

## An Investigation into the Relationship among the Behavioral Variables in Educational Principals with Effectiveness in Public Primary Schools

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### ABSTRACT

The present essay is intended to explore the relationship among the behavioral elements of educational principals with effectiveness in primary school. The special objectives include: 1) To determine type of principals' behavior and the rate effectiveness of schools; 2) Recognition of the relationship between principals' behavioral element with schools' effectiveness; 3) Comparison among the effectiveness of principals' behavioral elements. Method of this study is descriptive of correlation type. To evaluate variables, two inventories have been utilized including Metzcus and Burden's Leadership Behavior Description Questionnaire (LBDQ) and Parsons' Questionnaire was used for measurement of effectiveness. In this survey, statistical population comprises of teachers and principals of primary schools where randomized cluster sampling method and sample size (80 principals and 240 teachers) were used for this purpose. To analyze data, Pearson's correlation technique as well as regressive analysis was adapted while the findings suggested the existing relationship among the integrated behavioral variables in principals with their effectiveness in primary schools.

**KEYWORDS:** Behavioral Elements- Principals, Effectiveness- Teachers- Schools

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### 1. INTRODUCTION

Educational system is considered as the major and key factor for social, economic, cultural and political development in any community. Analysis on effective factors on growth and development of advanced communities signifies that all these countries have been benefitted from an effective educational system. Regardless of management and leadership, educational systems will not be able to fulfill their ever- increasing responsibilities.

Due to sensitivity and importance quality in educational system and its impact on future fate of their children, parents of students tend to hand over their children to those schools, which have been appropriate and effective performance based on their searches. Such a tendency may advance to the point that they incur the costs and problems caused by transfer between regions in order to use services from certain schools [1]. Achievement of schools depends on objectives of educational system and realization of the goals of educational system will be subjected to efficient and effective administration and leadership.

Thus, principals may affect the highest impact on school's goals namely students and thereby meet some part of community's requirements by doing several activities [2].

In any organization, the management is a factor of integration, impregnation, and efficiency of physical sources and facilities and the existing manpower to achieve organizational objectives [3]. The outcomes of principals' performance are crucially important and sensitive in the schools. In schools some issues such as responsibility, educational achievement, performance standard, scores of exams, quality of teaching and job satisfaction suggest the effectiveness of educational principals [4, 5]. Principals' ideas and impressions are the origin for behavior, and his/ her managerial methods and styles in management. In other words, any manager has specific philosophy that is his/ her ideology and it causes his general comprehension about management and organization in a wide and global viewpoint along with responsibility, commitment, motive, and enthusiasm to move (Robins, 2007). In the conducted studies, one can refer to relationship among effectiveness and leadership style, decision making process, manager's personal features and job satisfaction. For instance, the researches which have been carried out in Iran suggest that effective principals mainly make participatory decisions thereby personnel's job satisfaction has been placed at favorable level [6]. Some of investigations emphasized in this point that those managers who have acted by contingent technique and or relationship- oriented method in most of occasions they acted more effectively and at the same time here effectiveness includes the relations among manager and personnel, the predetermined work, and the rate of power that a manager might acquire of his/ her position [7]. Effectiveness is not only limited to realization of goal and it serves as a lopping and permanent process that begins at design of planning and consists of all activities which are both toward achieving organizational goals and determine to what extent doing of those tasks has been appropriate [8]. Since recognition of the existing situation is a useful tool for development so we examined the relationship between behavioral

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elements of educational principals with effectiveness in public primary schools. School is the best place for the unit of effectiveness of principals' behavioral elements. With respect to importance and special characteristic of primary schools, this study has been conducted in primary schools located in Training and Educational Organization region 5 of Tehran city.

### **1.1. Fiedler Leadership Style:**

The first model of contingent management was developed by Fred Fiedler. In this model, two main concepts have been taken into consideration: Relation- oriented and task- oriented styles. Relation- oriented styles are studied under those types of styles in which the manager at least tends to a task and or work and maximally tends to relation or person. That leader, who is described as relation- oriented, emphasizes on relationship aspects of his/ her work.

He or she thinks any employee is important and for this reason pays attention to each of personnel and considers their personal needs. But a task- oriented leader focuses on work and task and considers personnel as a means for realization of organizational objectives. Employee- oriented leader versus democrat leader and task-oriented leader versus dictator and authoritarian leader have similarity in performance. Democratic leader attaches great importance for his/ her subordinates by relations with the personnel while a dictator leader summarized anything only to doing of task. According to theory of contingency model, principal of a school may select and use each of relation- oriented and task- oriented leadership styles proportional to the situation to which he or she is exposed.

The noticeable point in application of these methods is that principals should recognize well teachers' tasks and other school personnel and based on the acquired recognition, they could adapt the appropriate technique. For example, they should use employee- oriented style which is stable on axis of relations, versus the dutiful teachers that are perfectly aware of importance of their tasks and do their activities based on the expectations while they should adapt task- oriented style of leadership versus those personnel who may use any opportunity to escape from work. Thus, application of each of the given styles depends on this point that school principal deals with which type of personnel. At the same time, the principal may use both styles for dutiful group and non- dutiful group and or a composition of these two styles for the intermediate cases. The conducted visits from primary schools throughout the country signify that principal often either adapt relation- oriented style and or task- oriented style and composition of these two styles is not used or two separate styles are not utilized for various personnel [9].

### **1.2. Research Goals:**

- Determination of type of principals' behavior and rate effectiveness in primary schools at region 5 at Tehran City;
- Recognizing of relationship between principals' behavioral elements and rate effectiveness in primary schools of region 5 at Tehran City;
- Comparison of effectiveness of principals' behavioral elements

### **1.3. Research Hypotheses:**

#### **1.3.1. Major hypothesis:**

- There is a significant relationship between principals' behavioral elements and their effectiveness in primary schools.

#### **1.3.2. Minor hypotheses:**

- There is a significant relationship among principals' tolerant (*laissez faire*) behavior and their effectiveness in schools.
- There is a significant relationship among principals' composed (democratic) behavior and their effectiveness in schools.
- There is a significant relationship among principals' authoritarian behavior and their effectiveness in schools.

## **2. MATERIAL AND METHOD**

With respect to importance of subject and the given goals, method of the present study is of descriptive-correlation type. The statistical population of this investigation includes teachers and principals of public primary schools in educational system region 5 at Tehran City (1300 teachers and 100 principals).

To gather the needed data from members of this community randomized cluster sampling was adapted. In this survey, two types of questionnaire were used as research measurement tools: a) Metzcus and Burden's Leadership Behavior Description Questionnaire (LBDQ); and b) Parsons' Effectiveness Determination Questionnaire [10, 11]. Reliability of both questionnaires in this study was calculated by means of

Cronbach's Alpha coefficient where this value was computed as 0.88 for leadership styles determination tool and 0.75 for effectiveness tools. Pearson's correlation formula and multivariate regression have been utilized for the relationship among principals' behavioral variables and effectiveness.

### 3. RESULTS AND DISCUSSION

As it shown the results of Table 1, compared to other behavioral variables, mean value of relation-oriented or tolerant behaviors (3.72) is greater and this indicate that principals use relation-oriented style at high level and educational principals look at their personnel at first place as the individuals who have been gathered in that environment for cooperation and the work is based job satisfaction of personnel and their interest in this environment. They are consulted in doing tasks and their personal qualifications are recognized. For this reason, personnel give services sympathetically for that organization since they know they are not seen as a tool for organizational growth. At next step, task-oriented behaviors (3.67) and composed behaviors (3.61) are placed that respectively show the rate of application of these behaviors by the principals.

**Table 1.** Descriptive data for principals' behavioral variables

Principals' behavioral variables	Mean	Standard deviation
Relation-oriented or tolerant behaviors	3.72	0.26
Task-oriented or authoritarian behaviors	3.67	0.46
Composed behaviors	3.61	0.40

**Table 2.** Pearson's correlation coefficient and three behavioral variables of principals with organizational effectiveness

Behavior	Pearson's correlation coefficient	Significance level
Relation-oriented behaviors	0.12	0.365
Task-oriented behaviors	0.10	0.493
Composed behaviors	0.82	0.014

According to findings from Table 2, the following results have been obtained:

**Hypothesis 1:** Regarding the rate of correlation among principals' behavioral variables with their effectiveness, it is indicated that by considering the correlation coefficient (0.12) and significance level (0.0365) of relation-oriented behavior, since alpha critical value (i.e. significance level) is greater than 0.05 as a result this hypothesis is rejected at 95% level of confidence.

**Hypothesis 2:** Based the data given in Table 2, it is shown task-oriented behavior has correlation coefficient (0.10) and significance level (0.493) for which alpha critical value (i.e. significance level) is greater than 0.05 as a result this hypothesis is rejected at 95% level of confidence.

**Hypothesis 3:** According to presented data in Table 2, given that composed behavior with correlation coefficient (0.82) and significance level (0.014) so with respect to the obtained significance level whereas this value of correlation is significant at  $(0.05 \geq \alpha)$  and at the same time the given significance level is 0.014 which is smaller than alpha critical value (0.05) as a result this hypothesis is accepted at 95% level of confidence.

### 4. CONCLUSION

The findings show that tolerant (relation-oriented) behavior of principal does not cause effectiveness in school it is inferred so that the principal who act poorly in relation to working disciplines and bases he or she could not acquire a favorable result since if there is no certain rule to govern on work place then the ground is prepared for personnel' abuse and the given results will not have the needed utility

Composed behavior of a principal causes the favorable effectiveness in primary schools and it is inferred in this way that a principals who recognizes at moment this the time of compassion or hostility and or characterizes that it necessitates to forego or punish it and generally adapts both behaviors in composition within workplace, he or she will acquire the favorable result in terms of effectiveness. In such working places, personnel know that principal asks for their work perfectly and accurately and at the same time he or she recognizes their conditions and thinks about their interests.

Principal's authoritarian behavior will not lead to effectiveness in workplace. Since despotic and authoritarian workplaces may remove desire and interest from personnel while they work because of fear from the manager so dynamism and creativity as well as working are not done based on interest and compassion and even it is sometimes possible some personnel to commit sabotage so the favorable effectiveness will not be definitely realized.

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