

The Comparison of Performance among Female and Male Principals in High Schools at Training and Educational Organization in Tehran City

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ABSTRACT

The present study is intended to compare the performance of female and male principals in high schools at Tehran city. The statistical population of this survey includes all principals of high schools from 19 educational regions at Tehran City. Multi stage randomized cluster sampling method (school as unit) was adapted to select sample group by means of sample size H.S. Bola formula where among total 658 schools, 230 high schools were studied proportional to density of principals' population in Tehran City. This research is of applied type in terms of goals, and quantitative in terms of data, and exploratory in terms of nature and study type since some questions have been purposed in this study that researcher does not know their orientation. Measurement tool which has been utilized in this investigation is a 66- question inventory made by the researcher that it measures principals' performance according to theory of Cayer and Hanny in 7 variables including educational, training, research, services, publishing, professional growth, and evaluation. Parameters of descriptive statistics were used for data analysis and inferential statistic, so- called single sample- test was adopted for determination of preference order among variables of principals' performance and also independent T- test was utilized to compare female and male principals' performance in the field of performance variables. Results of this study indicated that: a) there is a significant difference among female and male performance and general performance of female performance is significantly higher than of male principals; b) in educational, training, and research variables, female principals' performance is significantly higher than male principals but in terms of variables of services, publishing, professional growth, and evaluation, no significant difference is seen between them; c) The preference order of performance variables in female principals are respectively as follows: Educational, services, training, research, evaluation, professional growth, and publishing; while these parameters in male principals include evaluation, educational, services, training, professional growth, publishing, and research.

KEYWORDS: Principals, Performance, High school career, Training and Education (Organization)

1. INTRODUCTION

Tanaomi [1] argues that quality of any educational system is related to expectations level among principals, teachers, learners, families, and other relevant individuals and groups in the society and its fulfillment requires the certain cost. If quality is seen as value- added, an educational system will have value- added provided that the knowledge and capabilities which have been acquired by its trainees in order to obtain experience through education process in that system. Design quality of the system, input, process, and output are considered as the final medium and an integrate outcome in educational services with all- inclusive quality. Conversion of potential talents into practical capability and human abilities toward realization of organizational goals and missions with efficiency and effectiveness of all facilities is deemed as the foremost managerial achievements. In a study, Alimardani [2] posits that school principals may play very crucial role in planning, leadership, coordination, supervision, evaluation, and establishing the efficient relations with personnel and students at schools and they highly affect on personnel's achievement and physical and mental and moral health and scientific achievement of students and improving their effectiveness and efficiency; therefore, they should be elected and appointed with sufficient care and this task should be assigned to pious, well- trained, experienced individuals with management art and knowledge and teaching and training. Today, management art and science are considered as one of the finest, most difficult and prolific tasks for human and it is deemed as one of the important parameters of the contemporary civilization and as an effective factors in social, cultural, and economic growth and development of current communities. In the present century, the importance and efficiency of this knowledge is so high that some experts deem twentieth century as the age of management and today world as world of knowledgeable managers and consider management knowledge as one of the paramount and most complex human sciences since one could transform appearance of administrative, industrial, commercial, and educational organizations by the aid of strong managers who are informed of principles of management theories and styles with human, perceptual, and technical skills. From school level to the level of ministry, management in educational system plays vital and critical role in advancement and realization of objectives of educational system and no educational system may not achieve its goals without possessing competent, sympathetic, balanced and pious, with managerial knowledge,

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pure, thinker, and experienced principals. If other organizations in the society do not fulfill their own tasks and mission and they could not to achieve their given objectives, the consequence of this action is received by the group or an organization in which they are involved, but if training and education organization and its principals ignore nature of their task and or teaching and learning process is interrupted by them, the outcome of their activity will effect on moral, economic, and social dimension of the community and they effectively share in growth and development of community or its failure and destruction. Thus, the crucial role of principals is clarified here.

Alagheband [3] states that during half recent century, management and leadership methods have been dramatically transformed in educational systems. Purposing new and different comments and idea from experts in management field and training and education on the one hand, and qualitative improvement of performances and outcomes of educational system on the other hand, have revealed the necessity and importance of development and transformation in technology and educational administrat6ion to practitioners of educational systems. Today, almost all educational systems are seen to take a positive approach toward teaching task and retraining of educational teachers and principals and development and employing the effective techniques of training management.

1.1. History of Research

In an investigation conducted by Gholami [4] in order to compare the comments of high school teachers and principals from Lar City (Fars Province) regarding the characteristics of efficient principals, he expresses that there is a significant difference between comments of principals and teachers only about behavioral and moral characteristics of high school efficient principals and no significant difference has been seen about other attributes (scientific and specialized, administrative and official, individual and personal, and ideological). Similarly, it was characterized in this study that factor of gender does not affect on principals and teachers' comments about characteristics of efficient principals.

In a survey carried out by Niknami et al. [5], design and evaluation of causal model of creativity and innovation in educational principals from primary schools, secondary schools, and high schools at Tehran City were studied by them. Results of this survey showed that: a) State of creativity and innovation among school principals is at average level in Tehran; b) The status of some variables including organizational culture, organizational climate, organizational learning, knowledge management, as effective variables on creativity and innovation among school principals at average level in Tehran City; c) Variables of organizational culture, knowledge management, organizational learning, and organizational climate have respectively the highest to lowest effect on principals' innovation and creativity; d) Variables of organizational culture, organizational climate, organizational learning, and knowledge management have direct and positive and significant relationship and effect on variable of creativity among school principals at Tehran City; e) Variables of creativity, organizational culture, organizational climate, organizational learning, and knowledge management have direct and positive and significant relationship and effect on variable of creativity among school principals at Tehran City; and f) Causal model of creativity and innovation for school principals in Tehran city is fitted statistically in this study.

Thus, it may be implied that in order to improve creativity and innovation in schools, variables of organizational culture, organizational climate, organizational learning, and knowledge management should be enhanced.

In a study done by Rajaeipour and Yarmohammadzadeh [6], they investigated into the relationship between time management with performance of high school principals at Kerman City. by considering the review of the relationship among time management and performance of school principals in each of dimensions (educational, training, administrative, supervision, and guidance) as well as difference among variable of time management of principals based on their demographic features (gender, administrative yearly services, and educational degree), research questions were administered and examined. The resultant finding from this study indicated that there is no significant correlation among time management and performance of high school principals in educational and training dimensions but there is a significant correlation in administrative, supervision, and guidance variables among them. Based on demographic features (gender, and managerial yearly services) there is a significant difference among time management variable in principals but there was no significant difference based on educational degree among variable of time management in principals. In general, finding the present study show that school principals do not optimally use their time and only their time management is related to their administrative performances and supervision and guidance at schools.

Concerning to the comparison of female and male performance, some studies have been carried out abroad as well, so we deal with some them:

In findings derived from the studies that have been conducted by Scherer (2002: pp 5-33) in Raakfler Institute, the following criteria have been identified necessary for the prosperous principals:

- 1- Culture making in school

- 2- Giving priority to learning
- 3- Paying attention to cultural change and reforms in personnel
- 4- To ask question from oneself prior to others

Johnson [7] in a study that was carried out to improve performance of school principals refers to the suggestions which have been offered by 801 parents and 920 teachers as follows:

- 1- Increase teachers' salary
- 2- Rigid discipline
- 3- To reduce size of classrooms and observance student's population
- 4- Dividing larger schools to smaller ones

In a survey done by Willis [8] under title of "The impact of principals' performance on schools educational achievement" in Massachusetts State in US showed that there is a significant relationship among principals' performance and schools educational achievement and the paramount performance parameters in evaluation of principals based on the results of the given study include: Educational affairs, students affairs, affairs of educational personnel, and the affairs relating to parents.

Patterson [9] deems the effective factors on occupational motivation in educational environments affected by successful leader and his/ her efficient relationship with others, listening to others' comments by leader, clear nature of task description, perception of others' conditions and comment well, logical decisions based on understanding the given situation, the appropriate leadership style, his/ her neat and well- dressed appearance and other colleague, scientific and moral competence and superior skill, trust ability, recognition of situation and condition by superior, attachment and amity with colleagues that he has introduced them as motivational characteristics.

Also Cayer and Hanny (2002, quoted from Khorshidi and Ghoorchian, [10]) have codified educational, research, training, services, publishing performances, professional growth and evaluation for schools and educational centers.

As a result, according to comment of Khorshidi and Ghoorchian [10], one can employ the performance measurable parameters as useful and profitable tool in order to characterize the positions and conditions; in other words, the status of female and male educational principals may be explained and compared separately from performance aspect and also these performance parameters are appropriate tools for design and execution of operation and play fundamental role and reducing of data. Namely, these parameters convert complex and voluminous data into small and measurable and comprehensible criteria that could be used for revision in decision making. Overall, the current study is important and applicable from two aspects. First, it may purpose several reasonable hypotheses theoretically in comparison of performance among female and male principals and secondly, it is hopes to take several steps as well after distinguishing difference among them that is practically important. With respect to what it mentioned, this study is mainly intended to test the following questions:

1.2. Research Questions:

- 1- What difference exists among performance of female and male high school principals in Tehran training and education organization in respective of performance generally and in each of performance variables?
- 2- What is the preference order between educational, training, research, services, publishing performance, professional growth, and evaluation among female high school principals in training and educational organization at Tehran City?
- 3- What is the preference order between educational, training, research, services, publishing performance, professional growth, and evaluation among male high school principals in training and educational organization at Tehran City?

2. MATERIAL AND METHOD

The present study is of applied type in terms of objective, and quantitative in terms data, and exploratory in terms of nature and type of study since some questions have been purposed in this research that researcher does not know their orientation.

2.1. Statistical Population, Sample, and Sampling Method:

Statistical population of the current research comprises of all high school principals from training and educational organization at Tehran City including 658 participants. To select sample control group as well as in order to improve measurement accuracy, multi- stage randomized cluster sampling method (school as unit) has been adapted.

2.2. Measurement Tool:

In this study, a 66- question inventory about performance of principals has been prepared as measurement tool. This questionnaire measures principals' performance in several variables of educational, training, research, services, publishing, professional growth, and evaluation. The questionnaire was prepared by the aid of theories concerning to performance parameters which have been derived from Cayer and Hanay [10] measurement. Afterwards, this inventory has been finalized through Delphi Technique and interview with 20 principals and 10 teachers. Similarly, rules and regulations of training and educational organization have been included in codification the aforesaid questionnaire in this respect. The scale of this tool includes 7 choices, in which 1 denotes the minimum acceptability and 7 refers to the maximum acceptability of the question before testee(s). In order to obtain validity for this scale at this survey, the questions of this questionnaire have been examined by the means of comments and guidance from advisor teacher. At the same time, the comments of some of experts were taken into consideration and their ambiguities were removed so this signified the reasonable face validity for the questionnaire. Also reliability of scale was reviewed by means of Cronbach's Alpha Coefficient where value of Cronbach's Alpha denoted that indicated internal consistency of questionnaire in this scale, was 0.92.

3. RESULTS

The findings of the present study are presented in two parts as follows.

A) Data description:

It may be inferred from figures in Table 1 the following results:

1- The comparison between mean values of 7 variables in terms of control group to the general sample group indicates that variable of evaluation in male principals and variable of educational scale in female principals have the highest mean values while variable of research scale in male principals and variable of publishing among female principals are the lowest mean values.

2- The comparison of standard deviation of variables from viewpoint of control group characterizes that rate of discrepancy in variable of publishing among male principals and discrepancy in evaluation variable among female principals are higher than other variables.

3- According to control group's viewpoint (both female and male principals), the minimum score for each factor is 1 and the maximum score is 7 for the variable.

4- Positive skewness signifies that distribution skewness is placed at right side of normal distribution while positive kurtosis indicates that distribution is higher than normal distribution.

Table 1. Descriptive parameters of research variable separately based on gender

Items	Minimum		Maximum		Mean		Standard Deviation		Skewness		Kurtosis	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gender Variables												
Educational	2.36	4.09	7.00	7.00	5.441	5.86	1.049	0.9166	-0.828	-0.245	0.506	-1.315
Training	2.18	2.95	6.95	7.00	5.312	5.61	1.082	1.137	-0.420	0.19	-1.029	
Research	1.86	2.14	6.86	7.00	4.713	5.43	1.460	1.247	-0.387	-0.376	-1.092	-0.821
Services	2.00	3.00	7.00	7.00	5.426	5.71	1.249	1.378	1.144	-0.737	0.679	-0.925
Publishing	1.80	2.20	7.00	7.00	4.716	4.86	1.548	1.498	-0.452	-0.99	-1.019	-1.064
Professional Growth	1.89	2.33	7.00	7.00	5.175	5.26	1.368	1.390	-0.712	-0.357	-0.429	-0.914
Evaluation	1.86	1.00	7.00	7.00	5.492	5.38	1.272	1.520	-1.176	-0.540	1.026	-0.543
Performance	1.51	3.30	7.00	7.00	4.911	5.425	1.4574	1.163	-0.924	-0.126	-0.23	-1.441

B) Data Analysis:

In order to verify data description and generalization of researches results to the population from which the sample has been extracted and make sure further about research findings, they were compared by independent T- test.

1- What difference exists among performance of female and male high school principals in Tehran training and education organization in respective of performance generally and in each of performance variables?

Since t- value of performance in general and in educational variable is at significance level 0.01 and at the same time training variable in level 0.05 and research variable at 0.001 level are significant so it may be implied that there is a significant difference in performance of male and female principals both in general performance and in educational, training, and research variables and performance of female principals is significantly higher than of male principals. In other variables like services, publishing, professional growth and

evaluation variables, t- value is not significant so it could be mentioned that there is no significant difference among performance of male and female principals in terms of these variables.

Table 2. Results of t-test for two independent groups in terms of gender and performance in general and for each of its variables

Dependent Variable	F- statistic	Significance Level	Degree of Freedom (d.f)	t-value	Significance Level
Performance	2.353	0.126	2.936	228	0.01
Educational	0.057	0.812	3.235	228	0.001
Training	2.605	0.108	2.038	228	0.043
Research	3.794	0.053	3.940	219	0.0001
Services	5.791	0.17	1.633	219	0.104
Publishing	5.791	0.017	1.633	219	0.104
Professional Growth	0.235	0.615	0.705	219	0.482
Evaluation	10.784	0.001	-0.578	216	0.564

2- What is the preference order between educational, training, research, services, publishing performance, professional growth, and evaluation among female high school principals in training and educational organization at Tehran City?

The results in the above table show that female principals are in appropriate position in terms of all variables of educational performance and the mean values are higher than average level. With respect to mean difference values, the preference order in performance variables among female principals are respectively educational, services, training, research, evaluation, professional growth, and publishing variables.

Table 3. Results of single- variable t-test for variables of educational performance in female principals

Dependent Variable	t-value	Degree of Freedom (d.f)	Significance Level	Mean Difference
Educational	27.054	108	0.001	2.36239
Training	19.382	108	0.001	2.11093
Research	16.180	108	0.001	1.93381
Services	16.784	108	0.001	2.21560
Publishing	9.481	108	0.001	1.36055
Professional Growth	13.222	108	0.001	1.76096
Evaluation	12.745	108	0.001	1.88275

3- What is the preference order between educational, training, research, services, publishing performance, professional growth, and evaluation among male high school principals in training and educational organization at Tehran City?

The results derived from Table 4 indicate that male principals are in appropriate position in terms of all variables of educational performance and their performance is higher than the average level. With respect to mean difference values, the preference order of performance variables in male principals are respectively evaluation, educational, services, training, professional growth, publishing, and research parameters.

Table 4. Results of single-variable t-test for variables of educational performance in male principals

Dependent Variable	t-value	Degree of Freedom (d.f)	Significance Level	Mean Difference
Educational	20.350	120	0.001	1.94102
Training	18.412	120	0.001	1.81255
Research	8.790	120	0.001	1.21301
Services	16.315	120	0.001	1.92679
Publishing	8.309	120	0.001	1.21607
Professional Growth	12.955	120	0.001	1.67560
Evaluation	16.573	120	0.001	1.99235

4. DISCUSSION AND CONCLUSION

Any organization has certain mission and objectives that characterizes reason of its existence (raison d’être). In other words, the most major reason of difference among organizations is certainly their mission. Schools are one of the most ideal and vital strategic institutions in a community. In fact, they are the key for revival of humans and the main factor in conversion of human resources into human capitals in schools. Namely, mission of schools is the all- inclusive growth of existent personality of today learners and the post generation in the future. Schools play essential role in education and training of children, teens, and adults today and those ones who will construct the future for tomorrow. In fact, achievement in administrative task is subjected to properly

recognition of human resources and establishing appropriate relationships with them and encouraging them to try in order to achieve goals in organizations. Also in schools, the efficient activity and cooperation in educational environment requires the existing human relations together with mutual trust among principals and teachers. In terms of professional aspect (professional growth), like principals or sometimes higher than them and thus at the same level, the teachers have allocated higher level in organizational hierarchy for them and often with more competence and expertise than them. Rather than this case may in turn add to difficulty of principals' task, it should create interest and enthusiasm for work in different people that no pair of them are not identical and coordinate their activities.

Mir Kamali [11] maintains that schools are fully humanistic institutions and they play the greatest role in affecting for conversion of human resources into human capitals. He indicated that role of school principals from all social classes is more vital and critical since if schools play their role properly then all tasks will be done appropriately for which everybody may typically graduate from school and in fact school is a place which its feedback is related to whole society. Accordingly, review of schools' performance is an important requirement in research studies within today communities. Similarly, human relations among principals and teachers, students, parents and other personnel are related to many other issues and cases in satisfaction of human's needs. Namely, establishing the proper relation between superior and subordinate(s) may improve spirit, job satisfaction, and higher performance and on the other hand it leads to reducing pressure caused by work, stress, opposition, and resistance which eventually will lead to rising efficiency and effectiveness in organization and individual's and organizational health at society.

With respect to the acquired results, it was identified that there is a significant difference among performance in female and male principals and total performance of female principals is significantly higher than in male principals; however, in other variables i.e. services, publishing, professional growth there is no difference between female and male principals.

In this study, the preference order of performance variables in female principals is respectively as educational, services, training, research, evaluation, professional growth, and publishing scales while the preference order of these variables in male principals is respectively as evaluation, educational, services, training, professional growth, publishing, and research. The results came from the present investigation are complied with the findings from studies conducted by Rajaeipour and Yarmohammadzadeh [6], Willis [8], and Petersons [9].

Since it has been indicated in this study that the studied group of principals had a relatively appropriate performance but the observed difference between male and female groups may confirm this idea that officials in training and education organization should prepare some backgrounds for improving the performance of principals better at high schools.

For this purpose, they may provide welfare facilities further including supply the housing, increasing income, and taking encouragement policies (granting plaudits, bonus, loan and the like) for them. Similarly, principals and authorities in educational system should make the needed reviews to diagnose strength and weak points in this organization and prepare the needed grounds for general improvement in performance of male principals with respect to these reviews. By increasing the number of On The Job (OTJ) training classes and facilities such as CDs, long term training courses etc the related officials may contribute to improve this performance.

In third millennium and the rapid progress in science and technology trend and in line with age of globalization, personnel shall update their information in the given professional field and given that both groups of female and male principals have the weak performance in variable of professional growth so that they should prepare the needed grounds for this purpose and personnel shall improve their professional growth. Officials may improve professional growth among these principals through holding training courses particularly academic careers for example in training university for teachers.

Planners of State Educational System shall make some efforts toward impregnation and excellence of thinking and ideas for practitioners of educational system so that to create fact- seeking spirit in public opinions and presentation of proper and precise information that is the goal of the scientific research. Preparation of the ground for those individuals, who can respond to questions of researchers free of anxiety and worry and with ease of mind, will serve as a great contribution to growth of scientific researches in Iran.

Acknowledgment

The authors declare that they have no conflicts of interest in the research.

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