



## COMPARING THE IMPORTANCE OF MANAGERIAL AND LEADERSHIP BEHAVIORS FROM VIEWS OF SCHOOL PRINCIPALS AND TEACHERS

Amin Mohammadi  
University of Sistan and Baluchestan  
Department of Education, Zahedan, IRAN  
[a\\_mohammadi88@yahoo.com](mailto:a_mohammadi88@yahoo.com)

Habibe Alaie  
University of Sistan and Baluchestan  
Department of Education, Zahedan, IRAN  
[habibealaie@yahoo.com](mailto:habibealaie@yahoo.com)

Assist. Prof. Dr. Abdulwhab Pourghaz  
University of Sistan and Baluchestan  
Department of Education, Zahedan, IRAN

### Abstract

Present study has been conducted to compare importance of managerial and leadership behaviors from views of schools' principals and teachers in Zahedan.

Participants were 59 school principals, were selected by systematic random sampling and 118 teachers were selected by simple random sampling from subset of same principals. Participants responded to the leadership behavior Inventory (Couzes and Pasner's, 1987) and to the managerial behavior Inventory (Peterson, 2000). Results were analyzed by using, paired T-test and independent T-test.

Study findings showed that Encourage the heart is the most important from the view of principals and modeling the way is the most important from the view of teachers. Also, Challenging is the least important from the view of teachers and principals. Analyses of data showed that principals and teachers paid attention equally to leadership and managerial behaviors. The Results also showed that female principals paid more attention to leadership and managerial behaviors than male principals. Furthermore, results showed that male and female teachers paid attention equally to leadership and managerial behaviors.

**Key Words:** Managerial behavior, leadership behavior, school principals, teacher.

### INTRODUCTION

In every organization, leadership and management are a key process and the most important factor for success or failure of an organization (Anand, 2010). There is an emphasis on educational leadership, leaders' preparation and leaders' roles in the twenty first century educational system (Lyles, 2009). Because, the leaders in educational organizations are significant due to their constructive role in making the future of society (Boyd, 2004). Kouzes & Posner reasoned that the leadership is a set of skills that can be acquired (Posner, 2010); and, leadership is the management which is, a combination of official ranks, knowledge, information, intelligence, bravery and severity (Collins, 2002), and causes the vision and relationship among the staff (Palmgren, 2010). Leaders and managers penetrate their staff through their behaviors (Shamir, et al, 2005), Due to that the staffs' understanding of leadership and management is influenced by the leadership and managerial behaviors of the managers (Burke, et al, 2009). Thus, awareness of differences between the management and leadership behaviors in creating the organization, organization changes and guiding the organizational teams are important (Bolzmann, et al, 2007), and influences on the improvement and performance constancy of the

organization. Managers and leaders have different points of view towards the aims, working concepts, personal style and understandings (Weaver & Usaf, 2001). School leaders' (educational) roles, education improvement and students learning (Usdan, et al 2000; Watson, 2009), and school (educational) principals' roles are to guide the activities in order to achieve the goals (Bush, 2008) and to cause the discipline and stability in the organization (Collins, 2002). So, even though there are obvious differences between management and leadership, these two concepts overlap with each other and complete each other (Weaver & Usaf, 2001); for example, when managers penetrate in the group to have the staff evolved for aims they play leadership role and when they are put in the process of planning, organizing, guidance and controlling the activities, they do the role of management (Farahbakhsh, 2007). Peterson determines the management behaviors in more details and considers them to include reward, Delegation of authority, role clarification, goal setting, supervision, Training, informing, coordinating, work facilitation and discipline (White, 2005).

Since 1940, researchers have been inclined to determine the leadership behavior, especially influential leaders' behaviors. In the late 1930s, at IOWA University three kinds of leadership behaviors were determined, Democratic style, Autocratic style and Laissez Faire style (Morero, et al, 2007). In the late 1940s and 1950s, advanced researches were conducted at Ohio and Michigan universities; at Ohio university two kinds of leadership behavior were determined; Task based and Relation based (Mc Guire & Silvia, 2009). At Michigan university two kinds of leadership behavior were determined; Employee Orientated and Production Orientated (Madlock, 2008). According to Kouses and Posner leadership behavior consists of: modeling the way, inspiring a shared vision, challenging the process, enable others to act and encourage the heart (Condren & Martin, 2006). As regards, in this study, this view of leadership was investigated, we explain features of it.

**1) Modeling the way:** leaders have a bright view about their business value and beliefs; therefore, they matched their behaviors with these values, using modeling the way from what they expect, they put the people in their wanted way to act (Russell, 2000). Thus, modeling the way is, considering the sample and model and planning for little victories (Razzalli, 2007).

**2) Inspiring a shared vision:** Leaders make a vision of future in their minds and this picture leads them forward (Weaver & Usaf, 2001). So, inspiring a shared vision consists of, future imagination and attracting others to follow the future (Gatlin, 2010).

**3) Challenging the process:** Leaders are looking for opportunities to change the current situations and to perform these actions they risk and accept it as an inevitable educational opportunity (Kozes, & Posner, 2001). Therefore, challenging the process includes, searching for opportunities for experiment and risking and finding the ways for changing the current conditions (Hyatt, 2010).

**4) Enabling others to act:** Successful leaders propagate the cooperation (Fullan, 2007), they know, for achieving the goals, a person should feel self-power and ownership and leaders should provide this feel for people (Stumpf, 2007). Thus, Enable others to act consists of developing the cooperation and encouraging the persons (Gatlin, 2010; Timothy & Cox, 2007).

**5) Encourage the heart:** Leaders increase the passion in their staff, with encouraging and appreciating them and encourage them to work (Razzalli, 2007). Thus, Encourage the heart includes, recognizing other's participation and distinguishing other's roles and celebrating success and achievements (Zagorsek, et al, 2006). Riley (1991) about the importance of managerial behaviors, stated that Encourage the heart is the least important behavior among the five behaviors. Elliot's (1990) showed that modeling the way is the most important factor from the view of trainers. Research findings of Okorie (1990) in the field of leadership behaviors indicated that teachers' understanding is remarkably different with those of principals. Quitugua (1990) revealed that leadership behaviors in male and female teachers are different from female and male principals (Manning, 2004). Also, Osborn's & Vicars showed that sex does not influence leadership behavior (Osborn & Vicars, 1976; Kipnis, 1983). Naeemullah (2010) showed that female principals show better managerial behaviors.

So, principals are expected to act in schools as leader, because the success of a school in the way of achieving goals depends on the capability of principal in the field of staff leadership (Farahbakhsh, 2007). Then, the existence of adequate managerial and leadership behaviors based on the school situation is one of the factors of success in educational aims. The main aim of the present article is to investigate the differentiation of inclination towards managerial and leadership behaviors of school principals from the view of principals and teachers and also comparison between female and male principals. Therefore, this research is looking for the answers to these questions. 1) How important are the subscales of leadership behaviors from the view of principals and teachers? 2) Which is more important to principals and teachers, leadership behaviors or managerial behaviors? 3) Does the gender of principals and teachers in the field of caring leadership and managerial behaviors make any difference?

## METHOD

The descriptive survey model was employed in the study. Participants were 59 (34 male and 25 female) school principals of high school of Zahedan City, were selected by systematic random sampling and 118 (68 male and 50 female) teachers were selected by simple random sampling from subset of same principals.

The participants responded to two inventories: 1) Leadership Behavior Inventory (Couzes and Pasner's, 1987): This Inventory consisted of 5 subscales (Challenging the process, Modeling the way, Encourage the heart, Enable other to act and inspiring a shared vision) including 5 items for each subscale with a 5 point Likert scale (25 items total). 2) Managerial Behavior Inventory (Peterson, 2000): This Inventory consisted of ten subscales, which assess the managerial behaviors, such as: reward, permission giving, clarity of roles and aims, aim adjustment, supervision, education, informing, coordination, facilities and performance of working and discipline. This subscales assessed by 10 items, each item is rated on a five-point Likert scale.

Apart from having good internal and external validity, the leadership behavior inventory and managerial behavior inventory also have been successful in obtaining good reliability data. Reliability estimates for the scales in the two inventories were obtained through Cronbach's (1951) alphas. Generally the Cronbach alpha coefficients in the present study are 0.86 for leadership behavior inventory and 0.74 for managerial behavior inventory. The obtained data was analyzed by employing some statistical techniques such as descriptive statistics, paired T-test and independent T-test techniques.

## FINDINGS

### Question 1: How important are the subscales of leadership behaviors from the view of principals and teachers?

Results of table 1 show that encourage the heart is the most important from the view of principals and modeling the way is the most important from the view of teachers. Also, challenging is the least important from the view of teachers and principals.

Table 1: Mean and standard deviation leadership behavior subscales'

Leadership behavior subscales'	Principals		Teachers	
	M	S.D	M	S.D
Challenging the process	42.92	4.40	41.77	4.57
Inspiring a shared vision	45.12	4.98	45.02	3.86
Enable other to act	43.52	4.95	44.25	3.59
Modeling the way	45.77	3.75	45.08	3.32
Encourage the heart	46.16	3.58	44.82	3.42

**Question 2: which is more important to principals and teachers, leadership behaviors or managerial behaviors?**

To analyze the related results of this question, paired T-test was applied and results are shown in table-2 and table-3.

Table 2: Comparison between the importance of leadership behaviors and managerial behaviors from the view of principals

	n	M	S.D	df	t	sig
Importance Leadership Behaviors	59	45.02	3.11	58	0.83	0.40
Importance Managerial Behaviors	59	44.71	4.25			

As shown in table-2, because of ( $t=0.83, p>0.05$ ) there is no statistically significant difference between the mean scores importance of leadership behaviors and managerial behaviors from the view of principals. So we can claim that the importance of leadership behaviors and managerial behavior are same to principals.

Table 3: Comparison between the importance of leadership behaviors and managerial behaviors from the view of teachers

	n	M	S.D	df	t	sig
Importance Leadership Behaviors	118	44.45	2.83	117	1.64	0.10
Importance Managerial Behaviors	118	44.85	3.72			

As shown in table-3, because of ( $t=1.64, p>0.05$ ) there is no statistically significant difference between the mean scores importance of leadership behaviors and managerial behaviors from the view of teachers. So we can claim that the importance of leadership behaviors and managerial behavior are same to teachers, too.

**Question 3: Does the gender of principals and teachers in the field of caring leadership and managerial behaviors make any difference?**

To analyze the related results of this question, independent T-test was applied and results are shown in table-4 and table-5.

**Table 4:** Differentiation between the importance of managerial and leadership behaviors from the view of principals based on gender

	Gender	n	M	S.D	df	t	sig
Leadership Behaviors	Male	34	44.04	3.32	57	-2.99	0.004*
	Female	25	46.35	2.25			
Managerial Behaviors	Male	34	43.38	4.24	57	-2.98	0.004*
	Female	25	46.52	3.59			

\* $p<.001$

As shown in table-4 because of, for leadership behaviors ( $t=2.99, p<0.01$ ) and for managerial behavior ( $t=2.98, p<0.01$ ) there is statistically significant difference between the mean scores of principals on gender and indicates female principals paid more attention to leadership and managerial behaviors than male principals.

Table 5: Differentiation between the importance of managerial and leadership behaviors from the view of teachers based on gender

	Gender	n	M	S.D	df	t	sig
Leadership Behaviors	Male	68	44.46	2.82	116	0.04	0.96
	Female	50	44.43	2.87			
Managerial Behaviors	Male	68	44.94	3.56	116	0.28	0.77
	Female	50	44.74	3.95			

As shown in table-5 because of, for leadership behaviors ( $t=0.04$ ,  $p>0.05$ ) and for managerial behavior, ( $t=0.28$ ,  $p>0.05$ ) there is no statistically significant difference between the mean scores of teachers on gender.

## DISCUSSION AND CONCLUSION

The purpose of the present study was to compare importance of managerial and leadership behaviors from views of schools' principals and teachers. The results of the first question of research demonstrated that among the leadership behaviors, from the view of principals, encourage the heart, and from the view of teachers modeling the way is the most important. The current results are consistent with the result of study that carried out by Elliott (1990), but this finding does not match with Riley's (1991) research results. In this connection, we can reason that encourage the heart is important for principals because using encouraging the heart they can increase the cooperation and bring success to the organization. Also, modeling the way is important for teachers because, leaders using modeling the way, from what they expect, put persons in their ways to act and facilitate the way for persons to achieve the goals. Results also showed that among the leadership behaviors from the view of principals and teachers, challenging process is the least important, because challenging the processes may cause principals and teachers to encounter with some barriers that breeds failure to them and changes the situation. The results of the second question of research showed that principals and teachers paid attention equally to leadership and managerial behaviors, that these findings do not match Okorie's (1990) research findings.

The results of the third question of research demonstrated that female principals paid more attention to leadership and managerial behaviors than male principals. The probable cause of this difference is that male principals are more risk-taking than female principals; it's possible that men due to having more confidence, without considering the managerial leadership behaviors, saw themselves capable of doing the duties. Furthermore, results showed that there is no meaningful differentiation between male and female teachers based on leadership and managerial behaviors. This similarity between the view of male and female teachers can prove that male teachers were not in the place of managerial duties, to benefit them their risking power or self-confidence. In conclusion, both groups, male and female, expressed their opinions orally and similar results were gained. The current results are consistent with the results of studies that carried out by Quitugua (1990) and Naeemullah (2010).

Since the principal should supervise the school matters and at the same time play management and leadership roles, so it is recommended for principals to be trained to reform their expectations from their duties and utilize the managerial and leadership behaviors adequately.

**WJEIS's Note:** This article was presented at International Conference on New Trends in Education and Their Implications - ICONTE, 26-28 April, 2012, Antalya-Turkey and was selected for publication for Volume 2 Number 2 of WJEIS 2012 by WJEIS Scientific Committee.

## REFERENCES

Anand, R. (2010). Emotional Intelligence and Its Relationship with Leadership Practices. *International Journal of Business and Management*, 5(2), 65-76.



Bolzmann, eopoldo Arias, Stough, Stanley J, Somarajan, C and Polo, L. G. (2007). Leadership Practices: A Comparison between Chile and the United States. *Journal of Business and public Affairs*, 1(2), 1-13.

Boyd, W. L. (2004). Educational Leadership. *International Encyclopedia of the Social & Behavioral Sciences*, 4272-4276.

Burke, R. J., Matthiesen, B. and Einarsen, S. (2009). Workaholics Perceive How Bosses Behave. *SCMS Journal of Indian Management*, 6(1), 26-37.

Bush, T. (2008). Leadership and Management Development in Education. London, Hawker Brownlow Education.

Collins, D. B. (2002). *The Effectiveness of Managerial Leadership Development Programs: a Meta- Analysis of Studies from 1982-2001*. Dissertation for Degree of Doctor of Philosophy, West Virginia University.

Condren, T. and Martin, B. N. (2006). What Does Emotional Intelligence and Gender Have to Do with Leadership Effectiveness or Does It? *Advancing Women in Leadership Online Journal*, 21.

Elliott, R. D. (1990). *Identifying and Analyzing the Practices Utilized by Coaches in Achieving Their "Personal Best" in Coaching*. Master's Thesis, Professional Studies (Educational Administration), Iowa State University.

Farahbakhsh, S. (2007). Leadership in Administration: Concepts, Theories and Perspectives. *Academic Leadership the Online Journal*, 4(1).

Fullan, M. (2007). *Educational leadership*. San Francisco: Jossey Bass, by John Wiley & Sons, Inc.

Gatlin, C.G. (2010). *The Impact of Participation Oncology Nursing Society Leadership Development Institute on Sustainable Leadership*. A Dissertation Doctor in Philosophy, Northwestern State University, University of St. Francis.

Hyatt, K. (2010). The Influence of Leadership Practice Challenging the Process on Perceived Organizational Support. *ASBBS Annual Conference*, 17(1), 351-361.

Kipnis, D. (1983). Sex of Leader, Leader Behavior, and Subordinate Satisfaction. Department of Industrial Relations and Organizational Behavior, USA and Department of Psychology, Temple University, USA. *Journal sex Roles*, 9(1), 31-42.

Kozes, J.M. and Posner, B.Z. (2001). *Leadership Practice Inventory (LPI)*. Jossey Bass, San Francisco.

Lyles, N.B. (2009). *An Examination of the Relationship between the Leadership Styles of Blue Ribbon School Administrators and Student Achievement*. Dissertation for Degree Doctor of Philosophy, Capella University.

Madlock, P.E. (2008). The Link between Leadership Style, Communicator Competence and Employee Satisfaction. *Journal of Business Communication*, 45(1), 61-78.

Manning, R. L. (2004). *A Comparative Analysis of Leadership Skills: Military, Corporate, and Educational as a Basis for Diagnostic Principal Assessment*. Doctoral Dissertation, Drexel University.

Mc Guire, M. and Silvia, C. (2009). *How good? The Impact of Leadership o Network Effectiveness*. Indiana University- Bloomington, USA. Paper prepared for Public Management Research Association Conference, Columbus, Ohio ,October 1-3, 2009.

Morero, F., Cuadrad, I., Navas, M. and Morales F. (2007). Relations and Effects of Transformational Leadership: A Corporative Analysis with Traditional Leadership Styles. *Spanish Journal of Psychology*, 10(2), 358-368.





Naeemullah, K., Hafiz, I. (2010). The Managerial Behavior of Secondary School Heads in Punjab (Pakistan). *Educational Research and Reviews*, 5 (4), pp. 189-192.

Okorie, A. N. (1990). *A Comparison of the Perceptions of School-Based and Centralized-Management Administrators and Teachers Toward Leadership Practices*. Doctoral Dissertation, Baylor University Waco, Texas.

Osborn, R. N and Vicars, W. M. (1976). Sex Stereotypes: An Artifact in Leader Behavior and Subordinate Satisfaction Analysis? *The Academy of Management Journal*, 19(3), 439-449.

Palmgren, H. (2010). *Leadership in a Small Enterprise*. The degree of Doctor of Science in Technology. Faculty of Information and Natural Sciences, Aalto University School of Science and Technology.

Posner, Barry Z. (2010). *Psychometric Properties of The Student Leadership Practices Inventory*. [http:// www. Media. Wiley.com](http://www.Media.Wiley.com).

Razzalli, F. B. (2007). *Roles, Skills and Personal Characteristics of Project Management in Construction Industry*, Faculty of Civil Engineering University Technology Malaysia.

Riley, C. H. (1991). *Superintendents' Leadership Behaviors Which Promote the Instructional Leadership of Principals*, Doctoral Dissertation, College of Graduate and Professional Studies University of La Verne La Verne, California.

Russell, L and Jeff. (2000). *RCI.s 360<sup>o</sup> Leadership Assessment Services*, Russell Consulting, Inc.

Shamir, B., Dayan H. and Adler, D. (2005). Leadership by Biography: Towards a Life- Story Approach to the Study of Leadership. *Journal Leadership*, 1(1), 13-29.

Stumpf, D.S. (2007). *The Administration of Higher Education Extended Campus Locations with a Distance Learning Component an Analysis of Best Leadership Practices at Columbia College*. A Dissertation Doctor of Education, Armstrong Atlantic State University.

Timothy, P and Cox, E. P. (2007). Leadership Practices of Elementary School Principals. *Curriculum Specialist South Carolina Department of Education Office of School Quality*, 4(2), 1-10.

Usdan, M., McCloud, B and Podmostko, M. (2000). *Leadership for Student Learning Reinventing the Principalship*. Institute for Educational Leadership.

Watson, L. (2009). Issues in Reinventing School Leadership: Reviewing the OECD report on improving school perspective. *Journal of the Australian Council for Educational Leaders*, 15(1), 1-14.

Weaver, N.E and Usaf, Lt Col. (2001). *Developing Aerospace Leaders for the Twenty- First Century*. Project Air Force Santa Monica, California.

White, K .A. (2005). *A comparison of Management and Leadership Skills Critical to the Perincipalship as Perceived by Superintendents in Selected Independent School Districts in Texas*. A Dissertation Doctor of philosophy, Texas A & M University.

Zagorsek, H., Stough, S. J and Jaklic, M. (2006). Analysis of the Reliability of the Leadership Practices Inventory in the Item Response Theory Framework. *International Journal of Selection and Assessment*, 14(2), 180-191.