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THE RELATIONSHIP OF EDUCATIONAL SUPERVISION AND GUIDANCE OF PRINCIPALS WITH ACADEMIC ACHIEVEMENT OF STUDENTS IN THE FIRST-GRADE HIGH SCHOOLS IN ROBAT KARIM, IRAN

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ABSTRACT

The present study aimed to investigate the relationship of educational supervision and guidance of principals with academic achievement of students in the first-grade high schools in Robat Karim using correlation coefficient. The statistical population consisted of 58 male and female principals in the first-grade high schools in Robat Karim among which 48 principals were selected using H. S. Bola Table with simple random sampling method. A researcher-made questionnaire was used to collect data on educational supervision and guidance. Reliability of the questionnaire was obtained as 87% through Cronbach's alpha coefficient. Pearson correlation test was used to analyze the data. Pearson correlation test results showed that educational supervision and guidance of principals and their components had significant effects on academic achievement of student. The correlation coefficient was obtained as 0.574, which showed a direct and strong correlation between the variables. In other words, the greater the educational supervision and guidance of principals, the higher the academic achievement of students in the first-grade high schools in Robat Karim.

Keywords: *Educational Supervision and Guidance, Academic Achievement of Students, Education*

INTRODUCTION

Given the importance of education and its important role in political, economic and cultural aspects of society and raising the human resources needed by society, a majority of governmental resources, facilities and funds are allocated to education. Education department can use these resources and funds to satisfy societal needs. For this purpose, educational planners should benefit from a supervision and evaluation system due to limited resources. Thereby, education institution has established a new department called educational supervision and guidance to improve the quality and properly use these facilities and provide new teaching methods to teachers (Ouraki *et al.*, 2010). Educational supervision and guidance are essential factors in functions of educational process (Nicoleta, 2015). Spirit of educational supervision is a key to inspection and control of educational institutions (Zoulikha, 2014). Quality of educational supervision is effective in individual traits of teachers such as improvement in teaching, making teachers aware of important goals of education (Abdullah and Evans, 2012). In fact, supervision is an ongoing process in which the supervisor tries to improve education through observing process of teaching in classroom (Moradi *et al.*, 2014). More attention should be paid to the effective factors in academic achievement over the past three decades. Given the importance of academic achievement of student, the academics have studied the effective factors in academic achievement such as educational supervision and guidance. Ouraki *et al.*, (2010) studied the effect of educational supervision and guidance on academic achievement in English course. They showed that educational supervision and guidance are greatly effective in academic achievement of male and female students in English courses in secondary school. Education department is the most important and effective organization in current and future era. Human being is pivotal component of this organization. Education is the most important and difficult problem of human being. Since quality of student learning directly depends on quality of teaching, the supervisors mainly help the teachers to improve their qualifications, so that they can improve their teaching methods and promote academic achievement of students (Ouraki *et al.*, 2010). Supervision and

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guidance increases performance and effectiveness of employees and efficiency of learning (Cruz *et al.*, 2015). Academic failure is one of the most common problems in education system in many global countries, which imposes great scientific, cultural and economic losses on governments and families. Identification of important factors in academic achievement and providing effective strategies and implementing decisive measures to reduce the losses caused by academic failure require extensive studied in this area (Zahed and Sakaki, 2011). In fact, academic achievement counteracts academic failure, which affects both the individual and his fate. In Iran, large annual investments are spent on prevention of this factor (Moradi *et al.*, 2014). Children's education is one major concern of families in Iran. This is because the children's future success largely depends on their academic achievement. Although this concern hopefully led to promotion and improvement in children's education and the education system, families and students suffer from anxiety concerning the state of education. If the individual somehow passes school grades but does not have a university degree, he would not be a socially successful and effective citizen. It seems that our education system should make plans for reducing academic failure and enhancing educational performance. The system should adopt various measures for promoting academic achievement. On the other hand, the system should not identify academic degrees as criteria of social success and employment but individual merits, human initiations and productive efforts should be set as valuable standards for social indicators and employment needs. Academic achievement refers to how much the students have achieved predetermined educational goals, which they are expected to attain in process of learning efforts (Savedji *et al.*, 2012). Learning and teaching are main goals of education. Improved learning and teaching require careful and continuous supervision and educational guides. Therefore, success in education necessitates accomplished goals and implementation of an effective supervision and guidance program. Philosophy of guidance is based on the fact that human beings with limited rationality are not always aware of all possible solutions in dealing with various issues and always require that one or several individuals guide them, so that they can make appropriate decisions. The individuals involved in different levels of education are not exempt from this fact (Ouraki *et al.*, 2010). Since limited studies were conducted on the relationship between these two variables in Iran and abroad according to literature, the author sought to answer the following question: are supervision and guidance of principals correlated with academic achievement of students in the first-grade high schools in Robat Karim? Necessity of research can be viewed from several aspects. First and theoretically, this research extended the limited studies on the relationship between these variables, which was absent earlier in the literature relevant to educational organization. Secondly and practically, the study broadened insights of education authorities about impact of educational supervision and guidance on academic achievement more accurately and realistically in Robat Karim.

Third, the authorities should identify and eliminate barriers to students' academic achievement in order to develop more efficient supervision and guidance. For this purpose, the present study investigated the relationship of supervision and guidance of principals with academic achievement of students in the first-grade high schools in Robat Karim.

Theoretical Principles

Supervision and Guidance

Sullivan and Glanz (2000) defined supervision and guidance as process of getting the teachers involved in educational topics to improve education and increase students' success (Tork Zadeh *et al.*, 2012). In classical educational texts, supervision and guidance refer to control, guidance, and evaluation of current affairs to assess performance and educational supervisor is responsible for quality and quantity of the tasks performed by others (Ezzati, 2007).

Academic Achievement

Academic achievement index is usually measured with respect to scores of students in different tests at school. This factor was studied in relation to effectiveness in schools and mostly in national and international academic achievement tests. School performance refers to school output, which is measured through average achievement of students at the end of an official period at school (DiPaola and Hoy, 2005).

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Literature

Ouraki *et al.*, (2010) studied the effect of supervision and guidance on academic achievement in English. They showed that educational supervision and guidance are greatly effective in academic achievement of male and female students in English courses in secondary schools. Educational supervision and guidance are essential for all teachers in different educational periods. The results of former study also showed that the authorities should take into account educational supervision and guidance at secondary schools as an absentee problem in education system and make proper and careful planning based on given recommendations.

Tork *et al.*, (2012) conducted a study entitled as self-evaluation of supervisory performance among educational leaders in Shiraz in comparison with teachers' assessment of the leaders based on Oliva and Powels educational supervision and guidance model. They showed that educational leaders assessed their total supervisory performance and their supervisory performance in terms of educational design, educational presentation, classroom management, educational assessment, group activities and individual contributions above an average level and at an optimal level. The leaders also assessed their supervisory performance in terms of assistance to teachers in curriculum design and implementation, evaluation of curriculum, self-assessment and assistance through in-service program at an average level. 2) The teachers assessed overall supervisory performance of educational leaders and their supervisory performance in ten aspects of educational supervision and guidance lower than average and undesirable. 3) Educational leaders assessed their overall supervisory performance and their performance in all ten aspects significantly higher than the assessment made by teachers. 4) There was a significant difference between teachers' evaluation on performance of educational leaders in three aspects of reforming teachers, education and curricula.

Sarmad and Seyedi (2013) examined the impact of training critical thinking on academic achievement of students. They showed that teaching critical thinking leads to academic achievement among the students. Secondly, critical thinking training effectively improve the students' thinking power. Thirdly, no relationship was found between students' field of study and improvement in their critical thinking. Fourth, improved critical thinking was not associated with gender.

Yassami *et al.*, (2013) examined the relationship of self-regulation with achievement motivation and academic achievement of female high school students in Tehran. They showed the significant and positive relationship of self-regulation with achievement motivation and academic achievement among students.

Safari *et al.*, (2014) conducted a study entitled as happiness, self-efficacy and academic achievement among students. They showed that such factors as marital status, age, academic degree and academic achievement were significantly correlated with happiness. In addition, such factors as age, degree and GPA were associated with self-efficacy. In addition, a positive and significant correlation was found between the three main variables of happiness, self-efficacy and academic achievement.

Adams and Swadener (2000) examined the role of educational guides at school. The showed that educational guides change the structure of school due to nature of their position at school. They support changes in educational activities. Educational supervision and guidance improve quality of education and teaching.

Johnson (2009) investigated classroom environment and stated that school staff sought effective measures to eliminate educational barriers. They easily do this task by improving management environment, structure and methods. They believe that changing and controlling environmental factors can improve learning process of students.

Moradi *et al.*, (2014) investigated how much teachers of English are aware of supervision. They showed that most teachers believe that they are not challenged in most cases and are mostly given surface feedback from classrooms.

Cruz *et al.*, (2015) investigated clinical supervision and emotional intelligence capabilities. They showed that supervision reduces personal issues of the staff.

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Beach and Reinhartz (2000) investigated the role of decision-making among educational leaders. They showed that process of supervision requires active involvement with teachers, parents, students and other officials to determine the best option for everyone.

The Main Objective

Investigating the relationship of educational supervision and guidance of principals with academic achievement of students in the first-grade high schools in Robat Karim

Research Hypotheses

The relationship of educational supervision and guidance of principals with academic achievement of students in the first-grade high schools in Robat Karim is significant.

Sub-Hypotheses

The first sub-hypothesis: there is a significant relationship between management skills of principals and high academic achievement of students in the first-grade high schools in Robat Karim.

The second sub-hypothesis: there is a significant relationship between psychological skills of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The third sub-hypothesis: there is a significant relationship between social skills of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The fourth sub-hypothesis: there is a significant relationship between administrative skills of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The fifth sub-hypothesis: there is a significant relationship between teaching skills of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The sixth sub-hypothesis: there is a significant relationship between skills of self-leadership, motivation, innovation, creativity-teamwork of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The seventh sub-hypothesis: there is a significant relationship between skills of implementing and operationalizing management theories of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The eight sub-hypothesis: there is a significant relationship between skills of school management technologies of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The ninth sub-hypothesis: there is a significant relationship between leadership skills of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The tenth sub-hypothesis: there is a significant relationship between skills of multimedia and management software application of principals and academic achievement of students in the first-grade high schools in Robat Karim.

MATERIALS AND METHODS

This was a descriptive correlational applied qualitative research, which investigated the relationship of educational supervision and guidance of principals with academic achievement of students in the first-grade high schools in Robat Karim.

The statistical population consisted of 58 male and female principals (30 males and 28 females) in the first-grade high schools in Robat Karim during 2014-2015 academic years. In addition, 48 principals were selected using H. S. Bola Table (1970) (translated by Khodayar (1996) with simple random sampling method.

Data Collection Tools

A researcher-made supervision and guidance questionnaire with 10 components (management skills, psychological skills, social skills, administrative skills, training and teaching skills, self-leadership skills, motivation, creativity - teamwork skills, skills of implementing and operationalizing management theories, skills of school management technologies, educational leadership skills and skills of management and multimedia software application skills) and 62 items. Reliability of the questionnaire was obtained through Cronbach's alpha as 0.87.

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RESULTS AND DISCUSSION

Results

In the first step, frequency distribution of participants in terms of gender were checked, which showed that 58.33% of respondents were females and 41.67% of the participants were males. In the second step, it was shown that majority of respondents (70.83%) had bachelor degree while least of the participants (4.17%) were undergraduates. In the third step, it was shown that majority of respondents (50%) had above 10 years of work experience while the least participants (18.75%) had less than 10 years of work experience. The Pearson correlation coefficient parameter was used to examine the relationship between management skills of principals and academic achievement of students in the first-grade high schools in Robat Karim according to Kolmogorov-Smirnov test and data normality.

The First Sub-Hypothesis: there is a significant relationship between management skills of principals and academic achievement of students in the first-grade high schools in Robat Karim.

Contents of Table 1 shows that significant level of correlation is less than 0.05. Therefore, management skills of principals had a significant effect on students’ academic achievement. The correlation coefficient was obtained as 0.355, which showed a direct and strong relationship between the two variables. In other words, the greater the management skills of the principals, the higher the academic achievement of the students in the first-grade high schools in Robat Karim.

Table 1: Correlation test results between management skills of principals and academic achievement

Variable	Correlation coefficient	Significance level	Test result
Management skills	0.355	0.013	The relationship is significant

The Second Sub-Hypothesis: there is a significant relationship between psychological skills of principals and academic achievement of students in the first-grade high schools in Robat Karim.

Contents of Table 2 show that significant level of correlation test is less than 0.05. Therefore, psychological skills of principals had a significant effect on students’ academic achievement. The correlation coefficient was obtained as 0.344, which showed a direct and relatively strong correlation between the two variables. In other words, the greater the psychological skills of the principals, the higher the academic achievement of the students in the first-grade high schools in Robat Karim.

Table 2: Correlation test results between psychological skills of principals and academic achievement

Variable	Correlation coefficient	Significance level	Test result
Psychological skills	0.342	0.017	The relationship is significant

The Third Sub-Hypothesis: there is a significant relationship between social skills of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The contents of Table 3 shows that significant level of correlation is less than 0.05. Therefore, social skills of principals had a significant effect on students’ academic achievement. The correlation coefficient was obtained as 0.499, which showed a direct and relatively strong correlation between the two variables. In other words, the greater the social skills of the principals, the higher the academic achievement of the students in the first-grade high schools in Robat Karim.

Table 3: Correlation test results between social skills of principals and academic achievement

Variable	Correlation coefficient	Significance level	Test result
Social skills	0.499	0.001	The relationship is significant

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The Fourth Sub-Hypothesis: there is a significant relationship between administrative skills of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The contents of Table 4 shows that the significant level of correlation is less than 0.05. Therefore, administrative skills of principals had a significant effect on students’ academic achievement. The correlation coefficient was obtained as 0.417, which showed a direct and relatively strong correlation between the two variables. In other words, the greater administrative skills of the principals, the higher the academic achievement of the students in the first-grade high year schools in Robat Karim.

Table 4: Correlation test results between administrative skills of principals and academic achievement

Variable	Correlation coefficient	Significance level	Test result
Administrative skills	0.417	0.003	The relationship is significant

The Fifth Sub-Hypothesis: there is a significant relationship between training and teaching skills principals and academic achievement of the students in the first-grade high schools in Robat Karim.

The contents of Table 5 shows that significant level of correlation is less than 0.05. Therefore, training and teaching skills of principals had a significant effect on students’ academic achievement. The correlation coefficient was obtained as 0.419, which showed a direct and relatively strong correlation between the two variables. In other words, the greater the training and teaching skills of the principals, the higher the academic achievement of students in the first-grade high schools in Robat Karim.

Table 5: Correlation test results between training and teaching skills of principals and academic achievement

Variable	Correlation coefficient	Significance level	Test result
Training and teaching skills	0.419	0.003	The relationship is significant

The Sixth Sub-Hypothesis: there is a significant relationship between skills of self-leadership, motivation, innovation, creativity – teamwork of principals and academic achievement of students in the first-grade high schools in Robat Karim

The contents of Table 6 show that significant level of correlation is less than 0.05. Therefore, skills of self-leadership, motivation, innovation, creativity – teamwork of principals had a significant effect on students’ academic achievement. The correlation coefficient was obtained as 0.52, which showed a direct and strong correlation between the two variables. In other words, the greater the skills of self-leadership, motivation, innovation, creativity - teamwork of the principals, the higher the academic achievement of students in the first-grade high schools in Robat Karim.

Table 6: Correlation test results between skills of self-leadership, motivation, innovation, creativity - teamwork of principals and academic achievement

Variable	Correlation coefficient	Significance level	Test result
Skills of self-leadership, motivation, innovation, creativity-teamwork	0.521	0.001	The relationship is significant

The Seventh Sub-Hypothesis: there is a significant relationship between skills of implementing and operationalizing management theories of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The contents of Table 7 shows that significant level of correlation is less than 0.05. Therefore, skills of implementing and operationalizing management theories of principals had a significant effect on students’

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academic achievement. The correlation coefficient was obtained as 0.341, which show a direct and relatively strong correlation between the two variables. In other words, the greater the skills of implementing and operationalizing management theories of principals, the higher the academic achievement of students in the first-grade high schools in Robat Karim.

Table 7: Correlation test results between skills of implementing and operationalizing management theories of principals and academic achievement

Variable	Correlation coefficient	Significance level	Test result
skills of implementing and operationalizing management theories	0.341	0.017	The relationship is significant

The Eight Sub-hypothesis: there is a significant relationship between skills of school management technologies of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The contents of Table 8 show that significant level of correlation is less than 0.05. Therefore, skills of school management technologies of principals had a significant impact on academic achievement of students. The correlation coefficient was obtained as 0.377, which showed a direct and relatively strong correlation between the two variables. In other words, the greater the skills of school management technologies of the principals, the higher the academic achievement of students in the first-grade high schools in Robat Karim.

Table 8: Correlation test results between skills of school management technologies of principals and academic achievement

Variable	Correlation coefficient	Significance level	Test result
Skills of school management technologies	0.377	0.008	The relationship is significant

The ninth Sub-Hypothesis: there is a significant relationship between educational leadership skills of principals and academic achievement of students in the first-grade high schools in Robat Karim.

The contents of Table 9 show that significant level of correlation is less than 0.05. Therefore, educational leadership skills of principals had a significant effect on students' academic achievement. The correlation coefficient was obtained as 0.467, which showed a direct and relatively strong correlation between the two variables. In other words, the greater the educational leadership skills of principals, the higher the academic achievement of the students in the first-grade high schools in Robat Karim.

Table 9: Correlation test results between educational leadership skills of principals and academic achievement academic

Variable	Correlation coefficient	Significance level	Test result
Educational leadership skills	0.467	0.001	The relationship is significant

The Tenth Sub-Hypothesis: there is a significant relationship between multimedia and management software application skills and academic achievement of students in the first-grade high schools in Robat Karim.

The contents of Table 10 show that significant level of correlation is less than 0.05. Therefore, multimedia and management software application skills had a significant effect on academic achievement of students. The correlation coefficient was obtained as 0.481, which showed a direct and relatively strong correlation between the two variables. In other words, the greater the multimedia and management

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software application skills of principals, the higher the academic achievement of students in the first-grade high schools in Robat Karim.

Table 10: Correlation test results between multimedia and management software application skills and academic achievement

Variable	Correlation coefficient	Significance level	Test result
Multimedia and management software application skills	0.481	0.001	The relationship is significant

The Main Hypothesis: there is a significant relationship between educational supervision and guidance of principals and academic achievement of students in the first-grade high schools in Robat Karim.

Contents of Table 11 show that significant level of correlation is less than 0.05. Therefore, educational supervision and guidance of principals had a significant effect on students’ academic achievement. The correlation coefficient was obtained as 0.574, which showed a direct and strong correlation between the two variables. In other words, the greater the educational supervision and guidance of principals, the higher the academic achievement of students in the first-grade high schools in Robat Karim.

Table 11: Correlation test results between educational supervision and guidance of principals and academic achievement

Variable	Correlation coefficient	Significance level	Test result
Educational supervision and guidance	0.574	0.001	The relationship is significant

Discussion and Conclusion

The present study aimed to investigate the relationship between educational supervision and guidance of principals and academic achievement of students in the first-grade high schools in Robat Karim. The results showed that educational supervision and guidance of principals and their components had significant effects on students’ academic achievement. The correlation coefficient was obtained as 0.574, which showed a direct and strong correlation between these variables. In other words, the greater the educational supervision and guidance of the principals, the higher the academic achievement of students in the first-grade high schools in Robat Karim. The results are consistent with previous research. Adams and Swadener (2000) investigated the role of educational guides at school and stated that educational guides change school structure because of nature of their position at school. The school also supports changes in educational activities. Educational supervision and guidance aim to improve quality of education and teaching. Ouraki *et al.*, (2010) investigated the effect of educational supervision and guidance on academic achievement in English course among female and male students in high schools. They showed that educational supervision and guidance had significant and identical effects on academic achievement in English course among male and female students in high schools. Educational supervision and guidance are essential for all teachers in different educational periods. The results of this study showed absentee problem of educational supervision and guidance at high schools in education system, which should be considered by education authorities who should make careful and principal planning based on proposed recommendations. Moradi *et al.*, (2014) investigated English teachers’ perception of supervision. They showed that most teachers believe that they were not challenged in most cases and were not given surface feedback from classrooms. Cruz *et al.*, (2015) investigated clinical supervision and emotional intelligence capabilities. They showed that supervision reduces personal issues of the staff. In fact, educational leaders currently serve as pivotal component of supervision and guidance institution. The educational leaders attempt to give timely guidance in order to increase knowledge, training, and retraining and help teachers to deal with educational problems. The educational leaders coordinate different segments of school with education and other societal institutions and solve health,

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psychological, social and educational problems of students. In fact, it can be stated that the more the school principals were familiar with supervision and guidance, the higher the students' academic achievement. Educational supervision and guidance aim to reform the curriculum, teaching methods of teachers and help them in their career. Academic achievement is one important factor at schools nowadays, which should be taken into account by authorities. Many factors affect students' academic achievement. The relationship of these factors with supervision and guidance was investigated in this study.

Recommendations

In this study, recommendations were proposed to three segments of education officials and authorities, principals and scholars.

Practical Recommendations

According to Results

- ✓ It is recommended that the principals use different supervisory styles.
- ✓ It is recommended that the principals pay more attention to supervision and guidance at schools.
- ✓ It is recommended that the school principals update their information on benefits of supervision and guidance.
- ✓ It is recommended that appropriate leadership training be given to the principals with optimal approaches to school leadership and supervision to help achieve macro goals of education system.
- ✓ It is recommended that school principals be selected based on their merits.
- ✓ It is recommended that in-service training be designed for school principals to get them familiar with supervision and guidance.
- ✓ It is recommended that education authorities enhance supervision-related information and knowledge skills of the principals every few years.
- ✓ It is recommended that the principals properly implement supervisory practices at schools to be encouraged by the authorities.

Research Recommendations

The present study investigated the role of supervision and guidance in academic achievement of students and enlightened us on this issue. On one hand, the scope of study was limited to adolescence. On the other hand, no studies was conducted in this area in our country or limited studies were conducted on other variables related to this issue. Therefore, the academics should pay attention to position and influence of supervision and guidance skills in education system from different aspects in order to reform the schools and improve performance of teachers.

- ✓ Identifying barriers to academic achievement of students and provide solutions
- ✓ Relationship of other variables such as leadership style with students' academic achievement should be investigated.
- ✓ The impact of supervision and guidance on organizational performance of teachers should be investigated.
- ✓ The impact of supervision and guidance on students' academic achievement should be investigated in other cities.
- ✓ The impact of supervision and guidance on other levels of education should be evaluated.
- ✓ Relationship of supervision and guidance with organizational and occupational commitment should be investigated.
- ✓ A model to identify the effective factors in students' academic achievement should be presented.
- ✓ Mixed methods should be used to check the status of supervision and guidance at schools.
- ✓ Relationship of supervision and guidance with employee satisfaction should be investigated.
- ✓ Relationship of supervision and guidance with organizational development should be evaluated.

Research Limitations

Like other studies, the present study had several limitations, which may have distorted the results. Limitations of this study were as follows.

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- Most studies in which the required data is collected through questionnaires for analysis of hypotheses have difficulty in communicating and ensuring the respondents, so that they could answer the questions correctly regardless of fear and anxiety. The present study also encountered the same problem since questionnaire was used to collect the required data.
- Since the statistical population was limited to school principals in Robat Karim, the results cannot be generalized to other principals in other cities.
- Cross-sectional data collection may be disproportionate to future results in the same population. Since the required data was collected at a certain section in a certain period, it is possible that confounding results may be found in case that the data was used at a different period.
- Limitations in implementation of the questionnaire such as unwillingness to answer the questionnaire by some individuals, lack of sufficient accuracy and bias in answering the questions by some participants are undoubtedly major limitations of scientific studies, which were observed in this study.

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