The Analysis of the Schemas of Secondary School Principals in The Western Mazandaran Regarding Themselves and Their Higher Authorities

Seyed Mohammad Fazl Hashemi[1], Samira Pali[2], Javad Khalatbari[3]

Abstract

School principals play a guiding role for the educational staff, helping teachers improve their performance through collaborative efforts. This study aimed to explore the schemas of secondary school principals in western Mazandaran, Iran. A qualitative approach and descriptive phenomenology method were employed. The study population included school principals from this region, and purposive sampling was used to select 16 participants. Data were collected through semi-structured interviews and analyzed using thematic analysis. The seven-step method of Colaizzi was utilized for data analysis consisting of recording and transcribing interviews, extracting significant statements, initial coding, forming concepts, identifying main themes, developing a comprehensive description, and validating findings through participant feedback. To ensure confirmability, interviews were reviewed and approved by the participants. Transferability was assessed by presenting the findings to two external individuals, who confirmed the results. Findings revealed 169 open codes, 11 main categories, and 45 subcategories. These results highlight various aspects of managerial schemas and their significant role in improving educational processes.

Keywords: schema, principal, qualitative approach

[1] PhD Candidate, Department of Educational Sciences, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran. omidhashemi60@gmail.com

[2] Assistant professor, Department of Educational Sciences, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran. samira_pali@yahoo.com

[3] Associate Professor, Department of Educational Sciences, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran. javadkhalatbaripsy2@gmail.com