



Transformational Leadership Styles of the male elementary school's managers with the motivation to establish professional sport schools

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Abstract

Introduction: The aim of the Present research was to study the relationship between the transformational Leadership Styles of the elementary school's managers for male and the motivation to establish specialized sport schools by them in Tehran.

Materials and method: 186 among 360 managers were randomly selected from nineteen educational districts in Tehran using the multistage sampling. For data collection, MLQ for transformational Leadership Styles and the researcher made questionnaire for the motivation of starting the specialized sport's schools were employed.

Results: Styles can predict motivation to establish specialized sport schools. Multi regression analyses method showed that there is a significant relationship between the change transformational Leadership Styles with the motivation to start specialized sport schools in Tehran and also transformational Leadership.

Conclusion: Finding also reveals that transformational Leadership Styles of managers create sense of confidence and self-reliance because they admire values and believes, furthermore they encourage the sense of prospective aspects, realization of the objectives; stimulate the sense of cooperation and attaining modern methods in performing the assignments and stimulation of motivation.

1. Introduction

In today's world everyone is directly or indirectly related to sports. Many spectators or sports lovers follow sport events through media. Competition for gaining proud and world championships medals and cultural, social as well as economic and political benefits, leads manager to have a beneficial strategies and styles to gain success in this area (Naghimi, 2001).

Among the main factors influencing motivation to doing physical exercise, school managers may be pointed to that of primary education, early childhood background and managers' leadership style which is the process of strengthening and weakening tendency of the students to doing physical exercise? (Eghbal, Siyadat, Rajaeepour, & Hoveida, 2014). Accordingly, One of the important items in the present century, the role and the importance of the success of the international sports competition in the world, and political dimensions of the Olympics (the National Alliance, the development of international relations), social (health, liveliness and dynamism), economic (entrepreneurial, national GDP and industrial development) and cultural (training, education, strengthening of values) in developed and developing countries, respectively (Janssen & Dale, 2002).

Developing a leadership style is a challenge for most young managers. In this regard, Bass, Avolio and Jung (2003) defined leadership as "the behavioral process of influencing individuals and groups towards set goals". This definition is important because it places emphasis on the vision of a leader (i.e. goals, objectives) while also highlighting the necessary interaction between the leader and group members. Effective leadership will encompass an understanding of motivation and is likely to minimize any loss of productivity through the development of both task and group cohesion, allowing a group to operate at, or close to its potential.

The act of leadership attempts to influence and convert others into 'followers' (Borrie & Knowles, 2003) and may be achieved through a variety of mechanisms such as coercion, persuasion and manipulation. Leadership requires an understanding

or respect for the power dynamic between the influencer and the follower. The relationship recognizes that every act between the two parties is a 'political act' with potential for coercion (Miller, 1985).

The first one is Visionary Leadership Styles which is most appropriate when an organization needs a new direction. Its goal is to move people towards a new set of shared dreams. "Visionary leaders articulate where a group is going, but not how it will get there setting people free to innovate, experiment and take calculated risks (Kirkpatrick, Wofford & Baum, 2002).

The Visionary leader sets the vision for the team, clearly and compellingly, then steps back and allows the team to work. The leader steps in from time to time to reiterate the vision if required, but that is all he / she does. The leader reports that the style was "easy – I didn't have to do much and I could see how the style would free me up to operate strategically". The team report enjoying the activity, and feel enormously proud of the work they have done, often getting out their smart phones to take pictures posing with their creation (Northouse, 1997).

The second one is coaching style that as (Cameron & Quinn, 1999) stated focuses on developing individuals, showing them how to improve their performance, and helping to connect their goals to the goals of the organization. Coaching style also focuses on the learning experience. When a team member proves to be particularly good at an aspect of the task, the leader has them demonstrate and teach the others. The team gets absorbed in the learning and people are often surprised to hear that the time is up. They are engaged with and proud of their achievements, even though they often don't fully complete the task.

The third one which was mentioned by Moore (2000) is affiliates style which emphasizes the importance of team work, and creates harmony in a group by connecting people to each other. The affiliative leader takes time helping the team to bond. Often the activity is not even commenced as the team gets caught up in getting to know each other. More task focused team members often look around and get anxious when they can see other teams working. Sometimes one of those people will leap in

and take control, effectively “sacking” the leader.

Furthermore, Democratic style as Minier (2001) stated is a management style which draws on people’s knowledge and skills, and creates a group commitment to the resulting goals. It works best when the direction the organization should take is unclear, and the leader needs to tap the collective wisdom of the group.

Anderson (1959) identified the democratic leader as one who shares decision making with the other members and therefore, democratic leadership is connected with higher morale in the majority of the situations. He denied that democratic leadership is associated with low productivity and high morale and that authoritarian leadership is associated with high productivity and low morale. Hackman and Johnson (1996) supported Anderson’s explanation of the relationship between democratic leadership and productivity.

The fifth one is Pacesetter style in which leader sets high standards for performance and they are obsessive about doing things better and faster, and ask the same of every one. The Pacesetter leader sets a cracking pace from the beginning. The team operates with high energy, engagement and motivation. The leader sets members tasks, but then takes the task off them if they are “not performing” and gives it to someone else. Despite this, the team members remain engaged, seeing this as a consequence of the high standards set by the leader (Weiss & Fredricks, 1986). The last one is commanding style which is classic model of “military” style leadership – probably the most often used, but the least often effective. Because it rarely involves praise and frequently employs criticism, it undercuts morale and job satisfaction.

All in all, Buckingham (2005) believes that there is no best style. The most appropriate style will depend on the people (their experience, values, and motives) and the situation. The key to being an effective leader is to have a broad repertoire of styles and to use them appropriately. There are different Leadership Styles that can have different effect on motivation to establish professional sport schools. According to many researches (Alamin, karimzadeh, & Bakhtiyari, 2014; Eghbal et al., 2014; Karimi & Siyadat, 2014) Success in performing the following

managing styles Include investment and spending money. They believe that to achieve these purposes, managers should pay high attention to children and adolescents with high sports talent in schools. In other word providing appropriate equipment, space and financial resources are most important factor for the success of the professional sports schools

Applying transformational Leadership Styles and other Leadership Styles which were mentioned, in elementary schools, according to Ogbonna and Harris (2000) is very important to strengthen manager’s motivation to establish professional sport schools. In other word, appointing the right managers is vital for the future establishment of professional sports schools. In addition, The research evidences (Yukl, 2002; Sanghan, 2007; Banisi & Ostadali, 2014) strongly supports the notion that there is a direct link between leaders behavior and motivation and others especially teachers performances and behaviors From an applied perspective, those individuals who are responsible for appointing managers would be well advised to consider the extant literature, theories and research concerning leadership which is the focus of this review. The degree to which sport teachers offers sport facilities may be crucial in determining manager’s motivation to create new positions (Gill, 2000) but this might not always be the best selection procedure if managers have a dominant and nonflexible style.

Finally according to different findings (Williams, 1998; Lin, Jui-Chia & Esposito, 2005; Sadegi Fasaie & Irani, 2014) managers must follow the program and plan to find the ways to attract student’s intervention, and improving their motivation for creating professional schools which focuses on sports. The present study, aims to investigate the role of Transformational Leadership Styles of the male elementary school's managers on the motivation to establish professional sport schools. So the relationship between Transformational Leadership Styles of the male elementary school's managers with the motivation to establish professional sport schools is the main research question in this research.

2. Method

The research method in the present study is descriptive and correlational method using nonparametric statistic.

2.1. Participants

The research population, including 360 managers of male elementary school in Tehran. At the First step all 19 zone of Tehran education system were selected. At the next step by considering the number of elementary schools sampling were done then all volunteered managers (in male schools) were completed the questionnaires. 21 people were not satisfied to participate in the study and 20 person did not complete questionnaires correctly were deleted and finally 186 completed questionnaires were remained.

2.2 Measurement

Multifactor leadership questionnaire (MLQ) Bass et al., (2003) which consists of 20 questions were used for assessment of Transformational Leadership Styles of managers charismatic features, the perfectionism influence, creating motivation mood, motivating to thinking endeavor and pay attention to individual differences. Scoring is done by employing Likert scale ranging from completely disagree score 1 to completely agree score 5.

Motivation to establish professional sport schools

questionnaire which consists of 24 questions were used for assessment of Motivation to establish professional sport schools. It has three subscales include achievement motivation, Connectives and constructivism motives and power motives. Scoring is done by employing Likert scale ranging from completely disagree score 1 to completely agree score 5. In the present study, in order to access validity and reliability of these questionnaires it's used some scientists' comments in validity method of content and it confirmed by supervisor and consultant and for determining reliability of these questionnaires Cronbach's Alpha Method was employed which was (0.95 and 0.93) in two variables.

3. Results

Descriptive findings of the study reveals that 75 percent of participants were male and 25 percent of them were female and 95 percent of them married and five percent of them were single. The maximum age frequency of participants was between 45-55 years (0.37) and the minimum frequency encompasses the age of 25-35 years (0.7). Other Descriptive statistics relating to transformational leadership styles and the motivation to establish professional sport schools displayed in table 1.

Table 1. Descriptive statistics of Transformational Leadership Styles and the motivation to establish professional sport schools

Variable and sub variable	Number	SD	Mean	Z	alpha
Managers charismatic feature	186	3.68	58	1.24	0.71
The perfectionism influence	186	3.74	52	0.91	0.87
Creating motivation mood	186	3.75	37	1.21	0.78
Motivating to thinking	186	3.50	44	1.39	0.87
Pay attention to individual differences	186	3.53	43	1.94	0.74
Transformational Leadership Styles	186	3.68	46	1.55	0.69
Achievement motivation	186	3.74	29	1.67	0.87
Reconstruction and transplantation of seeking motivation	186	3.75	50	0.23	0.86
Motive power	186	3.50	47	0.18	0.88
Motivation to establish professional sport schools	186	3.53	53	1.33	0.70

Note: SD stands for standard deviation and Z stands for Kolmogrov-Smirnov test

Table2. Correlation between Transformational Leadership Styles and the motivation to establish professional sport schools

Variable and sub variable	1	2	3	4	5	6	7	8	9	10
Managers charismatic feature	1									
The perfectionism influence	0.25	1								
Creating motivation mood	0.26	0.77	1							
Motivating to thinking	0.80	0.68	0.45	1						
Pay attention to individual differences	0.79	0.51	0.34	0.61	1					
Transformational Leadership Styles	0.37	0.84	0.55	0.27	0.33	1				
Achievement motivation	0.23	0.48	0.22	0.45	0.62	0.55	1			
Reconstruction and transplantation of seeking	0.81	0.47	0.26	0.33	0.75	0.22	0.73	1		
Motive power	0.82	0.68	0.43	0.65	0.38	0.78	0.22	0.31	1	
Motivation to establish professional sport	0.78	0.51	0.37	0.61	0.36	0.75	0.28	0.69	0.28	1

Note: All Coefficients Significant in $P \leq 0.01$

Table3. Prediction of the manager's motivation to establish professional sport schools through Transformational Leadership Styles in elementary school's managers

Variables and sub variables	T	R	R ^S	AR ^S
Managers charismatic feature	2.11	0.40	0.26	0.25
The perfectionism influence	5.44	0.27	0.32	0.31
Creating motivation mood	7.56	0.43	0.36	0.35
Motivating to thinking	6.78	0.28	0.37	0.36
Pay attention to individual differences	6.78	0.41	0.38	0.37
Transformational Leadership Styles	3.45	0.44	0.39	0.38

Note: t stands for Value. R stands for regression. R S stands for regression square, A R S, stands for adjusted regression square

Findings of table one according to Z and alpha score reveals that variable and sub variables distribution is normal and reliable and the results of table 2 shows that there is a positive significant correlation between Transformational Leadership Styles and motivation to establish professional sport schools (0.75). Also there is a positive significant correlation between variables and sub variables. In addition, regression and adjusted regression square in table3shows that manager's motivation to establish professional sport schools is predicted through Transformational Leadership Styles in elementary school's managers. The Regression and R Square results also showed that Transformational Leadership Styles explain 0.39 variance in manager's motivation to establish professional sport schools. Furthermore, Manager's charismatic feature explains 0.26 variance in manager's motivation to establish professional sport schools. In addition, the perfectionism influence, creating motivation mood, motivating to thinking, and pay

attention to individual differences can add, 8, 4, 1 and 1 percent to the model.

4. Discussion

This paper has reviewed the relationship between transformational Leadership Styles of the male elementary school's managers with the motivation to establish professional sport schools. While it is easy to agree with Weinberg and Gould (2003) who state that, Determining what makes effective elementary school's managers who support establish professional sport schools is clearly not a simple process but rather it is a complicated process in which different factors are involved.

By examining the theories and research findings from the Leadership Styles literature, it becomes clear that manager attitude has a key importance on establishing professional sport schools. The prerequisite for this high motivation in this regard is an effective Transformational Leadership Styles which helps improving the motivation to establish professional sport schools by managers in elementary schools which have a fundamental

position in educational system (Jowett, Paull, Pensgaard, Hoegmo & Riise, 2005).

From the motivation view point, there seems to be evidence of certain skills that are pre-requisites for improving managers motivation to establish professional sport schools such as intelligence, creativity, high specific knowledge, ability to tolerate stress and difficulty, mental toughness, courage and knowledge of the group (Vahidi Nasab, 2005). From the behavioral perspective, it is evident that consideration (including communication and building rapport) and initiating structure (processes, and goals) are important parts of what leaders do. Sports specific research suggests that providing clear instructions and contingent positive reinforcement are also key behaviors.

From the interactional approaches, the importance of flexibility is clearly enforced: as a school manager cannot expect to rely solely on one dominant style of leadership, but must be adaptable enough, and perceptive enough, to vary his leadership approach based upon situational and group variables. In this regard Baker, Horton, Robertson-Wilson and Wall (2003) believes that when a manager tries to show others how to improve their performance, and helping to connect their goals to the goals of the organization coaching style is applicable but at the time when the importance of team work, and creates harmony in a group by connecting people to each other Is the focus of emphasize affiliates style should be employed. In the same way democratic style which draws on people's knowledge and skills, and creates a group commitment to the resulting goals, Pacesetting style in which leader sets high standards for performance and they are obsessive about doing things better and faster, and asks the same of every one and commanding style which is classic model of "military" style leadership – probably the most often used, but the least often effective should be employed by managers in a right time.

Many researchers (Vahidi Nasab, 2005; Keramati, 2014; Banisi & Ostadali, 2014) are also trying to find the most effective styles of leadership in different conditions of organizational behavior management. Leadership styles are now increasing in describing interest for managers within the framework of the leadership .The results of this research represent a

significant and positive relationship between the leadership styles of elementary managers and motivation of creating professional schools in Tehran.

Furthermore, Loehr (2005) believes that to understand leadership it is important to transcend the superficial and retrospective lay-perspective which tends to define success in terms of winning. For some managers success might be defined in terms of maintaining their status. Also According to Weinberg and Gould (2003), leaders typically have two functions: to ensure the demands of the organization (club) are satisfied by the group effectively meeting its targets and to ensure the needs of group members are satisfied. Clearly, those individuals who are responsible for appointing leaders / managers need to ensure that the visions and targets of both the club and potential leader are compatible and that the qualities of the leader and group members are not incongruent.

The ability to function effectively, not just in terms of remaining healthy, but also in terms of decision-making and remaining clear and logical in thought when experiencing adversity, would intuitively be an important characteristic of a school manager who has high motivation for establishing sport school. Interestingly, recent research has shown that motivation for establishing sport schools can be learned, and that motivation on the part of the managers can lead to increased job satisfaction, lower levels of stress, strain, anxiety, disgust and blood pressure (Maddi, Khan, & Maddi, 1998; Maddi, 2004). These researchers developed a training program that involved business managers learning how to (a) cope effectively with stressful circumstances, (b) give and get assistance and encouragement in social interactions, (c) engage in the self-care that supports effective coping and social support, and (d) use the feedback from these activities to deepen their hardiness attitudes.

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