low levels of work maturity ($r = .236$, $p \leq .05$) and low psychological maturity ($r = .263$, $p \leq .05$). No significant relationships were observed between task orientation and moderate or high levels of student maturity. These results indicate that task-focused leadership tended to be more prominent in contexts where students were

perceived as having lower readiness or independence.

In contrast, relationship-oriented leadership demonstrated stronger and more consistent associations with student maturity. A significant inverse relationship was observed between relationship orientation and low work maturity ($r = -.343$, $p \leq .01$), suggesting that higher

relational leadership was associated with a reduced perception of student immaturity. Relationship orientation was also significantly associated with higher levels of work maturity ($r = .436, p \leq .01$) and psychological maturity ($r = .245, p \leq .05$). These patterns indicate that relational leadership behaviours were more closely aligned with students perceived as demonstrating greater responsibility, engagement, and willingness to learn.

4.4 Programme-Level Patterns

Programme-specific analyses largely mirrored the trends observed in the overall sample. Within the Civil Engineering programme, task-oriented leadership was not significantly associated with any dimension of student maturity (Table 2). However, relationship-oriented leadership showed significant associations with both work and psychological maturity, including negative correlations with low maturity levels and positive correlations with moderate-to-high maturity levels (Table 3).

Similarly, in the Business Administration programme, task-oriented leadership did not demonstrate significant relationships with student maturity dimensions (Table 4). Relationship-oriented leadership was again more salient, displaying significant inverse relationships with low work maturity and significant associations with higher psychological maturity (Table 5). Although some variation was observed across semesters, the overall pattern indicated a consistent emphasis on relational leadership regardless of programme.

4.5 Summary of Key Findings

Across both programmes and the full sample, relationship-oriented leadership exhibited stronger and more consistent associations with students' psychological and work-related maturity than task-oriented leadership. Task-focused leadership appeared to be selectively associated with lower maturity levels, whereas relational leadership was linked to reduced perceptions of immaturity and higher levels of student readiness. These findings suggest that leadership practices emphasising interpersonal engagement play a central role in shaping

students' academic attitudes in higher education contexts.

5 Discussion

This study examined the relationship between teacher leadership orientations and students' psychological and work-related maturity in a higher education context, drawing on situational leadership and developmental perspectives. Three main findings emerge from the analysis. First, relationship-oriented leadership was more consistently associated with higher levels of student maturity than task-oriented leadership across both academic programmes. Second, task-oriented leadership appeared primarily in contexts where students were perceived as having lower levels of maturity. Third, programme-level differences were minimal, suggesting that these leadership-maturity dynamics may operate similarly across disciplinary contexts within the institution.

From a situational leadership perspective, the observed patterns suggest that university teachers adjust their leadership behaviours in response to students' perceived readiness for academic work. Task-oriented leadership showed small but significant associations with lower work and psychological maturity, indicating that instructors may increase structure, guidance, and control when students demonstrate limited autonomy or self-regulation. This finding aligns with situational leadership theory, which proposes that directive behaviours are most effective when learners lack the skills or confidence required to perform independently (Adhikary, 2017).

In contrast, relationship-oriented leadership demonstrated stronger and more consistent associations with higher levels of student maturity. Students who were perceived as more responsible, engaged, and psychologically ready tended to experience leadership characterised by interpersonal support, dialogue, and encouragement. From a developmental standpoint, this pattern suggests that relational leadership may both reflect and reinforce students' growing capacity for self-directed learning—a central goal of higher education. Rather than functioning solely as a motivational

strategy, relational leadership appears to be intertwined with students' progression toward academic and personal autonomy.

An important nuance in the findings concerns the relationship between relational leadership and student maturity. While relationship-oriented leadership was generally associated with higher maturity, some results indicated weaker or even inverse relationships under specific conditions. This apparent tension may be understood through the lens of situational leadership, which cautions against over-reliance on any single leadership orientation.

In higher education contexts, an exclusive emphasis on interpersonal support without sufficient academic challenge or task structure may unintentionally limit students' opportunities to develop independence and competence, particularly among learners with lower levels of readiness (Maqbool et al., 2024).

Relational leadership, therefore, should not be interpreted as inherently effective in all circumstances (Keerthigha & Singh, 2023). Instead, its effectiveness depends on how it is balanced with task-oriented practices that provide clear expectations, feedback, and intellectual challenge. These findings underscore the importance of adaptability in teaching leadership, rather than the adoption of fixed or ideologically preferred styles.

The findings have several implications for higher education teaching and professional development. First, they highlight the importance of recognising student maturity as a dynamic and heterogeneous characteristic within university classrooms. Students at different stages of academic development may require different combinations of relational support and task structure, even within the same course or semester.

Second, the results suggest that professional development initiatives in higher education should move beyond generic prescriptions for "student-centred" or "supportive" teaching. Instead, training should focus on developing instructors' capacity to diagnose students' developmental needs and to flexibly adjust

leadership behaviours accordingly (Cardenal et al., 2023). This includes knowing when to provide structure and direction and when to encourage autonomy and shared responsibility for learning.

Third, the limited differences observed between academic programmes suggest that leadership–maturity relationships may transcend disciplinary boundaries, reinforcing the relevance of adaptive leadership approaches across diverse fields of study. In institutional contexts characterised by increasing student diversity and massification, the ability of teachers to balance relational and task-oriented leadership may be particularly critical for supporting student engagement and persistence (Alvi et al., 2023).

This study contributes to higher education research by empirically linking classroom-level leadership practices with students' developmental readiness, an area that remains underexplored relative to institutional or managerial leadership. By integrating situational leadership theory with developmental conceptions of student maturity, the findings offer a framework for understanding teaching leadership as a relational and adaptive practice within higher education.

Future research could extend this work by employing longitudinal designs to examine how leadership–maturity relationships evolve over time, or by incorporating qualitative methods to explore how students and teachers interpret leadership behaviours in situ. Such approaches would deepen understanding of the mechanisms through which leadership practices influence student development in higher education contexts.

6 Limitations

Several limitations of this study should be acknowledged. First, the cross-sectional design precludes causal inferences regarding the relationship between teacher leadership and student maturity. Second, the study relied on self-reported measures from both teachers and students, which may be subject to social desirability or perceptual bias. Third, the relatively small number of participating teachers ($n = 13$) limits the generalisability of programme-level comparisons. Finally, data were collected

from a single public higher education institution, which may constrain the applicability of the findings to other institutional or cultural contexts. Despite these limitations, the study provides valuable insights into classroom-level leadership practices and their association with student developmental readiness in higher education, offering a foundation for future longitudinal and multi-institutional research.

7 Conclusion

This study examined the relationship between teacher leadership orientations and students' psychological and work-related maturity in a higher education context, drawing on situational leadership and developmental perspectives. The findings indicate that leadership practices enacted in university classrooms are meaningfully associated with how students engage with academic tasks and assume responsibility for their learning. Relationship-oriented leadership was more consistently linked to higher levels of perceived student maturity, while task-oriented leadership appeared primarily in contexts where students demonstrated lower levels of readiness and autonomy.

These results suggest that effective teaching leadership in higher education is not defined by the adoption of a single preferred style, but by the capacity of instructors to adapt their leadership behaviours to students' evolving developmental needs. Relational support appears particularly important in fostering students' psychological readiness and engagement, whereas task-focused guidance plays a complementary role when structure and direction are required. Importantly, the findings caution against over-reliance on either orientation, highlighting the value of a balanced and situationally responsive approach.

By focusing on classroom-level leadership rather than institutional management, this study contributes to a more nuanced understanding of teaching as a form of adaptive leadership in

higher education. The results underscore the need for professional development initiatives that support instructors in diagnosing student readiness and flexibly adjusting their pedagogical leadership practices. Such an approach may enhance student engagement, promote autonomy, and strengthen the overall teaching-learning process in contemporary higher education settings.

Declarations

Consent for Publication

Not applicable.

Availability of Data and Materials

The datasets generated and analyzed during the current study are available from the corresponding author on request.

Conflicts of Interest

The authors declare that they have no competing interests.

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Authors' Contributions

[B.V.] conceptualized the study, collected data, and drafted the manuscript. [F.J.] conducted the statistical analysis and reviewed the manuscript. All authors read and approved the final manuscript.

Ethics statement

This study complied with the ethical standards of the authors' institution. According to institutional regulations, formal ethics committee approval was not required for non-interventional survey research. All participants were adults and provided informed consent voluntarily. No identifying information was collected.

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Appendix

Table 2: Correlation between task-focused teaching leadership style and perceived maturity of Civil Engineering students.

	Maturity towards Work				Psychological Maturity			
	MT1	MT2	MT3	MT4	MP1	MP2	MP3	MP4
Teacher guidance	Low	Moderate low	Moderate high	High	Low	Moderate low	Moderate high	High

Task	Correlation coefficient	0.247	0.208	-0.085		0.250	0.151	0.040	-0.187
	Sig. (unilateral)	0.102	0.144	0.334	0.123	0.100	0.222	0.421	0.170
	N	28	28	28	28	28	28	28	28

Note: Pearson correlation coefficients between task orientation and student maturity in the Civil Engineering program.

Table 3: Correlation between relationship-focused teaching leadership style and perceived maturity of Civil Engineering students.

		Maturity towards Work				Psychological Maturity			
		MT1	MT2	MT3	MT4	MP1	MP2	MP3	MP4
Teacher guidance				Moderate			Moderate	Moderate	
		Low	Moderate low	High	High	Low	Low	High	High
				high			low		
Relationship	Correlation coefficient	-.336 *	-0.016	.448 **	.554 **	-.327 *	0.217	.445 **	.551 **
	Sign (unilateral)	0.040	0.468	0.008	0.001	0.045	0.133	0.009	0.001
	N	28	28	28	28	28	28	28	28

Note: Pearson correlation coefficients between relationship orientation and student maturity *p≤.05; **p≤.01 (highest scores are highlighted in red, starting at r= -.333 and r=.245; p≤.01).

Table 4: Correlation between task-focused teaching leadership style and perceived maturity of Bachelor of Business Administration students.

		Maturity towards Work				Psychological Maturity			
		MT1	MT2	MT3	MT4	MP1	MP2	MP3	MP4
Teacher guidance									
		Low	Moderate low	Moderate high	High	Low	Moderate low	Moderate high	High
Task	Correlation coefficient	0.256	0.261	-0.116	-0.201	0.321	0.029	0.055	0.038
	Sig. (unilateral)	0.188	0.179	0.557	0.305	0.096	0.885	0.780	0.849
	N	28	28	28	28	28	28	28	28

Note: Pearson correlation coefficients between task orientation and student maturity in the Bachelor's Degree in Administration *p≤.05; **p≤.01.

Table 5: Correlation between relationship-focused teaching leadership style and perceived maturity of Bachelor of Business Administration students.

		Maturity towards Work				Psychological Maturity			
		MT1	MT2	MT3	MT	MP1	MP2	MP3	MP4
Teacher guidance			Moderate	Moderate	Hig	Low	Moderate low	Moderate high	High
		Low	low	High					
Relationship	Correlation coefficient	-.348*	-.359*	-.357*	0.30	-0.305	-0.215	-.447**	-0.063
	Sig. (unilateral)	0.035	0.030	0.031	0.05	0.057	0.136	0.009	0.376
	N	28	28	28	28	28	28	28	28

Note: Pearson correlation coefficients between Relationship Orientation and Student Maturity in the Bachelor's Degree in Administration * $p \leq .05$; ** $p \leq .01$.