

Comparison of Students' Social Behaviors under the Supervision of School Principals Graduates Educational Administration or related fields and Other Students

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Abstract

The goal of this research is comparison of Students' Social Behaviors whose school principal's fields of study was educated educational management or related to that with other schools students. The research method has been Descriptive. Statistical population of this research was all junior high school students of 1 and 2 district of Rasht. Sample size was 320 persons calculated by Cochran's formula and samples were selected by the methods of simple random sampling and stratified sampling. The collection instrument in this study was a questionnaire consisting of 79 questions. The questions were prepared based on Stephens 's student's social skills, included four categories of behaviors (behaviors related to self, interpersonal behaviors, environmental behaviors and behaviors related to work) provided in a 5-degree Likert scale. From the view point of face and content, validity was confirmed by experts. Also Cronbach's alpha coefficient of questionnaire was calculated 0.986 , that indicate validity of the questionnaire. Data analysis was carried out at two levels: descriptive and inferential statistics (T-test for independent groups) by use of the SPSS statistical software. The results show that there is a meaningful difference between the average of social behaviors and its diminutions (behaviors related to self, interpersonal behavior, environmental behavior and behaviors related to work) of students who are under the supervision of managers who studied educational administration and students other managers and this average in the students, who are under the supervision of related managers, is higher.

Keyword: *Social behavior, social skills, students, junior high school students*

1. Introduction

One of the important factors in the success of people in the society and social development is to have desirable social behavior. Barriers such as fear, diffidence, lack of self-confidence and ... , which are the result of lack of proper education of desirable social behavior in individuals, results in the inability in establishing effective communication with others, despair and failure. On the contrary, desirable social behavior results in individual's adaptation to society and establishment of proper communication.

Researches show that in the school years, 5 to 10 percent of children are ostracized by their peers, and there also exists the possibility of constant ostracism in other states of their life. The reason of this problem is the fact that this group of children does not have necessary social skills (Matson, Ollendick, 1988). In addition to family, some organizations have important role in the development of individual's social behaviors. School as the most important social base and the first place of gaining social experience, has effective role. Because of this importance, one of the excellent goals of educational system, beside others goals, is development of students' social skills. In this direction, now specialists in pedagogy try to discover the most effective methods and facilities in order to fulfillment of all educational objectives, and to put at the disposal of pedagogy executers.

Mean while, the role of some people in the fulfillment of educational objectives is very effective and pivotal. In addition to teachers, who are close to students, school principals can have important role if they have power and knowledge of management and awareness of achievements of psychologists and sociologists, by offering services appropriate to the needs and abilities of students and providing required

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field for teachers' effective activities. Ever-increasing importance of science education in pedagogy, especially in educational administration, has caused the use of the people who studied these fields in the management of schools. The evidences suggest that there is no correspondence between field of study and the activity of many managers. One of goals of educational system is development of social skills in students in order to achieve desirable social behaviors. In this research, it is tried to consider the role of knowledge and education of school principals and its difference with school principals educated in this study field.

Social behavior is the behavior that individual shows toward each other (Ganji, 2001). From the viewpoint of Cartledge and Milburn (1985), social skills are learned and socially acceptable behaviors; behaviors which individual can establish communication with others that result in showing positive answers and avoiding negative answer. Schlundt & McFall (1985) believe that social skills are compound processes which enable individual to behave in a way that others regard him as a competent person. These skills are required abilities to perform purposeful and successful behaviors (Beigi & Firouzbakht, 1998). Collaboration, partnership with others, helping, being the initiator of relationship, asking help, praising others and appreciating are examples of these skills. Learning these behaviors and establishing successful relationships with others are one of the most important achievements from childhood time. Unfortunately, all kids will not be successful in the acquisition of these skills (Gresham & Elliott 1990). Social skills results in the social development and socialization of individuals. Social development may be regarded as the most important aspect in the development of each individual. Social development not only is important in the compatibility with attendants, but also will it be effective in his rate of job and social development (Weitzman, 1988).

Lack of social skills has negative effect on the performance of students, and intensifies learning problems and often results in the emergence of compatibility problems (Parker & Asher, 1993). Social development has constant effect on the individuals' life, because if an individual has desirable development, they will show reactions appropriate to the conditions they encounter and also they can positively interact with others. It means that to do actions that result in positive consequences (results), and to avoid doing actions that result in negative consequences (results). On the other word, individual appears as a useful person in the society. If an individual does not have desirable social skills, he may confront with problems such as communication with others, diffidence, isolation and depression. In addition to that, various research data show cases such as adolescence delinquency (Henderson & Hulin, 1982), academic failure of the student (Koen, 1973), Addiction Substance Abuse (Monty, 1981), weakness in social skills (Libermen quoted by Mehdizadeh & Fathi, 2001).

Juvenile's healthy social growth requires natural and healthy growth of personality and learning basic skills of socialization (Lotfabadi, 2000). Or in the other words "socialization is a process, with its help, children learn values, believes and standards of behavior. This process starts from infancy, and the processes of the socialization, in the childhood period, will be more complicated and diverse (Mussen and others, 1991).

According to the view of experts, 4 basic factors are: family, school, peers and mass media. (Sobhani Nezhad, quoted by Fatehizadeh and Fathi 1380)

Family and other social institutions such as school are from the most important factors of socialization, considered in the shape of social values and norms. (Cartledge and Milburn, 1985) one of the goals of education is development of social behavior of students and effort to make them sociable, it means "cooperation with values, norms and social and group observation (Alagheband, 2002). Schools, with their visible or invisible curriculums by the help of dominant factors and situations, influence on students, and various researches confirm its role. Studies show that, most of people think that provision of manpower of educational requirements is specific to training teacher, and no attention is paid to the role

of other school staffs. Attention must be paid to the educational organization, especially school staffs. If school principal and school assistant have not a more influential role than teacher but school principal has a great responsibility as the daily work coordinator, and often teacher success in his work depends on school correct management. (Moayeri, 2001).

One of the characteristics of social skills is that they are acquired, and most of the researchers believe that most of the social behaviors are instructional, because children, who have grown up in an inappropriate milieu, have undesirable behaviors from a social point of view (Hargie and others, 1994).

This is obvious that in order to gain desirable result in this field and implementation of teaching social skills in school, school staffs should collaborate with each other, the role of school principal is very important and pivotal.

School principals influence on the all aspects of the schools. They manage producing human organizations. Man should become so made and polished that he can easily and skillfully be attracted to the labor markets. School principals' greatest impact is on students, so they do different activities or they provide the situation of provision of efficient employees. The role of influential and efficient managers on the education, society development and advance is undeniable. Future of schools and its development and improvement depend on their influential management (Niknami, 1996).

According to Cartledge in "Teaching Social Skills to Kids" book, first of all, school principals should provide social program related to the teaching these skills, to be able to teach social skills effectively. Then, school principals should know guidance of teaching social skills to be in charge of leading curriculum, and also school principals should treat like a centralized model, and with focus effort, school principals should show social behaviors and the solution that students expect. And finally, for teaching and advancement of social skills, the result should be rewarded and also it is necessary to support and encourage teachers to teach and introduce the kids who have proper social behavior.

Educative sciences scientists have achieved a lot of results, and the people who graduated in the field of educational administration and study fields related to that in educative sciences, are aware these findings also regarding to the importance of social skills and its effect on social behavior, according to the researcher, this research, can be effective and useful for researchers in this fields, managers and planners. Unfortunately there is no research exactly with the title of this research. Anyway there are other researches, according to their relation to the topic can be divided into two categories. Some of them are listed here:

Researches related to social behavior

Researches related to the comparison of managers that some of them will be mentioned here:

Chen and others (2001) in a research considered social behavior of the 4th, 5th and 6th grade students. The result of the research shows that there is a positive relationship among academic achievement, social leadership, tolerance for failure, social skills, assertiveness and friendly relationship with peers, and negative relationship among aggression, incompatibilities of education and undesirable relationships with homological.

Engels and associates (2002) in a research considered the methods of parenting, social skills and relationship with peers and social compatibility of juveniles. The result of their research shows that social skills are an arbitrator between the characteristics of relationship between kids and parents and incompatibility with peers. Data of this research are achieved from study on 58 kids aged 12 to 18 years old. Also the results of this research show that teaching social skills results in increase of juveniles and improve their relationship with peers.

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Recently experts and commentators of social development of adolescence believe that school is an important place to encourage students to participate in social activities. Studies on the group activities and social development show that school has positive effect on the sense of responsibility in students and convenience of others, sense of merit in students during group activities and relationship with adults, overtaking to take part in the groups including the people older than them, social development, problem solving skills, opportunities for doing responsibilities and decision making (Newman and others, 1983). Smith and Neal (1999) do a research to consider the influence of parental social and occupational success and school on the kids' social development. This research shows that school is an influential factor on students' social development.

Lewis and others (1998) consider the effect of the discipline in school on the reduction and prevention of frequency of problematic and anti-social behavior. The result of this research shows that the project of teaching social skills results in the reduction of problematic behavior.

Hess & Holloway (1986) and Minuchin & Shapiro (1983), according to their researches, concluded that schools, family and peers influence on the orientation of moral values and viewpoints related to the policy and also development and career interests of kids. Researches of Shapiro (1983), Minuchin (1983) and other intercultural researches show that presence in school influences on the kid's way of thinking (quotes from Bi Ria and others, 1996).

In Iran, Refakar has done a research under the title consideration of the rate of achievement of educational goals in the students of elementary school in Mazandaran in 1998. The result of research shows that level of social category of elementary students, in the province of Mazandaran, is 85% more than intended purposes, and factors such as gender of students, local geographic location, education and occupation of parents did not make meaningful difference, and it seems that in the achievement of social category of social goals, school plays the most greatest role.

Another research, done by Pour Jafari, titled "Consideration of the Rate of Social Development of Female Students of Junior High School, in District 2 of Kerman" in 2001. The result of this research shows that there is a meaningful relationship among each of the factors of independence, moderation, social responsibility and social development of junior high school students in Kerman and this relationship is powerful and influential.

Jafari (2000) also did a research under the title "Consideration of the Relationship of Social Development and Academic Achievement among Male Students of High Schools in Yasouj". The result of this research shows that there is a meaningful relationship between social development and academic achievement of boy's high school in Yasouj.

Yazdani (2000) did a research under title "Consideration of the Relationship between Social Development and Academic Achievement of Male Students in High School in Yasouj". The result of this research shows that there is a meaningful relationship between social and educational development of male students of Yasouj.

In 1997, Zirak did a research under the title "Performance of Managers Studied Educational Management and Managers who studied other Fields in High Schools of Mashhad". The result of this research confirm that managers studied educational management are more skillful in using provided sources, and are more innovative, they are more successful in making decision and they have more management responsibilities. In province of western Azarbaijan the other research under the title "Comparative Consideration of the Performance of Educational Managers studied Educational Management with other Managers" was done by Seyed Abbas zadeh in 2001. The result of this research shows that the performance of the managers who studied educational management compared with performance of the managers studied the other

fields are more desirable in the activities related to management duties, occupational duties and moral behavior is more desirable. Also research hypotheses test shows that better performance of managers studied educational management does not depend in their experience; but it is because of their educational management and they studied for this purpose.

The overall objective: this research determines the difference between social behaviors of students under the supervision of managers studied educational management or other fields related to that, and other students.

Research questions:

- Is there any difference between the "social behaviors" of the students under the supervision of school principals graduated study fields related to the educational administration with other students?
- Is there any difference between "behaviors related to self" in groups of students who are under the supervision of the school principals who graduated in study fields related to educational administration with other students.
- Is there any difference between "interpersonal behaviors" in groups of students who are under the supervision of the school principals who graduated in fields related to the educational administration with other students?
- Is there any difference between "environmental behaviors" in two groups of students who are under the supervision of the school principals who graduated in study fields related to educational administration with other students?
- Is there any difference between "work-related behaviors" in groups of students who are under the supervision of the school principals who studied study fields related to the educational administration with other students?

2. Method

The research method has been descriptive. Statistical population of this research is all junior high school students of 1 and 2 district of Rasht in 2002-2003, and their data is as following:

Table 1. Table of statistical population divided by related and unrelated managers.

<i>Field study of school principal</i>	<i>Number of school principal</i>	<i>Number o student</i>
Related	41	7673
Unrelated	91	25687
Sum	102	33360

Sample size was 320 persons calculated by Cochran's formula, and samples were selected by the methods of Simple Random Sampling and Stratified sampling. The collection instrument in this research was a questionnaire consisting of 79 questions. The questions were prepared based on Stephens 's student's social skills, included four categories of behaviors (behaviors related to self, interpersonal behaviors, environmental behaviors and behaviors related to work) provided in a 5-degree Likert scale (high skill, good skill, moderate skill, low skill, without skill). From the view point of face and content validity was confirmed by experts. Also Cronbach's alpha coefficient of questionnaire was calculated 0.986 that

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indicate validity of the questionnaire. *Data* analysis was carried out at two levels: descriptive and inferential statistics (T-test for independent groups) by use of the SPSS statistical software.

3. Conclusion

- Main question of this research is: Is there any difference between the “social behaviors” of the students under the supervision of school principals who graduated study fields related to the education administration with other students?
- In order to answer to this question, first the answer to every sub question is considered using T-test of two separate groups, and then the main question of the research is answered:

Question 1-1: Is there any difference between "behaviors related to self" in groups of students who are under the supervision of the school principals who graduated in study fields related to educational administration with other students?

Table2. t-test of comparison related to self behaviors in two groups of students.

Students	N	Mean	Std. Deviation	Levine's Test for Equality of Variances		t-test for Equality of Means	
				F	Sig.	Sig. (2-tailed)	
Related school principals	114	4.28	0.600	9.74	0.02	0.001	
Unrelated school principals	246	4.02	0.78				

Table 2 shows that, the average of behaviors of students whose school principal studied educational administration or related study fields is 4.28 and this average in other students is 4.02. The test shows that these differences in two groups are meaningful. In the other words, it can be said, with %99 degree of confidence there is a meaningful difference between "behaviors related to self" of students whose school principals graduated educational administration or related study fields and “behaviors related to self” of other students. Average of behaviors related to self, of students under the supervision of school principals with related study fields is more than the same behavior in other students.

Question 1-2. Is there any difference between "interpersonal behaviors" in groups of students who are under the supervision of the school principals who graduated in fields related to the educational administration with other students?

Table 3. t-test, the comparison of interpersonal behavior in two groups of students

Students	N	Mean	Std. Deviation	Levine's Test for Equality of Variances		t-test for Equality of Means	
				F	Sig.	Sig. (2-tailed)	
Related school principals	114	4.10	0.57	37.51	0.000	0.000	
Unrelated school principals	246	3.70	0.87				

Table 3 shows that, the average of interpersonal behaviors of students whose school principal studied educational administration or related study fields is 4.10 and this average in other students is 3.70. The test shows that the difference is meaningful. In the other words, it can be said, with %95 degree of confidence, there is a meaningful difference between “interpersonal behaviors” of students whose school

principal studied educational administration or related study fields with “interpersonal behaviors” of other students. Average of behaviors related to self, of students under the supervision of related school principals is more than the same behavior in other students.

Question 1-3. Is there any difference between "environmental behaviors" in two groups of students who are under the supervision of the school principals who graduated in study fields related to educational administration with other students?

Table 4.T test the comparison of environmental behaviors in two groups of students

Students	N	Mean	Std. Deviation	Levine's Test for Equality of Variances		t-test for Equality of Means	
				F	Sig.	Sig. (2-tailed)	
Related school principals	114	4.23	0.79	15.15	0.000	0.000	
Unrelated school principals	246	3.84	1.03				

Table 4 shows that, the average of environmental behavior, in students whose school principals studied educational administration or related study fields is 4.23 and this average in other students is 3.84. The test shows that these differences in two groups are meaningful. In the other words, it can be said, with %95 degree of confidence, there is a meaningful difference between "environmental behaviors" of students whose school principals studied educational management or related study fields and “environmental behaviors” of other students. Average of environmental behavior of students under the supervision of related school principals is more than the same behavior in other students.

Question 1-4. Is there any difference between "work-related behaviors" in groups of students who are under the supervision of the school principals who studied study fields related to the educational administration with other students?

Table 5.T- test, the comparison of behaviors related to works in two groups of students

Students	N	Mean	Std. Deviation	Levine's Test for Equality of Variances		t-test for Equality of Means	
				F	Sig.	Sig. (2-tailed)	
Related school principals	114	4.08	0.67	21.87	0.000	0.000	
Unrelated school principals	246	3.63	0.94				

Table 5 shows that, the average of "work-related behaviors", in students whose school principals graduated educational administration or related study fields is 4.08 and this average in other students is 3.63. The test shows that these differences in two groups are meaningful. In the other words, it can be said, with %95 confidence degree, there is a meaningful difference between “work-related behaviors” of students whose school principals graduated educational administration or study fields related with "work-related behaviors” of other students. Average of work-related behaviors, of students under the supervision of school principals with related study fields is more than the same behavior in other students.

Main question of this research: Is there any difference between the "social behaviors" of the students under the supervision of school principals graduated study fields related to the educational administration with other students?

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Table 6.T- test, comparison of social behaviors in two groups of students

Students	N	Mean	Std. Deviation	Levine's Test for Equality of Variances		t-test for Equality of Means
				F	Sig.	Sig. (2-tailed)
Related school principals	114	4.17	0.58	25.24	0.000	0.000
Unrelated school principals	246	3.80	0.84			

Table 6 shows that, the average of social behaviors in students whose school principals studied educational administration or related fields is 4.17 and this average in other students is 3.80. It means that, there is a meaningful difference among the social behavior of students whose school principals studied educational administration with other students.

4. Discussion

According to the Stephens's list of skills, social behaviors are divided into four categories (behaviors related to self, interpersonal behaviors, environmental behaviors, work-related behaviors). In order to compare the social behavior of two groups of students under the supervision of school principals graduated educational administration or related study fields with other students, first each of factors should be compared separately, and tests confirmed that there is a meaningful difference among social behaviors (behaviors related to self, interpersonal behaviors, environmental behaviors and work-related behaviors) between two groups of students, under the supervision of school principals graduated educational administration and other related study fields, and other students. The average in the students under the supervision of school principals graduated educational administration and other related study fields is more than the average in the other students. It means that students under the supervision of school principals graduated educational administration have more desirable behaviors than that of other students; these differences were more impressive in the context of the interpersonal behaviors. In the other words, other school managers who graduated educational administration or study fields related to educative sciences in two mentioned components had more influential role on the students' social behaviors.

This study with others researchers study like Zirak (1997), who evaluated performance of school principals who graduated educational administration more powerful than other school principals, and Shamsi Borghei (1999), in which school principals' field of study was emphasized in schools management, and Seyed Abbaszadeh (2001), in which they pointed to the superiority of managers who studied educational administration, in doing management duties, occupational and behavioral, to other fields, also this research is in some parts are like Sobhani's research (1994), in which he says school principals' field of study influenced on students' level of learning , but in some parts are not like, when he says the influence of these groups of related and unrelated school principals on the learning of kids is very little and concludes there is no relationship between these two groups of related or unrelated school principals from the viewpoint of development of the all-round growth of students.

According to the results, the following is recommended:

1. Using persons who graduated educational administration or other fields related in management of schools
2. Increase awareness of school principals that graduated in unrelated fields educational administration about the importance of social skills
3. Emphasis on the training of unrelated school principals

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