

**COMPARISON OF THE MANAGEMENT METHODS IN MALE AND FEMALE EDUCATIONAL MANAGERS AND THE EFFECT OF THOSE METHODS ON THEIR EFFICACY IN TEHRAN'S MIDDLE SCHOOLS**

**Mozhgan Maher Al-Naghsh**

Tehran-Central Branch , Islamic Azad University, Tehran, Iran

**ABSTRACT**

The present research was conducted to compare the management methods of male and female educational managers and to study the effect of those methods on their efficacy in secondary education. In terms of purpose, this is an applied research; and in terms of data collection, it is a survey-descriptive research. The statistical population included all educational managers of girls' and boys' high schools in Tehran (2013-2014). According to Morgan table, 280 managers were selected. To collect data, Alagheband's 30-item Managers Efficacy Questionnaire (1993) was used. Face validity and content validity were used to validate this instrument. Using Cronbach's alpha, the reliability of this instrument was calculated 0.94. Using descriptive statistical methods (minimum, maximum, mean, standard deviation, skewness, and kurtosis) and inferential statistical methods (t test for two independent groups), the data was analyzed. Findings showed that the efficacy of male managers is significantly higher than that of female managers.

**KEYWORDS:** management methods, educational managers, efficacy

**INTRODUCTION**

The development of every society depends on its method of education and richness of culture. Managers are considered as the most important elements for the development of the educational centers (Raufi, 2006). Educational management not only plays an important role in the enhancement of individuals' efficacy, but also enhances financial productivity of a country (Tusi, 2003).

Since educational management is a unique kind of management and can be compared with none of the other kinds of management, it is important to know what managers are nowadays looking for. Through looking at the wide universe, one can find that efficiency and efficacy are the greatest goals for all managers, at the present era (Alvani, 1999). Although school management is the duty of managers and all of the duties are the same for all of the managers, but managers do not follow the same methods and use different ways (Ghafurian, 2003). Paying attention to psychological aspects of managers along with their personality and gender is one of the key factors in their success (Nikpour, 1994). Knowledge of personality, gender, and personal differences helps to solve many problems. When a person admits that human beings have different inborn and acquired abilities, he would not expect all of them to behave in the same way (Rasoulzadeh, 2001).

Considering the point that there are different jobs in organization, then performing the tasks demands personality abilities and gender-task fit. That is why one should select the individuals who are appropriate for that job. This issue is responsible for some problems related to low efficiency, efficacy, and productivity, along with instability of the job (Jokar, 2000). If the individuals are not appropriate for the job, they would be disinterested in their job at the time they meet their needs, which leads to lack of satisfaction with the job, escaping the responsibilities, and decrease of efficacy.

Unfortunately, although we know the importance of managers' role in effective management of educational organizations, yet we do not use basic and logical criteria for selecting the managers, even at the highest levels of the organization (Alagheband, 2002). As a result, the persons who do not have enough and requisite characteristics will have the responsibility of managing educational organizations and units like schools. Undoubtedly, if this process goes on, the strife for educational improvement and reconstruction would fail. Since education deals with human being and human beings are complex creatures, educational system plays the most difficult and burdensome role in social responsibilities. Compared with other industries, education industry is an astonishing supersize industry (Gharaei Moqaddam, 1996) and school management is one of the basic and important jobs in the educational system. The proverb 'the man who manages the school, manages the country' implies the value and importance of educational

management and the hugely important responsibility of a school manager (Shoarinejad, 1987). Considering the fact that there are differences between men and women in the acquired factors such as level of education and the career, and in inborn factors such as risk-taking and speed of performance, it seems that there are differences between them in management too (Varhol, 2002). There are just a few studies about this area. For instance, through a study which compared males' management methods to that of females, Boss and Rigio (2006) described men's management more effective because of the personality characteristics such as self-confidence and risk-taking they have.

Through their studies about risk-taking in men and women, Yamarin et al. (2006) believe that one of the distinguishing aspects of effective leadership method between male and female managers is females' superior ability in establishing and continuing special communication and relationship with each one of the subordinates. To them, female managers are more successful in establishing person-to-person relationships. Through their study, Vafa et al found that there is a significant difference between the leadership efficacy of male managers and that of females. Through their studies about the comparison of females' management methods to that of men, Iqli et al. found females' management more effective than that of males. Carr (1998) also found that male managers have a better performance in leadership method than that of females.

Through his studies, Calzini (2004) found that the scale of leadership power is significantly different between male and females, so he stated that men are better managers. After their research, Mandal and Farvani (2003) found lack of significant difference between the aspects of effective leadership in men and women. Through their studies about the comparison of male educational managers to female ones, Yank and McLod (2001) stated that social circumstances make men greater school managers. Few studies have been performed about this issue, so the present study is to compare the efficacy of male educational managers with female ones at middle schools of Tehran.

## MATERIALS AND METHODS

### Method

In terms of purpose, this is an applied research. Applied research seeks for achieving a scientific purpose and emphasizes on providing happiness and welfare for people and on the desirability of the task (Delavar, 2007). The statistical population included all educational managers of girls' and boys' high schools in Tehran who were working as managers in the educational year 2013-2014. According to the latest statistics, the managers were 994 people. Simple random sampling was used in this study. To collect sample value, Morgan table was used. According to this table, sample value included 280 people, so 280 questionnaires were provided, filled, and collected.

### Instrument

Alaqehband's 30-item Managers Efficacy Questionnaire (1993) and Pardkhtchi's Manager Efficacy(1993) inspired the questionnaire of this study. The questionnaire was performed by Jamshidi (1998) to investigate the relationship between managers' efficacy and their human skills. It included 30 four-level Likert scale closed items.

Cronbach's alpha and split-half methods were used in order to measure the reliability. Alpha coefficient was 94% which shows high reliability of the questionnaire. In the split-half method, the reliability of this instrument was 93% in one group and 91% in the other one, so the reliability of this method is also confirmed because of the close values of the two groups. Through researching and studying specialized articles and visiting some professors and practitioners, the validity of the instrument was confirmed.

## RESULTS

Derivative statistics of both male and female groups' efficacy are cited in table1.

**Table 1. Derivative statistics of the two male and female groups' efficacy**

Group	Number	Mean	Standard deviation
Men	140	4.0369	0.25838
Women	140	3.1679	0.51002

The results of the independent two-sample *t*-test for comparing female managers' efficacy with that of males are presented in table2.

**Table 2. The results of independent two-sample *t*-test in order to compare female managers' efficacy with that of males**

Dependent Variable	F	Significance Level	<i>t</i>	Degree of Freedom	Significance Level
<b>Efficacy</b>	58.815	0.000	17.985	278	0.000

Table 2 shows that the value of F is significant and the two groups are not homogeneous and that the assumptions are not taken into consideration. So, the results of second row are related to non-homogeneity of variance. Since the value of *t* is significant at the level 0.001, one can say that male and female groups are significantly different in the efficacy variable and the efficacy of men is significantly more than that of women.

## DISCUSSION

Education is one of the oldest social organizations that directly relates to human nature, personality development, and social life. It is in relation with every social change and movement, and plays the key role in economical, social, political, and cultural development of every society.

Educational system and its official authorities have one of the most burdensome and difficult responsibilities in the society. Because of this point and the complexity of human nature along with the importance of these organizations, their delicacy and precision is more than that of other organizations in the society. Considering the point that educational organizations play a major role in the development of every country and that the management of every organization is a significant factor which leads the organization to reaching its goals, selecting the managers who have improper leadership methods can make irreversible and lots of problems for teachers, students, personnel, and finally for the organization. Studies show that gender of managers is one of the determining factors in leadership efficacy.

The present research is to study and compare the management methods of male educational managers to that of female ones in the middle schools of Tehran. To analyze the main question of the research, the independent two-sample *t*-test was applied. Since the value of *t* is significant in 0.001 level, one can say that male and female groups are significantly different in efficacy and that men enjoy higher efficacy as compared to women. These findings are consistent with the findings of Boss and Riggio (2006) and Michigan (1997) which found men having more efficacy than that of women. Meanwhile, the results of this research correspond with the findings of Clark (2004) and Igli et al. (2006) who found female managers with more efficacy than that of males.

Considering the fact that men and women are different in acquired factors like educational level and their career, and in inborn factors like risk-taking and speed of performing a task, one can also predict differences in management and especially the method of managing the human source. The results of this research showed that the effect of gender on the efficacy of managers is significant.

This research had some limitations. For example, the only instrument for data collection was the questionnaire and the only sample was at middle school stage. As a result, generalization of this study's findings to other educational stages should be done cautiously. At the end, the study suggests the following:

1. The selection of managers must be separate from personal taste and based upon scientific criteria and rules.
2. The issue of selecting managers with regard to gender should be reconsidered and reformed by the education organization.
3. Through generating various financial and spiritual motivations, providing desirable conditions for working in the schools, giving more authority and power, providing desirable circumstances for managers to reach higher educational levels, and paying enough management fee, it is possible to find and keep able and committed school managers.
4. Acquiring new experiences and knowledge which bestows new skills and power of creativity on individuals not only leads to the efficiency and efficacy enhancement of managers but also changes the personality and creates spirit, motivation, and commitment in order to develop teachers' knowledge, career, and profession.

5. In order to enhance the performance of the organization, organizations should provide an atmosphere in which male and female managers can cooperate and exchange information more, so that they get familiar with one another's abilities, viewpoints, and management methods.
6. Manager's knowledge of the culture, values, norms, policies, social changes, economical power, and geography of the place they work in can highly affect management methods.

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