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Study of the Relationship between Self-concept of Schools Administrators and Executive Performance

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Abstract The goal of this research is to survey the relationship between self-concept and the operation among the principals of schools in Fin. Surveying the operation and self-concept was done in the terms of gender, business record and academic level. This descriptive research was the correlation kind. The researcher selected the statistical sample as 44 principals and 123 teachers according to the Cochran formula by stratified random sampling in order to reach the goals. The required information were achieved by Rogers's standard questionnaire to evaluate the scale of principals' self-concept and Paterson standard questionnaire was used to evaluate the operations of principals. The collected data was analyzed through descriptive statistics (Distribution table of frequency, average, standard deviation) and inferential statistics (Pearson and Spearman correlation coefficient, multivariable regression). The achieved results through the SPSS version 16 showed that: There is no significant relationship between the real self-concept with operation, ideal self-concept with operation and education with real self-concept and operation. Besides, the education has no relationship with self-concept and ideal self-concept. Totally, there is a significant relationship between self-concept and operation.

Keywords: self-concept, operation, principals, schools.

Introduction

The family, as a first Education and Learning base, is one of the most substantial factors in shaping up the individual characteristics. Each inadequacy and failure in family structure can have an undesirable effect from the first seasons of infancy on the growth and training, doubtlessly. As a much as the family environment is unhealthy and irrelative, the individual' mental hygiene can be vulnerable as well. The injuries arising from that kind of unhealthy environment in each one of the growth seasons can appear in a certain way (NavvabiNezhad, 2008).

Each creature in its own natural evolution process, passing the evolutionary way, travels from self to self, meaning to go from the weak self to strong self. So, deviation from self to not self can happen about human more than everything, which is a self-control and free creature (Arastoye Irani).

Basically, all the human scientific and practical efforts are done to determine the pleasures, interests and benefits. Human cognition, his fate and the probable perfection can have priority on all matters. Without recognizing the human truth and his value, all the efforts are vain and unfounded. The insistency that heavenly religions, religious leaders and ethics scholars have on self-recognition and self-concept are all guidance to this natural and rational truth (BaniHashemi, 2008).

The researches' results show that the self-attitude method toward self has a direct effect on one's

failure and success. In other words, the operation of people who know themselves as a weak, unable and talentless human is not the same. One of the important factors in creating these kinds of beliefs and self-attitude or self-concept is family. Not only the family environment has a basic and important effect on one's intellectual structure, but also the family conflicts has effect on the kind of individual characteristics according to the time and special shapes (Motlagh et al, 2013). The school principals have pivotal role in successful running of educational task and have a facilitator role in educational process through having information about change process, removing the success obstacles and developing the guideline in order to develop the educational affairs. The schools principals are the important brokers as columns of educational system in increasing the schools effectiveness especially in the second layer of educational pyramid (The first layer is related to the teachers). Nowadays, the position and the job of school principals become more complicated than past decades. This complexity is more tangibly describable through enumerating the numbers of functions that are expected from the school principals to do every day and every time. Maintaining the quality and the standard in Educational department depend on successful operation of management and leadership responsibilities by school principals to a great extent (Ali Akbari, 2010).

The experts of management science believe that choosing resourceful and informed principals that have personality abilities in performing an important educational role in organization is a basic affaire. So, it is essential to pay attention to the personality characteristics of principals as well. For example, Bass and Astydmyr (1999) stated that the personality is the collector of one's ethic aspects in management and the growth of principals' public ethic should be realized in long time.

Benis (1993) also believed that principal nature is the most important aspect of personality.

Due to the information that was presented above, some research is done on the components and variables in the field of the survey. The researcher tried to relate the variables that have been surveyed separately and try to understand their relationship. Most of the experts has an agreed idea with the researcher hypotheses and confirmed the relationship between the variables in most cases of this field. In this research, it is been tried to survey that is there a relationship between self-concept as a predictor variable and principals operation as a criterion variable.

According to the importance of self-concept in principals operation, this research surveyed the relationship between self-concept and principals operation. In fact, this research will try to answer this basic question that what is the effect of the self-concept on principals' operations?

Methodology

The survey method, statistical population and sample: The research was descriptive and correlational kind. The statistical population of this research included all the teachers and principals of Fin in 2014-2015 academic years. 123 teachers and 44 principals answered the questionnaires as a mentioned sample among the 190 teachers and 50 principal and eventually by removing 3 teachers' questionnaires and 4 principals' questionnaires that were incomplete and had repeated answers. A sample of 160 people was gained that included 120 teachers and 40 principals. Also, the collecting information method in this research was field study. The volume of the surveyed sample was calculated by Cochran formula. The statistical sample of research was chosen by stratified random sampling.

Rogers's self-concept questionnaires and Peterson questionnaire were used in this research.

Rogers's self-concept questionnaire was used to determine the scale of principals' self-concept and Peterson scale was used to determine the scale of their operation.

Rogers's self-concept scale:

This questionnaire was produced by Carl Rogers in order to evaluate the scale of people's self-concept that includes two "A" and "B" Separate forms in 1938 to 1957. "A" form is the basic self-concept which means the way that the person sees himself and evaluates ones' imagination from him. "B" form evaluates the ideal self-concept which means the way that an individual is dreaming. 25 polar features (positive and negative) are put in this form.

The validity coefficient of the test is evaluated by the use of dividing and was reported as 0.80 (Musavi, 1999).

Internal homology of the test was evaluated and proved by the use of calculating the correlation of each question with the entire test. The validity content of this test can be counted, according to the theory of Carl Rogers (manufacturer of this scale) and the confirmation of professors and experts. Because of the internal homology confirmation of the questions, this test has one of the testimonials of structural validity. Many researches in Iran have surveyed and approved the validity of this test. The validity of this test is surveyed through a 60-people sample of high school teenagers in Tehran by rating the questions even and odd. Correlation coefficient of the questions and the validity determination coefficient of the questions are reported as 0.81 and 0.89, respectively (Naderi, 20002). Raqibi and Minakhani (2011) reported the test validity by Cronbach alpha as 0.69 for "A" questionnaire and 0.60 for "B" questionnaire. According to the Cronbach alpha, the stability coefficient of the test for "A" questionnaire and "B" questionnaire were obtained as 0.82 and 0.78, respectively.

Peterson job operation questionnaire:

Job operation questionnaire was produced by Peterson (1970) and translated by Arshadi and Shekarkan (1996). This 15-question questionnaire was formed of 4 degrees: rarely, often, sometimes and always. All phrases are collected together in order to gain the job operation total score. There is no revers phrase in this questionnaire.

The reliability coefficient of this questionnaire among 88 people sample of Isfahan refinery employees by Cornbach' alpha and by split-half method reported 0.7 and 0.58 respectively by Amini and Nuri (1996). Khoshka, Denisi and Shekarkan (2007) using the mentioned test in the samples of Ahvaz water and power organization employees reported the reliability and validity of this questionnaire by two methods of Cronbach's alpha and split-half as 0.82 and 0.80, respectively. The validity coefficient by correlating the test with scale 1 of total question and 15 degree calculated which was reported as 0.43.

Kordly (2009) calculated the reliability coefficient of this questionnaire from Cronbach alpha in the employee's sample of Pegah homogenized Milk Company as 0.89. The Cronbach alpha of this questionnaire was reported as 0.74 and the validity as 0.43 by Shekarkan et al (2001) (Barutkub and Sharif Abadi, 2014).

Running method and data analysis:

After coordination with school principals and teachers, they were requested to be in school at a certain time. After explaining about the goals of running research and confidentiality of their information and group analysis of their information, they were asked for their satisfaction in order to attend the research. Then, the questionnaire was completed and the data was collected.

Data analysis was done by Pearson correlation coefficient statistical method and also Spearman correlation and regression analysis. Descriptive statistics are used in presenting the tables, schemas, percentages and subjects' average. Inferential statistical methods, Pearson correlation, Spearman correlation and multivariable regression analysis are used in order to analyze the theories.

Results

The results of regression analysis are presented in tables 1, 2 and 3 in order to predict the variances of self-concept grades in school principals operation. The findings of regression test on predicting the principals operation through self-concept show that the determination coefficient of the mentioned model is 0.053. This status shows that the self-concept variable explains the 5.3% of principal operation. The results of variance analysis show that the self-concept explain the principals operation significantly, according to the $F=3.299$ and $P=0.040$. The results show that the real self-concept according to $Beta=0.190$ and $P=0.151$ and ideal self-concept according to $Beta=0.052$ and $P=0.693$ do not explain the principal operation significantly.

Table1. The results of determined model of the self-concept role in predicting the school principals operation

Predict variable	Correlation coefficient	Determination coefficient	Balanced coefficient
Self-concept	0.231	0.053	0.037

Table2. Variance analysis of the self-concept role in predicting the principle operation

Model	Total squares	Freedom Degree	Mean squares	F	P
Regression	269.407	2	134.704	3.299	0.040
Error	4776.918	117	40.828		
Total	5046.325	119	-		

Table3. predicting the principals operation through self-concept

Self-concept	Beta	t	P
Real self-concept	0.190	1.445	0.151
Ideal self-concept	0.052	0.396	0.693

Conclusion

This research was aimed to determine the relationship between the self-concept and principals operation in Fin. The result in this research shows that self-concept can have a role in explaining the principals operation. The results of this research stated that self-concept has role as an effectiveness factor in creating the management skills and appropriate function of principals. Whereas many researches that evaluate the principals function and is been done in and out of the country, a few of them were about the operations of elementary school principals and no similar case was found to be focused on this subject. Also, this research achieved the results that determined the relationship between self-concept and principals operation in a better way. Based on that, the results of this research fill the space and ambiguities that were in the field of effective factors on schools principals operation and the relationship of self-concept with the variables of operation, gender, job experience and academic level. This research is in the line of Ziremski

(2007), Gerler and Driv (1990) studies.

The results of Ziremski studies (2004) supported the relationship between the job satisfaction, job development, job balance, job circumstances and organizational constraints (organizational limits and borders) variables and business life quality. Also, the business life quality was recognized as a predictor for job operation. There is a relationship between all the components of business life quality and job operation; Sahbazi et al (2009) concluded in their survey. Kheradmand et al (2010), Hosseini and Mehdi ZadehJorjEfki (2010), Ahmadi et al (2009), Yaghubi et al (2009) achieved the same results in their surveys. Gudarzvand and Mirduzandeh (2012) concluded that there is a positive relationship between each one of the business life quality components and job satisfaction of the employees. Lepine et al (2008) reported that there is a positive relationship between the business life quality and the job satisfaction.

In a research entitled as the determined effects of public and private entrepreneurship on the Tehran's schools principals in evaluating the innovation Nejat Bakhsh Isfahani and ShiraziPur (2013) concluded that the factors like ownership status of schools are related to the innovations of school organizations significantly. Public and private entrepreneurship have meaningful relationship with the innovations of school principals. And principals should always update their knowledge and information. In survey, Behruzi et al (2014) determined the status of high school principals operation based on the Fieldler theory in Bushehr, understood that the operation and thought leadership style of both male and female teachers about the principles of Fiedler theory was similar to each other. In a study that was done in order to recognize the leadership skills and the factors of leadership skills on one group of high school principals in Malaysia by Hey et al (2014), the results show that the service year as skill of school leadership and scientific qualification are the important factors in determine the principals operation. So, there is a meaningful relationship between having leadership skills and their operations. And there is no difference between men and women in principles and skills of leadership in order to consider the operation. These findings show that the school principals should have enough opportunity to present a professional program and develop their leadership skills in order to have quality improvement. In a study entitled as strategies and the kind of personality used by elementary school principals in order to penetrate in Ankara teachers by Aidin et al (2010), the study results show the significant difference between characteristics and the kind of schools in female and male principals and the male principals have more compatibility power with teachers and their adaptation with tact.

The correct advance of affairs has meaningful relationship with the kind of schools principals' style and educational principals in a survey by Chipani and Chipani (2012) in Lebanon schools. The research results of Ezmin and MoradOghlu (2010) showed that the insufficiency of some schools is totally in running the strategies of management knowledge. And in order to have some successful managers, we should teach them the management strategies first and appointe them to be manager then. So, the management strategies and management knowledge have meaningful and strong relationship with principals' operations.

The mentioned studies were all in the line of the results of the present research. The results of research hypotheses based on the research questions showed that there is a meaningful relationship between self-concept and principals operation. And the principals who have more positive self-concept, have more desirable operation as well. One of the explanations for this

finding is that the self-concept is a part of natural personality of each human and it is obvious that each person feel a kind of self-worth. But, this has different degrees in different people. Social skills and recognizing the ideal and real self-concepts have effective role in self-worth, mental and personality disorder. So, due to the importance and value of self-knowing and educating the social skills with preventive goal and developing the mental health level, the lack of this skill causes to decrease this worthiness in one's self. Educating the kind of these skills in people creates adequacy feeling and effectiveness ability. Conquering the problems or compatibility with failure and increase the self-esteem, planning ability and targeted treatment or change the primary problems with failure proportionately and especially creating a better and more effective operation.

Due to the importance that recently the societies consider for management and effective and correct operation of the principals, surveying the problems and factors that lead to shaping up the incomplete and inefficient operations seems essential that the people try to increase their abilities and use experiences of each other.

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