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## EFFECTS OF GENDER DIFFERENCES ON LEADERSHIP STYLES THROUGH THE IMPACT ON SCHOOL ENVIRONMENT

ABSTRACT. Pavlovic Nebojsa, *Effects of Gender Differences on Leadership Styles Through the Impact on School Environment* [Wpływ różnic płci na style przywództwa w środowisku szkolnym]. *Studia Edukacyjne* nr 31, 2014, Poznań 2014, pp. 305-322. Adam Mickiewicz University Press. ISBN 978-83-232-2781-6. ISSN 1233-6688

This paper deals with the problem of existence of differences between women and men regarding management style in the school. The aim of this quantitative study was to determine whether there are differences in the management style in the school regarding gender of the school principal. The sample included 35 randomly chosen school principals in Serbia. The research obtained results according to which the gender of the school principal does not affect his/her working style and orientation toward people and tasks.

**Key words:** school principal style, gender, principal oriented to concern for people, principal oriented to concern for tasks

### Introduction

Educational institutions are the place where people play most important role in providing of organizational efficiency and effectivity. This creates an issue because of widespread role of women in school management: Are female management styles different from men management styles? This question extrudes second question: Are women more or less efficient than men playing these roles?

There are different opinions about differences between men and women in management roles. First, the management is biologically specified for men. Second, the role of socialization is essential for the creation of differences between genders. Third concept explains the environment as a deter-

minant for defining of differences. Fourth perspective accepts differences between men and women, in order to understand and articulate them in the right way.<sup>1</sup>

The selection of management style which will be efficient for school management is more important for a principal rather than the difference between genders.

### **Problem of Research**

The study starts from the fact that leaders in educational institutions are same as leaders in other organizations. The research according to use of authority or transformational leadership style was not applied. Instead, two-dimensional matrix with coordination including concern for people and tasks was chosen. It was known as managerial system.<sup>2</sup> This system offers the entire sequence of styles and possibilities. Head can move within the network, so his/her commitment to jobs or people is visible. The advantage of the managerial system lies in the fact that principal can adapt his/her style to a particular situation in the school. In order to be efficient, he/she needs to maintain attention for people and tasks. The emphasis of this system is placed on a team leadership.

Theoretical importance of the research is reflected in better knowledge about the influence of the gender on leadership style. The knowledge that the principal can use (while accepting of this work and selecting the working style) in the school is useful for practice.

The study included only management style, which can create limitations, so further researches are supported. Above all, the research about efficiency of work of the school principal regarding the gender is recommended.

### **Research Focus**

Methodological obstacles and domination of male researchers who mostly were interested in scientific assumption about genders equality in leadership have led to ignorance of issues regarded to genders until '70s.<sup>3</sup>

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<sup>1</sup> S. Appelbaum, L. Audet, J. Miller, *Gender and Leadership? Leadership and Gender? A Journey Through The Landscape of Theories*, Leadership and Organization Development Journal, 2003, 24, 1, p.43-51.

<sup>2</sup> R. Blake, J. Mouton, *The Manogerial Grid III*, Houston, 1985.

<sup>3</sup> M.M. Chemers, C.B. Watson, S.T. May, *Dispositional affect and leadership effectiveness: a comparison of self-esteem, optimism, and efficacy*, Personality and Social Psychology Bulletin, 2000, 26 (3), p. 267-277.

Researches on differences between men and women who engaged in managerial positions can offer two basic theories. One of them minimizes and ignores differences between genders while the other tries to prove their existence.<sup>4</sup>

Researchers express many differences regarding their points of view. Olid argues that women have a lack of skills and competencies needed to succeed in management.<sup>5</sup> Other researchers enhance the superiority of women on leadership positions.<sup>6</sup> There is a group of researchers who claim that there may be a weak or none connection between genders and leadership styles, including energy.<sup>7</sup> Eagly (2005) used meta-analysis to confirm that, despite stereotypes, women in leadership have the same working style as men – leaders. Also, women have good balanced orientations regarding working style: they are equally oriented to relationships and tasks. The second meta-analysis showed similar results.<sup>8</sup> Another group includes researchers who claim that there are small differences in leadership styles and ability regarding men and women as leaders. Women have slight limitations in efficiency while playing male roles traditionally while traditionally female roles give them certain advantages. Furthermore, women use more democratic or participative styles than men, and they perform transformational leadership and component of potential reward. According to that, they present styles aligned with modern argues about effective leadership.<sup>9</sup>

Researchers discovered that women are underestimated rather than men in cases where they expressed male leadership style.<sup>10</sup> In other words, they were underestimated while playing male roles such as sports coach or manager in production facilities typically.<sup>11</sup> Evaluators in these cases were men.

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<sup>4</sup> G. Powell, L. Graves, *Women and men in management*, Thousand Oaks 2003.

<sup>5</sup> C. Olid, *Models of Professional Career of the Managerial Woman*, Universitas Psychologica, 2013, 12 (4), p. 1237-1254. Doi: 10.11144/Javeriana.UPSY12-4.mopc

<sup>6</sup> E. Book, *Why the best man for the job is a woman*, Harper Collins, New York 2000; R.O. De Zárate, *Women rulers currently in office*, 2007, from <http://www.terra.es/personal2/monolith/00women5.htm> [retrieved: 20.07.2014].

<sup>7</sup> M. Engen, R. Leeden, T. Willemsen, *Gender, context and leadership styles: A field study*, Journal of Occupational and Organizational Psychology, 2001, 74, p. 581-598; Kennard J., *The differences between male and female*, 2012 from: <http://www.trainingzone.co.uk/user/85621> [retrieved: 20.07.2014].

<sup>8</sup> A. Eagly, I. Carli, *The female leadership advantage: An evaluation of the evidence*, Leadership Quarterly, 2003, 14, p. 807-834.

<sup>9</sup> P. Northouse, *Liderstvo teorija i praksa*, Beograd 2008.

<sup>10</sup> M. Warrell, *Can Women Do More To Make Their Way To The top?* 2011, from: [www.forbes.com/.../womensmedia/.../can-women](http://www.forbes.com/.../womensmedia/.../can-women) [retrieved: 20.07.2014].

<sup>11</sup> H. Taniguchi, *Gender Differences in the Effect of Employment and Family Characteristics*, Nonprofit and Voluntary Sector Quarterly, 2006, 35, 1, p. 83-101.

The reason for different research results lies in differences in methodology and way of data collecting. According to Engen, there are three typical problems in literature. These problems are related to differences between sexes in leadership styles.<sup>12</sup> First problem presents conclusions about women defined in studies by women themselves.<sup>13</sup> Second problem lies in „strong conclusions“ which comes from the fact that there are large differences in genders, regarding leadership style to conclusions which deny the existence of any differences between men and women.<sup>14</sup> Third problem presents confusion because of the presence of other variables needed for explanation of differences between genders (power, hierarchical levels, organizational type etc.).<sup>15</sup> Veccio claims that differences between genders should be an advantage rather than to place at least one of them in an unfavorable position.<sup>16</sup>

According to Northouse, leadership is a process in which an individual controls to the group in order to achieve a common goal.<sup>17</sup> Because of the process, the group influences on leader. Leaders and their followers are part of the leadership, so they always need to be analyzed regarding relationships.

By accessing the leader's style, the way how leader treats others and how they can change their behaviour can be defined. The purpose of this is to make their behaviour more efficient.<sup>18</sup>

Managerial network which was used in the research appeared in early '60s, and it was updated several times.<sup>19</sup> It was organized in a way to explain in which way managers help organizations to fulfil their purpose by using two factors: concern for tasks and concern for people. Concern for tasks is related to the way how leader conducts organizational tasks while concern for people defines a way how leader treats employees in the organization who attend to achieve its goals.<sup>20</sup>

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<sup>12</sup> M. Engen, T. Willemsen, *Gender and leadership styles: a review of the post decade*, Tilburg 2000.

<sup>13</sup> C. Hymowitz, *In the lead: Women tell women: Life in the top jobs is worth the effort*, Wall Street Journal, 2006, November 20, B1.

<sup>14</sup> A. Eagly, *Achieving relational authenticity in leadership: Does gender matter?* Leadership Quarterly, 2005, 16, p. 459-474.

<sup>15</sup> T. Judge et al., *Personality and leadership: A qualitative and quantitative review*, Journal of Applied Psychology, 2002, 87, p. 765-780.

<sup>16</sup> R. Veccio, *Leadership and gender advantage*, Leadership Quarterly, 2002, 13, p. 643-671.

<sup>17</sup> P. Northouse, *Liderstvo teorija i praksa*.

<sup>18</sup> Ibidem.

<sup>19</sup> R. Blake, A. McCance, *Leadership dilemmas: Grid solution*, Houston 1991; R. Blake, J. Mouton, *The Managerial Grid*, Houston 1964; R. Blake, J. Mouton, *The new managerial Grid*, Houston 1978; R. Blake, J. Mouton, *The Managerial Grid III*, Houston 1985.

<sup>20</sup> P. Northouse, *Liderstvo teorija i praksa*.

Managerial network connects concern for tasks and concern for people in a model which includes two intersecting axes. Horizontal axis presents leader's concern for tasks while vertical axis presents concern for people. Each axis contains scale with nine points, of which one shows minimum and nine presents maximum interest. By connecting these results of each of axes, different leadership styles can be shown.<sup>21</sup> According to Northouse, leader's network includes five common leadership styles: Authority-compliance (9,1), Country club management (1,9), Impoverished management (1,1), Middle of the road management (5,5) and Team management (9,9):

- Authority-compliance (9,1). This leadership style includes enhance of tasks and weaker enhance of role of people. This leader likes control; he/she is demanding and authoritative.

- Country club management (1,9). This style includes weak concern for tasks while there is a considerable concern for human relationships. These leaders create a positive atmosphere; they are cooperative and ready to help.

- Impoverished management (1,1). It represents a leader who does not care about tasks or human relationships. Leader with this style is uninterested, uncommitted and reluctant.

- Middle of the road management (5,5). Leaders are ready for compromise. They are moderately interested in tasks and people. They want to find a balance in concern for people and tasks. This leader mitigates disagreements and prefers medium solutions.

- Team management (9,9). In this case, concern for people and tasks are enhanced. High level of participation and teamwork are promoted.<sup>22</sup>

There is no consensus about finding the best style of leadership. Some researchers suggest that managers with highly expressed concern for people and tasks are most useful (Northouse, 2008). Other showed that there is no total connection between maximum results and affectivity in all situations.<sup>23</sup>

## Methodology of Research

**General Background of Research.** The main aim of the research is following: to determine whether there is a statistically meaningful connection between school-principal's orientation toward people and tasks and gender of the school principal. Specific goals are following: a) To determine whether there is a statistically important difference in orientation of the school prin-

<sup>21</sup> Ibidem.

<sup>22</sup> Ibidem.

<sup>23</sup> P. Robbins, M. Coutler, *Management*, Belgrade 2005.

principal toward people and his/her gender and b) To determine whether there is a statistically important difference in orientation of the school principal toward tasks and his/her gender.

This work started with defined problem: To what extent differences between men and women are expressed in the selection of style of the school principal. Particular problems were following: a) To which extent there is a difference between genders in orientation of the school principal toward people and b) To which extent there is a difference between genders in orientation of the school principal toward tasks.

### **Research problem**

1. There is a statistically meaningful difference in measurement of style of principals within two groups: men and women.

2. There is a statistically meaningful difference in measurement of style of principal – orientation toward people within two groups: men and women;

3. There is a statistically meaningful difference in measurement of style of orientation toward tasks within two groups: men and women.

**Sample of Research.** The independent variable in this work represents gender of the school principal: male and female. According to this, two kinds of school principals are included: a) male school principals and b) female school principals.

Dependent variable represents the style of the school principal. Principals are divided into two groups, according to their orientations in working style: a) principal oriented to concern for people and b) principal oriented to concern for tasks.

### **Instrument and procedures**

The research used Blake instrument in order to explore the behaviour of the school principal. This instrument is known as managerial network by Blake & Mouton.<sup>24</sup> The instrument included 18 questions with Likert scale (five claims). Nine of these questions are related to orientation toward people (y-axis), and other nine questions are related to orientation toward tasks (x-axis). Reliability of the instrument was determined by using of Cronbach's

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<sup>24</sup> P. Northouse, *Liderstvo teorija i praksa*.

Alpha coefficient, and it had value of 0,86 which proves magnificent reliability and internal compliance of the scale, regarding this sample (Tab. 1).

Table 1

Cronbach's Alpha

Cronbach's Alpha	Cronbach's AB Std Items	N of Items
,846	,859	18

**Data Analysis.** Data processing was made using following procedures: a) descriptive statistics (arithmetic mean and standard deviation) to determine the severity of essential research variables and b) for comparison of mean values of marks defined in two different groups, parameter t-test for independent samples was used.

All statistical analyses were made by using of statistical package software SPSS 21.0 (Statistical Package for the Social Sciences for Windows).

## Results of Research

The sample structure includes 35-school principals who engaged in research. 19 of them are men while the other 16-school principals are women.

All determinants of the school principal style and his/her orientations are relatively highly expressed. At the scale from 1 to 5, all of them were over 3. Respondents gave highest grades in answers related with teams ( $M = 4,57$  and  $M = 4,42$ ; Tab. 2) and commitment to fulfil a task ( $M = 4,45$ ; Tab. 2). It should be kept in mind that it is not a great difference between the highest ( $M = 4,57$  for the team encouraging, and the lowest mark,  $M = 3,48$ ; Tab. 2) which is connected with the concern of the principal not to hurt employee with his/her critics.

The average orientation of male principals toward people is  $M = 7,23$  and  $M = 7,10$  for woman's principals (Tab. 3) which is also a very small difference. Within the orientation to tasks,  $M = 7,21$  is a point for men and  $M = 7,16$  is a mark for women (Tab. 3), which also shows a little difference. It can be argued that male and female principals are equally oriented toward people and tasks.

For comparison of values of the mark measured in two different groups, Parameter independent sample T-test was used (independent sample t-test; Tab. 4). This test shows if there is a statistically important difference in average score of orientation toward people and tasks, within two groups (male and female in this case).

Table 2

## Descriptive Statistics: Orientation of the people

You mark your gender:		N	Min	Max	Mean	SD
		35	1.00	2.00	1.457	.5054
1.	I encourage my team to participate when it comes decision making time and I try to implement their ideas and suggestions	35	1.00	5.00	4.5714	.77784
2.	Nothing is more important than accomplishing a goal or task	35	1.00	5.00	3.5143	1.26889
3.	I closely monitor the schedule to ensure a task or project will be completed in time	35	2.00	5.00	4.1143	.79600
4.	I enjoy coaching people on new tasks and procedures	35	1.00	5.00	3.5714	.97877
5.	The more challenging a task is, the more I enjoy it	35	1.00	5.00	3.9714	1.09774
6.	I encourage my employees to be creative about their job	35	1.00	5.00	4.2857	1.04520
7.	When seeing a complex task through to completion, I ensure that every detail is accounted for	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 and then putting what I have read into action	35	2.00	5.00	3.4857	1.01087
10.	When correcting mistakes, I do not worry about jeopardizing relationships	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
14.	Nothing is more important than building a great team	35	2.00	5.00	4.4286	.77784
15.	I enjoy analyzing problems	35	2.00	5.00	3.8857	.90005
16.	I honor other people's boundaries	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 articles, books, and trade journals about my profession; and then implementing the new procedures I have learned	35	2.00	5.00	3.9143	.85307



You mark your gender:		N	Min	Max	Mean	SD
		35	1.00	2.00	1.457	.5054
19.	Orientation of the people	35	4.00	8.40	7.1714	.93952
20.	Orientation to task	35	4.00	8.80	7.1886	.92665
21.	Valid N (listwise)	35				

In Table 4 the dimension named as Independent Samples Test Sig. (Levine Test for Equality of Variances) is for orientation toward people larger than 0,05 (0,078) which focuses us to read data from the line of equal variances (Equal variances assumed).

In Table 4 the dimension named as Independent Samples Test Sig. (Levine Test for Equality of Variances) is for orientation toward tasks smaller than 0,05 (0,01) which focuses us to read data from the second line of unequal variances (Equal variances not assumed).

Since the column Sig. (2-tailed, Tab. 4) has the result 0.686 (which is above 0,05) it is concluded that the difference between two groups (men and women) regarding orientation to people is not significant but accident.

Table 3

## Group Statistics

	Gender	N	Mean	SD	Std.E.m
Orientation of the people	M	19	7.2316	1.14749	.26325
	F	16	7.1000	.64083	.16021
Orientation to task	M	19	7.2105	1.18223	.27122
	F	16	7.1625	.51753	.12938

In the orientation to tasks Sig. (2-tailed; Tab. 4) the mark from the second line is 0.874 (also above 0,05) so it is concluded that the difference between male and female group is also not significant but accident.

Indicators of the effect size for the size of differences between groups were measured by Eta square which can be calculated in following way:

$$t^2 / t^2 + (N - 2)$$

Obtained results for both orientations are less than 0,005. It is concluded that according this size, differences between two groups (male and female) are very small: 0,01 = small influence; 0,06 = moderate influence and 0,014 = great influence.

Table 4  
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower
Orientation of the people	Equal variances assumed	3.304	.078	.408	33	.686	.13158	.32277	-.52510	.78826
	Equal variances not assumed			.427	29.025	.673	.13158	.30817	-.49867	.76183
Orientation to task	Equal variances assumed	7.387	.010	.151	33	.881	.04803	.31904	-.60107	.69712
	Equal variances not assumed			.160	25.537	.874	.04803	.30050	-.57021	.66626

Table 5  
Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
				Interval of the Difference				
Orientation of the people - Orientation to task	-.01714	.65865	.11133	-.24340	.20911	-.154	34	.879

It is concluded that the T-test of independent samples was used for comparison of results of testing of two orientations of the leadership style, within two groups, male and female.

There was no significant difference between results for men ( $M = 7, 23$ ;  $SD = 1, 14$ ) or women  $M = 7, 10$ ;  $SD = 0,640$  regarding orientation to people (Tab. 3). Results  $t(33) p = 0.7$  (mutually). The difference between mean values of marks by groups (average difference = 0.13; 95% CI: -0,52 to 0,78) was very small (eta square -  $\eta^2 = 0,005$ ).

There was no significant difference in results for men ( $M = 7, 21$ ;  $SD = 1,18$ ) or women  $M = 7, 16$ ,  $SD = 0,517$ ) regarding orientation to tasks. Results  $t(25\ 537)$ ,  $p = 0.9$  (mutually). The difference between mean values of marks by groups (average difference = 0.048; 95% CI: -0,57 to 0, 66) was very small (eta square -  $\eta^2 = 0,005$ ).

Using Paired Samples T-test, we measured differences between orientations themselves: orientation toward people and orientation toward tasks (Tab. 5). According to results where Sig. (2-tailed 0,879), we concluded that the difference between these orientations is very small. Independent Samples Test was used for investigation of orientation to task and orientation of the people (Tab. 6) according to individual responses to 18 questions. According to the research result there are no statistically meaningful differences in responses by school principals.

## Discussion

It is concluded that *research problem 1* is not confirmed, which means that there is no statistically important difference in measurement of the school principal regarding the gender. Also, *research problem 2 and 3* are not confirmed. It means that there is no statistically important difference in measurement of school principal style - orientation toward people and orientation toward tasks in the group of men and women.

The most interesting results of this research are following:

All questioned principals are team directors (Fig. 1). Research findings show that all principals are placed in quadrant named - team leadership. According to the disposition of results of measurement of school principals leadership styles shown at the picture (Fig. 1) it cannot be concluded that there are differences between men and women regarding management style- leadership style.

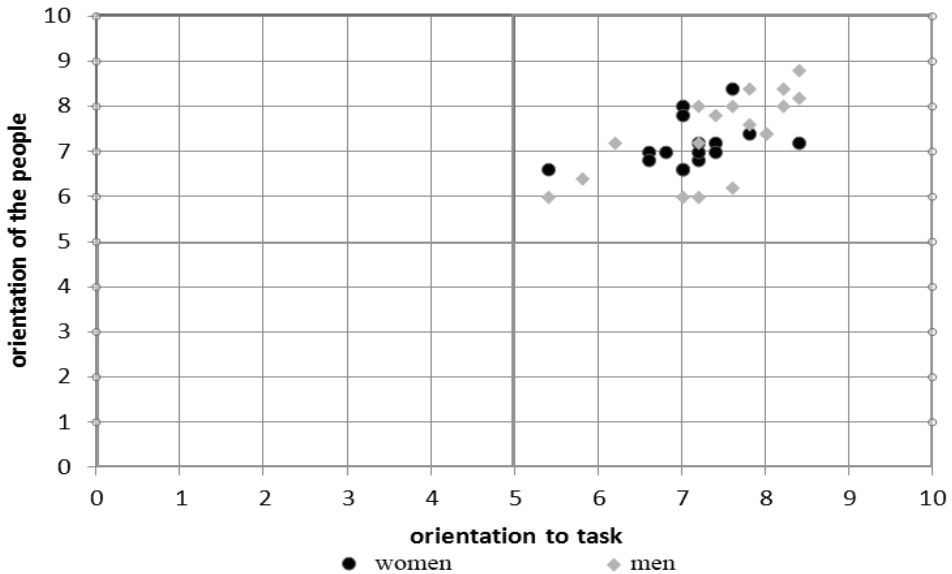


Fig. 1. Style and orientation and gender of the school principal

All questioned principals are equally oriented to people and tasks (table 3). Table shows that different principals from different schools who also differ by gender are equally oriented to concern for people and concern for tasks.

Results show that there is no significant difference between orientations (Tab. 5). It shows that principal uses both orientations in his/her work (to people and task) depending on management needs in the school.

All questioned principals are not significantly different by their answers on 18 questions (Tabs 2 and 6). According to research results, it can be shown that there are no statistically meaningful differences in responses by school principals. No question can be significantly different by its result regarding the gender of the school principal.

There are no significant differences in leadership style among genders. The research shows that there are no statistically meaningful differences between men and women in the selection of management style. Besides the gender, there are some other determinants which affect the management style. Above all, there is an organizational culture.

Similar results in research were obtained by meta-analysis.<sup>25</sup>

<sup>25</sup> A. Eagly, I. Carli, *The female leadership advantage*, p. 807-834.

Table 6

## Independent Samples Test/orientation of the people

	Levene's Test		t-test for Equality of Means							95% Confidence Int.	
	F	Sig.	t	df	Sig. (2-tailed)	Mean D.	Std. Error	Lower	Upper		
1.	1.027	.318	-.369	33	.714	-.09868	.26735	-.64261	.44524		
			-.388	27.914	.701	-.09868	.25409	-.61924	.42187		
2.	2.983	.093	-.468	33	.643	-.20395	.43558	-1.09014	.68224		
			-.483	32.021	.633	-.20395	.42259	-1.06471	.65682		
3.	.415	.524	1.675	33	.103	.44079	.26320	-.09469	.97626		
			1.694	32.933	.100	.44079	.26017	-.08857	.97015		
4.	.729	.399	1.093	33	.282	.36184	.33116	-.31191	1.03560		
			1.109	32.997	.276	.36184	.32637	-.30216	1.02584		
5.	.107	.746	-.445	33	.659	-.16776	.37695	-.93467	.59914		
			-.444	31.752	.660	-.16776	.37765	-.93724	.60172		
6.	4.981	.033	-1.821	33	.078	-.62500	.34314	-1.32313	.07313		
			-1.944	24.067	.064	-.62500	.32147	-1.28839	.03839		
7.	.037	.848	.596	33	.555	.15132	.25396	-.36538	.66801		
			.600	32.637	.553	.15132	.25236	-.36233	.66496		

	Levene's Test		t-test for Equality of Means							95% Confidence Int.	
	F	Sig.	t	df	Sig. (2-tailed)	Mean D.	Std. Error	95% Confidence Int.			
								Lower	Upper		
8.	.972	.331	-.454	33	.653	-.12500	.27547	-.68544	.43544		
			-.470	31.305	.642	-.12500	.26597	-.66724	.41724		
9.	.004	.949	.589	33	.560	.20395	.34634	-.50069	.90858		
			.588	31.914	.560	.20395	.34656	-.50205	.90994		
10.	2.760	.106	.902	33	.374	.31908	.35370	-.40053	1.03869		
			.935	31.267	.357	.31908	.34143	-.37704	1.01520		
11.	.503	.483	.437	33	.665	.11513	.26339	-.42074	.65101		
			.446	32.938	.659	.11513	.25839	-.41060	.64086		
12.	3.339	.077	1.519	33	.138	.53947	.35517	-.18313	1.26208		
			1.472	25.973	.153	.53947	.36648	-.21387	1.29282		
13.	.155	.696	-.212	33	.833	-.06250	.29496	-.66261	.53761		
			-.210	30.215	.835	-.06250	.29832	-.67157	.54657		
14.	1.571	.219	-.493	33	.625	-.13158	.26692	-.67463	.41147		
			-.508	32.122	.615	-.13158	.25917	-.65940	.39625		
15.	.179	.675	-.684	33	.499	-.21053	.30781	-.83678	.41573		
			-.685	32.257	.498	-.21053	.30712	-.83591	.41486		

	Levene's Test		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean D.	Std. Error	95% Confidence Int.	
								Lower	Upper
16.	5.244	.029	-.336	33	.739	-.09211	.27405	-.64966	.46545
			-.350	30.143	.729	-.09211	.26298	-.62907	.44485
17.	.096	.759	.641	33	.526	.18092	.28240	-.39363	.75547
			.640	31.947	.526	.18092	.28250	-.39456	.75640
18.	1.299	.263	1.047	33	.303	.30263	.28905	-.28544	.89070
			1.031	29.408	.311	.30263	.29356	-.29740	.90266

There are two important limitations of the study. First, there is not literature that deals with this issue in Serbian schools. In Serbia were not done the research on gender and management/leader styles in school. Second, the uniqueness of each school culture complicates research. Each school has its culture, which is very different from the culture of other schools.

## Conclusion

Results in this research showed that there are no differences in management styles of school principals regarding gender. School principals, as it is presented in Blake managerial network, showed that they belong to a team management with good balanced combination of orientation toward people and orientation toward tasks. These principals give the positive example and intend to promote team atmosphere where all employees will be able to reach the highest potential as team members and people. They encourage teachers to be more efficient in achieving their goals. Team directors constantly foster connections between employees. They like to delegate businesses and to create productive teams. Principals understand that it is important to use advantages of differences. It is important to develop leadership styles in order to make them more adaptable to the work of the school. On the other hand, school needs to create conditions in which everyone can achieve his/her maximum, despite differences.

The relationship between genders and management style is full of paradoxes, because there are some questions without answers. Each research gives precise answers, but some new questions always seem. It proves that this subject is an endless process in which complex combinations of relationship between genders and environment appear. Current evidences show that there are certain small differences between genders, but they are mostly under the influence of different socialization. Differences between genders are under the influences of stereotypes which increasingly create place for a rational view, where men and women accomplish their tasks by selecting the management style which will not depend on gender, but on the kind of a task.

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