Relationship between Managers' Personality and Leadership Style in Kerman High Schools

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Abstract: The present study examined the association between managers' personality and leadership style in Kerman high schools. Respondents of the present study comprised of 100 managers who were identified by random sampling technique. Instruments for data collection included Eysenck Personality Questionnaire (EPQ) and Moghimi Leadership Style Scale. The results of the Spearman correlation analysis revealed a significant relationship between managers 'personality and leadership style. Also, extroverted managers use more relationship-oriented style. While introverted managers use more task-oriented style.
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Introduction

Leadership and management is the base of any organization and society. Among other types of management, educational management (economical, political, and military) has a particular role in improving and developing of society. If educational managers of a society be effective, efficient and highly qualified and valid, undoubtedly this society will have sufficient and suitable technical, perceptional, and humane capabilities (Bazargan, 1993).

Study and research about management and leadership styles is a must for developing countries. When it comes to education and training, this necessity would be double because the base concept of development is dependency on efficient generation that will lead everything. In Iran studies about roles and styles of educational managers are limited and the role of educational leadership and managers' responsibility in increasing the quality of education often is ignored (Bazargan, 1993).

The results of the studies and successful educational experiences about behavioral styles and methods can be quite helpful for educational managers. Fred Fidler (1984) believes that leadership style is part of a person's personality, thus at least 3-5 years of continual psychoanalytic treatment is needed to make a permanent change in person's character (Khalili Shorini, 1994). It can be deducted from the top experiences that leadership style has a close and direct connection with people's personality. The main elements that are important in forming and growing of a personality included: psychological heritage, dependent groups for the person, and the type of culture the person belongs to (Michel, 1993). Unfortunately some schools are managed based on methods of last half century ago that were used for testing in other societies and experienced failure. Behavior of some managers are not based on new educational changes in this time because the new vast educational system always is looking for an environment that has high positive , efficient human power with enough flexibility so that students and teachers can be dynamic , active and can develop.

In our educational system, it seems that the main practical criteria for managers are official rules even in constructing human relations and following humane aspects. There are some weak points that highly depend on mental and personality based states of the manager. Ignoring creativity, innovation little by little transforms educational managers to official and administrative icons so that in our education system the main attempt is to run management through rules and regulations. However school's manager should be prepared for educational leadership and in second level perform official duties. If he is a pure administrator of duties, organizational trends and management of school activities will change him to an entrepreneur (Alaghehband, 1994).

Having appropriate human skills means having power and ability in making rapport and co-operation and understanding motivations and giving positive energy to employees. The necessity of having such characteristics requires each person to have a normal character, be sociable, and flexible. Other characteristics of human skill are that they're not flexible and prone to change in older age. Thus in choosing the efficient and skillful managers with suitable human talents, we need special criteria.

The aim of this study is analyzing personality features (introversion and extroversion) of managers with management styles (dutifulness and interest in relations) to help administrative managers to choose efficient, qualified and effective managers. In

choosing managers if we don't have enough evaluation and research, then educational systems will get some weak points and huge financial and human sources will be destroyed.

In this study we tried to show the personal feature (introversion, extroversion) of managers in two common styles of management. (Dutifulness and interest in relations) We tried to verify that between managing styles and managers' character is there a meaningful connection or not. Since each manager can have both styles based on his personal features, the researchers tried to show the connection of the two variables in this study.

Objectives

The objectives of the present study are:

1. To describe the levels of personality, leadership style in Kerman high schools managers.
2. To determine relationships between personality and leadership style in Kerman high schools managers.
3. To determine effect of gender, age, years of experience, type of schools on personality and leadership style in Kerman high schools managers.

Hypotheses

H_a1: There is a significant relationship between personality and leadership style in Kerman high schools managers.

H_a2: Introverted managers use task-oriented style compared to extroverted managers.

H_a3: Extroverted managers use relationship-oriented style compared to introverted managers.

H_a4: There is a significant relationship between gender, age, years of experience, school type, personality and leadership style in Kerman high schools managers.

Method

Research design

Research design of the present study is descriptive and correlational.

Participants

The study population consisted of high schools managers in Kerman city. These referred managers were 100. According to Levy and Lemshow formula (1999), sample size was determined 100 managers (50 male and 50 female). These 100 respondents were selected by random sampling method technique and filled the following questionnaires.

Measures

Eysenck Personality Test

The Personality Test was designed by Eysenck in 1975. This Scale consists of 57-items. It is rated on a two point ranging based on 1=yes, 2= never. Personality test is consisting of two dimensions such as extroversion and introversion. Eysenck (1975) reported reliability results from the internet addiction with Cronbach coefficient alpha values of .70.

Leadership style

Leadership style was measured using by Moghimi (2000). Leadership test has 35 items with two dimensions such as task-oriented and relationship-oriented. Questions related to task-oriented of management style consisting 1, 2, 4, 6, 7, 9, 11, 12, 13, 14, 16, 17, 20, 21, 23, 25, 27, 29, 31, 33. Also, to determine relationship-oriented of management style was used questions 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 33, 34, 35.

Analysis of Data

Data from the current study were analyzed using Statistical Package for Social Science (SPSS). Two statistical procedures i.e. descriptive analysis and inferential statistical analysis were used for the data analyses. Descriptive statistics such as mean score, standard deviation, percentage and frequency distribution were used to describe the demographic profiles of the respondents. Inferential statistics that was conducted in the data analysis was Spearman Corelation Analysis to conduct of relationship between personality and leadership style among managers. Chi-square, Mann-Whitney, Kruskal-Wallis was conducted that determine effect of demographic variable on personality and leadership style.

Results

Descriptive findings

There were same number of male (50%) and female (50%) adolescents who were involved as respondents of the study.

Levels of personality characteristics and leadership style

The key variables studied in the present study were personality characteristics and leadership style. As shown in Table 1, more than half of the respondents reported extroversion personality (52%), less than half of respondents reported introversion personality (48%). Also, results of the present study revealed that more than half of the managers reported relation-oriented leadership style (58%), and less than half of managers reported task-oriented leadership style (42%).

Table 1: frequency of respondents based on personality and leadership style

variable	Dimensions	Ranges	Frequency	Percent
Personality	Introversion	3-12	48	48
	Extroversion	13-19	52	52
Leadership style	Introversion	1-12	42	42
	Extroversion	4-18	58	58

Bivariate analysis
Relationship between personality characteristics and leadership style

The Spearman correlation analysis was conducted to examine the relationships between personality characteristics and leadership style. The result of the study in Table 2 indicated a significant negative relationship between personality and leadership style (r=-.209, p<.01).

Table 2: Relationship between Personality Characteristics and Leadership Style

Variables	Managers' personality	Leadership style
Managers' personality	1	
Leadership style	-.209	1

Relationship between managers' personality variables (introversions and extroversion) and leadership style (relation-oriented style and task-oriented style)

Chi-square and tables was used to investigate the relationship between managers' personality and leadership style. For every participants type of personality (extrovert or introvert) and what kind of personality style (task-oriented or relationship-oriented) has determined. Given that none of the numbers of the table has not frequency less than 0.05. Thus, Chi-square test is used to assess this relationship. Chi-square coefficient is equal 4.379 and Phi coefficient is equal -0.209. Also, Cramer's coefficient is 0.209 and P-value is equal 0.039 and is significant. This means that there is a significant relationship between managers' personality and leadership style. In other word, managers with introverted personality reported task-oriented leadership style. While, mangers with extroverted personality reported relationship-oriented leadership style.

Adaptive Tables in manager's personality and leadership style

Leadership Style **Manager's Personality**	**Relation-Orientated**	**Task-Oriented**	**Total**
Introversion	15	33	48
Extroversion	27	25	52
Total	42	58	100

The effect of gender on manager's personality and leadership style

Mann-Whitney Test was used to investigate the effect of gender on manager's personality and leadership style. As shown Table 3, there was not significant relationship between gender with manager's personality and leadership style.

Table 3: Mann-Whitney Test to Investigate the Effect of Gender on Study Variables

	Manager's personality	Leadership style
Mann-Whitney	1150	.686
P-value	.425	.686

The effect of age on manager's personality and leadership style

Kruskal-wallis Test was used to investigate the effect of age on manager's personality and leadership style. As shown Table 4, there was not significant relationship between age with manager's personality and leadership style.

Table 4: Kruskal-Wallis Test to Investigate the Effect of Age on Study Variables

	Manager's personality	Leadership style
Chi-Square	2.462	4.614
Degree of Freedom	3	3
p-value	.482	.202

The effect of years of experience on manager's personality and leadership style

Kruskal-wallis Test was used to investigate the effect of years of experience on manager's personality and leadership style. As shown Table 5, there was not significant relationship between years of experience with manager's personality and leadership style.

Table 5: Kruskal-Wallis Test to Investigate the Effect of Age on Study Variables

	Manager's personality	Leadership style
Chi-Square	7.422	2.707
Degree of Freedom	3	3
p-value	.060	.439

The effect of school on manager's personality and leadership style

Mann-Whitney Test was used to investigate the effect of school (girls and boys) on manager's personality and leadership style. As shown Table 6, there was not significant relationship between school with manager's personality and leadership style.

Table 6: Mann-Whitney Test to Investigate the Effect of school on Study Variables

	Manager's personality	Leadership style
Mann-Whitney	1200	1190
P-value	.70	.639

The effect of kind of school on manager's personality and leadership style

Kruskal-wallis Test was used to investigate the effect of kind of school (governmental and non-governmental) on manager's personality and leadership style. As shown Table 7, there was not significant relationship between kind of school with manager's personality and leadership style.

Table 7: Kruskal-Wallis Test to Investigate the Effect of Age on Study Variables

	Manager's personality	Leadership style
Chi-Square	3.365	9.052
Degree of Freedom	5	5
p-value	.644	.107

Administrative Suggestions

Since managers' personality is effective on their management styles in choosing managers, we use personality tests. 1- Familiarize managers with present educational managing styles in educational centers. 2-Informing managers about implications and effects of using inappropriate management styles for teachers and students' motivation and its effect on decreasing educational standards and causing students to have poor grades and also getting less effective results of educational classes during work for employees. 3- Teaching managers about various personalities and the way of dealing with them. 4- Using the present findings in this study for choosing efficient and effective managers.

Investigative Suggestions

For these researchers that want to work on educational management and managing styles, we suggest the following sample topics.1- The analysis of the connection between educational managers and their management style in primary schools and junior high schools. 2- Analyzing the connection between personality of educational managers and other management styles. 3- Analyzing the influence of common management styles of high schools in motivating employees.4- Analyzing the influence of the style of high school managers on making the educational systems more effective and efficient. 5- It is suggested that –if possible- to carry out more research on other parts.(to make this research more general and expand it.

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Limitations of the Research

The limitations of this research can be summarized below: Analyzing the connections of various aspects of personality with management styles is impossible because the research is broad. The lack of interest in managers and also because they are too conservative to answer our questions. Some managers are not interested in co-operating for research and investigation. Focusing of the research just in Kerman is another limitation of the present study. The research is limited in secondary schools. Finally, lack of enough facilities to gather the right data.

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