

# THE RELATIONSHIP BETWEEN PRINCIPALS' LEADERSHIP STYLES WITH PERFORMANCE OF PHYSICAL EDUCATION TEACHERS IN SECONDARY SCHOOLS IN WESTERN PROVINCES OF IRAN

Mehrab Jalilzadeh<sup>1</sup>, Hodayun Abbasi<sup>2</sup>, Sardar Mohammadi<sup>3</sup>

<sup>1</sup> Young researches club, science and research branch, Islamic Azad University, Kurdistan,

<sup>2</sup> Department of Physical Education and Sport Science, Kermanshah University,

<sup>3</sup> Department of Physical Education and Sport Science, University of Kurdistan, Sanandaj, IRAN.

<sup>3</sup> [sardarmohammadii@gmail.com](mailto:sardarmohammadii@gmail.com)

## ABSTRACT

*The aim of this study was to investigate the relationship between principals' leadership styles with Performance of physical education teachers in secondary schools in western provinces of Iran. This study was a descriptive-correlation, and the statistical community included all physical education teachers and students of secondary level schools in the West region of Iran (Ilam, Kermanshah, Kurdistan, Lorestan) in 2012-2013. Using cluster sampling, 300 students and 300 teachers were selected as sample. Data were gathered using Likert style questionnaire and Babae et al efficiency questionnaire (2003). Reliability coefficient of the questionnaires was calculated using Cronbach's Alpha for the two mentioned questionnaires and the results were respectively 0/83 and 0/81. For data analysis, inferential test of Kolmogorov - Smirnov was used, and to determine the normal distribution of the data, Pearson correlation and multiple regression analysis were used. The results showed that the correlation coefficient between the leadership style of principals and performance of teachers was equivalent to 0/16. In other words 26% ( $r^2=26\%$ ) of the efficiency variance is explained by Likert leadership style dimensions. In addition, the findings from the multiple regressions showed that the dimensions of leadership style together could not express a significant influence on teachers' performance. However, investigation of each dimension alone showed that among Likert management styles, only partnership and consultative styles could have a significant influence on teachers' performance.*

**Keywords:** Leadership Style, Efficiency, Physical Education Teachers, Secondary Schools

## INTRODUCTION

Progress of any society depends on the development of management system in that society. The role of principals and employees is important in this regard. Management is in fact coordination of human and material resources to achieve organizational objectives in a way that is acceptable to society (Jasbi, 2011). Leadership, as one of the important tasks of management, comprises the science and art of influencing people in order to achieve objectives (Khalkhali et al, 2011). Leadership or management style determines the atmosphere, culture, and strategies dominating the organization. Leadership style is made of a set of attitudes, traits, and skills in the principals formed based on four factors: values, trusting employees, leadership orientation, and a sense of security shaped in important situations (Ming-Ten et al, 2011). Leadership style of the principals shows how they interact with their employees (Pirkhaefi, 2009). Each principal performs their main tasks behaving in a way that might have differences with other principals. These consistent types of behavior that principals apply with others at work are called leadership styles (Zarnoosheh Farahani et al, 2007).

When communicating with the follower, the leaders' communication is a mixture of attributes, skills and behaviors collectively called leadership style (Kannz et al, 1978). Likert introduced four leadership styles based on his findings which are:

1. Autocratic style: the principal trusts very little in their employees, he takes the important decisions and issues orders to subordinates. Communication is top down. 2. Benevolent style: the principal with relative trust in employees tries to subjugate employees and support them. The situation is similar to the relationship between lord and vassal. Principal decides, and the employees are involved on a very limited extent in decision-making process. Communication is top down. 3. Consultative style: the principal has more trust and confidence in making decisions with the employees and there is a bilateral communication. The employees participate in decision-making, but only what the principal accepts would be implemented. 4 - Participative Style: the principal fully trusts employees, and they are all equal in making and implementing decisions (Seyyedi et al 2009). Research has shown that principals' leadership style is related to effectiveness, efficiency and productivity of organizations. Efficiency involves doing things correctly in the organization, i. e. decisions are made to reduce costs, increase production and improve product quality (Taheri, 1999). Ziaee (2003) in a research entitled: "investigation about the relationship of management style with the efficiency of teachers in primary school in Gorgan concluded that applying participative style in educational centers had the most efficiency and autocratic style had the least efficiency, and applying consultative and submissive styles in management of training institutes are remarkably efficient. Mosaddegh Raad (2005), in a research entitled "Investigation of Leadership Styles of Principals and the Efficiency of University Hospitals in Isfahan" came to the conclusion that a participative management style has been dominant in view of principals and the staff in the research sample.

Sterman (2010) in a research entitled: "Leadership Styles in West Germany" performed on 90 company principals, concluded that free nature leadership style usually creates better spirit and leads to better product quality. While the autocrat leader, who is aggressive, unfriendly and controlling, he usually harms the spirit and performance of people. Adeyemi (2011) in a research entitled: "Leadership Styles of Principals and Vocative Performance of Teachers in Secondary Schools in Ondo Province in Nigeria" reports democratic leadership style as the most common leadership style at schools in Nigeria, and the next style used by principals after the abovementioned style was laissez-faire leadership style.

Rajabi (2012), in a study entitled " Evolutionary Leadership: the impact on organizational results and leadership appearance" examines the relationship between principals' leadership styles with athletic performance of Tabriz players and the results achieved indicated that the coaches used autocratic leadership style less and applied more participative and educational leadership styles. Another finding was that participative leadership style is in positive association with the success of the athletic. Kumar (2012), in a study titled "Principals' Leadership Style and their Performance and Effectiveness in Schools of Dubai" achieved the result that leadership style of principals has a direct relationship with their efficiency and effectiveness influencing their effectiveness, although the leadership style of principals are different in terms of school level and sex. Ibrahim and Shakya, (2013), in their study examined the relationship between principals' leadership style and job performance of teachers in secondary schools in Dubai concluding that the school principals in secondary schools use participative leadership style more while using less autocratic leadership style as a result boost favorable performance of the teachers.

Considering that the principals have important and essential roles in leading expert and efficient human force in all fields and consequently, education as a subset plays an important role in training effective and efficient human resources, the category of leadership style for school administrators is considered an effective factor in department of education. Also, physical

education teachers as the staff that differ from other teachers communicate better and more effectively with their students and exert more positive effects on them, so choosing suitable leadership style can increase the efficiency of physical education teachers that consequently play an important role in educating students. So, given the above, the main question in this research is whether the leadership style of principals and performance of PE teachers in secondary schools in Western provinces of Iran are related?

## METHODOLOGY

This study was a descriptive-correlation; the statistical population included all physical education teachers and students of secondary level schools in the West region of Iran (Ilam, Kermanshah, Kurdistan, Lorestan) in 2012-2013. To select sample of students from province center, 3 boys' schools and 3 girls' schools were selected by cluster random sampling. From the total population of teachers (1,100 people), 285 people were selected according to Krejcie & Morgan table, which as a result of downfall 300 questionnaires were distributed, and 290 questionnaires were collected at the end. Data were gathered using a Likert style questionnaire and Babae et al efficiency questionnaire (2003) To determine the reliability coefficient of questionnaires, Cronbach's alpha coefficient was used and the coefficient value obtained for both questionnaires were respectively 0/83 and 0/81. For data analysis of the inferential statistics, Kolmogorov - Smirnov test was used to determine the normal distribution of the data, and the Pearson correlation coefficient was used to determine the relationship between the components, and multiple regression analysis was used to determine the contribution of variables in the prediction.

## FINDINGS

Based on the descriptive indicators, 65% of the subjects were male (190 people), and 35% were female (n = 100) most of whom (more than 57 percent) were aged between 30 and 40 years and about 50 percent had 5 to 10 years of experience and approximately 60 percent had a bachelor's degree.

The investigation of the relationship between leadership styles of principals and PE teachers' performance, showed a significant positive correlation between all dimensions of Likert style leadership and teacher performance: with the increase of each Likert leadership style at schools and their use of leadership style, the efficiency of schoolteachers increased. The results also showed that from among Likert leadership styles, the consultative and participative styles of leadership had significant correlation with the performance of the teachers at 0/005, but two other styles (authoritarian and benevolent) failed to have a significant relationship with teacher performance.

**Table 1. Correlation between principal leadership styles and the efficiency of teachers**

<i>Independent Variables</i>	<i>Teacher Performance</i>		
	<i>Frequency</i>	<i>Correlation Coefficient</i>	<i>Significance Level</i>
Autocratic style	290	1180/	0450/
Benevolent style	290	0930/	1150/
Consultative style	290	356*0/	0130/
Participatory style	290	401*0/	0050/

05/0\*≤

To evaluate the extent to which the dimensions of leadership style can predict the effectiveness of secondary school physical education teachers in Western provinces of Iran, the simultaneous multiple regression model was used. In this model, the dimensions of leadership style for principals were considered as independent variables and its impact on teacher performance was evaluated. The following table shows the predicted leadership style dimensions about the performance of teachers. According to Table 2, it is clear that the correlation between leadership style and performance of teachers is 16 hundredths. In other words, the efficiency variance 0/26% ( $R^2=0/26$ ) of the teachers is explained by Likert leadership style.

**Table 2. Regression Model Summary**

<i>Index</i>	<i>R</i>	<i>R2</i>	<i>Adjusted R2</i>	<i>The standard error of estimate</i>	<i>Durbin- Watson</i>
Value	1610/	0260/	0120/	1480/	520/1

Also note that  $r^2 = 12\%$ ,  $P = 0/112$ ,  $F (285/2) = 1/889$ , therefore the value of F at  $P < 5\%$  is not significant. On the other hand, all squares explained by the performance of teachers' Likert leadership style is not enough to be able to have a significant explanation of the teachers' performance.

Table 3 separately examines the impact of individual leadership styles on the efficiency of individual teachers. The table indicates that although Likert leadership styles together did not provide a significant explanation of the teacher's, but the investigation of each style contribution shows that participative style at  $P < 5\%$  is significant. Namely, only the Likert participatory and consultative leadership styles could have significant effects on the efficiency of teachers, and two other methods have failed to predict significantly the performance of teachers.

**Table 3. Regression Coefficients of Leadership Styles with Performance of Teachers**

<i>Management Styles</i>	<i>Non-Standardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
Autocratic	075/0	050/0	179/0	493/1	137/0
Benevolent	013/0	060/0	030/0	224/0	823/0
Consultative	47/0	044/0	514/0	058/3	0/006
Participatory	03/0	057/0	418/0	821/2	040/0

**DISCUSSION AND CONCLUSION**

Leadership as one of the important tasks of management comprises the science and art of influencing people in order to achieve goals. Leadership or management style determines the atmosphere, the culture and dominant strategies dominating organization. Leadership style is undoubtedly the correct guidance for employees to follow organizational goals. Applying the best style of management or leadership will lead to increased effectiveness and efficiency of the staff. Considering this, the present study examined the relationship between principals' leadership styles and effectiveness of physical education teachers in provincial center schools in West of Iran (Ilam, Kermanshah, Kurdistan, Lorestan).

The main result of the present study was that the leadership style is positively associated with physical education teachers' efficiency and the results are consistent with the results obtained by Ziaee (2003). On this basis, it could be concluded that choosing the type of leadership style is among the important tasks of the principal and that the efficiency of the organization and the staff depends on the leadership style. An effective leader must be flexible in various situations. Although different researches have shown that there is no best leadership style, but choosing suitable leadership style in various situations can play a good role in the efficiency and effectiveness of the staff and the organization and achieving organization goals. Thus, the organization success in achieving its goals depends on effective leadership styles and the way management is practiced.

Another important result of this study was that there is relationship between the principals' leadership styles and their dimensions (whether democratic, autocratic, consultative, participative) with the performance of PE teachers in secondary schools in Western provinces of Iran. The results showed that among Likert leadership styles, the consultative and participative styles had significant correlation with the efficiency of the teachers at 0/05, but two other styles (autocratic and benevolent) failed to have a significant relationship with teacher efficiency. The results of this part of the present study are consistent with studies of Ziaee (2003), Mosaddegh Raad (2005), Asterman (2010), and Abraham et al (2013). Data analysis and interpretation showed that there is positive and significant relationship between participative and consultative leadership styles of the principals with the efficiency of the teachers. The autocratic and benevolent styles, though having a significant relationship, the chances were very small. Therefore, teachers who feel more independent, are involved in decision-making, and are more efficient. Accordingly, the need to increase efficiency entails applying non-autocratic, i. e. consultative and participatory styles. The noteworthy point is that, in secondary schools in Western provinces of Iran, no dictatorship and traditional management is practiced; in other words, in these organizations, hierarchical and formal authority is less stressed, and this is very valuable because they can provide fertile ground for organizational change and flexibility in organization and institutional planning and provides innovation.

Another result of the present study was that the dimensions of Likert leadership style could not have a significant explanation about teacher efficiency. Also, it was found that the correlation coefficient between leadership styles and their efficiency is equivalent to 16 hundredths. In other words, 0/26% of the teachers' efficiency variance could be explained by dimensions of Likert leadership. Then the effect of every single management style on teachers' efficiency was investigated individually. The results showed that although Likert management styles together did not provide a significant explanation about the efficiency of the teachers, but the investigation of each of these styles reveals that among Likert leadership styles, only the participative and consultative styles can have a significant effect on the efficiency of the teachers, and two other methods failed to provide a significant prediction about the efficiency of the teachers. The results of this part of research are consistent with the results obtained by Mosaddegh Raad (2005), Khoshbakhti et al (2004), Ziaee (2003) Adeyemi (2011), Kumar (2012), and Rajabi (2012). Participative leadership style is featured by low monitoring, performing tasks and high regard to human relationships within the organization. Therefore, principals need correct management in order to evaluate the performance of their employees in a frequent manner. In-service training can be provided based on the results of the performance evaluation and organization need. Their choice should be based on merit, the employment in the organization shall be analyzed and they shall believe that the healthier the people, the better their mental health consequently increased efficiency. On the other hand, to improve productivity and detect factors and reasons preventing efficiency and effectiveness the managers should be initially provided with necessary training and knowledge to choose the appropriate leadership style. In the final conclusion, we can say that

leadership style as one of the most important factors for manager compatibility with the organization, the success lies in the relationships and job performance. Leadership style of school principals counted as an effective factor in department of education can have more positive effects on physical education teachers as forces that are different from other teachers, and can communicate better and more effectively with their students. So, choosing the right style can increase the efficiency of physical education teachers consequently playing an important role in educating students.

## REFERENCES

- [1] Babee, J. (2003). *Leadership styles of school principals and its relationship with the efficiency of physical education teachers working in the city of Rasht*. Master's thesis, Faculty of Physical Education, Tehran University.
- [2] Pirkhaefi, A. R. (2009). *Styles of leadership, principles, and practices of improving the efficiency of the employees*. Tehran: Hezareh Ghoghnoos, pp. 130-142.
- [3] Jasbi, A. (2011). *Management principles and basics*. Second Printing, Hakimbashi publication. Tehran, 2010.
- [4] Khalkhali, A., Khalatbary, J., & Azany, M. (2011). The relationship between educational philosophy and leadership style of school principals. *Journal of Educational Administration, a new approach, Second Year*(2), 40-33.
- [5] Farahani, Z., Taqi, M. Fathi Ashtiani, A., Towfiqi, S. & Habibi, M. (1386). The relationship between principals' leadership styles and conflict management strategies. *Journal of Behavioral Sciences*, First year. No. 1, pp. 79-81.
- [6] Seyyedi, S. M. & Izadi, A. (2009). The relationship between leadership style and organizational commitment to staff police the province. *Journal of Police Science*. Year XII, Issue I, pp. 112-109.
- [7] Zia'i, G. (1382). *The relationship between management style and the efficiency of elementary school teachers in Gorgan*, MS Thesis, Tehran: Center for Public Management Education.
- [8] Taheri, S. (1999). *Effectiveness and its analysis in the organizations* (overarching performance management). Tehran, Ontology, 1999, first edition, p 9.
- [9] Mosaddegh Raad, A. M. (1384). Investigating the relationship between leadership styles of the directors and the efficiency of university hospitals in Isfahan. *Journal of Administrative Sciences and Economics*, Isfahan University, year 17, no 4. Pp. 37-24.
- [10] Adeyemi, T.O. (2011). Principals' Leadership Styles and Teachers' Job Performance in Senior Secondary Schools in Ondo State, Nigeria. *Current Research Journal of Economic Theory*, 3(3), 84-92.
- [11] Ibrahim, A. S. & Shaikah.T. (2013). Principal leadership style, school performance, and principal effectiveness in Dubai schools. *International Journal of Research Studies in Education*, 2(1), 41-54.
- [12] Katz, D., & Kahn, R. L. (1978). *Social psychology of organizations*, 2<sup>nd</sup> ed. New York: John Wiley.
- [13] Kumar, S. (2012). Practice and Problems of Principals' Leadership Style and Teachers' Job Performance in Secondary Schools of Ethiopia. *International Journal of Research Studies in Education*, 2(1), 41-54.

- [14] Likert, R. (1961). "New Patterns of Management ", McGraw – hill book co Ming-Ten, T. Chung-Lin, T. Yi-Chou.W.(2011). A study on the relationship between leadership style, emotional intelligence, self-efficacy and organizational commitment A case study of the Banking Industry Taiwan. *African Journal of Business Management*, 5(13), 5319-5329.
- [15] Rajabi, Z. (2012). Relationship of coach's leadership style and player performance outcomes. *European Journal of Experimental Biology*, 2(4), 1134-113
- [16] Sterman, L. (2010). The psychologist as a consultant in a nursing home: Effect on staff morale and turnover. *Professional Psychology: Research and Practice*, Volume 14.