Öneri.C.8.S.31.
Ocak 2009.23-33.

GENDER ISSUES IN LEADERSHIP STYLE OF PRINCIPALS

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Abstract: *The question of how issues of gender affect the way school principals' leadership style is perceived by teachers has attracted little attention. In order to measure the leadership style of school principals we used the Multi-Factor Leadership Questionnaire (MLQ). This paper aims to determine if there exist gender differences in the leadership behavior of school principals. This paper also investigates how the interaction between principal and teacher gender affects teachers' evaluations of the principal's leadership. Findings revealed that female principals were more transformational than male principals were and engaged in more of the contingent reward behaviors (active-constructive leaders). Male principals were more likely to manifest the other aspects of transactional leadership (passive-avoidant leadership and management by exception-passive). The implications of these findings are encouraging for female school leadership in Turkey.*

Keywords: Leadership, Gender, Exploratory Factor Analysis, Confirmatory Factor Analysis, MANOVA

OKUL MÜDÜRLERİNİN LİDERLİK TARZLARINDA CİNSİYETİN ETKİSİ

Özet: *Okul Müdürlerin liderlik tarzının öğretmenler tarafından nasıl algılandığı ve cinsiyetin bu algılamada rol oynayıp oynamadığı literatürde bugüne kadar çok az incelenmiş konulardan biridir. Bu çalışmada okul müdürlerinin liderlik tarzını ölçmek için Çok Faktörlü Liderlik ölçeği kullanılmıştır. Araştırmamızda kadın ve erkek müdürlerin liderlik davranışları arasındaki farklılıklar incelenmiştir. Yönetici ve öğretmenlerin cinsiyetleri arasındaki etkileşimin, müdürlerin yöneticilik tarzının algılanmasına olan etkisi de ayrıca araştırılmıştır. Bulgular kadın müdürlerin erkek müdürlere göre daha fazla dönüştürücü liderlik tarzı benimsediğini ve öğretmenlere karşı daha ödüllendirici (aktif-yapıcı) davrandıklarını göstermektedir. Erkek müdürler ise, kadın müdürlere göre iş gördürücü liderlik tarzının pasif-sakınan/istisnalarla yönetim boyutunu daha fazla göstermektedir. Araştırmamızın sonucu Türkiye'deki kadın müdürler açısından anlamlıdır.*

Anahtar Kelimeler: Liderlik, Cinsiyet, Betimsel Faktör Analizi, Doğrulayıcı Faktör Analizi, MANOVA

I. INTRODUCTION

Building on Burns' conceptualization, Bass' definition of transformational/transactional leadership model has received growing attention among researchers over the past decade [1,2]. Since its introduction, the version of transactional and transformational leadership theory formulated by Bass and his colleagues has been contrasted and investigated in many research studies [2,3]. However, contrasting transactional leadership with transformational leadership should not be construed to mean the models are unrelated. The models differ with regard to the process by which the leader motivates subordinates. Transactional leadership involves a process of leader-subordinate exchange relationship, in which leaders provide support, direction and reinforcement and followers achieve agreed-upon performance. In contrast, transformational leaders encourage employees to perform beyond expectations by transforming followers' values, beliefs, and attitudes toward reaching their full potential [4,5]. Bass further comments that the best leaders show both transactional leader behaviors (contingent reward, management by exception) and transformational leader behaviors (charisma, inspiration, intellectual stimulation, individualized consideration) [2,6]. However, many research studies conducted in business and industry, government, the military and non-profit organizations reveal that transformational leaders, as measured by the MLQ survey instruments derived from the Avolio and Bass model, were more effective and satisfying as leaders than transactional leaders.

The Multi-Factor Leadership Questionnaire (MLQ) is the instrument used to measure transformational and transactional leadership in most research studies. While the transformational leadership style has been examined and validated [7]. Korabik, Ayman & Purc-Stephenson comments that the work has been developed primarily by studying male leaders [8]. Actually, a brief review of research on gender and leadership has shown that males have been more likely to emerge as leaders than females [9-11]. These findings are consistent with role congruity theory, which brings an explanation for the gender stereotyping of leadership positions. The question of sex role stereotypes influence perceptions of leadership is important [12]. Stereotyping is the "process of assigning traits to people based on their membership in a social category" [13]. The importance of sex role

stereotypes for female leaders in male dominated environments is that they can affect how individuals perceive and evaluate leadership behavior. In Turkey, certain occupations such as teaching, nursing, etc. are mostly occupied by women, whereas senior women are rare in many male-dominated organizations. In fact, the variance of gender stereotypes between males and females is smaller in highly developed countries and larger among the cultures where there is a great gap between the educational achievement of men and women [14] . However, with changes in women's educational and professional attainments and with an increase in women's labor force participation on a worldwide basis we find more women in managerial positions. In examining the recent literature on gender and leadership styles, we witness shifts in perceptions of leadership styles towards androgynous management [15,16].

In view of the increased access females have to management positions, it is important to determine if there exist gender differences in leadership behavior. In our present study, we will use the MLQ scale, which has widely been used to measure leadership styles. The fact that the components and their operational measurement of the MLQ scale were developed almost exclusively based on male subjects may suggest that they tap a more masculine style of leadership [7]. Consequently, it has been assumed valid for females. The possibility that "theories and concepts which emerge solely from a male consciousness may be irrelevant for female experience and inadequate for explaining female behavior" is something that has been explored in other areas within organizational studies [17]. While it has been found that women do exhibit transformational styles [18], the question of whether this instrument taps a masculine style is one that requires further investigation. Regardless, the fact that these leadership instruments have been developed based on male subjects is important to bear on mind in evaluating female leaders.

Bass, den Hartog, et al have claimed that enough evidence has accumulated to warrant the adoption of transformational/transactional leadership in most types of organizations and in most national cultural contexts [19,20]. However, most writings have paid little attention to contextual considerations [21] and there is a gap in our understanding of the influence of a non-western culture and context on educational leadership.

Research indicates that there are similarities in transformational leadership whether it is in a business environment or in a school setting [22]. Yet, there have been few studies of leadership in schools and the definition of transformational leadership at school settings is still vague. School leadership has been defined in a more instructional and transactional sense as the capacity to take charge and get things done [23]. However, views of school leadership are changing largely because of the current reform initiatives and the demands of 2000s.

In transformational *vs* transactional leadership studies conducted in Turkey, it was shown that school principals regarded themselves as having more transformational leader qualities [24]. However, numerous studies in Turkey have documented the under presentation of women in educational leadership. The question of how issues of gender affect the way school principals' leadership style is perceived by teachers has attracted little attention in Turkey. Although most teaching positions are widely held by female teachers, female school principals are still rare. Perceptions of leadership may vary within a school among teachers working under the same leader. In fact, the gender of both principal and teacher has important effects on the teachers' perceptions of leadership within a school.

Thus, the main purpose of this paper is to (1) determine whether transformational and transactional leadership differ on the basis of gender within the school administrative population, and (2) to measure the interaction between principal and teacher gender and how it affects school teachers' evaluations of the principal's leadership. We also aimed to find out whether the components of the MLQ survey could be distinguished empirically within a Turkish-speaking context and school environment.

II. LEADERSHIP STYLES AND GENDER

There have been consistent research findings about the leadership behaviors of male and female leaders. Prior to the early 1990s, beliefs about leadership styles and gender were split in terms of whether male/female differences were presumed to exist or not to exist [25]. Studies according to traditional models of leadership point out to differences in the way women and men lead. Meta-analyses of gender differences in leadership found that women are more democratic or participative in their styles, while men are more autocratic or directive [25]. The authors also comment that a democratic or participative leadership style is generally considered more effective than a hierarchical or autocratic style, regardless of gender. Similar studies also show that women in management tend to have a more relationship-oriented style of leadership than men do, one that emphasizes supporting and developing their employees [26]. Similarly, [27] describes men as leading in a hierarchical, top-down fashion, where power was defined as authority they have over others, whereas women are collaborative leaders, relying on interpersonal relationships, where power was defined by their ability to bring people together and establish consensus.

The findings of Eagly & Johnson did hold across studies conducted in organizations and laboratory studies; however, studies conducted in organizations showed less pronounced sex differences than lab studies [25]. When acting in gender-congruent roles, both men and women were more task-oriented. When women were acting in male dominated roles, however, they tended to emulate more stereotypically masculine leadership styles becoming less interpersonally and democratically focused. Thus, the authors conclude that both the view that men and women lead in similar ways and the view that women lead in feminine ways need substantial revision and research. Supporting this conclusion, Eagly, Karau & Johnson's meta analysis yielded to similar results [28]. The authors compared leadership styles specifically for principals of public schools. There was a small yet significant tendency for female principals to score higher on task orientation than males. The largest sex difference found was that female principles tended to adopt a democratic or participative style and male principals were more likely to exhibit an autocratic or directive style.

In school settings, similar research findings about the leadership behaviors of male and female school principals are characterized by major gender differences. For example, women principals are found to act in a more democratic and participative style, whereas male principals are more directive and autocratic [29]. This gender-differentiated trend has been shown to reflect in specific types of relations between principals and the teachers and students in their schools. Women principals are also evidenced to display a more personalized leadership style, whereas male principals are structural in their orientation. For example, research findings of Charters & Jovick and Fauth showed that compared with their male counterparts, female principals communicate more with teachers and have more interaction with both students and teachers [29,30]. Lee, et al. also suggests that female principals spend more time in close contact with the teachers, students, and parents of their schools compared to male principals [31].

Overall, these studies show that although there are some differences in the way women and men lead, female and male managers seem to behave quite similarly in leadership roles [32]. It seems that senior women in male-dominated organizations tend to adjust their "traditionally perceived leadership style" to one with which men are comfortable.

There have been relatively fewer studies examining gender differences in transformational and transactional leadership. The studies that have been published yield to some interesting yet inconclusive results. Transformational leadership can be viewed to be a more androgynous style, calling for both masculine and feminine sex-typed behaving in ways that bring out the best in individuals [33].

Some studies have found gender influences on transformational leadership. In a meta-analysis of 49 studies from 1985 to 2001, Eagly, Johannessen-Schmidt, van Engen, & Vinkenburg found small but significant gender differences, with women superior on all transformational factors plus contingent rewards, and males higher in the transactional styles of management-by-exception and laissez-faire leadership [34]. Similarly, Rosener showed that women led in an "interactive" leadership style, which consisted of encouraging participation, sharing power and information, enhancing people's self-worth and energizing followers[26]. The findings suggest that women "described themselves in ways that characterize transformational leadership – getting subordinates to transform their own self-interest into the interest of the group through concern for a broader goal". Burke & Collins also investigated male and female managers' self-perceptions using the MLQ and found that there were small but significant differences between males and females on the self-report measures of transformational leadership, contingent reward, and management-by-exception [35] . The data showed that females reported that they were more likely than males to use transformational and contingent reward behaviors and that they were less likely to display management-by-exception-active behaviors.

In educational institutions, researchers using different scales have found that female principals are rated higher in transformational leadership than male principals by their faculty members [36].

Other researchers have discovered no gender differences in self-reported transformational leadership behavior. Studying residence hall directors, Komives found that males and females hold quite similar views in their self-assessments of transformational leadership and both reported higher levels of transformational than transactional behaviors[37] . In more recent studies, using the Leadership Practices Inventory (a transformational leadership inventory) and with a large manager database, Kouzes & Posner found no significant relationship between gender and self-reported transformational leadership behaviors[38].

Despite these inconclusive findings, women do seem to engage in transformational leadership behaviors at least as often as men do across a variety of samples. No study has reported that followers perceive male leaders to engage in significantly more transformational behaviors than female leaders.

When we consider leadership in Turkey, studies of Dilber [39], Kanungo & Aycan [40] and Paşa, Kabasakal,

and Bodur [41] have indicated that there is a tendency towards autocratic leadership. Autocratic leadership has elements described as "authoritative paternalism", "benevolent paternalism", "nurturent behaviors", and "exploitive authoritarianism". Kanungo & Aycan found Turkey to have paternalistic values comparable to those of Pakistan, China and India[40] . In a recent study on leadership and authoritarianism, a tendency towards authoritarianism was also observed [42]. Further analyses of tendency to authoritarianism with regards to gender, it was found that males were more in favor of authoritarianism than females. Results are no surprise considering that Turkish organizations are characterized by centralized decision-making, highly personalized, strong leadership, and limited delegation.

In transformational *vs* transactional leadership studies conducted in Turkey, it was shown that school principals regarded themselves as having more transformational leader qualities [43] and principal candidates believed transformational leadership qualities were important [44]. Turkish primary and secondary schools are almost entirely headed by male principals. As numerous studies suffer from the underpresentation of women in educational leadership, studies on transformational vs. transactional leadership and gender is limited. Thus, in our present study, we will explore whether transformational and transactional leadership differs on the basis of gender within the school administrative population. Assuming the variance of gender stereotypes between males and females is large in the Turkish culture, we hypothesize that

H_1: There will be a difference between male and female principals in terms of transformational and transactional leadership behaviors.

Much of the empirical research on leadership behaviors in organizations and schools recognizes the importance of "subjective" perceptions and assessments by employees and teachers on the nature of the leadership they experience [45,46]. Subjective assessments are particularly important to men and women considering the gender stereotyping of behaviors. The question of how sex role stereotypes influence subjective perceptions of leadership behavior is important [12] as men and women who hold stereotypic views may judge those in leadership positions differently from those who do not. Following this line of research [47] we also suggest that

H_2: Male and female teachers will subjectively evaluate the leadership of their own principals differently, depending on the latter's gender.

III. METHOD

III.1. Participants and Procedure

Questionnaires were administered to teachers from various schools in Istanbul. Questionnaires were self-administered by teachers who volunteered for this study and to ensure confidentiality they returned their surveys in sealed envelopes. A sample of 1293 respondents was obtained from which 1277 questionnaires were usable.

The sample consisted of 577 females (45.2 %) and 695 males (54.4 %). Age of the respondents ranged between 20 to 60 with a mean of 33.24 and a standard deviation of 7.35. Work experience of the respondents has an average of 9.96 years with a standard deviation of 7.04 and they had worked for their current school for an average of 4.92 years with a standard deviation of 4.27. Gender of the majority of respondent principals was found to be males (83.3 %).

III.2. Measures

In measuring leadership style Bass and Avolio's MLQ: Multifactor Leadership Questionnaire was used. MLQ was first developed in 1985 and since then it has been improved several times. In this study, MLQ Form 5X was used [48]. MLQ Form 5X contains 36 items and measures "transformational" dimensions of *"Idealized influence (attribute)", "Idealized influence (behavior)", "Inspirational motivation", "Intellectual stimulation",* and *"Individualized consideration"* "transactional" dimensions of *"Contingent reward", "Management by exception (Active)",* and *"Management by exception (Passive)"* and nontransactional *"laissez-faire"* leadership behaviors.

Construct was first translated to Turkish and back translated to English. Six-point interval scales were used rate the construct. Teachers were asked to express how often they observe their principals showing given behavior and/or attribute on a scale ranging from 1= "*never*" to 6= "*always*" to measure principals' leadership style.

IV. RESULTS

MLQ 5X was conceptualized to have nine sub-dimensions, which were previously mentioned. However, some of these constructs are not statistically distinguishable in often times. Therefore, we analyzed with exploratory factor analysis (EFA) to identify and understand the underlying structure of the scale in Turkish education setting. Since it is necessary to confirm the new component structure established through EFA and using the same data set would erroneously increase the fit measures, we decided to use separate data sets for model building and validation as recommended by Lattin,

Carroll, and Green [49]. By random sampling technique with Bernoulli distribution, we divided the data set [50]. As a result, our analysis sample for conducting EFA consisted of 675 observations and holdout sample for conducting CFA consisted of 602 observations.

We conducted EFA on the items using principal component factoring as the extraction method and varimax as the rotation method. Results revealed a three-factor model instead of the nine first-order factor originally conceptualized. The factors were similar to findings of Bycio, Hackett, & Allen, den Hartog, Van Muijen, & Koopman, and Yammarino & Bass and we named the factors as "active constructive", "passive avoidant", and "management by exception-active" (KMO=.96, χ^2 Bartlett test (496)=12185.14, p=.00) [51-53].

To test the internal consistency of factors, Cronbach's coefficient alpha reliabilities were computed. Reliabilities for "active constructive", "passive avoidant", and "management by exception-active" were .96, .84, and .53 respectively. Nunnally [54] suggests a value of .70 as lower limit, but it can decrease to .60, in addition, there is a positive relation between alpha coefficient and the number of items [50,55]. Still the last factor "management by exception-active" cannot be accepted reliable in anyway therefore it was excluded from our further analysis (see Table.1).

Then we conducted confirmatory factor analysis (CFA) to verify the two-factor structure of the MLQ 5X with hold out data set. All factor loadings were relatively high and significant, providing evidence for convergent validity [56]. The various fit indices for the CFA suggested good fit to the data (χ^2 (349, N=602)=1567.78, p=.00, Comparative Fit Index (CFI)=.97, Normed Fit Index(NFI)=.97, Relative Fit Index (RFI)=.96, Tucker-Lewis Index (TLI)=.97, Root Mean Square Error Approximation (RMSEA)=.08).

Table.1. MLQ 5X Exploratory and Confirmatory Factor Analyses Results

	Sample EFA	Holdout CFA	
Active Constructive (α=.96 ; VE=43.52; CR=.99; AVE=.97)	loadings	loadings	t
Displays a sense of power and confidence	.79	.84	24.50***
Treats each of us as individuals with different needs, abilities, and aspirations	.79	.79	22.26***
Spends time teaching and coaching	.78	.74	20.50***
Expresses his/her satisfaction when I do a good job	.78	.75	20.76***
Instills pride in being associated with him/her	.77	.80	*a*
Expresses his/her confidence that we will achieve our goals	.77	.80	22.64***
Goes beyond his/her own self-interest for the good of our group	.76	.76	21.16***
Focuses me on developing my strengths	.76	.73	20.31***
Provides his/her assistance in exchange for my effort	.76	.77	21.80***
Gets me to look at problems from many different angles	.75	.76	21.06***
Specifies the importance of having a strong sense of purpose	.74	.74	20.40***
Makes sure that we receive appropriate rewards, for achieving performance targets	.74	.75	20.86***
Makes clear what I can expect to receive, if my performance meets designated standards	.74	.71	19.46***
Considers the moral and ethical consequences of his/her decisions	.74	.78	22.16***
His/her actions build my respect for him/her	.74	.79	22.61***
Talks optimistically about the future	.74	.74	20.63***
Emphasizes the importance of having a collective sense of mission	.73	.67	18.01***
Talks to us about his/her most important values and beliefs	.73	.70	18.92***
Suggests new ways of looking at how we do our jobs	.71	.64	16.59***
Re-examines critical assumptions to question whether they are appropriate	.66	.72	19.90***
Seeks differing perspectives when solving problems	.64	.65	17.47***
Talks enthusiastically about what needs to be accomplished	.62	.57	14.96***
Passive Avoidance (α=.85 ; VE=13.42; CR=.85; AVE=.50)			
Problems must become chronic before he/she will take action	.80	.81	18.35***
Things have to go wrong for him/her to take action	.77	.73	*a*
Delays responding to urgent questions	.74	.78	17.67***
Is absent when needed	.74	.69	15.83***
Avoids making decisions	.73	.66	14.99***
Avoids getting involved when important issues arise	.66	.53	12.04***
Goodness of Fit Statistics: χ^2(349, *N*=602)=1567.78, *p*=.00; CFI=.97, NFI=.97, RFI=.96, TLI=.97, RMSEA=.08			

Note. α = Cronbach's Reliability; VE= Variance Explained; CR= Construct Reliability; AVE= Average Variance Extracted; *a*=scale item fixed to 1
* *p*= .05, ** *p*= .01, *** *p*= .001
CFI= Comparative Fit Index; NFI= Normed Fit Index; RFI= Relative Fit Index; TLI=Tucker-Lewis Index; RMSEA= Root Mean Square Error Approximation

Chi-square test statistics are usually quite sensitive to sample size; therefore, a large number of alternative goodness of fit measures has been developed to assess the model fit [50,57]. There is no standard for acceptable CFI, NFI, RFI and TLI, but the rule of thumb is values greater than .90 [58] and RMSEA values of .08 and less have been advocated as indicative of acceptable fit [50,57].

Construct reliabilities of .85 and .99 indicated high internal consistency of the dimensions [50,59]. Another measure of reliability is the average variance extracted (AVE) which reflects the overall amount of variance accounted for by the latent construct. Fornell and Larcker [60] favor level of .50 or above. In this study, AVE values were .50 and .97 for passive avoidance and active constructive dimension respectively, indicating our measures were reliable (See Table.1).

To assess the discriminant validity of the scales, we first checked the Fornell and Larcker criterion where the discriminant validity is established when the AVE for the two constructs is greater than the squared correlation between the two constructs [60]. Then we constrained parameter estimate for the two constructs to unity and compared with factor model where parameter is freely estimated [61]. The constraint CFA produced an increase in the chi-square statistic ($\Delta\chi^2$ with 1 df) that was significant at $p<.01$. Both results supported the distinctiveness of scale's dimensions. Based on reliability, convergent, and discriminant validity results, two-factor MLQ satisfied psychometric property requirements.

Hypotheses Tests Results

Leadership literature indicates leadership styles can change with leaders' gender; therefore, to test our first hypothesis that there will be a difference between male and female principals in terms of leadership behaviors we performed independent sample t-tests. The results revealed that there were significant differences in the magnitude of leadership style performed by principals.

Female principals showed active constructive behavior more than male principals (M_{female}=4.20, M_{male}=3.77, t(1149)=5.66, p=.00). However, male principals showed passive avoidant behavior more than female principals (M_{female}=2.42, M_{male}=2.81, t(1244)=-4.88, p= .00).

Male and female teachers may subjectively evaluate the leadership of their principals differently depending on the latter's gender. Therefore, to find out if teachers perceive the magnitude of principals leadership styles depending on their gender and to find out if the interaction of teachers and principals gender effect the perceived leadership style, multivariate analysis of variance (MANOVA) analysis was conducted.

The sample size for each group was sufficient to required amount (rule of thumb 20 observations per cell). The assumption for equality of covariance matrices tested by Box's M test (Box's M=23.26, F (9, 560754.27)=2.57, p=.01) was violated. Yet the large sample sizes may increase the sensitivity to assumption violations and the equal variance-covariance matrices test most likely will be violated with a very large sample size. Our sample size 1277 is large enough to violate the rule therefore, we continued with the analysis.

Dependent variables must be linearly related and exhibit low multicollinearity. The correlation between active constructive leadership and passive avoidance is significant and low. Also the VIF factor was 1.09, So there was no problem of multicollinearity and the Bartlett tests of Sphericity results indicated there was linear relation between dependent variables (Bartlett test (2)=86.94, p=.00).

Table.2. MANOVA Results: Multivariate and Univariate Tests for Group Differences

Multivariate Tests

Effect	Statistical Test	Value	F	Hypoth df	Error df	p
Teachers' gender	Pillai's Trace	.01	3.13	2	1127	.04
	Wilks' Lambda	.99	3.13	2	1127	.04
	Hotelling's Trace	.01	3.13	2	1127	.04
	Roy's Largest Root	.01	3.13	2	1127	.04
Principals' gender	Pillai's Trace	.03	17.65	2	1127	.00
	Wilks' Lambda	.97	17.65	2	1127	.00
	Hotelling's Trace	.03	17.65	2	1127	.00
	Roy's Largest Root	.03	17.65	2	1127	.00
Teachers' gender * Principals' gender	Pillai's Trace	.01	3.84	2	1127	.02
	Wilks' Lambda	.99	3.84	2	1127	.02
	Hotelling's Trace	.01	3.84	2	1127	.02
	Roy's Largest Root	.01	3.84	2	1127	.02

Univariate Tests (Tests of Between-Subjects Effects)

Effect	Dependent Variable	Sum of Square	df	Mean Square	F	p
Teachers' gender	Active constructive	3.33	1	3.33	3.09	.08
	Passive avoidance	5.33	1	5.33	4.80	.03
Principals' gender	Active constructive	27.24	1	27.24	25.27	.00
	Passive avoidance	21.69	1	21.69	19.54	.00
Teachers' gender	Active constructive	7.62	1	7.62	7.07	.01
	Passive avoidance	.00	1	.00	.00	.98

Pillai's Trace Multivariate tests for group differences indicated there is statistical difference in main effects of teachers' gender and principals' gender and also the interaction effect of teachers' gender and principals' gender (Pillai $Trace_{gender}$=.01, F(1127)=3.13, p=.04; Pillai $Trace_{pgender}$=.03, F(1127)=17.65, p=.00; Pillai $Trace_{gender*pgender}$=.01, F(1127)=3.84, p=.02).

Univariate tests implied teachers' gender differed for both active constructive and passive avoidant leadership (F=3.09, p=.08; F=5.33, p=.03 respectively)

and principals' gender differed for both active constructive and passive avoidant leadership (F=27.24, p=.00; F=21.69, p=.00 respectively). However, interaction of teachers' gender and principals' gender did differ only for active constructive but not for passive avoidance (F=7.62, p=.01; F=.00, p=.98 respectively).

Table.3. MANOVA Results: Descriptive Statistics

Dependent Variable: Leadership Style	Teachers' Gender	Principals' Gender	M	SD	N
Active constructive	Female	Female	4.34	1.02	132
		Male	3.71	1.08	379
		Total	3.87	1.10	511
	Male	Female	3.98	1.19	76
		Male	3.78	.99	545
		Total	3.81	1.02	621
	Total	Female	4.21	1.10	208
		Male	3.75	1.03	924
		Total	3.84	1.05	1132
Passive avoidance	Female	Female	2.34	1.02	132
		Male	2.71	1.06	379
		Total	2.61	1.06	511
	Male	Female	2.52	.96	76
		Male	2.89	1.07	545
		Total	2.85	1.06	621
	Total	Female	2.41	1.00	208
		Male	2.82	1.07	924
		Total	2.74	1.07	1132

Results indicated that regardless of their gender, teachers perceived female principals to be more active constructive than male principals. Nevertheless female teachers had the tendency to evaluate female principals more active constructive than male teachers did and male teachers had the tendency to evaluate male principals more active constructive than female teachers did (See Table 3 and Figure 1). On passive avoidance dimension, both genders agreed that male principals were more passive avoidant. However, male teachers assessed their principals, female or male, more passive avoidant than female teachers did.

V. DISCUSSION

This study offered a structural test of Bass's transformational/transactional leadership model within a specific occupational environment (teaching) [2]. One consistent problem raised by many authors using the MLQ survey was whether the components of transformational leadership could be distinguished empirically and be considered independent of contingent reward leadership. Paralleling the original pattern of results reported by Bass (see [52,53]), the results of the present study indicated that all components of transformational leadership and contingent reward leadership collapsed into one factor, which we named "Active Constructive". Teachers associated the provision of rewards with the transformational but not the transactional school principal.

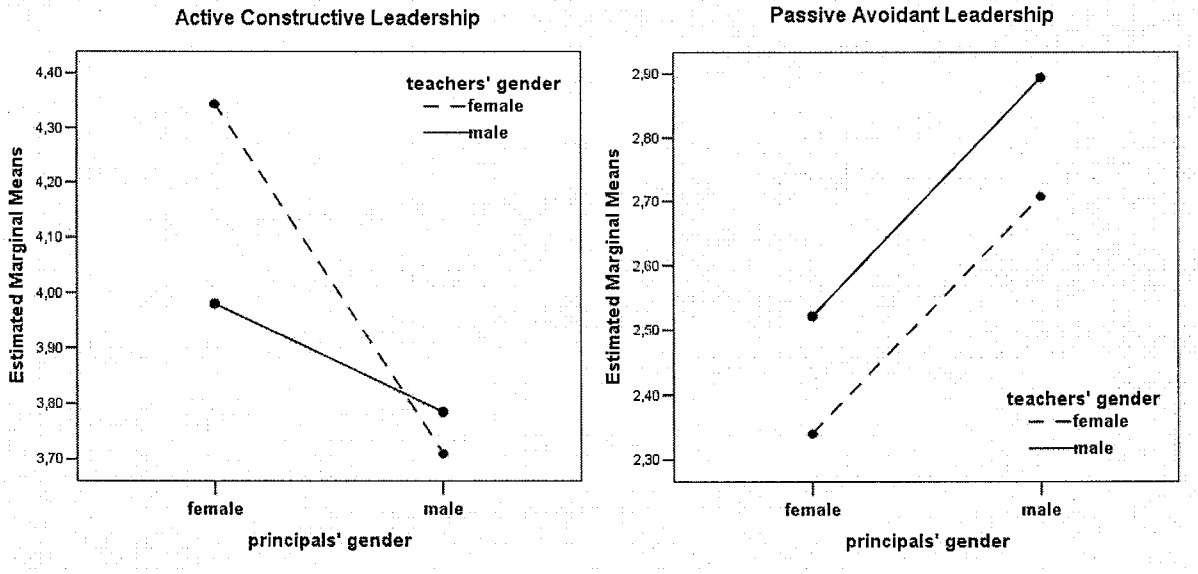

Figure 1. Interaction Plots

Given the values and norms prevalent in schools, contingent reward behaviors may coincide with considerate and inspirational (active) styles. Passive-management-by-exception and laissez-faire leadership formed into a single factor, which we named "Passive Avoidance". Bass [2] provided evidence for two factors, which he labeled as Active *versus* Passive Leadership. One factor for passive leadership found in this study is somewhat consistent with that found in certain other studies [53].

However, the theoretical distinction between passive-management-by-exception and laissez-faire, made by Hater & Bass, is not found empirically in this data set[62]. Thus, we can conclude that the two types of leadership are both empirically and theoretically related, as they are both extremely passive in nature. Yet, either the theoretical distinction cannot be measured clearly with the MLQ, or respondents do not perceive the difference. In sum, in this study the separate dimensions of transformational and transactional leadership were not found. However, our findings seem to support Bass and den Hartog et al. who warrant the adoption of transformational/transactional leadership in most types of organizations and in most national cultural contexts [19,20]. We can also claim that MLQ approach to leadership may be a "functionally" universal form of school leadership [20].

To support our first hypothesis, findings indicated that female principals displayed more transformational leadership behaviors than their male counterparts. Free from rater/rate sex effect, they scored higher in the "active constructive" dimension, *which* includes *attributed charisma / idealized influence*, *inspirational leadership*, *intellectual stimulation*, and *individualized consideration* as well as *contingent reward*. Male principals, on the other hand, scored higher in the "passive avoidant" dimension. Our study support findings, which evidenced differences between male and female leaders in terms of transformational and transactional leadership[18,36,63]. It is further suggested that presuming in all female environments women will exhibit a feminine style, such findings "support the theory and research that indicate transformational leadership to be more feminine style of leading" [36]. As we conducted our study in a female-dominated industry, it seems that female principals did not feel the need to exhibit a more "masculine" style. As also suggested women's management style is often described as "transformational", based on respect and mutual trust, specialized attention, support, regard for contributions, coaching/mentoring and the development of individual talents [26,64]. This style seems to be in contrast with the traditional "transactional" style preferred by men, relying on power position and formal authority.

To support our second hypothesis, male and female teachers subjectively evaluated the leadership style of their own principals differently depending on the latter's gender. In other words, female teachers rated their female principals as more active constructive whereas male teachers rated their male principals more active constructive. Gender-biased criteria seem to work in evaluating the same-sex principals. There has been no interaction in the passive avoidance dimension. Both male and female teachers rated male principals more passive avoidant. However, male teachers assessed their principals, female or male, more passive avoidant than female teachers did.

In light of the growing number of educational reform initiatives, Leithwood draws attention to the importance of transformational school leaders who help staff develop and maintain a collaborative, professional school culture, foster teacher development, and help teachers and students solve problems more effectively [22]. Çelik claims that leadership qualities of school principals play a crucial role in education quality [24]. He adds that Turkey being a country in the process of rapid change needs transformational school leaders who will bring today's generations to the future information age. Around the world, many countries have been experiencing with the new school reform efforts and approaches, such as "school-based management", in which principals' leadership practices are basic ingredients to create effective schools. Turkey also is in the process of implementing total quality approaches to education, school-based management practices, and in-service training programs for school principals.

The implications of our findings are encouraging for female school leadership in Turkey. Turkey is a developing country and gender-difference myths have dominated the Turkish culture for years. For example, the school principalship is heavily weighted in favor of males and women are underrepresented in administrative positions. However, with gradual changes in women's educational and professional attainments and with an increase in women's labor force participation we find more women in managerial positions. In our study, female school principals were found to display transformational leadership behavior as male school participants were perceived to be passive avoidant in leadership style. Our findings might imply that Turkey needs more women in school principalship positions in order to realize school reform efforts.

VI. LIMITATIONS AND RECOMMENDATIONS

This research, as any, is not without limitations. First, this is a cross-sectional study and we looked at the direct effects. We did not control for contextual variables such as school size, personality traits, principal effectiveness, or student achievement. Such variables can be added to the model in order to see the outcomes of leadership practices.

Secondly, the research was conducted in educational institutions- a female-dominated industry. Thus, female principals' transformational leadership style may not be generalized to all managerial positions in male-dominated organizations. It could be possible that women in male-dominated industries might tend to adjust their "traditionally perceived leadership style" to a more masculine one. Similar studies can be conducted in both

male-dominated, female-dominated and "neutral" environments in order to assess the impact of context on leadership practices.

Third, the sample was drawn from public schools only. This raises the possibility that the results may not generalize to alternate school contexts. Further research might include data from private schools and make comparative analysis. Fourth, data were collected from schools in Istanbul; this again raises the problem of generalizability of our results to other sub-cultural contexts. Similar studies can be replicated with data from such regions to find out any possible gender differences in term of leadership practices. It is also possible that female principals are underrepresented in such areas.

Finally, our sample size was adequate, but additional data would facilitate the generalization of our results and the specification of more complex models. Further research is called for on the other leadership practices and the specific outcomes associated with gender.

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