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**THE RELATIONSHIP OF SCHOOL PRINCIPALS' ISLAMIC
MANAGEMENT WITH THEIR PERFORMANCES WITH RESPECT TO
PRINCIPLES OF MANAGEMENT IN SAADAT-SHAHR**

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ABSTRACT

This study aimed to investigate the relationship of school principals' Islamic management with their performances with respect to principles of management in Saadat-Shahr. The correspondents of the study included fifty (50) school principals whose Islamic managements were analyzed and hundred (100) school teachers who evaluated their principals' performances. The research instruments included two questionnaires of Islamic management questionnaire and performance questionnaire. The relationship between the variables of the study was analyzed by the Pearson's coefficient of correlation. SPSS statistical tool was used to further analyze the gathered data. The findings of the study show that: there was a significant relationship between school principles Islamic management and their performances with respect to principles of management ($\theta = 0.01 < 0.05, R = 0.71$). Further more, there was a positive significant relationship between school principals' Islamic management and their decision making ($\theta = 0.01 < 0.05, R = 0.48$), planning ($\theta = 0.01 < 0.05, R = 0.48$), responsibility taking ($\theta = 0.01 < 0.05, R = 0.58$), motivation component ($\theta = 0.01 < 0.05, R = 0.96$), supervision component ($\theta = 0.01 < 0.05, R = 0.95$)

and negative relationship with consultation ($\theta = 0.01 < 0.05, R = -0.28$) performances.

Key words: Islamic Management, Performance Management Principles

INTRODUCTION

Due to the rapid social development, there is a need to analyze the different leaderships and managements. Among these managements, Islamic management plays an important role in the development of Islamic countries with Islamic approaches, Taghavi (2001). Islamic management indicates that the success and the implementation of Islamic principles are based on proper Islamic management. The Islamic management performances yield the society to sufficient human relation and thus cause the success of the country, Jassbi (2001). According to Koran the holy book of Muslims, God assigned the prophets of their times to lead the people in to goodness and so Islamic management for the benefits of mankind's is dictated by God (Allah), Koran (holy book of Muslims). Muslims (the followers of Islam) believe that the management of the world from the start up to the end is done by God and it is delegated to different prophets of their time such as Adam, Abroham, Moses, Jesus Christ, and Mohammad peace be upon them,

Esfanjani (1999). In Islamic perspective, Islamic management should impose culture obedience and develop Islamic economics, social morality and Islamic policy, Jassbi (2003). Management in Islam is an important issue. It contains both the seen and the unseen aspects of the world, which are not to be neglected. Management in Islam is initiated from the human's belief and trust in God. This belief and trust is instinct and dedicated by God, Moheb (2001). Based on the importance of Islamic management the researcher aimed to conduct this study.

METHODOLOGY AND STUDY TOOLS

This study was a descriptive correlation type of study. The correspondents of the study included fifty (50) school principals whose Islamic management was analyzed and one hundred (100) teachers who were randomly selected from total teachers population of five hundred ten (510) in Saadat-Shahr. These teachers evaluated their principals' performance components with respect to the principles of management. Research

tools included Islamic management questionnaire and principals' performances questionnaire. The Islamic management questionnaire contained twenty one (21) questions and the principals were asked to answer the questions. The principals' performance questionnaire contained thirty (30) questions. These questions were related to the principals' performance components of decision making, planning, responsibility taking, motivation, supervision and consultation.

The teachers were asked to answer these questions and evaluate their principals' performances. Pearson's coefficient of correlation was used to find the relationship between the variables of the study. Further more, SPSS statistical tool was used to analyze the gathered data.

DISCUSSION AND FINDINGS

In order to find the relationship between the variables of the study, the

researcher hypothesized the following hypothesis.

1. There is a significant relationship between the school principals' Islamic management and their performances.
2. There is a significant relationship between the school principals' Islamic management and decision making, planning, responsibility taking, supervision, motivation and consultation performance components.

In order to test the hypothesis, the questionnaires were distributed among the respondents accordingly. The gathered data was statistically analyzed and the relationship between the variables was evaluated by Pearson's coefficient of correlation formula. The descriptive information of both correspondents is presented in table-I and table-II.

Table-I: Descriptive Information of School Principals

| | Frequency | Percent % | Cumulative (F) |
|-------------------------|-----------|-----------|----------------|
| Male | 25 | 50 | 50 |
| Female | 25 | 50 | 100 |
| Total | 50 | %100 | --- |
| Qualification | Frequency | Percent % | Cumulative (F) |
| Elementary Degree | 24 | 48 | 48 |
| Intermediate Degree | 16 | 32 | 80 |
| High School / B.A / B.S | 10 | 20 | 100 |
| Total | 50 | 100 | --- |

As it is shown in table-I, majority of the principals were Elementary degree holder.

Table-II: Descriptive Information of the Teachers.

| | Frequency (F) | Percent % | Cumulative (F) |
|-------------------------|---------------|-----------|----------------|
| Male | 50 | 50 | 50 |
| Female | 50 | 50 | 100 |
| Total | 100 | 100 | --- |
| Education | Frequency (F) | Percent % | Cumulative (F) |
| Elementary | 50 | 50 | 50 |
| Intermediate | 30 | 30 | 80 |
| High School / B.A / B.S | 20 | 20 | 100 |
| Total | 100 | 100 | --- |

As it is shown in table-II, majority of the teachers were elementary degree holder.

The relationship between the variables of the study based on the computation of Pearson's coefficient of correlation (R) are presented in table-III to IX.

Table-III: The relationship Analysis of Islamic Management and Performance

| Components | \bar{X} | Sd | F | Coefficient of Correlation (R) | Level of significance $\alpha=0.05$ |
|-------------------------|-----------|-------|-----|--------------------------------|-------------------------------------|
| Islamic Management | 27.84 | 9.46 | 50 | 0.71 | 0.001 |
| Principal's Performance | 38.70 | 20.34 | 100 | | |

As it is shown in table-III, there is a positive significant relationship between the principals' Islamic

management with their performances ($\theta = 0.01 < 0.05, R = 0.71$).

Table-IV: The Relationship Analysis between Decision Making and Performance

| Components | \bar{X} | Sd | N | R | θ |
|-------------------------|-----------|-------|-----|------|----------|
| Decision Making | 4.28 | 2.02 | 50 | 0.48 | 0.01 |
| Principals' Performance | 38.70 | 20.34 | 100 | | |

As it is shown in table-IV, there is a positive significant relationship between decision

making and performance ($\theta = 0.01 < 0.05, R = 0.48$).

Table-V: The Relationship Analysis between planning and Performance

| Components | \bar{X} | Sd | N | R | θ |
|-------------------------|-----------|-------|-----|------|----------|
| Planning | 4.28 | 2.02 | 50 | 0.48 | 0.01 |
| Principals' Performance | 38.70 | 20.34 | 100 | | |

As it is shown in table-V, there is a positive significant relationship between planning and performance ($\theta = 0.01 < 0.05, R = 0.48$).

Table-VI: The Relationship Analysis between Responsible taking and Performance

| Components | \bar{X} | Sd | N | R | θ |
|-------------------------|-----------|-------|-----|------|----------|
| Responsible Taking | 3.52 | 1.83 | 50 | 0.58 | 0.01 |
| Principals' Performance | 38.70 | 20.34 | 100 | | |

As it is shown in table-VI, there is a positive significant relationship between responsibility taking and performance ($\theta = 0.01 < 0.05, R = 0.58$).

Table-VII: The Relationship Analysis between Motivation and Performance

| Components | \bar{X} | Sd | F | R | θ |
|-------------------------|-----------|-------|-----|------|----------|
| Motivation | 3.88 | 1.76 | 50 | 0.96 | 0.01 |
| Principals' Performance | 38.70 | 20.34 | 100 | | |

As it is shown in table-VII, there is a positive significant relationship between motivation and performance ($\theta = 0.01 < 0.05, R = 0.96$).

Table-VIII: The Relationship Analysis between Supervision and Performance

| Components | \bar{X} | Sd | F | R | θ |
|-------------------------|-----------|-------|-----|------|----------|
| Supervision | 2.52 | 2.41 | 50 | 0.95 | 0.01 |
| Principals' Performance | 38.70 | 20.34 | 100 | | |

As it is shown in table-VIII, there is a positive significant relationship between supervision and performance ($\theta = 0.01 < 0.05, R = 0.96$).

Table-IX: The Relationship Analysis between Consultation and Performance

| Components | \bar{X} | Sd | F | R | θ |
|-------------------------|-----------|-------|-----|-------|----------|
| Consultation | 5.46 | 2.32 | 50 | -0.28 | 0.01 |
| Principals' Performance | 38.70 | 20.34 | 100 | | |

As it is shown in table-IX, there is a negative significant relationship between consultation and performance ($\theta = 0.01 < 0.05, R = -0.28$).

CONCLUSION

The findings of the study showed that: there was a significant relationship between the school principals' Islamic

management and their performances with respect to principles of management. Based on the findings there is a need that Islamic management will be accounted more for its effect on the progress and development of Islamic nations, Naghi-poor (2001).

In addition Islamic management should follow the issues stated in Koran, Gharacheh (1998).

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