



Research Paper

The role of educational supervision in reducing teacher's deviant behaviors: Educational optimism as a moderating variable

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Abstract

The present study aimed to investigate the relationship between educational supervision and teachers' deviant behaviors, considering the moderating role of educational optimism. The research method was descriptive-correlation. The statistical population of the study consisted of 242 teachers working in public elementary schools in Tonekabon city. 149 people were selected as a statistical sample using a stratified random sampling method. The data collection tools were the standard questionnaires of educational optimism by Baird et al. (2010), deviant behaviors by Robinson and Bennett (2000), and educational supervision by teachers by Allen and Hackett (2009). Confirmatory factor analysis was used to measure the validity of the research tool, and Cronbach's alpha coefficient was used to measure the reliability of the research tool. Data analysis was performed at two levels of descriptive and inferential statistics based on the structural equation technique using Smart PLS statistical software. The research findings showed that there is a significant relationship between educational supervision and teachers' deviant behaviors. The results of the study showed that educational optimism had a moderating role in the relationship between educational supervision and teachers' deviant behaviors.

Keywords:

Educational supervision,
deviant behaviors,
educational optimism.

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Extended Abstract

Introduction

In today's world, human resources are considered the most valuable asset of an organization, and the cost perspective on them is disappearing. Competent human resources are useful and rare for an organization, and they are not easily modeled, imitated, or replaced, and they lead to a sustainable competitive advantage (Shokoh & Nikpour, 2019). In an education and training organization, teachers are considered human resources and play an important role in society, because the analysis and interpretation of the factors affecting the growth and development of today's societies, whether developed or developing, shows that the effectiveness and efficiency of the educational system in any society or country significantly contributes to the growth and development of that country in all fields. On the other hand, education, as an effective and key factor in the cultural, economic, social, and political development of society, plays an effective role in the issue of education and human capital (Ghorbānzādeh kalāti et al, 2024).

The concept of deviant behavior has attracted a lot of attention in the last two decades. Deviant work behaviors are one of the most important research topics that affect organizational performance and norms. Therefore, understanding such behaviors and their relationship with work attitudes yields significant results (vaezi et al, 2016). According to social exchange theory, perceptions cause attitudes and attitudes are the basis for behavior. According to these cases, personal characteristics, perceptions, expectations, and feelings can create negative attitudes towards work and the organization, which is the external and objective factor of that behavior (Yildiz & Alpan, 2015). Deviant behaviors are a set of behaviors in which an individual or group intentionally violates or subverts the rules, policies, values, and norms of the organization in which they work (O'Connor et al, 2017).

It seems that one of the factors that can play a significant role in reducing deviant behaviors of teachers is educational supervision. Educational supervision can be defined as the transfer of knowledge from one person to another. In the educational dimension, this includes paying attention to educational aspects in the classroom and provides a better learning environment for students. The amount of attention that teachers and school administrators pay to this category provides academic feedback to students and provides a basis for their academic growth. Accordingly, teachers will strive to provide a more favorable environment for education and supervision of students' academic activities. In these circumstances, there will be a better education environment and higher academic performance for students (Latif Nejad Rudsari, 2020).

On the other hand, educational optimism as a teacher belief plays an important role in the agentic regulation of behavior. According to Bandura's social cognitive theory (1986), individuals have different beliefs based on which they can exert degrees of skill on their thoughts, actions, and feelings. Through this process, teachers actively create mental plans to face the events that occur, in other words, they have agentic behavior (Eskandari, 2020).

In view of the above, the main question of the research in question is whether there is a significant relationship between educational supervision and teachers' deviant behaviors, considering the moderating role of educational optimism?

Theoretical framework

Educational Supervision:

(Kelimenster et al, 2002) defines educational supervision and guidance as providing feedback on personal, professional and educational improvement issues in the context of teachers' experiences. (Robinson, 2000) In analyzing the concept of educational supervision and guidance, it is defined as: Supervision and guidance is an educational process in which



someone with more knowledge and skills takes responsibility for the education of another person who has less of these elements (Banks et al, 2017).

Educational optimism: The concept of optimism entered the field of psychology with Seligman's research and his theory of learned helplessness. The new structure of educational optimism, which is based on positive psychology and social cognitive theory (Bendoura, 1986), was first introduced to the field of educational psychology by (Hoy et al, 2006) (Azadi, 2016). It is among the positive beliefs of teachers and students that lead to desirable outcomes such as belonging to the school and academic achievement of students. Educational optimism is the positive belief of teachers that they can make a difference in student performance by emphasizing education and learning, trusting parents and students for their cooperation in the educational process, and believing in their own capacity and ability to overcome problems and respond to failure with flexibility and perseverance (Ahmadi Bench Sardar, 2017).

Deviant Behaviors: The concept of deviant behavior has attracted much attention in the last two decades. Deviant work behaviors are one of the most important research topics that affect organizational performance and norms. Therefore, understanding such behaviors and their relationship to work attitudes yields significant results. Deviant behavior in the workplace has been defined as "voluntary behavior that violates organizational norms and rules." Deviant behaviors go beyond the norms, behaviors, principles, and developments acceptable in the organization (Yildiz & Alpan, 2015). Deviant behaviors are behaviors that contradict the accepted behaviors of the organization (based on rules, customs, and norms) that are carried out for a price such as theft, damage to facilities and equipment, mistreatment of colleagues and customers, impolite verbal behavior, gossiping, neglect of work, absenteeism, and lateness without coordination and without permission (Rahimiaghdam et al, 2024).

(Rahimiaghdam et al, 2024) in their research analyzed the relationship between electronic monitoring and deviant behaviors of employees with the moderating role of the moral climate. The results showed that electronic monitoring, along with the moral climate prevailing in the organization, reduces deviant behaviors of employees towards the organization. (Ghaasemzaadeh et al, 2023) in their research determined the components of educational supervision and guidance from the perspective of elementary teachers and its relationship with hard work and acknowledged that nine factors: attention to individual differences, emphasis on mechanical processes, emphasis on intimate relationships, appreciation of efforts, transparency, emphasis on participation, emphasis on creating motivation and facilities, and educational guidance have been identified as components of educational supervision and guidance.

Research Methodology

The present study is descriptive-correlational in nature and applied in purpose. The statistical population of the study consisted of 242 teachers working in public elementary schools in Tonekabon city (Tonekabon, Shiroud, Nasharood, Khorramabad). The sample size was calculated based on the Cochran formula as 149 people. The method of sampling was a relative stratified random sampling. The data collection tool was standard questionnaires. Confirmatory factor analysis was used to assess the validity of the research tools, and Cronbach's alpha coefficient test was used to assess the reliability of the research tools. Data analysis was performed at two levels of descriptive and inferential statistics based on the structural equation technique using the Smart PLS statistical software.

Research Findings

Descriptive statistical results showed that 58 teachers were male and 91 were female. 32 were in the age range (20-30 years), 55 were in the age range (31-40 years), 42 were in the age



range (41-50 years), and 11 were in the age range over 50 years. 63 had a bachelor's degree and 86 had a master's degree. 49 had less than 10 years of work experience, 63 had (11-20 years) of work experience, and 37 had more than 20 years of work experience. On the other hand, the highest mean was related to the educational supervision variable with a mean of (39.78) and a standard deviation of (8.508) and the lowest mean was related to the deviant behavior variable with a mean of (30.06) and a standard deviation of (8.850).

Conclusion

The results of the first hypothesis test showed that there is a significant relationship between educational supervision and the occurrence of deviant behavior of teachers.

The result is explained as follows: Robinson (2001) in analyzing the concept of educational supervision and guidance states that supervision and guidance is an educational process in which someone who has more knowledge and skills takes responsibility for teaching another person who has less of these elements (Banks et al., 2017). In this regard, Harris (1963), one of the education experts, acknowledged that educational supervision in schools improves the process of teacher education and provides a basis for improving their performance. When teachers comply with their educational framework through educational regulations, it is better to draw their job feedback and draw educational gaps due to their lack of expertise. In this way, the amount of their educational deviations is reduced and the basis for their scientific self-efficacy is provided.

The results of the second hypothesis test showed that there is a significant relationship between educational supervision and the occurrence of deviant behavior, considering the moderating role of teachers' educational optimism. The results of the second hypothesis test explain that the existence of educational procedures in schools prevents teachers from changing the educational process based on their preferences. Such rules improve the shaping of education and cause all teachers in the school to use a specific educational process. In these circumstances, the level of optimism of teachers in educational results and faith in the educational output can play a role in improving their performance and reduce the scope of their career deviations. Examining the performance of teachers and pointing out their perceptual and educational errors causes their deviations in the educational process to be minimized and they receive increasing feedback, which leads to the improvement of educational performance in the school. The results of this hypothesis are consistent with and supported by the findings of the research (Rahimiaghdam et al., 2024). They admitted in their research that electronic supervision, along with the ethical climate prevailing in the organization, causes Reducing deviant behaviors of employees towards the organization. (Baghianfar et al, 2016) acknowledged in a study that there is a positive and significant relationship between technological supervision and leadership of managers and scientific optimism and acceptance of educational innovations with scientific optimism of teachers. Based on the results of the study, it is suggested that due care be taken in selecting elementary school teachers and that teachers with more service experience, especially graduates of educational sciences and educational management, be used, because they demonstrate more appropriate behaviors and functions of supervision and guidance. Retraining teachers in the form of continuous education, in order to increase the experiential dimension of their skills and capabilities in teaching and ultimately their professionalism in the field of educational leadership. School principals should focus their efforts on teachers' understanding of the fairness of rewards, procedures and interactions, trust in the organization and managers, which leads to greater commitment and satisfaction, less turnover, and ultimately a reduction in deviant behaviors. Decision-making Strictness of administrators and also participation of teachers in decision-making so that they can show more positive emotions. While conducting



the present study, the researcher found that other variables (such as teachers' personality traits, job motivation, and perceived organizational support) are also effective in the occurrence of teachers' deviant behaviors, but they were assumed to be constant in the present study. Accordingly, future researchers are advised to conduct similar research taking into account the above-mentioned variables.