



A survey on the Existing skills of High School Principals in Boostan and Golestan Towns Regarding Educational Supervision and Guidance

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ABSTRACT: The present study is aimed at review the existing skills within high school principals from Boostan and Golestan towns in relation with educational supervision and guidance. The current investigation is a descriptive-survey study in terms of nature and type. However, whereas conducting of this project is intended to adopt this plan to improve process of educational supervision and guidance, so it can be typically considered as applied research. In this study, statistical population comprises of all high school teachers from Boostan and Golestan towns within academic year 2010-11 that were totally 1047 where sample size has been determined as 278 participants by means of Morgan's table. Cluster sampling method was used for this purpose. High schools in these regions are measurement units and they were randomly selected with totally 8 high schools among of which 4 high schools were located in Boostan and the rest 4 high schools situated in Golestan town. Among totally 8 high schools, 4 were selected from girls' high schools and 4 of them were of boys' high schools. To identify validation of questionnaire in this study, Internal Consistency Method and Cronbach's Alpha Coefficient have been utilized and total value of Cronbach's alpha coefficient was observed as 0.750 in this questionnaire. Data came from this study have been investigated in two parts i.e. descriptive statistics including frequency distribution, mean and standard deviation and in inferential statistics by means of Two- Way ANOVA and Tukey's test. According to the given results from ANOVA and review the high school principals' skills from Boostan and Golestan towns, in Boostan town, principals' skills is significant in the field of educational supervision and guidance. Furthermore, there is no significant relationship in' supervision and guidance among high school principals from Boostan and Golestan and based on given results from ANOVA done on teachers' responses about supervision and guidance skills of principals, there is no significant difference in skills among principals. With respect to the conducted calculations, no significant difference is observed among principals' skills. But according to the conducted ranking, it could be implied that skills of principals may be ranked respectively as follows: official evaluation, human relations, IT and teachers' occupational development. And based on the given results from ANOVA, female teachers' responses about supervisory and guidance skills among female teachers suggested that there is a significant difference in supervision and guidance skills among female teacher at 99% level of confidence. But, according to this ranking, it may be mentioned that skills in female principals are respectively ordered as follows: official evaluation, human relations, IT, curriculum planning, and teachers' occupational development. Meanwhile, there is no significant difference among female and male teachers in terms of regulatory and guiding skills. Results, which have been derived from Tukey's Test, signify that there is no significant relationship among female and male principals in terms of skills with (official, educational curriculum planning, teachers' occupational development, and human relations) parameters. But a significant difference exists among variables IT and evaluation.

Keywords: High School Principals, Curriculum, Supervision and Guidance

ORIGINAL ARTICLE

INTRODUCTION

Today, from scholars' view all administrative jobs require application of skills. Although teachers' triple skills seems to be requisite and necessary to each other for doing some of tasks, but their relative values may differ at several administrative levels and ranks. In supervisory ranks, principals need to technical skills remarkably since their tasks may often require guiding or training their subordinates. Alternatively, high- rank principals in organizations may not highly need to technical skills for the most part; instead, decision making, planning, and organizing tasks require them to be equipped with noticeable perceptual skills. Human skills may be almost required doing all tasks at administrative levels

for which regardless of type of their duties or responsibility and position level, principals deal with human so they should possess human- related skills in order to attract their cooperation and affecting on their behavior. Thus, today in management of organizations, focus on human skills acquires special priority in this field. The needed skills for principals may be classified into technical, human, and perceptual skills. Skill denotes personal abilities that could be trained and they are reflected in performance and maintenance of duties, thus, skill means ability to employ personal knowledge and experience effectively. The main parameter of having skill and effective measure and action may vary at different conditions.

Concerning to review on the existing skills among school principals, several studies have been carried out regarding educational supervision and guidance so we deal with some of them:

Izadi (2005), in a study, which is called "Comparison of performance of teachers' supervision and guidance tasks with educational administration degree with other principals based on view points from secondary school teachers in Isfahan City" states, there were some significant differences in performance of principals with educational administration degree and those principals without this educational degree in terms of hypotheses 1- 4 and hypothesis 7. This means that principals with educational administration degree might have better performance in doing their supervisory and guiding tasks but no significant difference was seen in performance of principals in terms of hypotheses 6 and 7 in this study.

Besharati (Arani) (2009) in another research under title of "Review the effective factors on effectiveness of teachers' supervision and guidance of advising teachers based on views from elementary school principals and teachers in Kashan City" expresses that the given results about six factors in research question signify their affection on improving effectiveness of supervision and guidance parameters among advising teachers at 95% level of confidence.

Hassani (2009) in his investigation that is called "Comparative analysis on supervisory and guiding behavior among (non- profit and public) secondary school principals in Isfahan City from teachers' viewpoint done in these training centers" has mentioned that study results showed that a statistical significant difference was seen in supervisory and guiding behavior among (non- profit and public) secondary school principals regarding special questions of the survey.

Sobhanijoo (2009) in another study which was conducted under title of "Review the impact of teachers' educational supervisory and guiding performance on educational achievement among daily high school students from Shiraz City" implied that the given results from this test suggested that there is no significant relationship among educational performance, supervision, and guidance with students' educational achievement.

In another investigation done by ShabaninejadKhas (2009), which is called " Study on effective factors on rate of enforcement of educational supervision and guidance tasks among elementary school principals in Qazvin region" expresses that study results indicated that principals with longer administrative background might enforce educational supervisory and guiding tasks further; in other words,

managerial yearly backgrounds in elementary school principals might positively affect on execution of educational guiding tasks. Other results of this study showed that principals of elementary schools, who passed on- the- Job training courses, might further execute educational tasks and guidance.

In a survey carried out by Abbasi (2010), which dealt with the comparison the present status of the appropriate condition in performance of principals' supervisory and guiding role in elementary schools from Kazeroon City based on teacher' view, it is mentioned that results came from t-test to examine the existing difference among status quo and the appropriate condition might indicate these two conditions significantly differ from each others. In other words, teachers expected the principals more than what is currently executed by them about these tasks.

Alipour (2008) in another study under title of "Review the effectiveness relationship among principals with their supervisory and control techniques based on viewpoints from elementary and secondary schools in LamerdCity", states that there is significant relationship among effectiveness in principals and their control techniques with coefficient (P0.717) at level ($p < 0.001$). With comparison among mean scores of effective and ineffective principals' control techniques totally and each of these four control methods, It was characterized that there is significant difference ($p < 0.0001$) among effective and ineffective principals in execution of four controlling techniques. In other study done by Fathabadi (2003), which called "The role of evaluation of personnel's performance in renovation of manpower", it is implied we might conclude that the constant and proper evaluation on performance by improvement of personnel's individual abilities, enhancement of creative and innovative ability, increase in personnel's tendency toward teaching and removal of skill- related and specialized deficiencies, improvement the boss-subordinate relations and preparation of the needed ground to grow personnel's' character has totally led to renovation of manpower and it would consequently make the given organization to be benefitted from advantages of restoration of manpower and at least rising efficiency among personnel.

In a study that is called " Measurement of managerial knowledge, attitude, skill and performance among teachers from Training and Education Organization in Isfahan City" which has been conducted by Narimani Zamanabadi (2010) in the field of change and change management, it is mentioned that with respect to this point that management 21st century requires a new group of sciences, skills and mental beliefs toward change and strategies of change

management and four above- said competences so the major subject for researcher in this study is amount of managerial knowledge, attitude, skill and performance for teachers from Training and Education Organization in Isfahan City in change management and its four-fold stages (i.e. preparation for change, change planning, implementation of change practical plan, resistance, and reinforcement). In other research conducted by Yazdanpanah (2003) under title of "Role of educational administration in training and renovation of managers within industries" it is implied that after conducting the needed statistical analyses, the given results were derived as follows: in general, there is some difference among principals and teachers' view about how to execute managerial procedures by principals. Also managers' viewpoint differs from personnel's about how to implement planning procedures by principals. There is no difference among principals and personnel on how to perform organizing procedures by managers. Some differences exist among principals and personnel's in terms of motivating factors employed by managers. No difference exists among principals and personnel's views about adoption of controlling techniques by managers. Also viewpoints of managers differ from personnel's in how to execute evaluation procedure by principals.

With respect to what mentioned as above, the present study is mainly intended to test the following hypotheses:

1- Review of the existing skills among high school principals from Boostan and Golestan Towns regarding educational supervision and guidance.

2- Comparison of educational supervisory and guiding skills among female and male principals from teachers' view.

3- Presentation of some strategies to improve supervision and guidance levels among school principals.

MATERIALS AND METHODS

With respect to nature and type of research, the current study is of descriptive- survey type. But, whereas conducting this study is aimed at employing a plan to improve educational supervisory and guiding process so it could be deemed as an applied research.

Statistical population of this study includes all high school teachers from Boostan and Golestan Regions during academic year 2010-11 i.e. totally 1047 while to determine sample size of this population Morgan's table was used in sampling technique and sample size was identified as 287. Cluster sampling was used for this purpose. Measurement unit comprises of 8 high schools that have been randomly selected among of which 4 high schools located in Boostan and the rest 4 situated in Golestan town. Of these 8 high schools, 4 were girls' high schools and the other 4 high schools belonged to boy students. In this study, standardized questionnaire have been adopted with LIKERT Spectrum and 5 scales criteria (where 1 denotes the least agreement and figure 5 means the maximum agreement). Reliability of questionnaire was observed by means of Cronbach Alpha Coefficient and calculated as 0.75. For data analysis, descriptive statistical tests, Two- Way ANOVA and Tukey's Tests are utilized.

RESULTS

According to table 1 and 2, to examine and compare (male and female) teachers' view from Boostan and Golestan Towns concerning to supervision and guidance skills in principals, two way ANOVA and Tukey's tests have been employed. According to the results of table 3, in Boostan region high school principals' skills are significant in supervision and guidance field ($F = 17.01$; $p < 0.005$). But, in Golestan region high school principals' skills are significant in supervision and guidance field ($F = 2.019$; $p < 0.076$). Further, there is no significant relationship among principals from Boostan and Golestan regions in the field of educational supervision and guidance ($F = 1.236$; $p = 0.292$). According to the results of table 4, derived from the study on skills among male principals, there is no significant difference concerning to parameters of supervision and guidance between them ($F = 1.401$; $p < 0.238$). Similarly, there is a significant difference in supervision and guidance skills among female principals at 99% level of confidence ($F = 3.280$; $p < 0.007$). Furthermore, no significant difference exists female and male principals' skills in terms of supervision and guidance parameters ($F = 1.67$; $p < 0.326$).

Table 1, Mean and standard deviation values for 6 parameters of male principals' skills in Boostan and Golestan regions

Groups	Mean	Standard Deviation
Official	21.640	0.4860
IT	20.760	0.4860
Human Relations	21.540	0.4860
Curriculum Planning	21.260	0.4860
Occupational Development	20.560	0.4860
Evaluation	22.100	0.4860

Table 2: Mean and standard deviation values for 6 parameters of female principals' skills in Boostan and Golestan regions

Groups	Mean	Standard Deviation
Official	20.460	0.521
IT	20.080	0.521
Human Relations	20.100	0.521
Curriculum Planning	19.380	0.521
Occupational Development	18.640	0.521
Evaluation	20.900	0.521

Table 3: Two way ANOVA, review of high school principals' skills from Boostan and Golestan Towns in some parameters (official- IT- Educational Curriculum Planning- teachers' occupational development- human relations and evaluation)

Sources	Squared Sum (R ²)	Degree of Freedom	Squared Mean	F- statistic	Significance Level
Corrected Model	16098.560 ^a	11	1463.505	3.194	0.000
Intersection (cross point)	3515694.856	1	3515694.856	7671.7	0.000
Boostan	7795.941	1	7795.941	17.01	0.000
Golestan	4627.238	5	925.448	2.019	0.076
Boostan * Golestan	2832.452	5	566.490	1.236	0.292
Error	122356.149	267	458.263		
Total	4131612.00	279			
Adjusted Total Sum	138454.710	278			

Table 4: Two way ANOVA, review and comparison of high school principals' skills from Boostan and Golestan Towns in some parameters (official- IT- Educational Curriculum Planning- teachers' occupational development- human relations and evaluation)

Sources	Squared Sum (R ²)	Degree of Freedom	Squared Mean	F- statistic	Significance Level
Corrected Model	11244.995 ^a	11	1022.272	2.146	0.018
Intersection (cross point)	3357022.036	1	3357022.036	7046.041	0.000
Male Principals	667.270	1	667.270	1.401	0.238
Female Principals	7813.160	5	1562.632	3.280	0.007
Male Principals* Female Principals	2779.419	5	555.884	1.167	0.236
Error	127209.714	267	476.441		
Total	4131612.000	279			
Adjusted Total Sum	138454.710	278			

DISCUSSION

According to the given results from ANOVA and examining skills of high school principals in Boostan and Golestan regions, principals' skill is significant in terms of supervision and guidance parameters in Boostan region (F = 17.01' p< 0.005). But high school principals' skills are not significant in supervision and guidance fields in Golestan region (F = 2.019; p = 0.076). Also, there is no significant relationship in supervision and guidance skills among principals in Boostan and Golestan regions (F = 1.236; p = 0.292).

And based on the results came from ANOVA that was conducted on responses from male teachers' about principals' supervisory and guiding skills, it is suggested that there is no significant difference among principals' skills; however, according to ranking, it can be implied that principals' skill may be respectively ordered based on their priority as follows: evaluation, official, human relations, curriculum planning, IT and parameter of teachers' occupational development.

According to the results derived from ANOVA on responses given by male teachers about supervision

and guiding skills in high school principals concerning to official parameter, ICT, curriculum planning, teachers' occupational development and evaluation, they implied that since the calculated value of F- statistic (F = = 1.401) versus this value in table (F = 6.61) is at significance level (0.05) with degree of freedom (1) and it is lesser than 5; therefore, Null Hypothesis is accepted that expresses no significant difference exists among principals' skills. With respect to the conducted computations, no significant difference is seen among skills of high school principals. But according to the ranking, it may be expressed that principals' skill can be respectively ordered as follows: evaluation, official parameter, human relations, curriculum planning, IT, and occupational development of teachers.

And based on the results came from the conducted ANOVA on responses given by female teachers about supervision and guidance skills among female principals in official field, ICT, curriculum planning, teachers' occupational development, and evaluation, it is suggested that there is significant difference in the field of supervision and guidance

among female principals' skills at 99% level of confidence ($F = 3.280$; $p=0.07$).

But according to this ranking it may be expressed that skills in female principals are respectively ordered as some parameters including evaluation, official parameter, human relations, IT, curriculum planning, and occupational development of teachers.

In addition, there is no significant difference in supervision and guidance parameters among skills in female and male principals ($F = 1.67$; $p = 0.326$).

The results which have been derived from Tukey's test signify that there is no significant difference between skills of female and male principals in parameters of official field, educational curriculum planning, occupational development of teachers, and human relations. But, there is significant relationship among parameters of IT and evaluation.

The present study was exposed to some limitations that are as follows:

1- By study on the conducted researches about principals' supervision and guidance skills, researcher has adopted the given questionnaire but any executive tools and or procedure may have some specific restraints.

2- Although several serious efforts were made to execute study tools appropriately and at the same time it was tried to make teachers aware of research objectives and motive properly and way of giving answer to questionnaires but high school teachers and principals did not completely cooperate with us in data collection.

3- One of the limitations in this study was researching environment that was limited to Boostan and Golestan Towns.

4- One of the major restraints we have been faced with was due to shortage of librarian sources in the field of research subject and time limit for using library centers. Similarly, it is suggested that:

1- Further researches should be carried out concerning to each of the needed skills for principals at every grade in educational system.

2- Several constant training classes and workshops should be held in order to improve performance of principals in each of these skills.

3- The rate of principals' skill should be evaluated by teachers in several dimensions at any semester.

4- The results came from evaluation of teachers should be taken into consideration when scoring of annual performance of principals.

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