

A STUDY OF THE STATUS OF PRINCIPALS' PERFORMANCE STANDARDS IN SUPPORTING TEACHERS FOR IMPROVING TEACHING-LEARNING IN CLASSROOMS OF SECOND GRADE GIRLS' HIGH SCHOOLS OF DISTRICTS 10 AND 11 OF TEHRAN

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ABSTRACT

The aim of the present study has been to study the status of principals' performance standards in supporting teachers for improving teaching-learning in classrooms of second grade girls' high schools of districts of 10 and 11 of Tehran in 2014. Research methodology has been applied and descriptive-survey in terms of purpose and data collection respectively. In this study, statistical population included 43 principals of second grade girls' high schools of districts 10 and 11 of Tehran, and the whole statistical population was considered to be the sample size through census. In order to collect data, an 84-item researcher-made questionnaire was used. In order to measure the reliability of the questionnaire, Cronbach's alpha was adopted which has been 0.98; besides, in order to measure the validity, content-related validity was adopted; in this regard, the questionnaire was approved of by the related experts. Analysis of the data obtained from the questionnaires was carried out through SPSS software in two descriptive and inferential statistics (one-sample t-test, factor analysis, etc.) sections. The findings of the study indicated that there has been no significant difference between the current status of principals' performance components and theoretical mean of the population; there has been a significant difference between the mean for desirable status of principal's performance components and theoretical mean of the population.

KEYWORDS: performance standards, teaching-learning, quality of work-life, supervising and guiding teachers

INTRODUCTION

Today, in this changing and advancing world, schools need to change and develop, and this change should first occur in management because today realities of society cannot be understood by yesterday methods but we should replace modern methods and theories by revising past methods and plans; currently, educational administration has initiated the new process-based approach pivoting on the effectiveness of schools (Mobasherin and Nourbakhsh, 2011).

Main educational activities occur in the school and the achievement of educational goals depends on the efficiency and effectiveness of schools. Since efficiency and effectiveness of schools depends on how to apply human, material, financial and information resources as well as how to implement plans and processes of teaching-learning, the role and status of educational administration and leadership is raised; Wiles wrote in *Educational Administration and Leadership*: "educational administration and leadership is assisting in the improvement of education process and any science which can push the teacher a step forward is called educational leadership (Tousi, 1990). Education and its quality is the pivot of sustainable and full development in any society. For any society to be able to achieve its ideals and cultural, economic, social and political goals, given its dominant values and social philosophy, it is required to consider a substantial portion for investment in human resources in devising development plans, because unqualified human resources prevent the efficient use of material resources and results in failure to fulfil educational goals (Haghighi, 2004).

With the development and growth of human society, some organizations have appeared in which the members of the organizations try to achieve the goals and objectives of that organization; and as we know, attaining the goals of an organization will not be possible without devising and formulating accurate plans, creating an organized and coordinated structure and leadership and control of collective activities of the individuals; therefore, management can be defined as the art and science of unifying and coordinating leadership and controlling collective activities in order to attain particular common goal(s) (Mobasherin and Norbakhsh, 2011). Education experts generally believe that the quality of the management of educational activities is the most important index of quality and effectiveness of the

whole curricula, because management, considering its decisive and effective role in leading and guiding the education processes towards the fulfilment of educational goals, can potentially lead to both its progress and its disintegration. Therefore, with the economic use of time, capital, efforts and work of human resources for achieving general goals of education at national level and specific goals of teaching and learning at academic level, attempts should be made to professionally train and educate individuals who possess overt and professional management traits. In other words, “investment in education and preparation of educational managers in education should be prioritized, such that it results in advancement and progress of education and does not cause its recession or disintegration” (Niknami, 2011). Standardization is the only tool which can assist the managers to move towards the achievement of educational goals. Standardization is the act of designing regulations for public repeated application with regard to the potential and actual problems with the aim of attaining a desirable level of order in a particular field. Standardization includes compilation, publication and implementation of standards (Yeganeh, 2000).

Presence of standards in educational system not only provides the conditions for recruitment and employment of the best individuals, but also facilitates the process of achieving the effectiveness through providing a framework for managerial and educational performance. Standards are a set of tools for continuously measuring the quality of educational system and its managers’ performance as well as devising future plans for recruiting educational efficient managers; standards assist in measuring the current status of managers’ performance as well as identifying strengths and weaknesses and setting clear goals for moving towards the desirable situation and making changes and reforms for the improvement of the quality of country’s educational system, and they will be a basis for professional and personal growth of the individual and finally, they act as assurance for guidance and consultation as well as effectiveness of educational managers (Khanifar, 2004). On the other hand, it can be said that standards or desired level criteria are the indicators determining the quality of measures. Setting standards as well as measures is a judgmental process and it considerably depends on referees’ opinion; therefore, formulating standards can be different depending on the opinion of the groups setting standards (Bazargan, 2004). Performance standard provides a model of benchmarking for the person who assesses the work performance (Naseri and Maleki, 2004). Short definitions of manager’s performance components are as follows.

1. Extracurricular activities: a set of educational activities carried out under the supervision of the teacher and school beyond the students’ formal curriculum which result in the improvement of teaching-learning process; 2. Educational equipment and facilities: implementing educational programs, fulfilling teaching tasks as well as training and delivering cultural and healthcare services to students requires the use of special equipment and facilities; and procurement of equipment, facilities and amenities is part of the educational managers’ duties (Khalegi, 2014). 3. Social and cultural relationships in human relations: since the manager of any organization is ultimately responsible for the fine performance of affairs and is on the boundary of the organization’s relationship with the environment, establishes the information exchange between existing elements inside and outside the organization, he/she has to be able to adopt social relationship and human communication in fulfilling this role (Behrangi, 2002). 4. In-school quality of work life: qualities related to a series of actual workplace conditions in the school such as amenities, sanitary and safety facilities, etc. (Goddard, 2002). 5. Educational, curricular and academic planning: based on the willingness to be centralized or decentralized in an educational system, the tasks related to this section are different in the realm of educational administration; 6. Educational supervision: all the activities of the school authorities are in line with the improvement of teachers’ professional competencies (Behrangi, 2002). Some of the studies conducted outside and inside Iran on the standards of managers’ performance are presented below.

Halimi and Fathi Azar (2009) found that the prioritization of the main components of the standards from the viewpoint of the statistical population are as follows: 1) morale and values, 2) tasks, 3) features, 4) skills, 5) roles, and 6) achievement of results. Taghipour Zahir and Naseri (2006), in a study titled “Setting Educational Managers’ Performance Standards in High Schools of Tehran and Proposing an Appropriate Model for Its Application”, found that five factors are of higher importance to educational managers. The researchers’ proposed model was designed in the form a questionnaire and the fitness of the model and its components was determined based on the opinions of experts and the whole model was confirmed by 4.42 out of 5. In a study conducted by Beydokhti and Eydi (2006), in addition to examining the concepts of quality and accreditation, it has been tried to explore and review standardization as a prerequisite for the improvement and enhancement of assurance of educational system. Mahmoudi (2004), in a study titled “Setting Educational Managers’ Performance Standards in Junior High Schools and Proposing an Appropriate

Model for Standardizing Educational Managers' performance in Junior High Schools in Tehran", found that in setting human resources' performance standards, listing only a series of components and subcomponents is not sufficient; however, a series of behaviors indicating standards should be set and presented as 'performance indicators', in order to better judge and assess the fulfilment of the standard in the individual's organizational performance based on that indicator. The findings of Ghourchian and Mahmoudi's (2004) study confirmed six aspects of the main components and subcomponents related to educational managers' performance standards (competencies). These six aspects are tasks, morale, roles, features and performance. Al Agha (2004), in a study titled "Standards of School Principals and Vice-Principals", introduced five standards for school principals and vice-principals as follows: 1. Belief in the viewpoint that the principal and vice-principal have a facilitating role in the whole educational system and facilitate learning for students; 2. Students' perfect performance; 3. Secure and organized schools; 4. Teachers and employees for whom the principal and vice-principal make efforts to achieve ongoing advancement and focus on teaching and learning as well as professional development of employees and teachers; and 5. Efficient and effective performance. Khanifar (2004), in a study title "an Introduction to Educational Administration and Standardization", proposed a general model for the development of educational managers under the title of 'competency model'. Ghafourian (2002), in a study titled "a Study of the Educational Managers' Performance Indices in Elementary Schools in Tehran and Proposing an Appropriate Model", has considered eight components, namely extracurricular component, in-school quality of work life, curriculum and academic plan, development of educational spaces and equipment, administrative and executive duties, educational supervision, educational leadership and entrepreneurship as the fundamentals of principals' performance indices in elementary schools by using global theories and domestic studies. Ghafourian et al. (2010) found that there is a significant difference between stable and unstable managers' performance standard quality in components of educational, academic, administrative, financial and evaluation affairs; but in the component of human relationships, there has been no difference. Shahbazi et al. (2009) found that there is a positive and significant relationship between the components of quality of work life and manager's performance. Masihaee (2008) found that management styles, creativity and innovation of the managers are among the most important factors affecting their performance. Besides, there is a direct and significant relationship between healthy organizational environment as well as teachers' effectiveness, and the principals' performance. Yours (2006) found that there is a significant relationship between organizational health and managers' performance. Dunn et al. (2002) examined criterion referencing in assessment processes. their paper has highlighted some key concerns about achieving quality in criterion referenced assessment practices: that academics are slow to change their attitudes to a positive view of criterion referenced assessment and may, therefore, default to norm referencing when in doubt; that the intensive level of negotiation required to formulate criteria and standards is difficult and time consuming and that academics find it hard to clarify and articulate assessment standards. Gandal and Vranek (2001) found that standards result in clarification in meritocracy. Cotton (1996) found that managers should generally create an environment in which employees collaborate with each other and exchange ideas and have close educational relations, and the manager is a learning leader instead of educational leader. Shirly (1990) indicated that indices of mission and objectives of the school, motivation in school, relationship with parents and students should be considered as assessment indices.

Educational administration is of high importance in terms of the impact it can have on the employees' improvement trend and activities, and consequently, quality improvement of the organization's products. Therefore, improvement and training of educational managers seems to be the shortest and best way for increasing the quality of education in the current situation. Educational managers can turn the organizational climate into an informative and constructive environment for increased enhancement of employees' and students' competencies by acquiring skills and knowledge in education and teaching, supervising and guiding managers, personal educational and career guidance of the students, evaluation, communications, organizational and administrative affairs, and finally, modern technologies. Teachers under the supervision and guidance of competent educational managers can better improve students' learning. The aim of educational management is the improvement of students' learning through teachers' improvement (2002).

Given the importance of educational administration and the key role of educational managers in attaining major goals of education, it is required that managers possess special levels specific to professional competencies and standards. Performance standards provide a clear path and ability to move for managers and cause us to move towards a desirable status by recognizing the current status of managers' performance and better understanding the shortages and gaps. In fact, performance standards are the tool for the continuous measurement of educational quality of its management. Therefore, presence of measurable performance indices as a useful tool seems to be essential in order to determine the

position and situations and to be able to examine and compare past performance as well as the current and desirable status of educational managers' performance for the achievement of set goals.

Thus the researcher intends to answer how the status of principals' performance standards in supporting teachers for the improvement of teaching-learning in the classrooms in second grade girls' high schools in districts 10 and 11 of Tehran is.

According to the above question and by using the previously conducted studies, following research questions are posed:

1. How is the current status of managers' performance indices in the component of extracurricular activities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
2. How is the desired status of managers' performance indices in the component of extracurricular activities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
3. How is the current status of managers' performance indices in the component of educational equipment and facilities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
4. How is the desired status of managers' performance indices in the component of educational equipment and facilities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
5. How is the current status of managers' performance indices in the component of social and cultural relationships in human relations for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
6. How is the desired status of managers' performance indices in the component of social and cultural relationships in human relations for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
7. How is the current status of managers' performance indices in the component of in-school quality of teachers' and students' work life for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
8. How is the desired status of managers' performance indices in the component of in-school quality of teachers' and students' work life for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
9. How is the current status of managers' performance indices in the component of educational, curricular and academic planning for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
10. How is the desired status of managers' performance indices in the component of educational, curricular and academic planning for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
11. How is the current status of managers' performance indices in the component of supervising and guiding teachers for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
12. How is the desired status of managers' performance indices in the component of supervising and guiding teachers for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?
13. What kind of model can be proposed for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools based on the principals' performance in each one of the six components?

MATERIALS AND METHODS

The methodology of this study has been applied and descriptive-survey in terms of purpose and data collection respectively. In this study, statistical population included 43 principals of second grade girls' high schools of districts 10 and 11 of Tehran, and the whole statistical population was considered to be the sample size through census. In order to collect data, an 84-item researcher-made questionnaire was used and its indices has been presented in table 1. In order to measure the validity, content-related validity was adopted; in this regard, the questionnaire was approved of by the related experts. Besides, In order to measure the reliability of the questionnaire, Cronbach's alpha was adopted which has been 0.98; since it was larger than 0.70, the research instrument has acceptable reliability. This questionnaire is in 6-pint Liker scale. The questionnaires were distributed among a group of principals of second grade girls' high schools and the obtained data from questionnaires was analyzed through descriptive (mean, standard deviation, variance, frequency distribution, diagram, etc.) and inferential (Kolmogorov-Smirnov test, Shapiro-Wilk test, one-sample t-test, factor analysis, etc.) statistics.

Table 1. Reliability coefficient for the components of the questionnaire of educational managers' performance standards

Cronbach's alpha	Number of indices (in current and desired statuses)	Component	No
0.927	15+15	extracurricular activities	1
0.912	13+13	educational equipment and facilities	2
0.938	13+13	social and cultural relationships in human relations	3
0.936	14+14	in-school quality of teachers' and students' work life	4
0.921	15+15	educational, curricular and academic planning	5
0.868	14+14	supervising and guiding teachers	6
0.984	84+84	Reliability of whole questionnaire	

RESULTS AND DISCUSSION

In order to review the research questions, first, the normality of the data distribution were examined through Kolmogorov–Smirnov and Shapiro–Wilk tests; the related results are presented in table 2.

Table 2. Results related to K-S and Shapiro–Wilk tests for examining the normality of data distribution

Shapiro–Wilk test statistic	Significance level of Shapiro–Wilk test	K-S test statistic	Significance level of K-S test	components
Current status				
0.920	0.08	0.179	0.20	extracurricular activities
0.917	0.06	0.152	0.20	educational equipment and facilities
0.939	0.31	0.128	0.10	social and cultural relationships in human relations
0.892	0.10	0.170	0.05	in-school quality of teachers' and students' work life
0.914	0.05	0.152	0.21	educational, curricular and academic planning
.895	0.12	0.183	0.13	supervising and guiding teachers
Desired status				
0.881	0.001	0.169	0.005	extracurricular activities
0.884	0.001	0.167	0.007	educational equipment and facilities
0.898	0.002	0.160	0.012	social and cultural relationships in human relations
0.887	0.001	0.150	0.024	in-school quality of teachers' and students' work life
0.890	0.001	0.152	0.020	educational, curricular and academic planning
0.820	0.000	0.192	0.001	supervising and guiding teachers

Since the significance level is above 0.05 for all of the components, it is concluded that the collected data follow normal distribution. Thus one-sample t-test has been used for comparing the statuses and the significance level has been considered to be below 0.05.

Analysis of Research Questions

In this section, first 12 questions of the study have been measured by using one-sample t-test. In order to review the current status and desired status of the managers' performance standards, one-sample t-test was used and the related results are presented in table 3.

Table 3. Results related to ratio test for components

95% Confidence interval of difference $\mu-3$		Test result	Significance level	t value	Components
Upper limit	Lower limit				
Current status					
0.1977	-0.5751	Rejected	.330	-0.986	extracurricular activities
0.6128	-0.0141	Rejected	.061	1.927	educational equipment and facilities
0.6479	-0.1028	Rejected	.150	1.465	social and cultural relationships in human relations
0.7066	-0.0174	Rejected	.062	1.921	in-school quality of teachers' and students' work life
0.4965	-0.2006	Rejected	.396	0.857	educational, curricular and academic planning
0.1454	-0.7318	Rejected	.184	-0.350	supervising and guiding teachers
Desired status					
1.8800	1.3277	Accepted	.000	11.729	extracurricular activities
1.9919	1.5280	Accepted	.000	15.321	educational equipment and facilities
1.9584	1.5178	Accepted	.000	15.937	social and cultural relationships in human relations
2.0358	1.6434	Accepted	.000	18.951	in-school quality of teachers' and students' work life
1.9870	1.5395	Accepted	.000	15.928	educational, curricular and academic planning
2.0757	1.6141	Accepted	.000	16.156	supervising and guiding teachers

According to the above table, regarding the current status of components, since the significance level is above 0.05, it is concluded with 95% that there is no significant difference between current status of components and theoretical mean for the population; on the other hand, from the viewpoint of the respondents, the current status of the components is at an average level. Regarding the desired status of the components, since the significance level is below 0.05, it is concluded with 95% confidence that there is a significant relationship between desired status of the components and theoretical mean of the population; in other words, from the viewpoint of the respondents, desired status of the components is appropriate and above average.

In the present study, in order to answer the 13th question and to analyze the managers' performance indices in six aforementioned components, exploratory factor analysis was adopted and the related results are presented in table 4.

Table 4. Results related to KMO and Bartlett's tests for six components of the study

Significance level	Degree of freedom	Bartlett's chi-square test	KMO test statistic	Components
0.000	435	1447.961	0.642	extracurricular activities
0.000	325	903	0.705	educational equipment and facilities
0.000	325	1055	0.642	social and cultural relationships in human relations
0.000	378	1009	0.666	in-school quality of teachers' and students' work life
0.000	435378	1141	0.579	educational, curricular and academic planning
0.000	378	1356	0.792	supervising and guiding teachers

According to the above table, the value of KMO index for the six components (extracurricular activities, educational equipment and facilities, social and cultural relationships in human relations, in-school quality of teachers' and students' work life, educational, curricular and academic planning, supervising and guiding teachers) is larger than 0.05, and this shows that the number of samples is appropriate for factor analysis; besides, regarding Bartlett's test, since the significance level is less than 0.05, it is concluded with 95% confidence that factor analysis is appropriate for identifying the current structure.

Besides, the output of the table of communalities indicated that the communalities of none of the indices in six components has not been less than 0.5, so there is no need to remove any index. Eventually, the total explained variance for six components is as follows:

First component: four factors have remained in the model at the top of the group because of having preliminary communality above 1, which totally explain 80 percent of the changes in the first component.

Second component: five factors have remained in the model because of having preliminary communality above 1, which totally explain 81 percent of the changes in the second component.

Third component: five factors have remained in the model because of having preliminary communality above 1, which totally explain 76 percent of the changes in the third component.

Fourth component: four factors have remained in the model because of having preliminary communality above 1, which totally explain 74 percent of the changes in the fourth component.

Fifth component: six factors have remained in the model because of having preliminary communality above 1, which totally explain 79 percent of the changes in the fifth component.

Sixth component: three factors have remained in the model because of having preliminary communality above 1, which totally explain 78 percent of the changes in the sixth component.

CONCLUSION

In this section, after analyzing the data in the present study and testing each one of the research questions, some results were achieved and it has been tried to appropriately interpret these findings by mentioning each question and comparing them with the results of previous studies.

First question: How is the current status of managers' performance indices in the component of extracurricular activities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is no significant difference between current status of components and theoretical mean for the population. In other words, current status of the managers' performance indices in the component of extracurricular activities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is at an average level (not good, not bad). On the other hand, since extracurricular activities- a set of educational activities carried out under the supervision of the teacher and school beyond the students' formal curricular and academic plans- are considered more or less in second grade girls' high schools in districts 10 and 11, the obtained findings are obvious and acceptable.

Second question: How is the desired status of managers' performance indices in the component of extracurricular activities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is a significant difference between desired status of components and theoretical mean for the population. In other words, desired status of the managers' performance indices in the component of extracurricular activities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is appropriate and above average.

Third question: How is the current status of managers' performance indices in the component of educational equipment and facilities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is no significant difference between current status of components and theoretical mean for the population. In other words, current status of the managers' performance indices in the component of educational equipment and facilities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is at an average level. And since educational equipment and facilities used in second grade girls' high schools in districts 10 and 11 of Tehran have been at a standard level and appropriate to the needs of the students, the related finding is acceptable.

Fourth question: How is the desired status of managers' performance indices in the component of educational equipment and facilities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is a significant difference between desired status of components and theoretical mean for the population. In other words, desired status of the managers' performance indices in the component of educational equipment and facilities for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is appropriate and above average.

Fifth question: How is the current status of managers' performance indices in the component of social and cultural relationships in human relations for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is no significant difference between current status of components and theoretical mean for the population. In other words, current status of the managers' performance indices in the component of social and cultural relationships in human relations for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is at an average level. And since the level of social and cultural activities in second grade girls' high schools in districts 10 and 11 of Tehran is relatively different with respect to the schools' location, the related finding is confirmed.

Sixth question: How is the desired status of managers' performance indices in the component of social and cultural relationships in human relations for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is a significant difference between desired status of components and theoretical mean for the population. In other words, desired status of the managers'

performance indices in the component of social and cultural relationships in human relations for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is appropriate and above average.

Seventh question: How is the current status of managers' performance indices in the component of in-school quality of teachers' and students' work life for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is no significant difference between current status of components and theoretical mean for the population. In other words, current status of the managers' performance indices in the component of in-school quality of teachers' and students' work life for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is at an average level. And since the in-school quality of teachers' and students' work life for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools in districts 10 and 11 of Tehran is minimally maintained, the related finding is confirmed.

Eighth question: How is the desired status of managers' performance indices in the component of in-school quality of teachers' and students' work life for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is a significant difference between desired status of components and theoretical mean for the population. In other words, desired status of the managers' performance indices in the component of in-school quality of teachers' and students' work life for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is appropriate and above average.

Ninth question: How is the current status of managers' performance indices in the component of educational, curricular and academic planning for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is no significant difference between current status of components and theoretical mean for the population. In other words, current status of the managers' performance indices in the component of educational, curricular and academic planning for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is at an average level. Since educational, curricular and academic planning is carried out by the educational planning experts in districts 10 and 11 of Tehran, its average level in second grade girls' high schools in districts 10 and 11 of Tehran is acceptable based on research findings.

Tenth question: How is the desired status of managers' performance indices in the component of educational, curricular and academic planning for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is a significant difference between desired status of components and theoretical mean for the population. In other words, desired status of the managers' performance indices in the component of educational, curricular and academic planning for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is appropriate and above average.

Eleventh question: How is the current status of managers' performance indices in the component of supervising and guiding teachers for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is no significant difference between current status of components and theoretical mean for the population. In other words, current status of the managers' performance indices in the component of supervising and guiding teachers for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is at an average level. Since supervision and

guidance is contingent and is carried out with the aim of improving teachers' professional competencies and depends on different conditions, its average level is acceptable for the teachers of second grade girls' high schools in districts 10 and 11 of Tehran.

Twelfth question: How is the desired status of managers' performance indices in the component of supervising and guiding teachers for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools?

The results obtained in this regard indicated that with 95% confidence there is a significant difference between desired status of components and theoretical mean for the population. In other words, desired status of the managers' performance indices in the component of supervising and guiding teachers for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools is appropriate and above average.

Thirteenth question: What kind of model can be proposed for the improvement of the teaching-learning process in the classrooms in second grade girls' high schools based on the principals' performance in each one of the six components?

Finally, analyzing the components in terms of obtained means indicated that in the current status, two components of extracurricular activities and supervising and guiding teachers are in an undesirable state, and need more attention in this regard. Besides, since these two components have a direct relationship with the degree of motivation, strength and job morale of the managers, they should be considered in the proposed model. Regarding the other components (social and cultural relationships in human relations, in-school quality of teachers' and students' work life, educational, curricular and academic planning and supervising and guiding teachers), it can be said that the current status is appropriate and they do not need to be changed much in the proposed model.

On the other hand, in a general comparison, it can be said that quality of teachers' work life is of higher importance than other components; it indicates its importance and role from the viewpoint of the principals under study. On the other hand, the current status of the component of supervising and guiding teachers is of the lowest importance; it indicates the worst status for this component from the viewpoint of the principals under the study, so it should be considered more in the model in order to improve its status. Besides, it is evident in the desired status that supervising and guiding teachers has higher importance, which shows the most appropriate desired status for this component; while desired status of extracurricular activities have the lowest importance and role, which indicates the most inappropriate desired status for this component from the viewpoint of the principals under study. Eventually, the findings of the present research are consistent with the research results of Halimi and Fathi Azar (2009), Taghipour Zahir and Naser (2006), Beydokhti and Eydi (2006), Gouchian and Mahmoudi (2004), Mahmoudi (2004), Al Agha (2004), Naseri (2006), Ghafourian (2002), Ghafourian et al. (2010), Shahbazi et al. (2009), Masihae (2008), Roney (2007), Yours (2006), Dunn et al. (2002) and Gandal (2001), Cotton (1996) and Shirley (1990).

Following suggestions are proposed based on the results and findings of the study:

- It is suggested to conduct a survey of students and teachers by distributing questionnaires regarding their extracurricular needs. Mechanisms such as holding sessions, seminars, and conferences for sharing extracurricular planning experiences can be useful.
- It is suggested to ignore unintentional mistakes of teachers.
- It is suggested that principals modestly and personally answer to teachers and explain their taken measures and do not hide themselves.
- It is suggested to promote kindness and compassion towards teachers.
- It is suggested to devise processes, procedures and practical instructions for extracurricular activities.
- For future studies, other variables can be included as mediating variables in the relationships between constructs in a general model.
- In future studies, the same topic can be investigated in other provinces or even other institutions of other cities and carry out a comparative study.

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