

Study of the Relationship Between Self- Conception of Principals and Teachers and Their Performance in High Schools of Guilan Province

¹Mohammad Ali Dadashi, ²Mohammad Hadi Asgari, ³Kobra Ezzat Doost

¹Faculty member of Agriculture and Natural Resources Research Center of Guilan.

²Assistant professor and faculty member of Management Department, Islamic Azad University Tonekabon Branch.

³Master of Education, Guilan Province.

Abstract: The experts of management science believe that selecting competent, knowledgeable, and wise principals and teachers with insight and character capabilities, is crucial in playing the important role of educational management in the organization. The human-being's success in achieving a better individual and social life and a desired organizational performance depends on his understanding and perception of the strengths and weaknesses, abilities and capabilities, management information and skills. The results of this study showed that there's a significant relationship between the self conception of principals and teachers and their performances generally, and also specifically in aspects of goal setting, supervision, planning, coordination, and motivation.

Key words: self-conception, performance, goal setting, supervision, planning and coordination, motivation

INTRODUCTION

Management is the most important part of existence. What can lead the divine blessings (natural, human resources etc.) in the way of human and society development, first of all needs an efficient management. It's against reason and intellect to leave management to chance when you want to run an organization intelligently. Pardakhtchi believes that management can create atmospheres within an organization which can encourage or prevent change, compatibility, and individual and organizational flourishing.

There is so much variety and complexity in duties and responsibilities of the educational managers that only experienced and knowledgeable, professional and trained and stoical people can show a high performance in it (Pardakhtchi, Mohammad Hasan, 2005). Robbins, one of the experts of management science, believes that: "one way of examining the performance of managers is considering them according to skills and competencies in determining goals successfully." (Robbins, Stephen, 2003).

Having a healthy and strong character is a part of the important aspects of competence. Self conception is the understanding and assumption one has of his own set of values, ideas and beliefs in the environment, which is an important part in constituting character.

Rogers believes that the behavior of a person stems from his perception of his own self. The experiences which are in contrast to the perception of self are rejected and those which are compatible with it are accepted. Thus, the optimal performance of organizations depends on the effective performance of managers, and unless they believe themselves and realize the latent energies within, they won't achieve the optimal performance (Carl Rogers, 2008).

Because of the impact of self-conception on character and attitude formation, and its impact on the behavior and performance of principal (who are one kind of managers) and teachers, it was felt necessary that a study be conducted on whether there is a significant relationship between self-conception and performance.

Review of Literature:

No research was found inside or outside country which dealt with the relationship between self-conception of principals and teachers and their performance. Therefore, this article included theories and research which were carried out about self-conception and similar cases in this part.

Rogers states: "if one proceeds well in the process of making his self, he will acquire such personality that he will surely get a tendency towards construction, creation, learning, and development. There are potential

Corresponding Author: Mohammad Ali Dadashi, Faculty member of Agriculture and Natural Resources Research Center of Guilan.

energies deep inside every man, and if they are released, they can lead him towards efficiency, self construction, and self leadership." (Carl Rogers, 2008).

Bovin and Begin, in a research about social status and its impact on self-conception have pointed out that the students who got better grades than their classmates in the social status questionnaire, had a more positive attitude toward themselves.

In another research by Bursuck this was the result: those students, who think more negatively about themselves, face problems not only in academic performance but also in their relationship with others.

In 1977, Williams studied the relationship between self-conception and creativity based on the Coopersmith's self-esteem inventory and Torrance's test collection, which showed that the relationship between self-esteem and creativity (educational and non-educational) is inconsistent and suspicious. This research did not give out a strong clue which could suggest higher self-esteem among creative or non-creative individuals.

A research, done with the efforts of Donnet, gives an image of a manager having such characteristics as dominance, self-confidence, and audacity. Ghiesilli, the famous psychology professor, in his studies on many managers working in different businesses, found that successful managers are distinguishable from their co-workers for the following reasons:

- Effectiveness as a leader
- Having innovation
- Having high self-confidence
- Having a strong mental image of professional status

Hossein Molavi in his research, carried out in the University of Isfahan, about the coordination between self-conception and organismic experience, tested conformity or inconformity between self-conception and social image which represents the social adjustment of individuals in groups. He concluded that, the individuals who have relatively high levels of adjustment are those whose self-conception and social image are more or less conformable and realistic (Molavi, Hossein, 2004).

Seddigheh Taraghi-jah in a research entitled the study of self-concept and social behavior concluded that there's a significant relationship between self-concept and social behavior (Taraghi-jah, Seddighe, 2006).

Research Questions:

The general question: is there a significant relationship between self-conception of principals and teachers and their performance?

Primary Questions:

1. Is there a significant relationship between self-conception of principals and teachers and their performance in goal setting?
2. Is there a significant relationship between self-conception of principals and teachers and their performance in supervision?
3. Is there a significant relationship between self-conception of principals and teachers and their performance in planning and coordination?
4. Is there a significant relationship between self-conception of principals and teachers and their performance in motivation?

Secondary Questions:

1. Is there any difference between the demographic characteristics (gender, age, education, background, place of service, marital status) of the principals and teachers and their self-conception?
2. Is there any difference between the demographic characteristics (gender, age, education, background, service location, marital status) of the principals and teachers and their performance?
3. Is there any relationship between self-conception of male and female principals and teachers, and their performance?
4. Is there any relationship between self-conception of male principals and teachers and their performance, from their marital status perspective?
5. Is there any relationship between self-conception of principals and teachers and their performance, in terms of age?
6. Is there any relationship between self-conception of principals and teachers and their performance in terms of the years of service?
7. Is there any relationship between self-conception of principals and teachers and their performance in terms of the place of service?
8. Is there any relationship between self-conception of principals and teachers and their performance in terms of the education?

Population:

The population of this research included all principals and teachers of high schools of Guilan province in 2008-09 academic year.

Table 1: distribution of population according to the occupation and gender in 2008-09 academic year.

Occupation	principal	teacher
Gender		
Male	148	1153
Female	128	783
Total	276	1936

Sample and Sampling Method:

Using multistage sampling method, first of all seven regions were chosen randomly from among the regions of education service centers of the province. Then, a number of high schools were chosen randomly from these seven regions. The sample size was measured using statistical formula – 319 for teachers and 81 for principals – before applying the sampling methods and through a preliminary study for determining the unknown variance of population.

Means of Data Collection:

1. Self-concept questionnaire: it's a standard questionnaire composed by Rogers and was used to study self-conception of principals. In measuring the amount of self-conception, semantic differential scale was used. In this scale the respondent was required to check an idea on a seven-degree bipolar scale. At the two poles of the scale were two opposite adjectives and the total number of the opposite adjectives was 54.
2. Researcher-made questionnaire of the principals' performance: a self-made questionnaire consisting of 40 questions designed based on the five-point Likert scale, which includes four components of goal setting, supervision, planning and coordination, and motivation. And some questions are considered for each component, as shown in table 2.

In order to check the validity of the questionnaires, validity coefficient was measured using Cronbach's Alpha in a preliminary study. It was 96% for performance questionnaire and 90% for self-concept questionnaire. After some necessary revisions the questionnaires were ready for the main study, and the coefficients mentioned above show the high validity of the tools.

Table 2: the relationship between the questions and the components of principals and teachers' performance.

Component	the number of questions
Goal setting	1- 5- 9- 14- 18- 22- 26- 30- 34- 38
supervision	2- 6- 10- 22- 26- 29- 23- 27- 31- 35
planning and coordination	3- 7- 12- 16- 24- 28- 32- 36- 37- 40
motivation	1- 5- 9- 14- 18- 22- 26- 30- 34- 38

Data Analysis Methods:

In order to analyze the data collected using questionnaires, descriptive statistical analysis methods, such as mean, standard deviation, and frequency percentage, were used. In order to compare performance and self-conception of male and female, single and married, urban and rural principals and teachers, T-test was used with two groups. Furthermore, in order to compare the mean scores of performance with self-concept for principals and teachers, according to their demographic characteristics, analysis of variance F-test was used.

Moreover, for determining a significant difference between correlation coefficients of self-conception and performance of principals and teachers, significance test of correlation coefficients for two independent samples was used.

Findings:

The general question: is there a significant relationship between self-conception of principals and teachers and their performance?

The results of the table show that the correlation coefficient between self-conception and performance of principals and teachers is 0.5797, which seems to be significant for $p > 0.05$; in other words, there's a significant relationship between self-conception of principals and teachers and their performance.

The coefficient of determination (r^2) is 0.34, which indicates that 34% of performance changes can be explained through self-conception.

Primary question 1: is there a significant relationship between self-conception of principals and teachers and their performance in goal setting?

Table 3: the correlation coefficient between self-conception and performance of principals and teachers.

Self-conception	r=0.5797	p=0.000
performance		

Table 4: the correlation coefficient between self-conception of principals and teachers and their performance.

Motivation	planning and coordination	supervision	goal setting
r=0.5433	r=0.5500	r=0.5736	r=0.5357
p=0.0000	p=0.0000	p=0.0000	p=0.0000

The results show that the correlation coefficient between self-conception and the goal setting aspect of performance is 0.53, which is significant for $p > 0.05$.

The coefficient of determination (r^2) is 0.28, which indicates that 28% of the changes in goal setting can be explained through self-conception. r^2 coefficient is 36% for male and 22% for female principals and teachers. In other words, there is a significant relationship between self-conception of principals and teachers and their performance in goal setting.

Primary question 2: is there a significant relationship between self-conception of principals and teachers and their performance in supervision?

The results in the table show that there is a significant relationship with the correlation coefficient being 57%; this coefficient is 64% for male and 51% for female principals and teachers.

The coefficient of determination (r^2) is 0.32, which indicates that 32% of the changes in supervision can be explained through self-conception, and the remaining 68% of changes are caused by other factors.

Primary question 3: is there a significant relationship between self-conception of principals and teachers and their performance in planning and coordination?

The results indicate that the correlation coefficient between self-conception and performance of principals and teacher in planning and coordination is 0.55 which is significant for $p > 0.05$. This coefficient is 0.67 for male and 0.44 for female principals and teachers.

The coefficient of determination (r^2) is 0.30, which indicates that 30% of the changes in supervision can be explained through self-conception, and the remaining are due to the intervention of other factors.

Primary question 4: is there a significant relationship between self-conception of principals and teachers and their performance in motivation?

The results of the table show that with the correlation coefficient being 0.54, there is a significant relationship between the two variables. And this coefficient is 0.59 for male and 0.48 for female principals and teachers.

The coefficient of determination (r^2) is 0.29, which indicates that 29% of the changes in motivation can be determined through self-conception.

The amounts of F and t measured for secondary questions in reliability level of 95% and 99% were smaller than the critical amounts of the table. Thus, there're no significant relationships between the tested variables. Except for the secondary question 3: "is there any significant difference between self-conception of single and married principals and teachers?"; for which the amount of t was higher than the critical amount of the table with alpha level of 0.05, and this indicates that the observed difference is significant. Therefore, self-conception level of single and married principals and teachers is different, and is higher for single ones.

Suggestions:

1. Because of the correlation between the aspects of performance and its relation to self-conception, it is suggested that for selecting principals and teachers and employing them – due to their important role in training creative individuals – the authorities of education take personality characteristics into full consideration.
2. Because of the relationship between self-conception and performance of principals and teachers, it is suggested that we help principals in goal setting by giving them an understanding of reality, help them achieve their realistic goals and increase their success in work and social interaction.
3. Because of the relationship between self-conception and performance of principals and teachers, it is suggested that sufficient authority, proportional to responsibilities, and a positive mentality be given to them in supervision aspect of performance.
4. Because of the relationship between self-conception and performance of principals and teachers, it is suggested that their valuable ideas and information in planning and coordination be considered in developing plans and coordinating them.
5. Because of the relationship between self-conception and performance of principals and teachers, it is suggested that in motivation aspect of performance more effort be put in satisfying personnel's needs and creating motivation.

6. Involving people in decision making gives them more self-confidence and consequently a more stable self-conception.
7. Providing an appropriate setting for creating a sense of worthiness in individuals to help in flourishing latent talents, creativity, and cultural, economical, and social development.
8. Identifying those with low self-confidence, finding the cause of their problem, and trying to reinforce positive aspects of their character, so that by giving educational and psychological counseling, a positive self-concept develops in them.
9. Teaching religious issues and relationship with the Quran and the infallible Imams, which causes greater understanding of self and reinforcement of self-conception.
10. Creating proper understanding of self according to the notion of self or self-perception (family, teachers, coworkers, social environment etc.)
11. Creating healthy environments and abstinence from
12. violent encounters to reinforce self-conception and better performance. A change in the way one thinks about himself, the universe, and the environment, and giving him a positive and proper understanding of self according to the development processes and learning experiences.
13. Teaching the strategy of dealing with problems and tolerating them at the times when stress factors occur.
14. Appropriate incentives for the authorities of education in return for optimal performance.

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