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## CO RELATIONAL STUDY ON HIGH SCHOOL MANAGERS

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### Abstract:

***Aim.** This paper examined the relationship between transformational leadership and life skills among high school managers in Iran.*

***Background.** Previous studies have found significant positive relationship between transformational leadership and life skills.*

***Method.** A correlation study was carried out with a randomly sample contained of 98 (52 males and 46 females) of high school managers. The participants responded to a Multifactor Leadership Questionnaire – MLQ (by Bass & Avolio developed in 1992). The effects of gender on Leadership were also examined and Pearson correlation analysis and two independent samples T test were used to analyze the data.*

***Results and Conclusion.** Current investigation suggested that transformational leadership significantly has positive correlation with life skill. Moreover it was found that there is significant gender difference in transformational leadership, whereas there is no significant difference between male and females in life skills.*

### KEYWORDS:

Transformational Leadership, Life Skills, School Managers.

### INTRODUCTION:

There are many changed identifications of life skills but no definition is universally accepted. Different organizations attribute different meanings to the term. The International Bureau of Education (IBE) derives its understanding from the Delors four pillars of learning - learning to know, learning to do, learning to be and learning to live together - and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis. ( The World Health Organization has defined life skills as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. The UNICEF defines life skills as “a behavior change or behavior development approach designed to address a balance of three areas: Knowledge, attitude and skills”.

Life skills are fundamentally those abilities that help promote mental wellbeing and competence in young people as they face the realities of life. It is evident that in addition to practical and vocational skills, other types of skills such as social, individual and reflective skills are also needed. Life skills programmers emphasize abilities that help to facilitate communication, negotiation, to think critically and solve problems and make independent decisions. These developments in the field have in fact resulted in important breakthroughs in policy and planning, especially in non-formal education programmers for marginalized and disadvantaged youth and adults (see UNESCO, New Delhi 2001). In many parts of the world, life skills form a significant and regular part of the school and adult curriculum. However critical gaps remain. A greater

Burns (1978) discussed the difference between transactional and transforming leadership. While transactional leadership involves the exchange or bartering of wants and needs between leaders and

followers, transforming leadership is about promoting change. Burns explained that “transforming leadership occurs when one or more persons engage with others in such a way that leaders and follower raise one another to higher levels of motivation and morality. Marks and Printy (2003) state that there has been few studies on how transformational leadership and instructional leadership complement each other and contribute to student learning. In general terms, transformational leadership behavior can be considered as causing high motivation and commitment among the subordinates.

Leadership is an important communal health problem because the complex, emotional, behavioral, and psychosocial consequence that accompany the physical illness. Burns (1978) discussed the difference between transactional and transforming leadership. While transactional leadership involves the exchange or bartering of wants and needs between leaders and followers, transforming leadership is about promoting change. Burns explained that “transforming leadership occurs when one or more persons engage with others in such a way that leaders and follower raise one another to higher levels of motivation and morality. Marks and Printy (2003) state that there has been few studies on how transformational leadership and instructional leadership complement each other and contribute to student learning. In general terms, transformational leadership behavior can be considered as causing high motivation and commitment among the subordinates.

Bass believed that, the transformational leaders also recognize these existing needs in potential followers but go further by seeking to arouse and satisfy higher needs, to engage the full person of the follower. A Transformational leader transfers followers above the followers' own self-interest for the good of the group, organization, or country. The transformation manner can be achieved in any one of three interrelated ways:

- 1) By raising the level of consciousness about the importance and value of outcomes, and ways of reaching them.
- 2) By getting to transcend self-interest for the sake of the team, organization, or larger polity.
- 3) By altering the need level on Maslow's hierarchy or expanding the portfolio on needs and wants (Bass 1985). There are different paths leaders take to bring about transformation. Transformational leadership has proved to have several positive outcomes. For example higher productivity, lower employee turnover rates, higher job satisfaction and motivation are due to transformational leadership more than transactional leadership or non-transformational leadership. Several instruments are developed to measure transformational leadership.

Life skills instruction is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights”.(WHO 1999)

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Emphasis still needs to be put on the socio-psychological development of the learners. Values that need to be reinforced include democracy, egalitarianism, social justice, rule of law, learning to live together, secularism, peace, non-violence, for self-image and self-confidence and respect for others and the like. (Daswani 2002).

### 1.1 Aims

The present study has two intentions:

- To examine the relationship between transformational leadership and Life skills among managers in Iran.
- To examine the effects of gender on managers' levels of transformational leadership and Life skills .

### 2.0: METHOD

#### 2.1 Participants:

The population of the research is all of the high school managers Iran. The participants of this study comprised of 98 (52 males and 46 females) of high school managers and sample groups selected randomly from 4 different branches in Tehran.

#### 2.2 Tools & Materials:

Transformational leadership Inventory: The Multifactor Leadership Questionnaire, MLQ by Bass & Avolio developed in 1992 is a famous instrument to measure transformational leadership. In this questionnaire, transformational leadership consists of four dimensions (idealized influence, inspirational motivation, intellectual stimulation, and Individualized consideration).

Life skill questionnaire: The questionnaire that used in this study developed by researchers and including 26 items about the influenced factors in life skills. The reliability and validity of questionnaire evaluated by alpha and test retest.

### 3.0: RESULTS & DISCUSSION

#### 3.1 Consequences

Outcome of the current study is based on the hypothesis of the investigation and the analysis of data divided in two parts: At first part we have evaluated the relationship between two variables and in the second part we analyzed the gender differences between males and females.

#### Part 1: Relationship between Life skills and transformational leadership:

The correlations between levels of Life skills and transformational leadership are presented in the correlation matrix table 1 below:

Table 1 .Correlation matrix ofLife skills and transformational leadership

Variables	Life skills .	transformational leadership
Life skills	?	
transformational leadership	.46 (**)	?

N: 98 and Correlation is significant at the 0.01 level (2-tailed).

According to the aims of the study, it was hypothesized that there are significant relationships between Life skills and transformational leadership. Contrary to the hypothesis, positive significant correlations were found between Life skills with transformational leadership [ $r = .48, P < .01$ .]

### 3.2 DISCUSSION & CONCLUSION

The main hypothesis of the current investigation suggested that there is significant relationship between transformational leadership and Life skills among students in Azad University. The results of the study reveal significant relationship between transformational leadership and Life skills ( $r = .48, p < .01$ ). This means that students who have more transformational leadership tended to perform less scores in Life skills.

The second hypothesis suggested that there is significant difference between boys and girls in Life skills and transformational leadership. The results revealed that there is significant gender differences on the scores of three variable and females scored significantly higher than males. In support of previous studies this study has established the fact that transformational leadership is a good predictor of Life skills among students. It also shows that gender has a moderate's role in the effects of transformational leadership on Life skills. There is a need for further research with Life skills and related variables with personality traits and across the other countries to further information in this area.

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