The study of managers self esteem relationship with their effectiveness at Marand high schools in terms of teachers’ perspectives during 2013 educational year

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ABSTRACT

Objective: This study investigated the relationship between self-esteem, school administrators and education is carried out in Marand the effectiveness of their academic year of 2012-2013. The research method was a correlation one. The study population included all secondary teachers of Marand in 2011-2012. By Morgan table a sample of 245 teachers were selected randomly. Data were collected by two questionnaires: Esteem Scale and Effectiveness Parsons. Data were analyzed by Spearman correlation and t test using Spss software.

Results: There was a significant positive correlation among male and female managers effectiveness and self-esteem. The significant positive correlation was observed in dimensions of self-efficacy between male and female managers. Comparison of self-efficacy and gender variables showed no significant differences between female and male teachers in self-esteem. However significant differences were observed in effectiveness, but the men was higher than women.

INTRODUCTION

Today, intelligent organizations require intelligent employers that Drucker (1999) has called it as golden and white collar employers playing a key role in organizational establishment. These kinds of staffs are considered as the most enriched resources of the organizations’ investments in this regard. There have been new attitudes towards these staffs. In other words, they are established both at agent and creative factors for the whole organizations. Hence, there is a coordination role in the change of organizations and these organizations should keep and absorb sophisticated people through creating positive settings trying to support talented individuals in this case. This makes the whole managers and staffs to get more self confident along with high self esteem issues at their work setting potentially [5]. The feeling of value (self esteem) is a basic requirement that the humans can keep it with vast mechanisms consciously overlapping their own behavior in this pavement. In this relation, it can sometimes affect on people’s psychiatric health, their behavior and attitudes as well as the degree of educational progression. For example, a child facing with different attitudes and suitable expectations of the family members and teachers can confirm directly and indirectly the process. This child can also have high thinking health and self esteem in relation to the blossoming of the educational affairs and vice versa. Absolutely in the educational system the process of employers’ function should be highly paid attention potentially. The most suitable function can create a positive motivated atmosphere in order to increase the temperament of the whole staffs and their functions in this regard. If the attention towards the welfare, social affairs, personality, growth and development internally and externally being little considered, the organizational progression and providing social life of staffs will be impossible in the whole steps of their daily issues; however, it is an imperative case in relation to educational system and any ignore may destroy the whole body of a community in this case. It will also have high expenditures socially, economically and politically. Hence, the understanding of the subject can increase the managers’ self confidence preventing any unfavorable issues in this pavement [3]. The process of self esteem plays a key role in logical behaviors; of course it has a great importance on people’s normative and abnormality issues as well. Based on the carried out studies, the self
esteem can prevent and balance or intensify some behavioral affairs. The effectiveness of every organization is subjected to the degree or rate regarding to the targets of the same organization [9]. The effectiveness has a general concept including explicit variables in an organizational level [9]. The process of defining the effectiveness is a complex and complicated as well as a scientific process because schools follow different targets in relation to the educational system. Indeed, the effectiveness and quality of the schools depend on some factors as following:

1- Students quality as the receivers of the education making ask side
2- Teachers quality as the providers of the educational services making the demand side
3- Facilities quality and necessary equipments and suitable location
4- Quality of official services conducting the organizations and educational planners in the society [14].

The role of management in the recovery of the efficacy is very essential in relation to the above mentioned factors. This can be very clear that no any countries get succeeded unless it can be reached to the education of children trying to construct some changes in this relation. This makes adolescents and children to find their own aptitudes and talents struggling to grow and optimize their progressions in this field. This can be also very influential to grow their country’s superior purposes and targets potentially. A huge number of the country budget gets spent on educational affairs at schools annually. However, it is very little to be efficient and it never makes any progressions on students in this regard. Along with these schools we face with many problems trying to give high potential and literate people to the community in this case. If we look at the problem deeply, we will find that these kinds of schools have a great person with high self esteem being able to transfer their own future by creation, futurism, sophistication and experience at educational setting [6]. For the reason, the present study is to evaluate the relationship between the self esteem and school principals’ effectiveness of Marand City. Sabet, Kouhestani and Mahram (2008) concluded that there is a significant relationship between the self esteem of school principals and their effectiveness in 5 percent level. Zaki (2005) concluded the following conclusions:

a- Organizational effectiveness of girl schools is more than boy schools
b- The degree of schools effectiveness in five-districts of Isfahan is the same and there is no any significant difference between the educational districts
c- Four elements of the schools organizational effectiveness have significant relationship together and are separable in a one factor that it is called the index factor of the school effectiveness
d- In a distinct analysis, the difference factor is happening between the schools of girl and boy and organizational commitment
e- The high effectiveness is subjected to the innovation and the elements of organizational health (temperament) and job satisfaction are considered at the second and third ranks and the lowest school effectiveness is related to the organizational commitment
f- The results of the applied research is considered as the high attention to the effectiveness of the schools and in the other hand, the necessity of attention to the organizational commitment is very sophisticated at both girl and boy schools in this regard.

Shariatmadari (2005) shows that there is a significant relationship between the seven dimensions of organizational health and the schools effectiveness; Dehghani (1992) concluded that when the self esteem is high, a person can increase his or her activity high, too. The same person can feel high ability in achieving and facing with problems. So, there is a significant relationship between the self esteem and performance. Shariatnia (1994) in a study about the relationship between job satisfaction and self esteem among male principals of Tehran schools obtained about 0.55% significant correlation in this case. The research findings of Neisi (2010) represent that the increase and decrease of the self esteem causes to the increase and decrease of the performance. Pourshafeiee (2001) concluded that there is a significant correlation between the self esteem and educational progression but there is no found any significant difference between the students’ self esteem (males and females students); no any significant difference observed between the failed numbers and girls’ self esteem but among boys significant difference was found a negative correlation. That is, when the number of failed ones is high, the self esteem will be reduced. The results of the research represent that the main factors increasing the self esteem effectively are subjected to the positive excitements and controlling stable factors in different successful situations; people can increase their self esteem by controlling their positive excitements in this regard. The external acquisitions can cause to the reduction of the self esteem and the unstable acquisitions can also increase the self esteem and the related person can increase the successes controlling the whole failures [2]. Bartonek (2012) concluded that the self confidence can assist to the performance at school setting. Arifa (2012) found that the self confidence and optimism has a positive correlation with teachers’ job satisfaction. Vaguan (1960) in his study showed that the most success people have the highest self believing and self confidence traits at their temperaments [15]. Aronson in his study found that people having low self esteem can easily ignore their own targets going towards other purposes [3]. Rosenberg (2008) observed that people with low self esteem tend to achieve social affairs and leadership approaches. Also, people with high self esteem have higher responsibility and job concentration [15]. Cooper Smith (1959) concluded that the self esteem has a positive relationship with general adaptation [9]. The researches of Cooper Smith have shown that the self esteem and
positive self imagination affairs can make a personal and social behavior among people [9]. The studies of Cokenz (2010) and Kass (2008) represented that children and adolescents feel their abilities suitable socially have higher self esteem in compare to other ones; they have better social skills than their co-ages [15].

Research methodology:
This research has been achieved in relation to the relationship between two variables of self esteem and effectiveness; hence, it is established at the correlation-descriptive rank of studies. Also, this research is of an applied research due to its purposes.

Statistical sample and sampling method:
Based on Morgan Table, 245 teachers (142 female and 103 male) were selected as the sample of the research using a categorization accidental sampling method; about 35 schools among 79 high schools were also taken up to achieve the questionnaires in this regard.

Cooper Smith self esteem questionnaire:
This questionnaire has been constructed by Cooper Smith in 1967 to measure the degree of students’ value-feeling and students in the field of social and educational affairs. He assumed the self esteem as a fairly fixed trait. Based on a revised theory being carried out by Rogers Diamond, the related questionnaire was designed as well. This questionnaire includes five subjects as following: achieving educational tasks, social relations, family, self and future and having four sub-scales as following table. This test includes 58 questions with YES / NO questions that everyone takes them with his or her own selection and option. This list points to two mental and behavioral aspects clearly.

Questionnaire of staffs’ effectiveness:
The related effectiveness is specified by the staffs’ respond to every choice of Talkot Parsons measuring the dimensions of staffs’ effectiveness. This questionnaire has 23 questions measuring the status of staffs in relation to four effectiveness dimensions being completed by the same staffs.

Data analysis methods:
In this research, correlation coefficient and t test were used efficiently.

Table 1: Spearman correlation coefficient between male and female principals self esteem and their effectiveness.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Correlation coefficient</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female self esteem</td>
<td>142</td>
<td>0.329</td>
<td>0.001</td>
</tr>
<tr>
<td>Effectiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male self esteem</td>
<td>103</td>
<td>0.460</td>
<td>0.001</td>
</tr>
<tr>
<td>Effectiveness</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to above mentioned table, there is a significant positive relationship between male and female self esteem and their effectiveness.

Table 2: Spearman correlation coefficient between male and female principals self esteem and their adaptation.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Correlation coefficient</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female self esteem</td>
<td>142</td>
<td>0.313</td>
<td>0.001</td>
</tr>
<tr>
<td>Adaptation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male self esteem</td>
<td>103</td>
<td>0.427</td>
<td>0.000</td>
</tr>
<tr>
<td>Adaptation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to above mentioned table, there is a significant positive relationship between male and female self esteem and their adaptation.

Table 3: Spearman correlation coefficient between male and female principals self esteem and organizational purposes.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Correlation coefficient</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female self esteem</td>
<td>142</td>
<td>0.292</td>
<td>0.001</td>
</tr>
<tr>
<td>Organizational targets supplementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male self esteem</td>
<td>103</td>
<td>0.426</td>
<td>0.000</td>
</tr>
</tbody>
</table>

According to above mentioned table, there is a significant positive relationship between male and female self esteem and organizational purposes.

Table 4: Spearman correlation coefficient between male and female principals self esteem and cohesion.
According to above mentioned table, there is a significant positive relationship between male and female self esteem and cohesion among schools.

Table 5: Spearman correlation coefficient between male and female principals self esteem and continuation.

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Correlation coefficient</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female self esteem</td>
<td>142</td>
<td>0.259</td>
<td>0.002</td>
</tr>
<tr>
<td>Continuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male self esteem</td>
<td>103</td>
<td>0.349</td>
<td>0.001</td>
</tr>
<tr>
<td>Continuation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to above mentioned table, there is a significant positive relationship between male and female self esteem and continuation.

Table 6: T independent test, comparison of female and male principals' self esteem difference in terms of teachers' perspectives.

<table>
<thead>
<tr>
<th>Indices</th>
<th>N</th>
<th>M</th>
<th>M std. error</th>
<th>Df</th>
<th>T</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female principals</td>
<td>142</td>
<td>42.93</td>
<td>0.840</td>
<td>243</td>
<td>-5.578</td>
<td>0.000</td>
</tr>
<tr>
<td>Male principals</td>
<td>103</td>
<td>36.31</td>
<td>0.775</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the above mentioned results of the tables, because the sig level is happened at 0.01 lower, as a result there is a significant difference between the self esteem of male and female in terms of teachers’ perspective; in other words, the self esteem of female is higher than males.

Table 7: T independent test, comparison of female and male principals' effectiveness difference in terms of teachers' perspectives.

<table>
<thead>
<tr>
<th>Indices</th>
<th>N</th>
<th>M</th>
<th>M std. error</th>
<th>Df</th>
<th>T</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female principals</td>
<td>142</td>
<td>93.62</td>
<td>1.41</td>
<td>243</td>
<td>0.596</td>
<td>0.789</td>
</tr>
<tr>
<td>Male principals</td>
<td>103</td>
<td>93.05</td>
<td>1.56</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to above mentioned table, there is a significant difference between the effectiveness of male and female in terms of teachers’ perspective.

Discussion and conclusion:
The obtained results regarding to the relationship between the research main hypotheses represent the significant relationship between the self esteem variable and their effectiveness. In other words, the principals of Marand City high schools having high self esteem can reach to their own effectiveness in face with any problems efficiently. This result is coincident with the result of Neisi’s research (2010). He showed that the increase and decrease of the self esteem can cause to the increase or decrease of the performance. Also, Sabet, Kouhestani and Mahram (2008) showed that in the schools of Chenaran District during 2006-2007 educational year, there is a significant relationship at 5% levels between the female principals and their effectiveness that it confirms the research results as well. Also, Mohammad Olfat has confirmed that the self esteem can cause to the increase of the success. Also the research of Bartonek (2012) indicated that the self esteem can increase and assist to students at school setting; also Arefnia (2012) in a research titled the study of relationship between the self esteem and job satisfaction among the Bangladeshi teachers found that the self confidence and optimism there has been found a appositive correlation between teachers' job satisfaction. The theories regarding to the above mentioned hypothesis write that: Cooper Smith (1981) defined the self esteem as a collection of feedbacks and comments that people state them around their setting in this regard. the belief towards the cross-sectional success, readiness to a specified target, low effectiveness of a deep failure, using past experiences to increase the efficacy are the whole factors of the feedbacks that they are directly dependent on the self esteem in this case. The positivism human having high self confidence is going to reach to the success and progression to find his or her abilities in this pavement [7]. For reaching to the success, some valuable values should be followed in this case. If you want to have a suitable behavior, it is necessary to make value your beneficiary actions making them high worthy in this regard. However, if you do not have this kind of feeling, you will face with lots of problems removing your feeling of enjoy of life and successes [4].

The obtained results regarding to the relationship between minor hypotheses represent a significant relationship between the self esteem variable and the effectiveness. Cooper Smith (1981) in his studies concluded that the self esteem has a positive relationship with general adaptation [9]. Also the studies of Konekes (1987) represented that children and adolescents with high feeling of ability socially are more
successful in compare to children with low feeling of social skills [9], that it confirms the above mentioned hypothesis; Parvin (1996) has confirmed that people with high adaptation have little feeling in this case; hence, a school with vast external changes and internal adaptations can show its own success and progression in this path potentially [10]. The obtained results in this relation and a hypothesis, it is represented that there is a significant relationship between the self esteem and organizational targets. In other words, principals of Marand City with high self esteem can reach to organizational targets overcoming their problems in this case. The new targets are emphasized on the educational fundamental issues importantly. Facing confidently with targets such as paying attention to educational teachers can make easy way to reach to organizational targets. Robins says in this case that the organizations should have an ultimate target not temporary approach; these targets should also be specified to make staffs to reach to a clear purpose in this regard.

In practice, target-based approach emphasizes on this fact that when organizations get closer to their targets, they will be effectiveness in this regard [10]. Aronson in his study found that people with low self esteem can easily ignore their targets going towards other choices [3]. The obtained results in relation to a minor hypothesis represent a significant relationship between the self esteem and organizational cohesion. In other words, the management of the schools can keep their cohesion in relation to the sophistication and using the related technologies tending towards the effectiveness approaches in this case. In a coincidence with minor hypothesis three, Zaki (2005) has considered the highest school effectiveness towards the innovation being related to the changes and the appearance of the innovation. Also, in the confirmation of the above mentioned hypothesis, Shariatnia (1994) concluded that people with high self confidence can act as independent at their actions relying on their own abilities and aptitudes. Under the related tendency, the process of self-blossoming can lead to the leadership and Excellency of people as well as their self regulation issues causing to extra self independency and self esteem and its continuation [8]. The obtained results in relation to the fourth hypothesis represent that there is a significant relationship between the self esteem variable and their continuation. In the confirmation of the above hypothesis, Erikson believes that crisis happened in the growth step can make the foundation of the personality affairs and issues. If the feedback is going to be considered as the satisfaction along with the establishment of the positive and negative feedbacks, the personality will continue its own growth in this regard. In contrast, if the objection gets continued, the process of the growth will be damaged along with other failures and the feeling of humiliation and as a result, the personality will grow completely unhealthy [2]. Due to the continuation, the indices of loyalty, life interests, satisfaction, motivation and identity can be evolved together in this case [15]. In the confirmation of the related hypothesis, Shariatnia (1994) obtained about 0.55% significant correlation in relation to the job satisfaction with self esteem among Tehran male teachers.

The obtained results represent the significant difference between male and female principals self esteem. These results are not coincident with the research results of Koushki et al (2006); he found that there is no significant difference between male and female teachers’ self esteem of exceptional schools.

The obtained results in relation to the sixth hypothesis represent that there is a significant difference between male and female principals self esteem. Karam Dokht and Alaghehband (2011) in a research titled the study of relationship between the principals’ organizational morality and organizational effectiveness of Babolsar City found that there is no significant difference between the effectiveness based on the gender. Also, Zaki (2005) in a research carried out on five-districts of Isfahan City, evaluated the effectiveness of schools along with four elements of Parsons social system (job satisfaction, organizational commitment and innovation) and one of these results was that the effectiveness of girl schools organizational effectiveness is higher than boy schools that is not coincident with the above hypothesis.

REFERENCES


