

Gender and Leadership Style in Educational Institutions

ABSTRACT

This paper focuses on the determination of existence of differences in management styles in relation to whether a school principal is male or female. Leadership style is based on a leader's behaviour. It offers the answer to a question what leaders actually do and in which way. The specificity of this research demanded the use of two-dimensional managerial network which uses the following types of behavior: concern for people and concern for tasks – five different leadership styles were developed. There are certain difficulties in leadership style determination since leaders usually use combination of several styles over against one specific depending on the situation. The main objective of the research is to determinate whether the gender of a school principal influence the selection of his/her leadership style. Also, it should be defined whether school principals pay more attention to people management or tasks completion depending on gender. The sample comprises 35 randomly chosen practicing school principals in Serbia (19 male and 16 female). Blake's instrument- type Likert with scale of 18 questions was used for purposes of this research. The results of the study show that the gender of a school principal does not determine the management style.

Keywords: gender, leadership style, management style, people oriented, school principal, task oriented

INTRODUCTION

Educational institutions play a central role in creating and nurturing talent. To achieve this, organizational effectiveness and efficiency have to be at a high level. This often depends on the management or leadership style adopted in the institution. The current study focuses on answering the question whether gender differences determine the choice of management style adopted in an institution. Additionally, this study has informational character and may be useful to educational institutions and all types of organizations also. The study utilizes the two dimensional managerial network model to classify leadership styles as either task or people oriented (Blake & Mouton, 1985). The managerial network shows how different leadership styles adapt to various contexts.

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The *Team Management* quadrant implies balance between people skills and task implementation. The management style depends on the organizational needs of educational institution. The study is theoretical and though provides knowledge about the influence of gender on the management style which is useful for the practice of school principals. It also forms the background for future research. Based upon this background different leadership styles incorporate into the gender question and then can be implemented.

The research significance in the field which speaks about gender and management is primarily reflected in encouraging women to take leadership positions in educational institutions, breaking the stereotype the men are born as leaders with better management style. The leaders in educational institutions should be selected according to their abilities and willingness to change school culture and not by gender or other discriminatory factor. Unfortunately, the path which leads to managerial positions, requests women to put more energy in proving that they are equally capable of being the school principle men are. The second but not less important significance of the research is to make people understand that the competencies of principals and their results are more important than belonging to a gender when managing one educational institution. At the end, school principals must develop themselves professionally in order to successfully meet the challenges that lie ahead no matter they are male or female. A lot of interviewed principals agree that the best way of providing the necessary competencies is through formal education but not, as it is nowadays, through tutorials and trainings that often are not obligatory. Issues related to gender and leadership style have a global character, and are equally important to all educational institutions no matter where they are located. Although the differences between genders are often indicated in relation to leadership style, that is not the most important thing; the attention should be focused on discrimination that is frequently hidden and not easy to discover which prevents women from reaching the leadership positions.

LITERATURE REVIEW

Research into issues related to gender faced considerable difficulties in the 1970s. Difficulties are consequence of methodological obstacles and excessive domination of

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the field by male researchers (Chemers, 1997). This is evident in the divergent views expressed in leadership studies in relation to gender. While Hennings and Jardin (1977) argue that women do not have necessary competencies for success in management roles, other studies (Book, 2000; De Zarate, 2007) display the superiority of performance of women in management roles. Whenever women are called to perform male roles, they are mostly underestimated (Bartol & Butterfield, 1976). This is the case for sports coaching and managing production lines (Knight & Saal, 1984). Speaking on this issue, some researchers have come to the conclusion that little attention has been paid to women so that they are invisible in some researches (Fardon and Schoeman, 2010). Pontso and Moorosi (2007) speak about traditional stereotypes that relate the school principal to male gender which makes the improvement of women managers harder. Schein (1989) states that some researchers have shown that there are fewer differences between men and women than differences within each gender. However, the evaluators of the two studies which showed the underestimation of women serving male roles were male.

A different body of research maintains that there is little or no connection between adopted leadership styles or efficiency and the gender of the leader (Powell, 1990; Engen et al. 2001). A previous meta-analysis confirms that despite traditional stereotypes, women adopt the same leadership styles as men (Eagly & Johnson, 1990). Additionally, the study determined that women showed a balanced work style. The following meta-analysis showed that the results were replicated (Eagly & Carly, 2003). However, most research proves that there is little difference in efficiency and leadership styles between men and women leaders. Women display higher efficiency in traditionally female roles. Additionally, their style of leadership aligns to modern trends in leadership (Northouse, 2008). They display democratic styles of leadership that advocate for equal participation. This is transformational leadership, which portends efficiency rewards.

As in all research, differences in findings relate to the chosen methodology and data collection strategies. Most problems associated with research on gender roles develop as a result of unintentional biases. The examples of this kind of problem are study conclusions on women styles done by women researchers and vice versa.

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(Hymowitz, 2006). On the other hand, gender differences ought to be an advantage in providing management efficiency instead of putting one gender in an unfavorable position (Veccio, 2012). Furthermore, the study on leadership styles tends to involve other variables that may explain such differences. Such variables include organizational type and hierarchical levels of power (Judge et al, 2002).

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LEADERSHIP STYLE OF THE SCHOOL PRINCIPAL

Assessing a leader's style is the first step towards increasing management efficiency and effectiveness (Blake & Mouton, 1985). Northouse (2008) defines leadership as a process through which an individual starts to influence the group in achieving a given common goal. The process is mutual and the group sometimes influences the leader. Therefore, leadership is effectively analyzed when both the leader and the followers are part of the analysis. Although there is no agreement on the best model of leadership, Blake & McCanse (1991) suggest that most effective leaders are those showing high concern for both people and tasks.

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The managerial model used in this study first appeared in the 1960s and has undergone several subsequent changes (Blake & Mouton, 1978; Blake & McCanse, 1991). This management model revolves around the explanation of the role played by a leader in achieving organizational goals. The two main factors used in the managerial network model are concern for people and concern for tasks. The concern for people defines how the leader interacts with a man power within organization to achieve organizational goals. On the other hand, concern for tasks defines how the leader manages organizational tasks to meet the organizational goals.

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The managerial network model reflects on the different leadership attitudes in four quadrants as shown in figure 1. The horizontal axis reflects the leader's concern for tasks while the vertical axis, the leader's concern for people. It has a scale (1-9) where a leader rates its leadership skills (1 for minimum concern and 9 for maximum). The network has five leadership styles: *Authority Compliance* (9,1) which most authoritarian leaders lie in, *Country Club* (1,9), *Team Management* (9,9) for most team leaders, *Impoverished management* (1,1) and *Middle of the Road Management* (5,5) (Northouse, 2008). A *Team Management* leader is a balanced leader who shows high

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concern for tasks as well as for people. This leader visualizes the interdependence of tasks and people in achieving organizational goals.

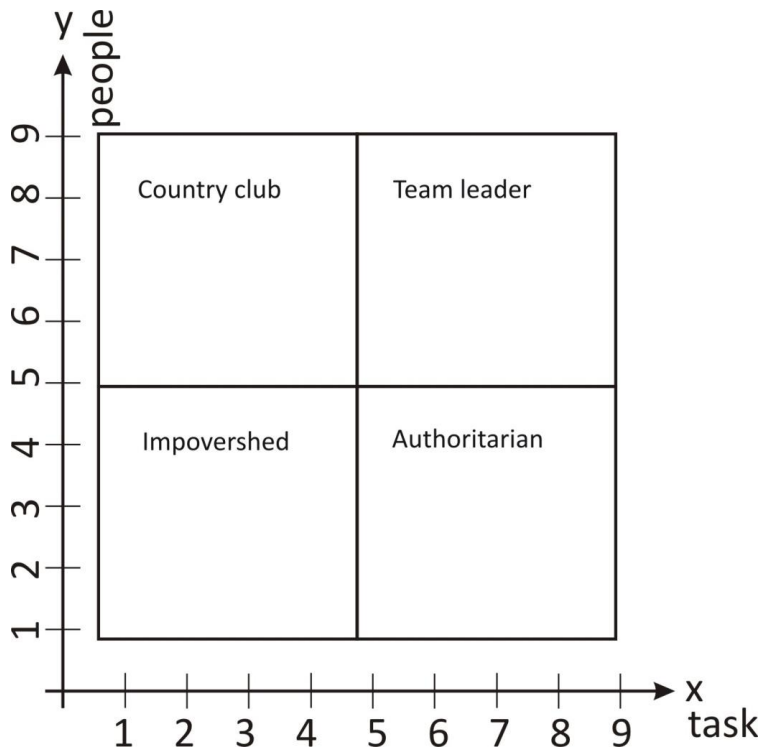


Figure 1 Leadership Styles

Authority Management style of leadership shows little concern for people but high concern for tasks. On the other hand, *Impoverished Management* lack of concern for both people and tasks. Such leaders show minimal work effort in achieving organizational goals. The *Country Club Management* style has high concern for people but low concern for the task. *Middle of the Road Management* style leaders provide space for compromise and makes balance between concern for people and concern for tasks. Differences in played roles may determine the effectiveness of a certain gender in leadership roles. Women are expected to excel in leadership for traditionally female roles while men in traditionally male roles. The purpose of this study is to determine how

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sex differences affect leadership style. Yukl (1994) shows no connection exists between affectivity and maximum results regarding leadership styles.

Let us mention some researchers who talk about the management style that applies to both genders. As Mestry and Singh (2007) conclude in their research, the principal will adjust his work style not only to management, but also to collaboration with parents and students and to good relations with the community as well.

Naidu (1998) emphasizing the importance of the work style speaks about the principal's need for training in order to clearly define their work style which will increase efficiency in organizational structure of the school.

Also, Busch et al. (2011) explain that since there is no formal training for managers, it is very important for directors to have the opportunity to learn leadership and management skills within personal development that will assist them in managing educational institutions.

METHODOLOGY

General purpose of this study is to determine if there is a statistically important connection between the orientation of a school principal towards tasks and people and the gender of the principal. Specific goals related to this aim are: 1) to determine whether a statistically significant difference exists in a principal's orientation towards tasks and the principal's gender and 2) to determine whether there is a statistically significant difference in a principal's orientation towards people and the principal's gender.

The developed hypotheses relate to the problem definition. The study commenced with the problem definition, which revolved around determining to what extent gender differences dictate the selection of leadership styles for school principals. In line with this, the following hypotheses were developed. H0 represents the global hypotheses from which the specific hypotheses H1 and H2 were developed.

H0: There is a statistically significant difference in the choice of leadership style between male and female principals.

H1: There is a statistically significant difference in the choice of leadership style – orientation toward people – between male and female principals.

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H2: There is a statistically significant difference in the choice of leadership style – orientation towards task –between male and female principals.

The behavior of the school principal was explored using the Blake instrument (managerial network) (Blake & Mouton, 1985). The instrument comprises of 18 Likert-type questions (5 claims) with the questions divided in half to reflect different leadership styles. Among these questions 9 of them offered questions which are in relation with orientation towards people while the other half is related to orientation towards tasks. The reliability of this questionnaire instrument was determined using Cronbach's alpha coefficient as shown in Table 1. The result was a Cronbach's alpha of 0.846 which offers acceptable reliability (above 0.7).

Table 1 Cronbach's Alpha for Instrument Reliability

Cronbach's Alpha	Cronbach's Alpha Std. Items	Number of Items
0.846	0.859	18

The dependent variable in this study is leadership style of the school principal thus dividing the principals into two groups. Group 1 includes principals whose leadership style was concern for people while Group 2 comprises principals whose leadership style was concern for tasks. The independent variable in this study comprised the gender of the principal. This led to the classification of the principals as either a male school principal or a female school principal.

The data analysis process was undertaken using a computer statistical package SPSS 21.0 (Statistical Package for the Social Sciences) for Microsoft Windows operating system. The data analysis included descriptive measure statistics such as arithmetic mean and standard deviations to determine the variations in data while t-test procedures were undertaken to compare the two research groups and determine statistical significance.

RESULTS

The study sample size was 35 and consisted of 19 male school principals and 16 female school principals as depicted in figure 2.

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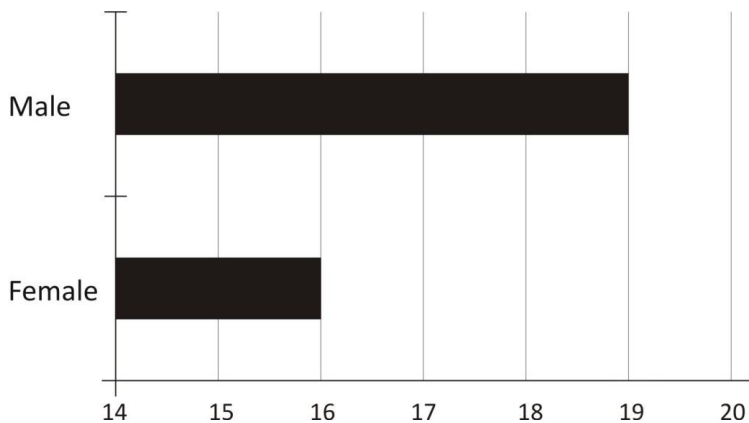


Figure 2 Sample structure

Respondents highly scored leadership items related to team work with average of 4.57 which also included the decision making within teams and 4.42 related to building of a big team (Table 2). Apart from team functioning, participants also showed high inclination towards the commitment to fulfilling tasks ($M = 4$). Additionally, all respondents highly expressed their responses to orientation styles with most of the responses rating over 3 (on a scale of 1 to 5). In such school setting, employee relations are central for achieving success on a work place.

Table 2 Descriptive statistics for respondents on managerial network instrument

	N	Min	Max	Mean	SD
Gender	35	1.00	2.00	1.457	.5054
1. I ensure that my team is encouraged to participate when it comes decision making time. I try to implement their ideas and suggestions	35	1.00	5.00	4.5714	.77784
2. Accomplishing a goal or task is second to none	35	1.00	5.00	3.5143	1.26889
3. I closely monitor the schedule. This ensures that a task or project will be completed in time	35	2.00	5.00	4.1143	.79600
4. I enjoy coaching people on new procedures and tasks	35	1.00	5.00	3.5714	.97877
5. I enjoy challenging tasks	35	1.00	5.00	3.9714	1.09774
6. I encourage the creativity of my employees	35	1.00	5.00	4.2857	1.04520
7. I ensure that every detail is accounted for when seeing a complex task through to completion	35	2.00	5.00	4.4571	.74134
8. I find it easy to carry out several complicated tasks at the same time	35	2.00	5.00	4.0571	.80231
9. I enjoy reading articles, books, and journals about training, leadership and psychology. I then put what I have read into action	35	2.00	5.00	3.4857	1.01087
10. I do not worry about jeopardizing relationships when correcting mistakes	35	1.00	5.00	3.4857	1.03955
11. I manage my time very efficiently	35	2.00	5.00	4.0000	.76696
12. I enjoy explaining the intricacies and details of a complex task or project to my employees	35	1.00	5.00	3.5429	1.06668
13. I manage my time very efficiently	35	2.00	5.00	4.0286	.85700

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14. Building a great team is vital	35	2.00	5.00	4.4286	.77784
15. I enjoy the analysis of problems	35	2.00	5.00	3.8857	.90005
16. I respect the boundaries of other people	35	2.00	5.00	4.2000	.79705
17. Counseling my employees to improve their performance or behavior is second nature to me	35	2.00	5.00	4.4280	.82503
18. I enjoy reading books, articles and trade journals about my profession. I then implement the new procedures I learn	35	2.00	5.00	3.9143	.85307
Orientation to people	35	4.00	8.40	7.1714	.93952
Orientation to task	35	4.00	8.80	7.1886	.92665
Valid N (list wise)	35				

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Although the difference in orientation towards people for the two groups was small, male school principals showed a higher orientation ($M = 7.23$) when compared with female school principals ($M = 7.10$) (Table 3). There was little difference in leadership style focused on orientation towards tasks with male school principal who were slightly higher scored than female school principals ($M = 7.21$ and $M = 7.16$ respectively). However, male school principals showed a higher orientation towards people than towards task.

Table 3 Differences in Leadership style for the two genders

Style	Gender	N	Mean	SD	Standard Equality of Means
Orientation toM		19	7.2105	1.18223	.27122
the task	F	16	7.1625	.51753	.12938
Orientation toM		19	7.2316	1.14749	.26325
people	F	16	7.1000	.64083	.16021

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Additional data analysis occurred in the form of parameter t-tests to compare the means of the two groups and to establish if the difference in orientation towards tasks and (or) people was statistically significant as documented in Table 4.

Table 4 t-test measures

t-test for Equality of Means		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Orientation to people	Equal variances assumed	.408	33	.686	.131	.322	-.525	.788
	Equal variances not assumed	.427	29.025	.673	.131	.308	-.498	.761
Orientation to task	Equal variances assumed	.151	33	.881	.048	.319	-.601	.697
	Equal variances not assumed	.160	25.537	.874	.048	.300	-.570	.666

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Table 5 is central to interpreting this data. The dimension, Independent Samples Test Significance, is central to determining which values to use. For instance, its value is larger than the significance probability level of ($0.078 > 0.05$) in orientation towards people. Therefore, only data on the line of equal variances should be read. On the other hand, its value is less than the probability level ($0.01 < 0.05$) for the orientation towards tasks field.

Table 5 Levene's Test for Equality of Variances

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Levene's Test for Equality of Variances		F	Sig.
Orientation to people	Equal variances assumed	3.304	.078
	Equal variances not assumed		
Orientation to task	Equal variances assumed	7.387	.010
	Equal variances not assumed		

Therefore, only data on the line of unequal variances should be read. Since the result is $0.686 (> 0.05)$, then it is comfortably conclusive that the differences are insignificant for orientation towards people. In similar way, it has a value of 0.874 for orientation towards tasks. This also means that the differences in orientation towards tasks are not statistically significant; only accidental. A paired sample test was done to determine the difference in orientations. The results were not statistically significant ($p = 0.879$) (Table 6).

Table 6 Paired sample tests for orientations

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t-test Equality Means	for of	Levene's Test		t	df	Sig. (2- tailed)	Mean D.	Std. Error	95% Confidence Int.	
		F	Sig.						Lower	Upper
1.	Equal variances assumed	1.027	.318	-.369	33	.714	-.09868	.26735	-.64261	.44524
	Eq. var. not assumed			-.388	27.914	.701	-.09868	.25409	-.61924	.42187
2.	Equal variances assumed	2.983	.093	-.468	33	.643	-.20395	.43558	1.09014	.68224
	Eq. var. not assumed			-.483	32.021	.633	-.20395	.42259	1.06471	.65682
3.	Equal variances assumed	.415	.524	1.675	33	.103	.44079	.26320	-.09469	.97626
	Eq. var. not assumed			1.694	32.933	.100	.44079	.26017	-.08857	.97015
4.	Equal variances assumed	.729	.399	1.093	33	.282	.36184	.33116	-.31191	1.03560
	Eq. var. not assumed			1.109	32.997	.276	.36184	.32637	-.30216	1.02584
5.	Equal variances assumed	.107	.746	-.445	33	.659	-.37695	.37695	-.93467	.59914

	assumed									
	Eq. var.									
	not		.935	31.267	.357	.31908	.34143	-.37704	1.01520	
	assumed									
11.	Equal									
	variances	.503	.483	.437	33	.665	.11513	.26339	-.42074	.65101
	assumed									
	Eq. var.									
	not		.446	32.938	.659	.11513	.25839	-.41060	.64086	
	assumed									
12.	Equal									
	variances	3.339	.077	1.519	33	.138	.53947	.35517	-.18313	1.26208
	assumed									
	Eq. var.									
	not		1.472	25.973	.153	.53947	.36648	-.21387	1.29282	
	assumed									
13.	Equal									
	variances	.155	.696	-.212	33	.833	-	.29496	-.66261	.53761
	assumed						.06250			
	Eq. var.									
	not		-.210	30.215	.835	-	.06250	.29832	-.67157	.54657
	assumed									
14.	Equal									
	variances	1.571	.219	-.493	33	.625	-	.26692	-.67463	.41147
	assumed						.13158			
	Eq. var.									
	not		-.508	32.122	.615	-	.13158	.25917	-.65940	.39625
	assumed									
15.	Equal									
	variances	.179	.675	-.684	33	.499	-	.30781	-.83678	.41573
	assumed						.21053			

	Eq. var.								
	not								
	assumed								
16.	Equal								
	variances	5.244	.029	-.336	33	.739			
	assumed								
	Eq. var.								
	not								
	assumed								
17.	Equal								
	variances	.096	.759	.641	33	.526	.18092	.28240	-.39363
	assumed								
	Eq. var.								
	not								
	assumed								
18.	Equal								
	variances	1.299	.263	1.047	33	.303	.30263	.28905	-.28544
	assumed								
	Eq. var.								
	not								
	assumed								

In order to understand the effect that difference in the size of the groups had at the end an Eta square test was performed and calculated using the equation below. The results show that the sizes had little influence on the study.

In summary, there was no statistically significant difference in orientation towards tasks for women ($M = 7.16$, $SD = 0.517$) and men ($M = 7.21$, $SD = 1.18$) as from the t-test results ($t = 25537$, $p = 0.9$). Also there was no statistically significant difference in orientation towards people for women ($M = 7.10$, $SD = 0.640$) and men ($M = 7.23$, $SD = 1.14$). The difference of means for the groups was very small (mean difference = 0.13,

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95 percent confidence interval -0.52 – 0.78). These results show that the difference between orientations is also very small.

These results invalidate the common hypothesis which is unconfirmed. Therefore, a statistically significant difference in leadership style between male and female school principals does not exist. Accordingly, H1 and H2 are not valid. There is no statistically significant difference in orientation towards people and orientation towards tasks in leadership styles for female and male school principals.

DISCUSSION

According to analysis results it can be noted that H0 (There is a statistically significant difference in the choice of leadership style between male and female principals) is unconfirmed. Also, the H1 (There is a statistically significant difference in the choice of leadership style – orientation toward people – between male and female principals) is also unconfirmed. Furthermore, hypothesis H2 (There is a statistically significant difference in the choice of leadership style – orientation towards task –between male and female principals) also remains unconfirmed. Key results for the current study are similar to those of Eagly & Carly (2003). These are presented below:

The majority of principals, both male and female, show a *Team Management* leadership style as portrayed in the scatter plot of figure 4. School principals do not choose their management style. Before they started to work as school principal, they had worked in the school for at least 5 years and after that they had been chosen to become school principals. During the previous period, they had built relationships with their colleagues and other teachers on the basis of teamwork. Becoming school principals, they continue to work in that way. This means that their work style had been formed before they became school principals. This fact is equal for male and female principals. It should be noted that there is a strong influence of organizational culture of educational institution. Such culture does not allow school principals to change management style. Teachers usually choose school principal who is familiar and who will continue to work without changing style. Hence, it is proven that the organizational culture of the school is difficult to change, according to Schein (2004). Busch et al. (2011) also talk about the need for directors to supply themselves with the knowledge

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that can give them the power to change the school culture. The organizational culture of the school can be changed if principal comes from another school. This is practically impossible unless there are political influences which can create negative reactions in the schools. Generally, schools do not like changes. Regarding the part where styles are explained, there are no differences between men and women.

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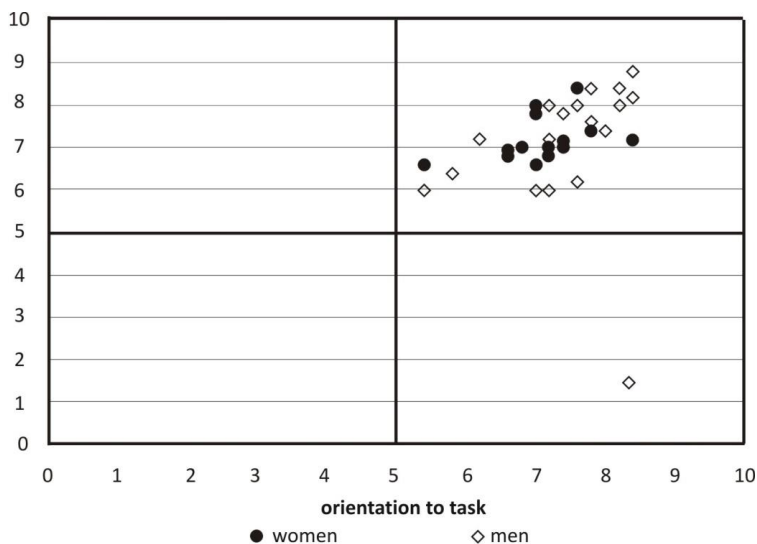


Figure 4 Managerial network (x axis orientation to tasks, y axis orientation to people) showing inclination of the sample towards Team Management style of leadership

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Principals use all orientations in their leadership quests to achieve the school management needs with concern for both people and the performance of tasks. School principals almost equally use orientation towards people and orientation towards tasks.

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Denison obtained the same results (1996). They need to make daily balance between these two orientations in order to keep people motivated for achieving good results and to have school which completes its tasks. It gives us another confirmation about results according to which school principal needs to be a team player.

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Naidu A. (1998) gets similar results in his research. He claims that a continuous training is needed to improve the school principals' knowledge about management skills in order to meet daily tasks that lie ahead them.

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All principals do not statistically differ in answers for the 18 questionnaire items, as it is shown in Table 6. School principals gave similar answers to almost all questions although they came from different school environments, cities and belong to different gender. Moron (1992) noted similar results. Such answers can be explained by the influence of total school culture in the country. This culture forms the behaviour of the school principal. School principals rarely run out of behaviour and work patterns. The work of other school principals is mostly copied in order to avoid changes, risks and introduction of innovations which might lead to the change of the school image. The conservation with school principals can make the conclusion that they consider themselves and guardians of tradition of the school in which they work. In order to change the organizational culture a good training of principals is needed which they do not get with formal education.

Comment [E87]: Do you think the questions allowed them to reveal issues in relation with their gender and leadership style?

Comment [E88]: Too generalized

There are no statistically significant differences in the leadership styles for both genders. Both male and female principals apply leadership styles that incorporate elements of task orientation and people orientation to emerge as *team directors*. School principals do not use the team player style only. This style is prevailing but they use all styles depending on situations and needs in the school. Such conclusions were made by Robbins & Cotler (2005) and Dil and Peterson (2009). Busch et al. (2011) also claim that bad management and wrong choice of leadership style create a number of problems and open questions so that the school managing becomes more difficult. Finally, it can be concluded that men and women form their work style in the same way. As it had been noted before, school culture has a strong influence on work style of the school principal. Such influence is much stronger than the differences between men and women. Therefore, there are no visible management differences among them. Also, it is interesting that there are no exceptions in a way of work.

Comment [E89]: Too generalized

Comment [E90]: Not in reference list

Comment [E91]: Link to gender and leadership

Comment [E92]: Repetitive

Comment [E93]: Explain

These results signal the need for abandonment of gender discriminative practices in according with administrative roles in the school. It is necessary to pay more attention to the skills and abilities to manage the school that potential principals have than take the gender into account. The proposals for introducing training of school principals as recommended by Naidu (1998) in order to rise their professional competences appear to be a good and acceptable solution. in The research findings were in agreement with

Comment [E94]: Sentence structure

Comment [E95]: ???

Moorosi (2007), who also claimed that in the long term, it is needed to provide the principals with knowledge through formal education that will help them not only in good managing of educational institution, but that will give them the ability to change the organizational culture of the school.

Comment [E96]: What is the link here to the purpose of this paper? Gender and Leadership styles??? Confusing

CONCLUSION

Considerations on gender differences and leadership styles imply that we are in the period of transition. Area of gender differences in leadership styles is a subject which includes ambiguities and paradoxes. There are numerous studies on this subject but there are still some questions remained without appropriate response. The study shows that there are no differences in management styles for school principals that are gender related. The managerial network scatter plot (figure 4) shows that most of school principals in the study were focused on a *Team Management* style that combines both people skills and team efficiency in achieving organizational goals. These results signify that schools should create environments that allow everyone, regardless of gender, to maximize their potential. New questions related to gender and management style lead to the need for additional research in the field especially so with regard to the organizational structure and the hierarchical structures of power. The hiring and validation process for school principals should be free of gender biases and stereotypes from the findings of this study. People should be considered as individuals with different capabilities and they should not be divided according to gender. Problems are human and both men and women confront them. Terms such as *female style* and *male style* should be avoided. It should be noted that both genders play important roles. The future challenge for schools should be acceptance of different leadership styles. There is no unique and the best leadership style. Schools with all its capabilities will provide women and men to freely choose their leadership strategies in order to achieve success. Therefore, different leadership styles can be relied on individual values instead of gender differences.

Comment [E97]: Explain

Comment [E98]: I miss a clear and consistent flow and development of your argument. Compare this with what you said on page 17.....Confusing

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Comment [E99]: I have major concerns about the quality of your referencing. You have various problems with the reference list. You have to follow Harvard reference style consistently. I just indicated a few issues.

Comment [E100]: ?

Comment [E101]: ??

Comment [E102]:

Comment [E103]:

Comment [E104]:

Comment [E105]:

Comment [E106]:

Comment [E107]:

Comment [E108]:

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Comment [E113]:

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