COMPARISON OF THE EFFECT OF MANAGEMENT STYLES ON ACADEMIC ACHIEVEMENT OF KARAJ SCHOOL STUDENTS IN TEACHERS' OPINION

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ABSTRACT
This study aims to compare the effect of management styles on academic achievement of Karaj high school students (2014 school year) in the management of teachers in education as compared to other management styles. Because the educational management deals with the education and training of future generations in society. Principal is a major responsibility in the educational system if they pay attention to his/her duties, it can influence students in its scope more and affect in order to improve their academic achievement. Statistical Population Research consists of all teachers and first, second and third grade students in secondary schools of the four areas of Karaj City. The sampling method in this study is a multistage cluster type and the study sample consisted of 80 teachers and 80 students. The study method is caus-comparison type and to collect data questionnaires by 31-item Likert scale used in the imperative style which measures autocratic, charity and deliberative and participatory styles. The data obtained was analyzed using SPSS statistical software that is used descriptive statistics (frequency, mean, tables, graphs, etc.) and inferential statistics (analysis of variance (ANOVA) and LSD) to describe and explanation of the data. The validity of the research instrument was approved by dear professor. The reliability of the research instrument (questionnaire) obtained between 30 subjects in the sample studied, 90 after mentioned questionnaire which is an appropriate ratio in reliability of the research instrument (questionnaire). According to the results of the statistical analysis, it can be said that the average score of students in different management styles were based on the following:
Mean consultative style is (17.18)
Mean authoritarian style is (17.59)
Mean using participatory style is (16.67)
Mean using charity style is (15.73)
Therefore, we can conclude that according to the above GPA consultative style is more effective than other styles. In other words, the relationship between management style and academic achievement is more than other management styles. The most important finding of the present study show that: Consultative management style has the greatest effect and benevolent management style has the least effect on academic achievement.

KEYWORDS: Style, Management style, Principal, Academic Achievement, Teachers
INTRODUCTION

Today the importance of process management is obvious. Advanced industrial countries were considering this issue since ten years ago and practically they owe their development to improving the practices before management. While developing countries have encountered some problems such as poverty and population growth rates, high unemployment and inflation. These theories are not new phenomena, but what has been done in recent centuries in terms of organization and management is practical lack of cohesion in the theories and previous scattered thoughts. This is often done by the aliens and Industrial Nations and so for some people, has created the illusion that management is finding a western and alien science.

It is natural that the tasks of leaders and managers in relation to its structure and characteristics of internal and external groups would differ but usually leaders of social groups or organizations undertake a series of tasks. If the educational system has better structure and culture, management style and ability and integrity. To manage the society, it will train people who ensure economic, social and cultural health of that society and will increase its productivity and performance. Teaching is a noble and intelligent, complex dynamic activity and if teachers prepare students for a changing world and release them from the previous limited experiences and introduce different and new ideas, requires specific management practices to teach more efficiently this way. (Hallincher, Translation of Kabiri, 1994)

Management started with the beginning of human social life so that the human can organize his own life. It needs to have people who lead them. Most experts believe that society can not exist without the leadership and management. Now, with the changes in our country and the world community have found that it is training management which should consider all the tasks related to the assessment. Hence, the recognition and applying universal principles of scientific management style is critical in the education system. Positive and negative effects of each style should be recognized as an effective means of encouraging and inappropriate methods to be removed. If educational leaders of a community have enough knowledge and skills, undoubtedly the effectiveness of the educational system will be high efficiency and reliability. Manager shall know areas of weakness, moderate and strong points and have the judgment to know what each person is prone and be able to allow it be changed environmental conditions and emotional levels. Knowing these things makes him control his behavior rationally and predict the reactions of self and others. Management is a dynamic and active thing and it should have flexibility to time and location.

A Likert-style management is an authoritative work and effective style while Four Likert-style is a relationship-oriented and collaborative style in which is based on trust and confidence as a group. Centralized management system is a factor to create problems due to failure of solving its own need rather than solving community problems. And also the absence of a specific organization to organize managers and lack of expertise in educational management. The study of management and leadership is necessary for developing countries. This is because the role of director and management is undeniable and fundamentally important in improving the education system and the quality of education in general and higher education students in details.

Research Objectives:
General objectives: Determining the effect of management styles on academic achievement of high school students in Karaj.
Partial goals:
Determining and comparing the effect of autocratic leadership style on academic achievement.
Determining and comparing the effect of benevolent leadership style on academic achievement.
Determining and comparing the effect of advisory management styles on academic achievement.
Determining and comparing the effectiveness of collaborative management style on academic achievement.

**Research Hypotheses**:
The effect of autocratic management style is based on academic achievement than other styles.
The effect of benevolent management styles on academic achievement is more than other styles.
Consultative management style impact on the academic achievement of students is more than other styles.
Effects of participative management on the academic achievement of students are more than other styles.

**Literature and Theoretical background of the research**
Management has been initiated with the onset of human social life. Because human can be able to reintegrate his own life and meet the needs of both, needs to have people to guide them to meet his problems and needs using available human resources. The meaning of management, including the management of a group, an organization, etc., is not a new thought and has been existing from very long times since humans started their social life. The oldest books and resources which have remained from the past such as Plato's writings in Greek and Kalilla and Dimna ….. reinforces the importance of management. In our country's history, Cyrus, the Achaemenid king is one of those whose management methods in State and territorial governance has been a great help for the development of science. Precious Islamic works like Nahj al-Imam Ali (AS) include the most complete messages about management, managers features, …… Educational Management is a scientific and practical field. As a practical course has little in common with other other disciplines such as engineering and medicine. Movement of scientific management principles that constitute the educational system affects and attracted scientists and educational researchers to it and advocates of scientific management appointed by application of its principles in educational systems.

They considered the schools like a factory where students should change in the process of education, according to the expected qualities and characteristics of society like raw materials. The educational system should be used for research purposes by qualified personnel, especially technical tools and methods needed to provide a pre-determined standards. With the efforts of these people, there was a period in educational leadership and management in the United States which called Worship efficiency Era (Alagheh Band, 1996). Analysis of schools by Raymond Callahan in 1910 and 1930 shows science activities by the principles of scientific management well. However, until 1940 the educational system was influenced by the Hawthorne Studies. Democratic management, democratic decision-making and democratic teaching were the slogan of this period. Until 1950, educational management was mostly influenced by the theoretical assumptions. In 1950 and 1960, behaviourists put into existence and the new movement was collected for the study and teaching of educational administration.

In 1970s, social and political crises such as the oil crisis and the economic slowdown in the West influenced theoretical and practical studies in educational administration and criticisms were raised on the behavioral science approach. As Griffith describes educational management as a field in Intellectual chaos until 1979. In the mid-1980s led to the educational leadership of teaching-oriented which determined new educational standards for managers. Due to the
emergence of new environmental variables in the 1990 group, it is generally believed that education system won't prepare the students to play their role in society efficiently and effectively.

So the executive authority of a Director is not a simple and trivial thing. Before it was command and prohibition power, it is the power to play with human emotions. It is the force that gives the director the power to create strong spirit and positive feelings about the activities of the organization among staff. Real and successful manager is one who accompany managing employees' efforts in order to realize the objectives of the organization according to cultural and social construction of educational institutions and understanding the existing factors and conditions and to benefit from the proven scientific principles and methods. Hence, the art style is very serious and important issue for manager. Managers who expressed their full confidence to the subordinates and participate them in decision making and prize them and make intimate and mutual relationship with employees and create an environment in organization which employees feel comfortable and sense of prestige, respect for personality. As a result they can do in coordination with the Director to raise work in terms of quality and quantity of premium grade utility. School administrators also can cause teacher's job satisfaction with their dynamic leadership and observing stated criteria by creating an environment based on creativity to come in order to recognize individual and personal and family characteristics of students in the school and education system with strong motivation and get success in the advancement of education and academic achievement including important goals of education.

METHODOLOGY
This study is descriptive causal – comparative and the statistical population includes all teachers and first, second and third grade students in secondary schools of the four areas of Karaj City. The sampling method in this study is a multistage cluster type and the study sample consisted of 80 teachers and 80 students. The study method is caus-comparison type and to collect data questionairs by 31-item Likert scale used in the imperative style which measures autocratic, charity and deliberative and participatory styles. The data obtained was analyzed using SPSS statistical software that is used descriptive statistics (frequency, mean, tables, graphs, etc.) and inferential statistics (analysis of variance (ANOVA) and LSD) to describe and explanation of the data. The validity of the research instrument was approved by dear professor. The reliability of the research instrument (questionnaire) obtained between 30 subjects in the sample studied, 90/0 after mentioned questionair which is an appropriate ratio in reliability of the research instrument (questionnaire).

FINDINGS

Description of Data: Statistics of students' GPA based on the management styles of teachers

TABLE 1: CALCULATION OF THE MEAN VALUE'S DIFFERENT MANAGEMENT STYLES

<table>
<thead>
<tr>
<th>Management Styles</th>
<th>95 percent confidence interval of the mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Maximum</td>
</tr>
</tbody>
</table>

4
According to the findings in the above table, it can be said that GPA students on different managerial styles are as follows: Consultative style (18.17), Authoritative style (17.59), Participatory style (16.68) and Benevolent style (15.73). Therefore, we can conclude that, according to the average score mentioned in this table consultative style is more effective than other styles. In other words, there have been consultative style relationship with academic achievement more than the mentioned other styles.

TABLE 2: CALCULATION OF F VALUE BASED ON ANOVA

<table>
<thead>
<tr>
<th>Significant level</th>
<th>F</th>
<th>The mean square</th>
<th>Degrees of freedom</th>
<th>The sum of squares</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>56.31</td>
</tr>
<tr>
<td>0.008</td>
<td>4.28</td>
<td>18.77</td>
<td>76</td>
<td>333.13</td>
</tr>
<tr>
<td></td>
<td>4.38</td>
<td>79</td>
<td>389.44</td>
<td>Total</td>
</tr>
</tbody>
</table>

Null hypothesis = Level of academic achievement is the same between all styles of management.

Opposite hypothesis = Level of academic achievement is different in at least two managerial styles statistically.

In other words, it can be said that the effect of participation and benevolent managerial styles is different on academic achievement statistically. We should compare the methods, we compared the mean of styles to know which of them is statistically significant in this study, we have used LSD method.

**First hypothesis**: The effect of autocratic management styles on academic achievement is higher than other styles.

**TABLE 4-3**: COMPARISON WITH OTHER AUTHORITARIAN STYLE OF MANAGEMENT STYLES
The effect of autocratic management styles on academic achievement is in comparison with other similar methods.

Because the null hypothesis is more than 5% significance level, test is not significant. The null hypothesis in each case was confirmed with 95% confidence and opposite hypothesis that the effect of managerial style differs from other styles is imperative in educational progress, is rejected.

**Second hypothesis**: The effect of benevolent management styles on academic achievement is more than other styles.

**TABLE 4-4**: COMPARISON OF MEAN BENEVOLENT TO OTHER STYLES OF MANAGEMENT STYLE LSD METHOD

<table>
<thead>
<tr>
<th>High level</th>
<th>Low level</th>
<th>Significant level</th>
<th>Standard error</th>
<th>The mean difference</th>
<th>Styles of management</th>
<th>Managerial methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.26</td>
<td>-0.55</td>
<td>0.129</td>
<td>1.2</td>
<td>1.8</td>
<td>Benevolent</td>
<td>Authoritarian</td>
</tr>
<tr>
<td>1.25</td>
<td>-2.41</td>
<td>0.53</td>
<td>0.91</td>
<td>0.58</td>
<td>Consultative</td>
<td>Collaborative</td>
</tr>
<tr>
<td>2.8</td>
<td>-0.92</td>
<td>0.31</td>
<td>0.93</td>
<td>0.94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Difference is statistically significant at the 5% level.

The effect of benevolent management style on academic achievement is the same in comparison with authoritarian and consultative and Null hypothesis is confirmed. The effect of benevolent management style on academic achievement is statistically significant at the 1% level in comparison with consultative. So we can say with 99% probability that The effect of benevolent management style on academic achievement is different from the consultative.

The null hypothesis is rejected. Given that the mean difference is positive, in consultative management style GPA and results of student achievement have been higher.

**Third hypothesis**: Consultative management style effect on academic achievement is higher than other styles.

**TABLE 4-5**: THE COMPARISON OF CONSULTATIVE STYLE WITH OTHER MANAGERIAL METHODS USING LSD

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
<th>Significant</th>
<th>Standard</th>
<th>The mean</th>
<th>Styles of management</th>
<th>Managerial methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.55</td>
<td>-4.2</td>
<td>0.129</td>
<td>1.2</td>
<td>-1.8</td>
<td>Authoritarian</td>
<td>Benevolent</td>
</tr>
<tr>
<td>-0.6</td>
<td>-4.2</td>
<td>0.1</td>
<td>0.91</td>
<td>*2.4</td>
<td>Consultative</td>
<td></td>
</tr>
<tr>
<td>0.9</td>
<td>-2.7</td>
<td>0.33</td>
<td>0.9</td>
<td>-0.9</td>
<td>Collaborative</td>
<td></td>
</tr>
</tbody>
</table>


The effect of consultative management style on academic achievement of students is the same in comparison with Autocratic management style, then Null hypothesis is confirmed. The effect of managerial consultations on academic achievement is statistically different from 1% in comparison with benevolent and cooperative. So the null hypothesis is rejected and the opposite hypothesis is confirmed. Now, due to the positivity of the mean differences, we can say that in consultative managerial style, GPA at the conclusion of student academic achievement has been higher than benevolent and consultative management style.

**Fourth hypothesis:** The effect of participative management styles on academic achievement is higher than other styles.

**TABLE 4-6 : COMPARISON OF THE MEAN PARTICIPATORY STYLE WITH OTHER MANAGERIAL METHODS USING LSD**

<table>
<thead>
<tr>
<th>High level</th>
<th>Low level</th>
<th>Significant level</th>
<th>Standard error</th>
<th>The mean difference</th>
<th>Styles of management</th>
<th>Managerial methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.92</td>
<td>-2.8</td>
<td>0.31</td>
<td>0.93</td>
<td>-0.94</td>
<td>Authoritarian</td>
<td>Consultative</td>
</tr>
<tr>
<td>2.77</td>
<td>-0.95</td>
<td>0.33</td>
<td>0.93</td>
<td>0.91</td>
<td>Consultative</td>
<td>Collaborative</td>
</tr>
<tr>
<td>0.5</td>
<td>-0.25</td>
<td>0.04</td>
<td>0.51</td>
<td>-0.15</td>
<td>Collaborative</td>
<td>Consultative</td>
</tr>
</tbody>
</table>

The effect of participative management on academic achievement has been the same statistically at level of 5% compared with benevolent and authorative styles. The null hypothesis is confirmed. Due to the significant level which is higher than 5%. The effect of participative management on academic achievement is different at level of 1% compared with consultative style. Now given that the average difference is negative. The effect of consultative management style on academic achievement is high.

**DISCUSSION AND CONCLUSION**

The overall objective of this research is comparing the effect of management styles on female students' academic achievement of high schools in Karaj the 2003-2004 school year. The independent variable in this study is managerial styles including authoritarian, benevolent, consultative and participatory and the dependent variable is the effect of female students' academic achievement of high school in Karaj. Research Design is Causal - comparative and multi-stage cluster sampling method. The sample includes 80 teachers and 80 students from three secondary schools of four regions in Karaj randomly.
Assumptions and results:

1. The effect of authorative style on academic achievement is more than other styles which statistical analysis was performed that the effect of managerial style on academic achievement is the same compared with other styles and it has no effect. The null hypothesis is confirmed by the 95% confidence.

So we should observe features such as the fact that in this kind of style, the manager does not have any trust on staff and enters them rarely in making decisions and most decisions are made by individual. Attitude of staff is hostile to each other and in this style, the control is just at the heart of organization and information underlying the control is often confused and incomplete because there is an informal organization that work against the formal organization and reduce the actual control. Processed information that is collected for control of activities instead of eliminating defects, used for just interest and penalties. It is also noteworthy that the results obtained in this thesis of research done by Baitullah Ali Abdullah Pur (1992) and Mohammad Ali Javaheri (1993) are compatible and consistent.

2. The effect of benevolent management style on academic achievement is more than other styles that determined in its Statistical Analysis which the effect of benevolent managerial style is the same compared with Authoritative and participative style. The null hypothesis with a probability of 99% confidence is confirmed and is different from Consultative style and Null hypothesis is rejected at 1% confidence.

Then we should observe features of the fact that in this kind of style, the staff do not feel so much free to talk about personnel issues with the manager. Employee motivation is done through satisfaction of material needs, status and power. It is often removed less important motivators and sometimes is reinforced. There is a conflict between motivating factors. Decisions are made at the top of organization and there is little motivation for the employees. Employees are also given the chance to participate in decisions.

3. The effect of consultative management style on the academic achievement of students is more than other styles which determined its Statistical Analysis that the effect of consultative managerial style is the same compared with authorative managerial style and the null hypothesis is confirmed with the 1% confidence and has been different compared with benevolent and participatory styles and the null hypothesis is rejected with a probability of 99% confidence.

Then we should observe features of the fact that in this kind of style, the managers have a considerable trust but not full to the staff and the staff fell somewhat free to talk about work problems with the manager. In this style, decisions have individual and group basis and some group participation is encouraged. There is a collaboration optimal and rational attitude towards each other between colleagues. In this style, motivation is done based on material needs, people need to gain new experience and utilization of major inner motivations.

4. The effect of participative management on academic achievement of students is more than other styles which determined its statistical analysis that the effect of participatory management is the same compared with benevolent and authoritarian and the null hypothesis is confirmed with 1% confidence and is different comparing with Consultative style and the null hypothesis is rejected with a probability of 99% confidence. So, with this difference, we can conclude that among four management styles, authoritarian, benevolent, cooperative and consultative, the consultative has the greatest effect and benevolent managerial style has the less effect on Academic Achievement.
Then we should observe features of the fact that in this kind of style, there is a very high confidence between management and individuals. This management is a Relationship-oriented style, it means the main attention of manager to the staff, their needs and facilitating the problems to achieve individual objectives of organization. This management causes enhancing the self-esteem of students, teachers and staff and results in strengthening the confidence of teachers, students and staff. The manager enters the staff in making decisions and the objectives of the organization is determined by participation of group. It is also noteworthy that the obtained results in this thesis of the research done by Mr. Mohammad Ardalan (1991) is consistent and compatible.

**Research suggestions**

According to the importance of managers in today's training organizations, Educational systems without strong leadership and management, informed and participatory world won't be able to meet its growing responsibilities. Therefore, in order to increase the efficiency and effectiveness of school management recommendations are presented below.

1. study of managerial styles in elementary school, junior high, and compared to current research.
2. study of managerial styles according to the theory of the other scholars.
3. Use other methods such as interviews, questionnaires, observations in future studies and compare the results of the present study.
4. It is more appropriate to evaluate and run this study in private schools as well.
5. Creating seminars to acquaint managers with a participative and consultative styles.
6. creating training courses to familiarize managers with managerial methods.
7. Identifying and encouraging managers which is like participatory management style.

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