

The relationship between self-belief and effectiveness of principals and teachers in secondary schools in Zanjan

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Abstract

This study aimed to investigate the relationship between self-belief and effectiveness of principals and teachers in secondary schools. This was descriptive correlation study. A sample consisted of 70 principals and 292 teachers in secondary schools in Zanjan. The research tool was two questionnaires: self-belief and effectiveness questionnaires. The findings showed that the effectiveness of principals in high and their self-belief is moderate. The principals had higher self-belief and effectiveness than hypothetical mean of population. Also, there was positive and significant relationship between self-belief and effectiveness of principals.

Keywords: School Principal, Self-belief, Effectiveness, Secondary Schools.

1. Introduction

The organizational effectiveness is a destination that all organizational efforts are performed to achieve it. It is also multi-dimensional phenomena includes objective achievement, maintaining system, integrity and unity of components, adaptability, and make changes that cannot be measured by one or two factors (Yari and Ghafari, 2009). According to Hodge, the organizational effectiveness is a situation in which organization uses its resources in a limited extent and is able to achieve its objectives according to determined criteria (Najaf Beigi, 2009). In his study, Bernadette showed that there is positive correlation between effectiveness and success of principals and education quality. In other words, if more competent and capable principals are selected for schools, the quality of education will increase (Baker, 2001). Likert believes that collaboration among employees leads to a positive attitude to work and their efforts for flourishing their potentials. This in turn leads to increased organizational effectiveness (Gregory et al., 2009).

The effectiveness in education means that both students and teaching staff achieve to desired results and efficiency in their performance (Farnia and Shojai, 2009). If the principal is effective, he/she will be successful, too. The success is composed of principles which lead to effectiveness: planning, honesty, targeting, creative thinking, responsibility, self-confidence, and self belief (Mohammadi, 2005).

The self-belief is the recognition of own intellectual, mental, and moral abilities and improving them. It shapes to this belief that using improved talents and abilities may lead to excellence (Soltani, 2009). Also, it refers to individuals' confidence to their abilities to carry out tasks successfully (Gholipour and Pirannejad, 2008). Bandura believes that self-belief impacts on expectations and ambitions. The people with high self-belief are always successful and people with low self-belief usually achieve to low performance and negative results (Gholipour and Pirannejad, 2008).

Also, the studies showed that high self-belief leads to a sense of empowerment, improved performance, and fast performance (Sharif et al., 2011). Sternberg & Lubart (1999) considered risk-taking, persistence, patience, self-efficacy, and self-esteem as creativity characteristics. The

self-belief has overlapping with other concepts such as self support, self efficacy, self esteem, self concept, and etc. according to More, the self-belief is combined with self-worth and forms self-esteem. Most sociologists and psychologists consider the positive self-concept equal to self-belief. Differentiating self-esteem and self-belief, Rosenberg considers the high self-efficacy equal to self-belief (Ahmadi et al., 2007). Jafari et al., (2006) showed that there is a significant and positive relationship between self-concept of managers and their performance in all five regulatory, planning, coordination, goal setting, and motivation dimensions. Barney & Patti (2004) showed that there is a significant and positive relationship between collaborative leadership and manager influence and effectiveness of school and academic progress of students. Li tong Wei (2004) showed that there is a relationship between management support behavior and teachers' cooperative behavior and organizational effectiveness. However, the organizational effectiveness will increase by cooperative behavior of teachers and manager's support behavior. Luthans & Peterson (2002) showed that the effectiveness of managers facilitates the relationship between employee participation and self-efficacy of managers. The literature shows that the self-belief impacts on effectiveness of managers. This study also aimed to investigate the relationship between self-belief and effectiveness of high school principals. For this purpose, the following questions were provided:

First question: What is the extent of high school principals' self-belief and effectiveness?

Second question: Is there a relationship between effectiveness and self-belief of principals?

2. Research Methodology

This was a descriptive correlation study. The population consisted of male and female principals (N=70) and teachers (N=254) in secondary schools in Zanjan in academic year 2015-2016. The relative stratified random sampling method was used for selecting the sample.

The Iraj Soltani's Self-Belief Questionnaire (2009) was used to assess the self-belief of managers. This questionnaire consists of 50 questions in four point Likert scale. Using Alpha Cronbach coefficient, the reliability of this questionnaire was calculated to be 0.61. To increase reliability, the questions 20, 21, 46, and 49 which had low correlation coefficient were removed; the reliability was obtained to be 0.71. Therefore, 46 questions were analyzed in this

questionnaire. Also, a researcher made questionnaire was used to assess the effectiveness of teachers. This questionnaire consisted of 45 questions in four point Likert scale. Using Alpha Cronbach, the reliability coefficient was obtained to be 0.96. Also, face and content validity of this questionnaire was confirmed by three professors. The descriptive and inferential statistics was used to analyze the data.

3. Findings

First question: What is the extent of high school principals' self-belief and effectiveness?

The table 1 shows the mean and standard deviation of effectiveness and self-belief scores of all principals. The mean of principals' effectiveness and self-belief was 44.55 and 2.134, respectively. Based on scores range, the effectiveness of principals is very good and their self-belief is at an average level.

Table 1: The mean and standard deviation of effectiveness and self-belief scores of all principals

Variable	Mean	Standard deviation
Effectiveness	44.55	77.13
Self-belief	2.134	01.9

Table 2: Results of one group t-test comparing the effectiveness scores of principals with hypothetical mean of population

TEST VALIDITY5=112.5			
Mean difference	SIG. LEVEL	Df	T
42.94	0.000	67	25.714

According to Table 2, there is a significant difference between effectiveness scores of principals and hypothetical mean of population ($p < 0.005$, $t = 25.71$). According to Table 1, the effectiveness mean of sample ($M = 155.44$) is higher than hypothetical mean of population ($M = 112.5$).

Table 3: Results of one group t-test comparing the self-belief scores of principals with hypothetical mean of population

Test validity=115			
Mean difference	Sig. level	df	T
19.27	0.000	69	17.90

According to Table 3, there is a significant difference between self-belief scores of principals and hypothetical mean of population ($p < 0.005$, $t = 17.90$). According to Table 1, the self-belief mean of sample ($M = 134.27$) is higher than hypothetical mean of population ($M = 115$).

Second question: Is there a relationship between effectiveness and self-belief of principals?

Table 4: Correlation between effectiveness and self-belief variables

	Self-belief	
Effectiveness	Pearson correlation	0.25
	Sig. level	0.044
	No.	68

The correlation coefficient between self-belief and effectiveness of school principals is $r = 0.25$ and significance level is $p = 0.44$. This shows that there is significant and positive correlation between the two variables.

4. Discussion and Conclusion

This study aimed to investigate the relationship between self-belief and effectiveness of high school principals. The findings showed that the effectiveness of principals in high and their self-belief is moderate. The principals had higher self-belief and effectiveness than hypothetical mean of population. The findings also showed that there is significant and positive correlation between self-belief and effectiveness of high school principals. This is consistent with research results of Gholipour and Pirannejad (2008), Ahmadi et al. (2007), Jafari et al (2005), Lutaz and Peterson (2002), Murray Katz (1997), and Abelmi (1996). Bandura believes that self-belief impacts on expectations and ambitions. The people with high self-belief are always successful and people with low self-belief usually achieve to low performance and negative results (Gholipour and Pirannejad, 2008). Sternberg & Lubart (1999) considered risk-taking, persistence, patience, self-efficacy, and self-esteem as creativity characteristics. According to Echitva (2002), self-consciousness enables managers to provide natural environment in organization to prevent hiding of conflicts, try to identify and resolve conflicts, and convert them to development opportunities.

Therefore according to findings, the following recommendations are provided:

- Education authorities organize training courses to improve principals' self-belief.
- School principals nurture self-belief in themselves and staff; however, the staff also plays an important role in success and effectiveness of schools.

The following strategies may be useful to improve self-belief of principals.

Principals should:

- Use their previous knowledge and experience to do anything or take any decision.
- Never be disappointed in identification and use of their mental, practical, and intellectual abilities.
- Always select specific goals and move with logical planning and forecasting.

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