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FEATURES OF THE STYLE OF INTERACTION AND MANAGEMENT OF HEADS OF EDUCATIONAL INSTITUTIONS OF WOMEN AND MEN

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ABSTRACT

The article presents the results of empirical studies of psychological features of the style of interaction and management of heads of educational institutions. The article makes a comparative analysis of the studied indicators in female and male managers. It has been established that the communicative characteristics associated with communication with people have a more pronounced level of development in women heads of educational institutions, and their impact on the effectiveness of management is significant for managers of different genders. Found significant differences in achieving high efficiency of administrative activity managers of different sexes manifestations depending on the degree of sociability, responsibility, kindness, collegiality, demanding to themselves. Men-leaders are more focused on the case and, accordingly, its effectiveness, women-leaders are more focused on communication to achieve high results of joint activities. It is empirically established that the most common democratic style of leadership among male managers, while among women - combined.

KEYWORDS

management, leadership, management style, interaction style, leadership style of educational institutions, communicative qualities

Introduction

Education is an important direction of state policy of the country, a strategic resource in ensuring the personal development of each person in accordance with the requirements of socio-economic and innovative development of society¹. In this regard, special attention needs to be paid to solving the current problem of improving the quality of management of the education system in general and educational institutions in particular. In the context of solving this problem, it is important to study the factors that determine the effective management of educational institutions. One such factor is the sex factor.

¹ Грицяк Л.Д. (2009) Державно-громадське управління розвитком освіти на державному, регіональному та інституціональному рівнях., р.59.

The problems of managerial work in educational institutions, including the selection and optimum management style devoted a number of publications and works of famous domestic and foreign scientists as L.D. Gritsyak, V.P. Kazmirenko, L.M. Kalinin, L.M. Карамушка, O.M. Onats, L.E. Orban-Lembrick, N.L. Kolominsky, V.S. Pikelna, V.T. Ciba, R.H. Shakurov, Y.I. Shkurko and others.

Theoretical analysis of the scientific literature on the problems of the style of interaction and leadership, convincingly demonstrates its importance in determining the success of the management of any team (A.L. Zhuravlyov, A.M. Omarov, R.H. Shakurov, etc.).

In methodological terms, the problem of the relationship between the concepts of „management” and „leadership” requires separate consideration. Management is a broader concept, which means a directed influence on the system or individual processes occurring in it, in order to change the state or give it new properties and qualities. The concept of „management” refers to both technical, socio-technical and social systems. Management is a special case of management. Its main difference is that management: limited effect on people and their communities; involves the interaction of the leader with subordinates; intended to cause someone's activities in accordance with the intentions of the head. Consequently, management - is arbitrary (deliberate) influence on subordinates people and their communities, which leads to their conscious and active behavior and activity according to intentions manager. Therefore, leadership can be called management, but not every management is leadership.²

The very concept of „style” in its narrow sense covers only the peculiarities of communication between the leader and people, and in a broad sense - reflects all the essential functionally significant features of his activities. The general meaning of the concept of „leadership style” and „leadership style of educational institutions” in particular, is defined as a holistic system of methods, techniques, methods that prevail in the management of the head and through which the head of the institution influences the team to ensure successful implementation of management functions and is also characterized by certain individual-typological features due to the personality of the manager.³

In our study, the concepts of „leadership style” and „management style” are not identified, unlike other authors, who usually use them as synonyms. At the same time, we support the scientific definitions of those researchers who believe that the concept of „leadership style” is narrower than the concept of „management style”.⁴ The first is manifested only in the resolution of psychological situations associated with the realization of the influence of managers on their subordinates, with the establishment of interpersonal relationships. The second is in the process of resolving both psychological and organizational and managerial situations.

The objectives of our study was to study the features of the style of interaction and management of heads of educational institutions for women and men. The experiment was attended by heads of educational institutions in Chernihiv, Odessa and Melitopol - a total of 42 heads, of which 17 - men and 25 - women.

² Як співвідносяться категорії «управління», «менеджмент», «керівництво»? www.politics.ellib.org.ua/pages-12194.html

³ Журавлев А.Л. (2013) Коммуникативные качества личности руководителя и эффективность руководства коллективом., р. 57.

⁴ Журавлев А.Л. (2013) Коммуникативные качества личности руководителя и эффективность руководства коллективом., р. 58.

To determine the style of leadership, the method of AL Zhuravlev was used, which is aimed at assessing the dominant style of leadership: directive, collegial or liberal. There is a possible relationship of three types in the style of leadership. Thus results of the mixed type correspond to various characteristics of the management: a) equally low expressiveness of styles is characteristic of inexperienced heads; b) equally average expressiveness of styles characterizes the operatively not constant head; c) equally high expressiveness of styles characterizes the contradictory, unpredictable type of leader.

After analyzing the ratio of the main types of leadership styles among the heads of educational institutions in the sample, it was found that among male managers the most common collegial leadership style (35.3%), while among women - combined (40%).

Table 1. The ratio of leadership styles of women and men in the study sample

	women leaders		male leaders	
	quantity	%	quantity	%
Directive	2	8,0%	2	11,8%
Collegiate	3	12,0%	6	35,3%
Liberal	2	8,0%	1	5,9%
Directive-collegial	4	16,0%	4	23,5%
Directive-liberal	3	12,0%	2	11,8%
Collegiate liberal	1	4,0%	1	5,9%
Combined	10	40,0%	1	5,9%

It is also important to note that the combined leadership style in women heads of educational institutions is 5 times more common than in men heads (40% and 5.9%, respectively). This fact suggests that the defining feature of the leadership style of women managers, first of all, is intuitiveness, a sense of the situation in the team, as well as dynamism and flexibility in applying methods and techniques to influence participants in the education process, while men often use typical methods and techniques of influence.

An important characteristic of the male sample is the large number of those surveyed those who use a collegial (democratic) leadership style (35.3%), while in the female sample 12% (Figure 1).

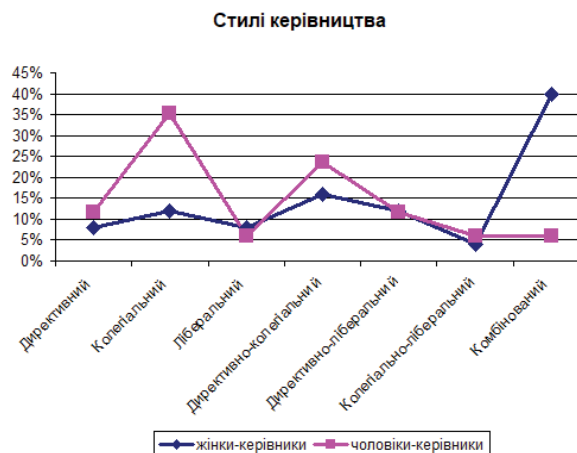


Fig.1. Leadership styles of the studied heads of educational institutions

An interesting fact was that in their work both women leaders and men leaders use the directive-liberal style equally (men - 11.8%, women - 12%). Analyzing the distribution of leadership styles among women and men, we note that male leaders are slightly more likely than women leaders to use an authoritarian leadership style (11.8% for men and 8% for women).

Thus, the results obtained indicate the presence of a greater extent differences than similarities in the distribution of leadership styles in male and female respondents surveyed samples. Thus, the actual data show that the gender factor specifically affects the style, as well as the methods, tools and techniques of leadership of the educational institution.

The next task of our study was to determine the characteristics of the ways of communication of women leaders and men leaders of educational institutions. For this purpose, the L. Michelson test was used (adapted by Y.Z. Gilbukh). This technique allows you to identify which way of communication prevails in a person (dependent, competent or aggressive) and what communication skills are formed. There are 10 blocks of skills: the ability to show and accept signs of respect (compliments); responding to appropriate criticism; responding to unfair criticism; responding to behavior that affects and provokes the interlocutor; the ability to ask colleagues for a request; the ability to refuse someone else's request, to say „no”; ability to show compassion, support; the ability to accept compassion and support; the ability to come into contact with another person; the ability to respond to another person's attempt to make contact.

The results of the study showed the following:

Table 2. Indicators of communicative characteristics of women leaders and men leaders of the study sample (number of people,%)

№	Communication skills	Dependent reactions		Competent (confident) reactions		Aggressive reactions	
		women leaders	male leaders	women leaders	male leaders	women leaders	male leaders
1	ability to show and accept signs of respect (compliments)	<u>6</u> 24%	<u>1</u> 5,9%	<u>17</u> 68%	<u>14</u> 82,4%	<u>2</u> 8%	<u>2</u> 11,8%
2	responding to fair criticism	<u>5</u> 20%	<u>1</u> 5,9%	<u>18</u> 72%	<u>13</u> 76%	<u>2</u> 8%	<u>3</u> 17,6%
3	responding to unfair criticism	<u>11</u> 44%	<u>2</u> 11,8%	<u>9</u> 36%	<u>7</u> 41,2%	<u>5</u> 20%	<u>8</u> 47,1%:
4	responding to behaviors that affect and provoke the interlocutor	<u>10</u> 40%	<u>0</u> 0%	<u>11</u> 44%	<u>3</u> 17,6%	<u>4</u> 16%	<u>14</u> 82,4%
5	the ability to ask colleagues for a request	<u>8</u> 32%	<u>0</u> 0%	<u>9</u> 36%	<u>15</u> 88,2%	<u>8</u> 32%	<u>2</u> 11,8%
6	the ability to refuse someone else's request, to say „no”	<u>7</u> 28%	<u>5</u> 29,4%	<u>9</u> 36%	<u>9</u> 52,9%	<u>11</u> 44%	<u>3</u> 17,6%

7	ability to show compassion support	<u>4</u> 16%	<u>2</u> 11,8%	<u>20</u> 80%	<u>15</u> 88,2%	<u>1</u> 4%	<u>0</u> 0%
8	the ability to accept compassion and support	<u>13</u> 52%	<u>10</u> 58,8%	<u>9</u> 36%	<u>5</u> 29,4%	<u>3</u> 12%	<u>2</u> 11,8%
9	the ability to make contact with another person	<u>1</u> 4%	<u>1</u> 5,9%	<u>23</u> 92%	<u>16</u> 94,1%	<u>1</u> 4%	<u>0</u> 0%
10	the ability to respond to another person's attempt to make contact	<u>10</u> 40%	<u>3</u> 17,6%	<u>9</u> 36%	<u>12</u> 70,6%	<u>6</u> 24%	<u>2</u> 11,8%

Indicators of the formation of communicative skills are given in Fig.2. and Fig.3.

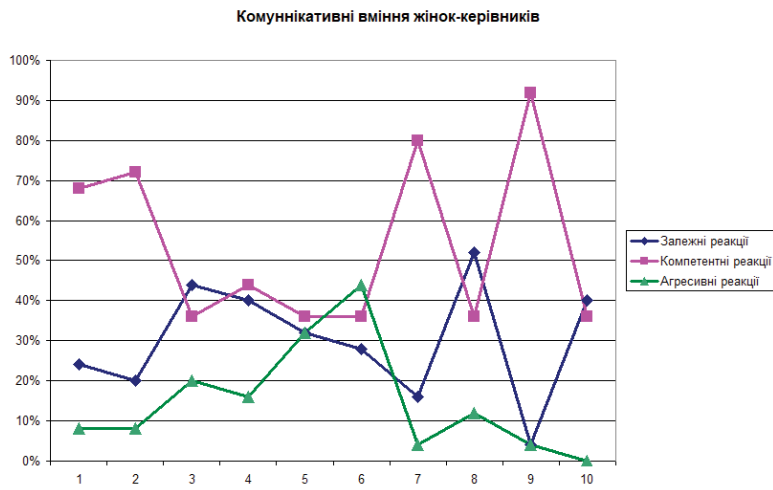


Fig.2. Communication skills of women leaders of the study sample

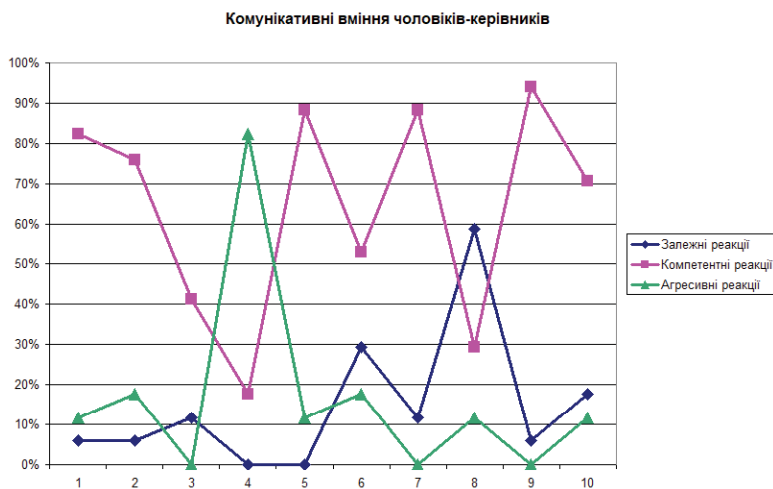


Fig.3. Communicative skills of male leaders of the study sample

The communicative qualities of the leader include the „ability to ask”. It was found that among women managers there are almost uniform shares of those who are characterized by dependent (32%), competent (36%) and aggressive (32%) reactions. Men were more competent in the ability to „ask” - 88.2%.

In situations of „the ability to respond with a refusal” in male leaders is dominated by a competent type of response (52.9%), and in women leaders aggressive (44%). Ability to show compassion and support. The predominant reaction in this case in both women and men is confident competent behavior (women leaders-80%; male leaders-88.2%).

The ability to accept the compassion and support of others. On average, this ability of heads of secondary schools is low. In both subgroups, the preferred type of behavior is dependent reactions. Competent reactions are slightly higher in women leaders (36% vs. 29.4%).

Ability to get in touch with another person. In this case, we can say that the relevant skills of school leaders are well formed. The predominant type of response is confident competent behavior (women leaders-92%; male leaders-94.1%).

Responding to another person’s attempt to make contact. In this type of interaction, male leaders are dominated by competent behavior (70.6%), while women, with a slight advantage - dependent behavior (40%). This may be due to the fact that women can withstand more than men neuropsychological overload with their latent mechanism of fatigue.

Thus, the communicative characteristics of the head of the educational institution - the structural components of the personality of the manager, which are directly related to the communication process and are manifested in the process of interaction of the head with the participants of the educational process. It was found that the communicative qualities of women leaders and men leaders have both coincidence and distinctive features.

The next stage of our study was to identify the features of managerial interaction of heads of educational schools, due to their gender. For this purpose, the method of „Social” was used. [Карамушка Л.М. Психологічні основи управління в системі середньої освіти.: Навч. посібник /Л.М.Карамушка. - К.: ІЗМН, 2007. - 180 с.]

Analysis of the results of the study by this method made it possible to identify gender differences in the heads of educational institutions in the characteristics that determine their readiness for managerial interaction.

In particular, it turned out that women leaders are characterized by a brighter relative to the male sample accuracy in perceiving the characteristics of another person due to the presence in individual life experience of a rich and diverse idea of people, its flexible use in communication. This, in turn, is a prerequisite for finding an individual approach to subordinates during management communication (44% of women and 11.8% of men).

We pay attention to the expressed ability of women leaders to feel for a person in need of psychological help, warm feelings, sympathy, sincere respect, interest in his development as a person. We believe that the development of these skills is important for successful interaction in various fields and especially education, given the specifics of management activities in the field of education.

It should be noted that the description of the heads of educational institutions is not always an objective assessment of their own communicative qualities that affect the effectiveness of cooperation and mutual understanding, as well as moderate emotional sensitivity to the inner world of man. However, at the same time they have the ability to generally imagine what she is going through, what she aspires to, how she perceives and evaluates herself and the world around her.

Evidence obtained by the method of „Social” showed that among women heads of educational institutions 12% have a great need for communication, constantly striving to maximize the scope and scope of communication. At the same time, such tendencies were not detected at all among male leaders. In other words, the studied female leaders readiness for managerial interaction is too high.

Table 3. The results of the diagnosis of the readiness of women leaders and men leaders for managerial interaction

№ n/n	Readiness levels	Communicative characteristics	Leaders	
			men (%)	women (%)
1	very high	Great need for communication, constant desire to maximize expanding the scope of activities and circles of communication	-	12%
2	high	Tendency to search for free and relaxed forms of behavior, interest in a wide range of communication	41,2%	28%
3	average	Tendency to restraint in relationships with people, the desire for a relatively independent and unobtrusive style of communication	29,4%	20%
4	below average	The tendency to isolation when communicating with a wide range of people, shyness and closedness in the relationship	17,6%	28%
5	low	Closedness, unsociability, slow adaptation to new environments and unexpected situations	11,8%	12%

The high level of readiness for managerial interaction was evidenced by the majority of the leaders of the sample (41.2% of men and 28% of women), who are characterized by interest in a wide range of communication and a tendency to search for free and relaxed forms of behavior.

As a result of the study, the tendency to restraint in relationships with people, the desire for a relatively independent and unobtrusive style of communication were most noticeable in male heads of educational institutions (29.4%) and slightly less in women (20%).

A lower than average level of readiness for managerial interaction was found in a significant number of surveyed women leaders (28%), while men have a significantly lower level of readiness (17.6%). Note also that these heads of educational institutions have a tendency to personify when communicating with a wide range of people, social timidity and closedness in the relationship. Moreover, unsociability, low sensitivity and ability to adapt to new environments and unexpected situations, asociality are characteristic of 11.8% of male leaders and 12% of surveyed women heads of educational institutions.

In order to identify the features of managerial interaction in the work teams of educational institutions, a comparative study of the impact of the ability of managers (men and women) to managerial interaction.

According to the data obtained using the method of „Social”, it turned out that women leaders are characterized by:

- higher indicators of focus on management activities (68% vs. 58.8%), as well as slightly higher indicators of ability to social interaction (40% vs. 23.5%);
- the presence of greater stability in stressful situations that arise in the management activities of the head of the educational institution (12.0% vs. 5.9%);
- almost three times higher indicators that characterize the success of the individual approach to subordinates (32% vs. 11.8%);
- greater expressiveness (16% vs. 0%).

The research showed that the majority of male heads of educational institutions (64.7%) refuse threatening and authoritarian methods of influencing subordinates (in women, these figures are at 44%).

According to the actual data, the heads of educational institutions (men and women) are characterized by equally high rates of tolerance to discomfort, the ability to be themselves and the ability not to claim the freedom of the subordinate.

The study of the results of comparative analysis of the average values of indicators of management interaction of heads of educational institutions (Table 4) revealed the difference between the levels of development of these indicators, in particular „stability in stressful situations”. Meanwhile, in the male leaders of this particular level was slightly lower than in women directors, while „focus on management activities” - higher.

Table 4. Comparative analysis of individual indicators of management interaction of the studied managers depending on gender (average values)

№ n/n	Indicators of features of managerial interaction	Levels of development of indicators at school principals	
		women	men
1	Stability in stressful situations	3,88 (below average)	4,58 (low)
2	Focus on management activities	1,71 (strong enough)	2,41 (average)
3	Refusal of threatening and authoritarian methods of influencing subordinates	2,67 (use in isolated cases)	2,33 (mostly refusal)
4	Ability to social interaction	2,88 (high enough)	3,46 (satisfactory)

In the process of research also revealed the difference between the average values of levels of development of such indicators of management interaction of heads of educational institutions as: „application of threatening and authoritarian methods of influencing subordinates” and „ability to social interaction”. It turned out that male leaders mostly refuse to „use threatening and authoritarian methods of influencing subordinates.” Women leaders use this method in their management activities only in isolated cases. As for the average values of such an indicator as „ability to social interaction”, they were higher among women heads of educational institutions.

Based on the results of the study obtained by the method of „Social”, correlation pleiad were constructed with the help of correlation analysis. It turned out that the central feature of the correlation model of women heads of educational institutions (Fig. 4) is such a feature as „the ability to be yourself” (6). It has significant correlation coefficients with „resilience under stress” (2), „performance, mental tone” (4), with „the search for an individual approach” (5), with „the ability not to claim the freedom of the person you

help" (10), with the „ability to abandon stereotypes" (11), as well as with the „rejection of authoritarian methods" (13) and „ability to social activity" (16). This feature, as shown in Figure 2, is negatively correlated with „vulnerability" (9).

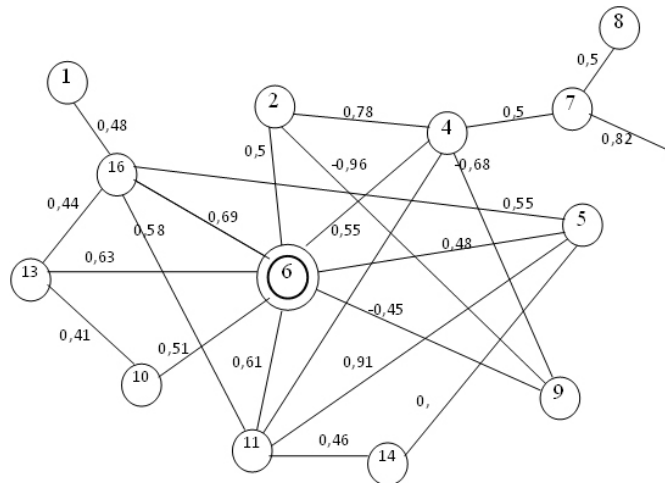


Fig.4 Correlation of indicators of features of managerial interaction of female school principals

Regarding the correlation model of male heads of educational institutions (Fig. 5), the central indicator in it has 9 correlations of a high level of significance. The model is based on „ability to social activity" (16), which is associated with „focus on management activities" (1), „tolerance for discomfort" (3), „ability to work, mental tone" (4), „search individual approach „(5), with" the ability to be yourself „(6), with" expressiveness „(7), with" the ability to abandon stereotypes „(11)," the ability to perceive man as a developmental system „(14), and also with „objectivity and the ability to perceive members of the workforce as they are" (12).

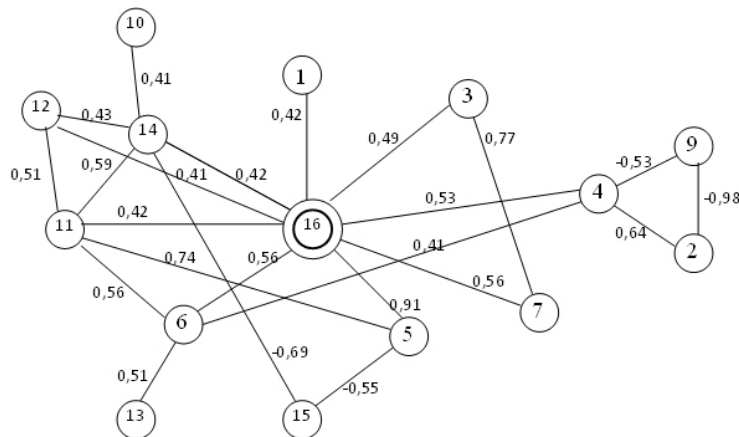


Fig.5. Correlations of indicators of features of managerial interaction of male school principals

At the next stage of the study, a correlation analysis of communicative qualities and related features of management interaction was conducted. At the next stage of the study, a correlation analysis of communicative qualities and related features of management interaction was conducted. He made it possible to identify the integral complexes of connections between these parameters, which are inherent in the heads

of educational institutions of different sexes, as well as the central features that connect these complexes. We believe that as between performance techniques „Social” and communication skills of managers surveyed are closely correlation such indicators is the core of communicative personality that determines the ability to administrative cooperation. It should be noted that the analysis of the communicative core revealed their qualitative originality for managers of different sexes (Table 5).

Table 5. Correlation of significant intercorrelations of communicative qualities of women leaders of the studied sample with the corresponding indicators of the method „Social”

№	Quality	Indicators of features of managerial interaction			
		Ability to social interaction	The ability to abandon stereotypes	The ability to be yourself	Search for an individual access
1	Sociability	0,58			
2	Benevolence				0,71
3	Tolerance			0,52	
4	Flexibility in relationships		0,49		
5	Respect for people	0,62			
6	Decency			0,56	
7	Collegiality		0,53		
8	Demanding of himself			- 0,71	
9	Encouraging the interests of subordinates				0,44
10	Responsibility	0,47			
11	Taking into account the individual characteristics of subordinates				0,48

Analysis of the ratio of significant intercorrelations of communicative qualities with the corresponding indicators of the method „Social” showed that for women heads of educational institutions the core in the communicative core are such indicators of management interaction as „ability to abandon stereotypes”, „ability to social activity”, „ability to be oneself”, as well as “ search for an individual approach “. All these indicators are interconnected and interdependent and, in turn, have correlations of a high level of significance with the communicative qualities that are formed around them and which are also interconnected.

The largest number of correlations is represented by a complex in which the central qualities are „respect for people” (0.62), „sociability” (0.58) and „responsibility” (0.47). The core indicator in this complex is „ability to social interaction”. In addition to correlations with the indicator of the method „Social”, these qualities are also related, namely: „respect for people” correlates with „sociability” (0.41) and „responsibility” (0.44), which , in turn, are also interconnected (0.47).

The next set of indicators is formed around such a parameter as „the ability to abandon stereotypes”, where the central qualities are „flexibility in relationships” (0.49) and „collegiality” (0.53). In turn, these qualities are related to other communicative qualities, namely: „collectivism” (0.50) and „tolerance” (0.61). The last communicative quality is included in the following complex, which is based on the „ability to be yourself”, which correlates with „decency” (0.56) and „self-demand” (- 0.71).

The communicative core of a woman leader is represented by another set of qualities

that forms such an indicator of the peculiarities of managerial interaction as the „search for an individual approach.” This indicator is associated with correlations of a high level of significance with „friendliness” (0.71), as well as with „taking into account the individual characteristics of subordinates” (0.48), which, in turn, correlate with each other (0.50). The core indicator of this complex is also related to such a communicative quality as „encouraging and giving initiative to subordinates” (0.44).

Regarding the complexes of communicative qualities and indicators of the features of managerial interaction, on the basis of which the communicative core of men-heads of educational institutions is formed (See Table 6), the core indicators are „ability to abandon stereotypes”, „ability to social interaction”, „ the ability to be oneself ”, „objectivity and the ability to perceive members of the workforce as they are. „ The latter indicator is represented by the largest number of connections with such communicative qualities as „trust in colleagues” (0.49), „communicative balance” (0.42), „objectivity” (0.43) and „lack of fraction”. viscosity, attachment „(0.53).

Table 6. Correlation of significant intercorrelations of communicative qualities of men-leaders of the studied sample with the corresponding indicators of the method „Social”

№	Quality	Indicators of features of managerial interaction			
		Ability to social interaction	Ability to abandon stereotypes	The ability to be yourself	Objectivity and the ability to perceive members of the teaching staff as they are
1	Self-confidence			0,44	
2	Sociability	0,62			
3	Trust in colleagues				0,49
4	Flexibility in relationships		0,47		
5	Self-criticism			0,42	
6	Communicative balance				0,42
7	Demanding of subordinates		- 0,52		
8	Objectivity				0,43
9	Decency			0,55	
10	Respect for people	0,59			
11	Lack of pettiness, attachment				0,53

Such an indicator of the features of managerial interaction as „the ability to be yourself”, the core of the complex, in which the central communicative qualities - „self-confidence” (0.44), „self-criticism” (0.42) and „decency” (0, 55). In turn, these qualities are correlated with each other, and are also associated with correlations of a high level of significance with „respect for people” (0.47).

The next set of indicators is formed around such an indicator of the peculiarities of managerial interaction as „the ability to abandon their own stereotypes and habitual schemes of assessing the behavior of subordinates.” This indicator has significant correlations with communicative qualities - „flexibility in relationships” (0.47) and „demanding of subordinates” (-0.52).

The communicative core of a man-head of an educational institution is represented by another set of communicative qualities, which forms such an indicator of the „Social” method as „ability to social interaction”. The central qualities in it are „sociability” (0.62)

and „respect for people” (0.59), which, in turn, correlate with each other (0.48). We believe that special attention should be paid to such an indicator of the peculiarities of managerial interaction as „ability to social interaction”. It is one of the core indicators in the structure of the communicative core of the personality of the head of the educational institution (See Table 7).

Table 7. Ability to social interaction of heads of educational institutions of the studied sample (significant inter-correlation indicators)

№	Indicators	Ability to social interaction	
		Women leaders	Male leaders
1	Focus on management activities	0,48	0,42
2	Search for an individual approach to subordinates	0,55	0,41
3	The ability to be yourself	0,69	0,56
4	Ability to abandon one's own stereotypes	0,58	0,42
5	Refusal of threatening methods of influence	0,44	
6	Tolerance to discomfort		0,49
7	Working capacity, mental tone		0,53
8	Expressiveness		0,56
9	The ability to perceive a person as a developmental system		0,42
10	Objectivity and the ability to perceive members of the workforce as they are		0,44

This figure is a significant correlation in both men and women heads of educational institutions with „focus on management activities”, „search for an individual approach to subordinates”, „ability to be yourself” and „ability to abandon their own stereotypes”. The differences between the relationships of the indicator „ability to social interaction” in the subjects is that in women leaders it also has significant correlations with such a quality as „rejection of threatening and authoritarian methods of influencing subordinates”, while in men-heads of educational institutions - with „efficiency, mental tone”, „expressiveness”, „ability to perceive a person as a developmental system”, „objectivity and ability to perceive members of the workforce as they are”.

Therefore, based on the results of correlation analysis, the following conclusions can be drawn:

1. The structure of the correlation model of heads of educational institutions is characterized by common and different indicators. At the heart of the correlation model of women leaders was such a feature as „the ability to be yourself”, while at the heart of the correlation model of men leaders - „the ability to social interaction.” These indicators in both men and women managers have correlations of a high level of significance with such characteristics as „ability to work, mental tone”, „search for an individual approach”, „ability to abandon stereotypes”. In addition, the central feature of the model correlates in women with „the ability not to claim the freedom of the person you help”, „rejection of authoritarian methods”, „ability to social interaction”, „vulnerability” and „resilience to stress”. At the same time, male leaders have significant correlation coefficients, such features as „focus on management activities”, „tolerance for discomfort”, „ability to be yourself”, „expressiveness”, „ability to perceive a person as a developmental system”, „objectivity and ability to perceive members of the teaching staff as they are.

2. Correlation analysis of communicative qualities and related indicators of the features of managerial interaction made it possible to integral complexes of connections that are inherent in managers of different genders, as well as the central qualities and characteristics that connect these complexes.

Conclusions

Thus, during the experimental study of the style of interaction and management of heads of educational institutions for women and men it was found:

1. Communicative characteristics related to communication with people, including subordinates, have a more pronounced level of development in women heads of educational institutions. This is in line with common stereotypes about the typical traits of women in general, and therefore women leaders in particular, related to communication and social skills, and usually warmth and emotional support.
2. The tendency to succeed in management activities in women managers is explained, in our opinion, their greater focus on communication to achieve high results of joint activities, while men - a greater focus on business and, accordingly, its effectiveness.
3. It turned out that the influence of communicative qualities of heads of educational institutions on the effectiveness of their management activities is largely common to managers of different genders. Thus, for high efficiency of managerial activity, heads of educational institutions need to show an average and high level of self-confidence, communicative balance, objectivity, trust in colleagues, an average level of tolerance. At the same time, significant differences in the achievement of high efficiency of management activities by managers of different sexes depending on the degree of identification of their sociability, responsibility, friendliness, collegiality, self-demand.
4. It is established that among male managers the most common democratic style of leadership, while among women - combined. The high efficiency of managerial activity of heads of educational institutions, regardless of gender, is associated with the use of democratic and combined leadership styles. However, the most effective activities of those managers (both men and women) who use a combined leadership style.

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OSOBLIWOŚCI STYLU INTERAKCJI I ZARZĄDZANIA KIEROWNIKÓW INSTYTUCJI EDUKACYJNYCH PŁCI ŻEŃSKIEJ I MĘSKIEJ

STRESZCZENIE

W artykule przedstawiono wyniki badań empirycznych osobliwości psychologicznych stylu interakcji kierowników instytucji edukacyjnych. W pracy dokonano analizy porównawczej badanych wskaźników kierowników płci żeńskiej i męskiej. Ustalono, że cechy komunikacyjne związane z komunikowaniem się z ludźmi mają wyraźniejszy poziom rozwoju wśród kobiet na stanowiskach kierowniczych instytucji edukacyjnych, a ich wpływ na skuteczność działalności w zakresie zarządzania jest znaczący dla kierowników różnych płci. Znaleziono istotnych różnic w osiąganiu wysokiej skuteczności działalności w zakresie zarządzania kierownikami różnej płci w zależności od stopnia przejawów towarzyskości, odpowiedzialności, życzliwości, kolegalności, wytrwałości wobec siebie. Mężczyźni na stanowiskach kierowniczych są bardziej zorientowani na realizację zadań i dlatego są bardziej produktywni, a kobiety na stanowiskach kierowniczych są bardziej zorientowane na komunikację, aby osiągnąć wysokie wyniki we wspólnych działaniach. Ustalono empirycznie, że wśród kierowników płci męskiej najbardziej rozpowszechniony demokratyczny styl kierownictwa, podczas gdy wśród kobiet jest to styl łączony.

SŁOWA KLUCZOWE

zarządzanie, kierownictwo, styl zarządzania, styl interakcji, styl kierownictwa instytucjami edukacyjnymi, cechy komunikacyjne