

Evaluation of school administrator's life quality in terms of some certain variables

Okul Yöneticilerinin Yaşam Kalitesinin Bazı Değişkenler Açısından İncelenmesi

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Abstract

In this study, whether or not school administrators' life quality and self-esteem levels differed in respect to their gender and economic levels was inquired. Data used in the study were collected through scales. This study revealed that in social and environmental sub-categories, the life quality of male administrators was found to be higher, but such difference did not exist among genders in physical, mental and self-esteem categories. On the other hand, administrators whose economic situation was good were also observed to have a relatively high quality of life. There was also a positive correlation between self-esteem and life quality.

Keywords: Life quality, Self esteem, school administrator, economic situation

Öz

Bu çalışmada okul yöneticilerinin, cinsiyet ve ekonomik durumlarına göre yaşam kalitesi ve benlik saygısı düzeylerinin değişip değişmediği incelenmiştir. Araştırmada veriler ölçeklerle toplanmıştır. Araştırma sonucunda, sosyal ve çevre alt boyutlarında yaşam kalitesinin erkek yöneticilerde daha yüksek görüldüğü, bedensel, ruhsal ve benlik saygısı boyutlarında cinsiyetler arası farklılığın oluşmadığı gözlenmiştir. Öte yandan ekonomik durumu iyi olan yöneticilerin yaşam kalitesinin de yüksek olduğu gözlenmiştir. Aynı zamanda benlik saygısı ile yaşam kalite arasında pozitif bir korelasyon olduğu ortaya çıkmıştır.

Anahtar Sözcükler: Yaşam kalitesi, benlik saygısı, okul yöneticisi, ekonomik durumu

Introduction

Life quality is an individual's state of mind that results from their assessment of their physical and psychological situations, family and non-family relationships, achievement of their targets and expectations, professional relationships, and the way they perceive and live their lives (Carr, Gibson, & Robinson, 2001). Quality of life (QOL) can be defined as a multidimensional construct that reflects one's self-perceptions of enjoyment and satisfaction with life (Varni, Burnwinkle, & Seid, 2006). In other words life quality is the self-perception of the individual within his own system of culture and values.

Life quality reflects the complex interactions and personal reactions among many physical, mental and social factors which contribute to daily life. For example, Bowling (2001) indicated that social factors such as family relationships, culture, age, social class, physical appearance and gender were among significant determinants of life quality. The most significant indicator of life quality is the level of satisfaction the individual gets from life (Kazdin, 1993; Frisch, 2000). The

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reason for this being that a low level of life satisfaction was associated with negative moods such as aggression (Valois et al, 2001), anxiety, stress (Huebner et al., 2000), a stressful life, externalization and internalization (McKnight et al., 2002), depression, isolation and self-valance (Huebner & Alderman, 1993; Lewinsohn et al., 1991). On the other hand, in studies aimed at determining the relationship between life quality and subjective well being (Diener & Fujita, 1995); significant correlation was found between physical attractiveness (Okun & George, 1984), level of income (Diener et al., 1993) and intelligence (Campbell, Converse, & Rodgers, 1976). Bradford and others (2002) revealed that age was an important factor determining life quality. It was determined in another study that life quality was adversely affected by age increase (Meuleners et al., 2003). In spite of assertions indicating that women have a lower life quality in terms of happiness and satisfaction from life (Abdel-Khalek, 2010), factors relating to the life quality of both genders, particularly in terms of a demanding professional life in adults do not seem to exhibit any significant difference (Moen & Yu, 2000).

Another factor significantly affecting life quality is self-perception (Friedlander et al., 2003; Schwimmer, Burwinkle, & Varni, 2003; Annak, 2005). Self perception is developed through the thoughts of how individuals think of themselves (Aktuğ, 2006). Positive self-perception brings along adaptability to social life, positivity towards life, and satisfaction with social relationships. This in turn mediates the increase in life quality (Annak, 2005). Self-perception also implies an individuals' perception of their own personalities, roles, and the social environment in which they exist. (Aktuğ, 2006; Sarı & Cenkseven, 2008).

A person with low self-esteem applies information coming from others on his own personality perception, and especially makes a point of storing the opinions of other people and their underestimating behavior towards their existence as well as emphasizing their weak or missing aspects (Whelan, Haywood, & Galloway, 2007). Individuals with positive attitudes in their self-assessment have high self-esteem, while those with a negative self-assessment have a low self-esteem. Individuals with a high self-esteem respect themselves, establish positive relationships with the social environment, and regard themselves as self-worthy. Individuals with low self-esteem, on the other hand, constantly attribute themselves with negativity (Fennell, 1997). In brief, individuals' social interaction, self-perception and psychological well-being interact with each other (Abbey & Andrews, 1985).

The aim of this study was to examine the life quality and self-esteem levels of school administrators in terms of certain variables. For the given purpose; answers to the following posed questions were sought:

1. Do life quality and self-esteem levels of administrators vary according to their gender?
2. Do life quality and self-esteem levels of administrators vary according to their economic situations?
3. What is the relationship between administrators' life quality and self-esteem levels?

Method

The target population of this study, which was conducted in accordance with the relational screening model, was the administrators of elementary schools within the boundaries of the Kayseri Metropolitan Municipality. The population consisted of 125 randomly selected school administrators, 37 of whom were females (29.6 %) and 88 of who were males (70.4%).

Measuring Tools:

1. Quality of Life Index

WHOQOL-Brief and WHOQOL-100, which enable intra-cultural comparisons, were developed with the contributions of 15 different centers by the World Health Organization. These two scales exhibited a high level of correlation within each other. The correlation results

between the WHOQOL-100's field scores and the relevant WHOQOL-Brief field scores were .82 for the physical field, .88 for the mental field, .84 for the social relationship field, and .92 for the environment field. The scales consisted of 5 grade Likert type close ended responses. WHOQOL-BREF comprised 26 questions, including two, one of which questioned the generally perceived life quality, and the other the perceived health status. WHOQOL-BREF-TR consisted of 27 questions with the inclusion of a nationality question during the Turkish validity check. Physical, psychological, social relationships and the national environment field scores were calculated with the use of the questions, except two. The validity and reliability checks in Turkey were carried out by Fidaner and friends in 1999. "Cronbach alfa" values calculated for the internal consistency of the scale were 0.83 in the physical field, 0.66 in the mental field, 0.53 in the social relationship field, 0.73 in the environmental field, and 0.73 in the national environment field. The Pearson coefficients calculated for each question created for test-retest reliability varied between 0.57 and 0.81.

2. Self-Esteem Scale

The self-esteem scale was developed by Rosenberg (1965). There are 63 items in 12 subscales. In this study, the Self-Esteem Sub-scale of 10 items was used. This scale, the Turkish adaptation which was carried out by Çuhadaroğlu (1986) is a Likert type 4 grade scale. High scores achieved from the scale indicate the increased self-esteem of individuals. The test-retest method was used in the Turkish adaptation of the scale. In the test-retest, which was conducted 4 weeks apart, an $r = .71$ correlation was found between the two measurements.

Findings

The mean, standard variation, N values and t-test descriptive statistics regarding the administrators' gender and life quality, together with self-esteem scores are provided in Table1.

Table 1.

T-test Results Regarding Administrators' Life Quality and Self-Esteem Levels in Respect to their Gender

	Gender	n	\bar{X}	Ss	t	p
Physical Field	Female	37	15,16	6,32	1,176	,242
	Male	88	13,80	5,68		
Mental Field	Female	37	13,75	4,31	-,238	,812
	Male	88	13,96	4,54		
Social Field	Female	37	13,29	3,96	-2,284	,024*
	Male	88	15,90	6,45		
Environmental Field	Female	37	13,35	4,16	-1,679	,050*
	Male	88	15,17	6,00		
Self-esteem	Female	37	25,37	10,14	-,142	,887
	Male	88	25,65	10,05		

Upon examining Table1; the female administrators' mean of scores was $X=15,16$, the male administrators' mean of scores was $X=13,80$ in the physical field sub dimension of "Quality of Life Index". T values ($t=1,176$, $p>,05$) calculated to test the significance of the difference between the groups' mean of scores were found to be insignificant. The female administrators' mean of scores were $X=13,75$ and the male administrators' $X=13,96$ in the mental field sub dimension. T values ($t=,586$, $p>,05$) calculated to test the significance of the differences between the groups' mean of scores were found to be insignificant. The female administrators' mean of scores was $X=13,29$ and the male administrators' was $X=15,90$ in the social field sub-dimension. The T values ($t= -2,284$, $p<,05$) calculated to test the significance of the differences between groups' mean of scores were

found to be significant. Male administrators' life quality level in the social field sub-dimension was relatively high compared to the female administrators. The female administrators' mean of scores was $X=13,35$ and male administrators' was $X=15,17$ in the environmental field sub-dimension. The T values ($t=-1,679$, $p<,05$) calculated to test the significance of the difference between the groups' mean of scores were found to be significant. The male administrators' life quality level in the environmental field sub-dimension was relatively high compared to the female administrators. It can be said that the high participation of male managers in both the social and environmental fields is as a result of the roles adhered to men being relatively more extravertive. The female administrators' mean of scores was $X=25,37$, and the male administrators' $X=25,65$ in the self-esteem category. The T values ($t=-,142$, $p>,05$) calculated to test the significance of the differences between the groups' mean of scores were found to be insignificant.

The F test results related to the economical status and the self respect of the managers are given in Table 2.

Table 2.

F-test Results Regarding Administrators' Life Quality and Self-Esteem Levels in Respect to their Economic Situation

	Economy	n	\bar{X}	Ss	F	p
Physical Field	High	52	16,90	3,98	24,104	.000*
	Fair	49	14,24	6,06		
	Low	24	8,29	4,69		
Mental Field	High	52	16,25	2,67	32,310	.000*
	Fair	49	13,79	4,57		
	Low	24	9,04	3,25		
Social Field	High	52	17,84	4,08	18,168	.000*
	Fair	49	14,73	6,05		
	Low	24	10,08	5,73		
Environmental Field	High	52	17,69	4,40	26,740	.000*
	Fair	49	13,95	4,93		
	Low	24	9,37	4,72		
Self-esteem	High	52	31,15	7,15	24,763	.000*
	Fair	49	23,97	10,07		
	Low	24	16,75	7,85		

Upon examining Table 2; the higher income administrators' mean of scores was $X=16,90$, the middle economic situation income administrators' mean of scores was $X=14,24$, and the low income administrators' mean of scores was $X=8,29$ in the physical field sub-category of "Quality of Life Index". The ANOVA value ($F=24,104$, $p<,05$) calculated to test the significance of the difference between groups' mean of scores was found to be significant. According to this, administrators with a lower income had lower life quality in the physical field sub-category compared to administrators with a middle or higher income. Higher income administrators' mean of scores was $X=16,25$, middle income administrators' mean of scores was $X=13,79$ and lower income administrators' mean of scores was $9,04$ in the mental field sub-category. F value ($F=32,310$, $p<,05$) calculated to test the significance of the difference between groups' mean of scores was found to be significant. Higher income administrators' mean of scores was $X=17,84$, middle income administrators' mean of scores was $X=14,73$ and lower income administrators' mean of scores was $X=10,08$ in the social field sub dimension. F value ($F=18,168$ $p<,05$) calculated to test the significance of the difference between groups' mean of scores was found to be significant. It was found that administrators with a higher income had a higher level of life quality compared to others in the social field sub-category. Higher income administrators' mean

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of scores was $X=17,69$, middle income administrators' mean of scores was $X=13,95$ and lower income administrators' mean of scores was $X=9,37$ in the environmental field sub-category. F value ($F=26,740$, $p<,05$) calculated to test the significance of the difference between the groups' mean of scores was found to be significant. It was found that administrators with a higher income had a higher level of life quality compared to those in the environmental field sub-category. In the self-esteem category, administrators with a higher income ($X=31,15$) were found to be higher ($F=24,763$, $p<,05$) compared to administrators with middle ($X=23,97$) and low ($X=16,75$) incomes.

The correlation values of the relationship between life quality expectancy and self respect are given in Table 3.

Table 3.

Correlation Values Between Life Quality Level and Self Esteem in Administrators

Variables	1	2	3	4	5
1. Physical Field	-				
2. Mental Field	.731**	-			
3. Social Field	.538**	.742**	-		
4. Environmental Field	.553**	.755**	.796**	-	
5. Self-esteem	.560**	.581**	.564**	.553**	-

Upon examining Table 3; positive relationships were found between physical field sub-dimensions and mental ($r=.731$ $p<,01$), social ($r=.538$ $p<,01$), environmental ($r=.553$ $p<,01$) field sub-dimensions, and between self-esteem ($r=.560$ $p<,01$). It was determined that as life quality levels in the physical field increased, the life quality levels of the administrators in other fields also increased. Moreover, an increase in the physical level life quality results increased in the self-esteem of administrators. A positive correlation was determined between the mental field sub-dimension and social ($r=.742$ $p<,01$), the environmental field sub-dimensions ($r=.755$ $p<,01$) and self esteem ($r=.581$ $p<,01$). It was determined that as life quality levels in the mental field increased, the life quality levels of the administrators in the social, environmental fields, and the self-esteem levels also increased. A positive correlation was determined between the social field sub-dimension and the environmental ($r=.796$ $p<,01$) field sub-dimension and self-esteem level ($r=.564$ $p<,01$). A positive correlation also exists between the life quality environmental field sub-dimension and self-esteem level ($r=.553$ $p<, 01$).

Discussion

When the points the managers obtained from the life quality scale were evaluated according to their sexes, it was found out that the life quality levels of male managers are higher in both the social and environmental dimensions. These findings are parallel to the findings in the literature which compare the life skills of men in social and environmental fields with women (Garip, 2009; Jamyang-Tshering, 2004; Raine, 1993). No significant difference could be found between the physical and mental field sub-dimensions of managers according to their sex. Besides, no significant difference could be found between the sex and the self-respect levels of the managers. These findings are parallel with research results (Abdel-Khalek, 2010; Ayyash-Abdo & Alamuddin, 2007; Hampton and Marshall, 2000; Moen and Yu, 2000).

In this study, the life qualities that are perceived by managers according to their economic conditions are found to be low in the physical field category. The studies (Gündoğar, Sallan-Gül,

Uskun, Demirci, & Keçeci, 2007) also showed that the life satisfaction of individuals decrease as their income decreases. On the other hand, the life qualities of managers perceiving their economic condition as good are found to be good in the social, mental and environmental field categories. This finding is similar to the result of the research performed by Gundogar et al., (2007). The self-respect levels of managers perceiving their economical level as good are also found to be high. When the research conducted in this field was examined, (Hishinuma, Miyamoto, Nishimura, & Nahulu, 2000; Twenge & Campbell, 2002; Kliewer & Sandler, 1992; Haine, Ayers, Sandler, Wolchik, & Weyer, 2003; Tram & Cole, 2000) it was found that an increase in income also increases the self-respect level, and individuals with high self-respect levels manage to protect themselves from the negative effects of life and tolerate stress more, and that there is a negative correlation between self-respect and stress.

Looking at the relationship between life quality level and the self-respect of the managers, positive correlations were found between all sub-divisions. Moreover, when examining the relationship between the categories of life quality, the increase in the quality of perception in one field affects the other dimensions too. (Annak, 2005) The life quality levels of managers are positively correlated with self-respect levels. Self-respect has both positive and negative effects in many areas of an individual's life. When literature concerning self-respect is examined, (Adams, 1995; Rosenberg, 1965; Fennell, 1997; Whelan, Haywood, & Galloway, 2007; Mecca, Smelser, & Vasconcellos, 1989; Leary, 1999; Sacco & Phares, 2001; Donnellan, Trzesniewski, Robins, Moffitt, & Caspi, 2005; Kernis, 2005) it can be understood that self-respect is taken as the appreciation of an individual's own personality, or the level of someone one finding themselves valuable or the positive or negative attitude of the person towards himself, that the self-respect level is high if the person evaluates himself with a positive attitude, and it is low if the person evaluates himself with a negative attitude, and that self-respect is related to psychological difficulties such as loneliness and depression. On the other hand, an individuals' perception of themselves as decisive-contentious, skillful and happy, and being internally controlled, increases their problem-solving skills in struggling with stress (Aysan, 1988) and people with high self-respect levels can protect themselves against the negative effects of life (Kliewer & Sandler, 1992); and therefore a significant relationship between self-respect and stress was found (Haine, Ayers, Sandler, Wolchik & Weyer, 2003; Tram & Cole, 2000). As the self-respect levels of the managers decrease, their life quality levels also decrease. A decreasing self-respect level causes many psychological difficulties including depression, personality problems, loneliness and academic failure (Mecca, Smelser, & Vasconcellos, 1989; Leary, 1999; Sacco & Phares, 2001; Donnellan, Trzesniewski, Robins, Moffitt, & Caspi, 2005; Kernis, 2005).

In the research, a positive and significant correlation was found between the life quality of managers and their physical, mental, social and environmental field sub-categories. This finding is parallel to other research in the literature (Salmon, 2001; Dunn, Trivedi, Kampert, Clark, & Chambliss, 2005; Singh, Stavrinos, Scarbek, Galambos, Liber, & Fiatarone- Singh, 2005; Abu-Omar, Rütten, & Lehtinen, 2004; Motl, Birnbaum, Kubik, & Dishman, 2004). In the research it was determined that the life quality physical field sub-category affects other fields significantly, and that the increase in physical life qualities of individuals contributes to the development of their life qualities in mental, social and environmental fields.

Conclusion and Suggestions

In the research, the quality of life of male managers in social and environmental fields was found to be higher than those of female managers. A significant difference could not be found between the physical and mental field sub-categories of managers according to their sex also. Besides, significant difference could not be found between the self-respect of managers according to their sex. It was determined that managers who perceive their income levels as good, have a higher quality of life in the physical, mental, social and environmental fields. At the same time, the self-respect of managers

who perceive their income levels as good are also found to be high. A positive and significant correlation was determined between the sub-categories of life quality (physical, mental, social and environmental). A positive correlation was determined between the self-respect and quality of life of managers.

An administrator's quality of life is always linked to the quality of education because a school administrator is a major factor in forming the life quality of teachers and students. Despite modernization processes we have been going through, in the cultural climate of our country, the male role is dominant. This results in administrators' social and environmental life quality being high. It would not be accurate to evaluate this current situation as good-bad or right-wrong. As life quality is rather an emotional situation, it is important that a difference should not exist between the genders in the mental and self-esteem categories.

Another important finding of this study is that the main factor determining life quality is found to be the economy. Capitalism created an economically focused man. The increase or decrease of economic income became the sole factor determining individuals' life quality with all its sub divisions. This requires the re-evaluation of the purpose of human life. This also emphasizes the need to redesign education beyond the concept of creating a workforce for the economic sector. On the other hand, happiness and life satisfaction of humans in general, and administrators (including teachers and students) specifically, reveals the fact that these should be addressed within a humanistic approach.

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