Evaluation of Performance of the Effectiveness Education Departments in Education Process from the Perspective of Secondary School Teachers of Secondary School

Seyed Ahmad Hashemi[1*], Hossein Ghanbari[2]

[1]Department of education, Lamerd Branch, Islamic Azad University, Iran
[2] M.A, Student educational research, Islamic Azad University (IAU), Lamerd, Iran

Corresponding Author Email: Hmd_hashemi@yahoo.com

Abstract

This study aimed to evaluate the performance and the effectiveness of secondary school education departments in the city on October 2013-2014 school year is paid. The purpose of this research is applied in the data collection, descriptive statistics, the study population consisted of 190 secondary school teachers in the city seal is 2014-2013 school year, 159 students using stratified random were selected. Instruments included a questionnaire on the effectiveness of the components of the departments that were validity and reliability of the experts approved using Cronbach's alpha 0.88 was calculated. Analysis of investigation results showed that none of the axes of the effectiveness of the departments were not in good condition and the need to rethink the types of activities and performance departments is essential and while no significant difference was observed in the differences between female and male teachers.

Keywords: Education, Performance effectiveness, Educational groups.

Introduction

Education cannot deny the role of culture in organizing evangelical community and especially the regulatory and organizational needs that susceptible to forces that enterprise collateralizing mobilizing. Review and revise operational plans, administrative and teacher leadership within organizations is possible. Human societies have always sought to fill and knowledge to improve their living conditions, create your spiritual the development of cultural - social and economic gains. Necessary to achieve such a state for each community, the educational system is robust and dynamic to the scientific spirit of the community and its members is the discovery of childbearing potential and creativity. Education is a tool that can form potential. Actuality gives guidance. This is why the education system in this regard as the most fundamental institution of society plays a fundamental role and the burden of present and future generation's talents and abilities upon which it is the record of its static and dynamic society and progress in reaching the place. Dubbing this as "the pulse of the community" for education and interpretation fit the measured (Vakilian, 2002).

The world today is exposed to the process of change and transformation. Every moment is a new science and technology so the teacher as the transmitter of knowledge and technology must work in tandem with these changes in the innovation and deflation, methods, techniques and skills are taught in the restoration of pay, their experiences to pass on to the field at the end of the planning and decisions can play a major role in improving education. On the other hand, the education system must also enable field personnel to participate in training to achieve the ultimate goals of education provides the (Sharifinasab & Kyamnsh, 1999). According to Hashemi (2012), educational planning all aspects of social, economic, political, etc. is included. Educational planning is so important that without it, the components and elements of a training system not recognized and their relationship to design an efficient education system cannot be established.

It is curriculum to learn, design of the various elements (Hashemi, 2012). Departments are one of the areas that the teacher can discuss their findings and it reflects the look and colleagues have considerable impact on teacher beliefs (Goya, 1999). Educational groups with teachers determining factors for development of teaching and learning. Tanjo (1992) argues that the importance of higher education departments of teacher training centers. The teacher training centers for training a fixed and predetermined and uniform and sometimes through formal pre-service training, often gets forgotten after graduation. But the task of teaching and learning groups continue a long-term process that covers teaching from beginning to end. Departments so as to create enduring changes in the education system is an important factor in and can play a key role in the development of quality improvement activities, training of teachers play and educational groups can also be used as a moderating factor deficiencies caused by centralized planning system used. Because the organization must also review and evaluation of projects and programs

implemented to realize the strengths and weaknesses of the program positive and negative results caused them to remind planners. Therefore continue to work with departments to plan more systematically strengthen the financial and human resources can contribute towards decentralization of the planning of the country. If teachers and coaches and managers have a clear understanding of the educational groups, it can cause radical changes in education and the many difficulties and obstacles to overcome education system. Manpower surveys suggest the fact that the developed countries, owes its development and qualitative forces came to know. On the other hand, pointed out that the dynamics of the application depends on the quality of its education system of forces in society.

The impact of this research as a strategy for improving the quality of education, educational groups, designing appropriate patterns and increase the efficiency of their performance. So department as having official status as a member of the teachers' professional associations derived from community leaders, trying to meet the needs and expectations of the educational community. In addition to above responsibilities, duty to set the foundations of scientific, technological tools and educational systems assess, control and evaluation of the design, organization, planning and leadership training principle of support from other teachers and student. If they can carry out these tasks, as well as to improve the quantity and quality of development aid training will shine.

Research has been done in this area including

Emami (2013) described the role of improving the quality of education departments and job satisfaction of teachers in schools research is done. The results obtained in this way are that the departments have been effective in improving quality of education, but students did not affect the job satisfaction of teachers and educational issues. Georgian Zadeh Ahangar (2012) examines the role of Babol city departments increase professional competencies of teachers in elementary Results indicate that the departments involved in the interaction of ideas, problem finding and problem solving, encouraging the use of information technology, analysis and development of research projects and educational programs among high grade elementary school teacher is effective. Beheshti (2012), to evaluate the effectiveness of training for teachers in the educational performance heads' points of views, education, educational assistants and teachers is discussed.

The results of this study indicate that training for teachers affects educational performance. This training focuses on four questions examined in the study (scientific knowledge, skills, attitudes and behaviors, job knowledge, and a good percentage of teachers) effect. Salimi (2001), leadership style departments, four areas of Shiraz with the teachers and staff departments to be examined the results suggest that the attitudes of teachers and schools in the field of supervision departments of education, improve teaching methods and improving teaching methods, evaluation of students, there is no fields of Barley and participate in the creation and review textbooks is a significant difference and between female and male teachers' attitudes towards functional departments are not significant but the attitude of teachers towards performance based on job-training groups, no significant difference was observed. This difference is evident in regions one and four.

No significant difference was observed between female and male teachers' attitudes toward the function departments, at the relatively equal enjoyment of the services provided by the Department. Vlstnr and Smith (2006), his study to demonstrate the effectiveness of our teachers was working cooperation in achieving the objectives of the curriculum and help students at risk is effective. The other two researchers report in 2006, according to America's policy on the part of the public participation of teachers and families in school administration, school administration, pointing out that the new method is more effective than traditional methods. To emphasize those elements should serve to enhance the effectiveness of participation, the participation and contribution of organizational attention. Charles and Kidwelly (1995), in his study of participation and decision making processes of managers and teachers revealed that the teachers' participation in decision-making as a council, cause they support and manage their greater job satisfaction and greater efficiency in the schools. Wagner (1994), in their paper, the relationship between membership in professional groups and confidence in the teaching of teachers assigned to conclusions that educational activities for school teachers, members tend to show stronger. Cummins and Varly of Shrnygton (1994) reported that during the study concluded that: Importance to both employees and to provide appropriate conditions for their participation in decision-making motivation. And spirit is working in educational organizations. The ability to recognize and understand the relationships between some of the major reasons for the effectiveness of the entire organization and influences. Teams must often work together and with each other to achieve their goals. Often in conjunction with other internal groups to create problems.

The quality of relationships between groups might have caused some of the effects (Cummins & Varly, 1996). Bakarach et al (1990) conducted research to come to the conclusion that if the participation of teachers in schools is increasing the effectiveness of schools is increasing. Harkynz et al (1982) have shown that when a group of interesting and challenging work assignments, the less likely its members are demanding. Elephant (1976), later studies have expressed by groups such coordination is possible through the establishment of a permanent or temporary groups and group meetings can be coordinated desired Moore. The coordination group is not easy, because according to the rubric allows group members on how to prioritize organizational goals with individual goals with the team is likely to make it difficult to achieve consensus in the group. Campbell and Torus (1967), after an extensive study of the records of six departments and the overall goal that is shared between them introduced.

Increased understanding, insight and self-awareness of one's behavior and its effect on others, including a table is interpreted by the individual; Increase understanding and sensitivity concerning the behavior of others, including the better interpretation of verbal and nonverbal behaviors that an individual's knowledge and understanding of the thinking and feeling of others increases. A better understanding and knowledge of group processes; it accelerates and reduces the performance of the group; Cognitive skills, and interpersonal issues within the group increases. Improve their individual abilities to analyze their individual behaviors and learn important things about themselves and others in selecting the person with whom they are in contact. Contribute to greater

satisfaction and reward to achieve more effective interpersonal relationships; Adams and Dickey (1969) found that teachers with research in the following aspects are expected to support them. Improves teaching methods and techniques, the supply of teaching, attracting the attention of students and evaluation of teaching. utilizing the principles of group dynamics, how to change behavior; create feeling of maximum security and high-school partnership. With respect to individual differences, strengths and weaknesses of students and explore ways to redress them. uses of existing resources in the garment industry, commerce, etc., for teaching and learning more meaningful. Evaluation of the quality of teaching and learning criteria.

Dessler et al (1989) shows, organizations that actively recognizes individuals who consistently put their own manpower and try to be the organizational climate of optimal endowed Spirit of good and excellent results in in achieving the objectives and meet their needs and the kind of confidence and hope in their hearts and leaves. The atmosphere is produced by the Educational Councils and the Council of teachers and improved educational organizations and schools in the state.

The major research questions

- What are Secondary teacher's views of the Mehr city department's innovation activities?
- Views of secondary school teachers in the city seal in the design departments of education like?
- What are Secondary teachers' views of the Oct. 3 city departments to analyze how the educational content?
- What are Secondary Teachers' perspectives on the city seal performance measurement and evaluation activities in the field of teacher education departments?
- What are Secondary teachers' views about the role of Mehr city planning departments are involved?
- What are Secondary teachers' views of the Mehr city departments in developing a culture of research?
- What are views about the structure and efficiency of Mehr city high school teachers in departments?

Methodology

This study examines the views of teachers about the effectiveness of the group's performance for the target application and how the data collection is descriptive, population survey of all secondary school teachers in the school year 93-2013 in the school education department to teach the city seal. The total number of 190 persons, of whom 159 subjects were selected by stratified random sampling. Method of data collection in this study was a questionnaire which its validity and reliability were the views of experts from 0.88 Cronbach's alpha was calculated on the number of statistical samples.

Results and Discussion

The first research question: what are Entrepreneurship, Creativity and Innovation in the middle of Mehr city department's activity mean?

Table 1. Descriptive results of innovation activities departments.

Question	Frequency%						Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Mode	Variance	SD
Creative Ideas	13	17.5	35.7	28.6	5.2	2.95	3	3	1.19	1.09
Redefine Problem	10.4	21.4	42.2	20.8	5.2	2.88	3	3	1.04	1.01
New thinking and new	9.1	20.8	38.3	25.3	6.5	2.99	3	3	1.09	1.04
Combining ideas	8.4	18.2	37.0	31.2	5.2	3.06	3	3	1.04	1.02
Creative space	9.7	19.5	47.4	20.1	3.2	2.87	3	3	0.90	0.95
Creativity and Innovation	10.12	19.48	40.12	25.2	5.06	2.95	3	3	1.05	1.02

The results of this examination indicates that 10.12% of teachers in the element of creativity and innovation in the activities of the departments at the very least, 19.48% in the very least, 40.12% in the middle level 25.02%, and the increasing 5.06% have been assessed as too high. This suggests that the views of most teachers on the component level were moderate. The t-test results showed that the attitudes of female and male teachers on components of creativity and innovation activities, educational groups, there was no significance. The results obtained in this study with results of Beheshti (2012), Efati (2006), Nejati (1997), Vlstnr and Smith (2006), Adams and Dickey (1969) is consistent. The second research question: How are the secondary teachers' views about the Mehr city in the design departments of education?

Table 2. Results of cross-functional departments in the field of instructional design.

Question	Frequency%					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Mode	Variance	SD
Planning skills	8.4	20.1	32.5	32.5	6.5	3.08	3	3	1.12	1.05
Set Educational Goals	5.8	24.0	31.2	33.8	5.2	3.08	3	4	1.09	1.00
Position Analysis Training	9.7	22.1	29.9	32.5	5.8	3.02	3	4	1.17	1.08
Content Analysis	11.7	16.9	34.4	29.9	7.1	3.03	3	3	1.22	1.10
Determining teaching methods	8.4	21.4	33.1	29.9	7.1	3.05	3	3	1.14	1.06
Analysis of the evaluation system	9.7	20.8	40.9	22.7	5.8	2.94	3	3	1.06	1.03
Annual Plan	13.0	19.5	36.4	23.4	7.8	2.93	3	3	1.26	1.12
Instructional Design	9.52	20.68	28.79	29.24	6.47	3.01	3	3	1.15	1.06

The results of this examination indicates that 9.52% of the secretaries of the departments in the field of instructional design at the very least as 20.68% low the extent of 28.79% moderately as much as 6.47% in the 29.24% too much has been evaluated. This suggests that the greater perspective of teachers, on the component level was high. The t-test results showed that the attitudes of female and male teachers in the performance of the departments in the areas of instructional design, there is no significant difference. The results of the study results Emami (2013), Georgia Zadeh (2012), Safari (2010), Masoom Zadeh (2001), Dorostkar (1996), Vlstnr and Smith (2006) is consistent. The third research question: how are the views of secondary school teachers in the Mehr city performance analysis departments of educational content?

Table 3. Descriptive results of the performance analysis departments of educational content.

Question	Frequency%					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Mode	Variance	SD
Review content	7.8	22.1	31.8	33.1	5.2	3.05	3	4	1.07	1.03
Introduction to Educational Resources	11.7	18.8	37.7	22.7	9.1	2.98	3	3	1.25	1.12
problems of Book	8.4	27.9	33.1	32.1	8.4	2.94	3	3	1.18	1.08
Content analysis	9.3	22.93	34.2	29.3	7.5	2.99	3	3	1.16	1.07

The Results indicate that 9.3% of the teachers in the education departments of the educational content analysis at the very least, 22.93% as low, 34.2% moderate, 29.3% as much as 7.5% as too much has been evaluated. This suggests that the views of most teachers on the component level were moderate. The t-test results showed that the attitudes of female and male teachers in the educational performance of the departments in the field of content analysis, there was no significance. The results with the results of the Imam (2013), Beheshti (2012), Safari (2010), Salimi (2001), Dorostkar (1996) Arash (1992) are aligned. The fourth research question: how are views of secondary school teachers in the Mehr city performance measurement and evaluation activities in the field of teacher education departments?

Table 4. Descriptive results of the assessment and evaluation of performance of departments.

Question	Frequency%					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Mode	Variance	SD
Create Training Committee	14.3	24.7	35.1	20.8	5.2	2.77	3	3	1.19	1.09
Improvement of evaluation methods	7.8	20.1	44.8	20.1	7.1	2.98	3	3	1.00	1.00
Academic problems	9.1	17.5	46.1	22.1	5.2	2.96	3	3	0.97	0.98
Assessment and Evaluation	10.4	20.76	42	21	5.83	2.90	3	3	1.05	1.02

Results indicate that 10.4% of teachers in the performance measurement and evaluation activities in the field of teacher education departments at the very least, 20.76% as low, 42% moderate, 21% as high and 5.83% as too much has been evaluated. This suggests that the views of most teachers on the component level were moderate. The t-test results showed that the attitudes of female and male teachers in the performance measurement and evaluation activities in the field of teacher education departments, there is no significant difference. The results with the results of the Imam (2013), Georgia Zadeh (2012), Safari (2010), Efati (2006), Masoom Zadeh (2001), Rustami (1995), Kashanian (1991) and Vlstnr and Smith (2006) and Wagner (1994) is consistent. The fifth research question: what secondary teachers' perspectives on the role of Mehr city planning departments are involved?

Table 5. Descriptive results of activities related to the planning departments.

Question	Frequency%					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Mode	Variance	SD
Planning and Information Exchange	14.3	22.7	37.0	21.4	4.5	2.79	3	3	1.15	1.07
Research and Planning	14.9	18.8	43.5	19.5	3.2	2.77	3	3	1.06	1.03
Standards	14.3	19.5	38.3	23.4	4.5	2.84	3	3	1.16	1.07
Annual Activities	22.7	18.2	35.1	18.8	5.2	2.65	3	3	1.37	1.17
Scientific Conferences	25.3	20.8	27.9	20.8	5.2	2.59	3	3	1.48	1.21
Planning	18.3	20	36.36	20.78	4.52	2.72	3	3	1.24	1.11

Results indicate that 18.3% of the teachers involved in the planning departments at the very -Km, 20% as low, moderate 36.36%, 20.78% and 4.52% in the high range too have evaluated. This suggests that the views of most teachers of the components of the average level of t-test results also showed that the teachers' attitudes about the roles of men and women in the activities of the departments of planning, a significant difference does not exist. The results of this study with results Emami (2013), Masoom Zadeh (2001), Dorostkar (1996), Arash (1992), Vlstnr et al (1994) is consistent. The sixth research question: what are secondary teachers' views on the Mehr city departments in developing a culture of research?.

Table 6. Descriptive results of the functional departments in developing the research.

Question	Frequency%					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Mode	Variance	SD
Research	20.8	22.7	33.8	18.2	4.5	2.62	3	3	1.29	1.13
Academic offer	17.5	26.0	32.5	19.5	4.5	2.67	3	3	1.24	1.11
Evaluation of results	15.6	18.2	37.7	23.4	5.2	2.84	3	3	1.23	1.10
Dynamics of teaching method	9.7	20.8	36.4	26.0	7.1	3.00	3	3	1.15	1.07
Extension of Research	13.4	21.92	35.1	21.77	5.32	2.78	3	3	1.22	1.10

Results indicate that 13.4% of teachers in the education departments in developing the research culture at the very least, 21.93% as low, moderate 35.1%, 21.77% and 5.32%, much lower than the estimated level is too high have. This suggests that the views of most teachers of the components of the average level of t-test results also showed that the attitudes of male and female teachers in the education departments in developing a culture of research, a significant difference do not exist. The results with the results Emami (2013), Safari (2010), Masoom Zadeh (2001), Nejati (1997) Arash (1992), Rustami (1995), Vlstnr and Smith (2006) and Bakarach et al (1990) are aligned. The seventh research question: what are secondary teachers' views about the structure and efficiency of departmental Mehr city?

Table 7. Descriptive results about the structure and efficiency of departmental.

Question	Frequency%					Descriptive indices				
	Very low (1)	Low (2)	average (3)	High (4)	Very much (5)	Mean	Middle	Mode	Variance	SD
Accountability	14.3	20.1	41.6	20.1	3.9	2.79	3	3	1.09	1.04

Structure										
Rules and regulations	19.5	19.5	37.7	20.1	3.2	2.68	3	3	1.21	1.10
Evaluation Activities	11.7	26.0	37.0	18.2	7.1	2.83	3	3	1.17	1.08
Policy and Terms	14.3	21.4	36.4	22.7	5.2	2.83	3	3	1.20	1.09
merit	14.3	29.2	23.1	17.5	5.8	2.71	3	3	1.19	1.09
Usefulness of Activities	13.0	22.7	41.6	16.9	5.8	2.79	3	3	1.11	10.05
Efficiency of departments	14.51	23.15	42.4	19.25	5.16	2.77	3	3	1.16	1.07

The results indicated that 14.51% of the questions about the structure and efficiency of departmental secretaries at the very least, 23.15% at the very least, 42.4% moderately 19.25% in the 16.05% as much too much has been evaluated. This suggests that the views of most teachers on the component level were moderate. The t-test results showed those male and female teachers' attitudes about the structure and efficiency of departmental component, there is no significant difference. The results of this study with the results of the Georgian Zadeh (2012), Sajimi (2001), Rustami (1995), Chi Makareh et al (1993), Kashanian (1991) and Vlstnr and Smith (2006) is consistent. The eighth research question: Is the vision of female and male teachers in secondary Mehr city on the performance and the effectiveness of the departments there is a significant difference?

To compare the attitudes of men and women about the use of each component of the performance and the effectiveness of departments using T-test was used. The results suggest that the p-value of component innovations, there are 0.54, instructional design 0.307, the analysis of educational contexts 0.915 assessment and evaluation, 0.719. Planning 0.383 develop culture of 0.743 and 0.807 the structure and performance of departments are considering the sig 0.05. The p-value for all components is 0.05. Further and show that the rate of use, none of the initiatives among male and female secondary school teachers in the education department of Mehr city, there is no significant difference. Comparison of mean scores of components using the Friedman test components of Friedman rank test were compared with each other. The test results are listed below:

Table 8. Comparison of mean scores of components and the test results using the Friedman test.

Components	Average Rating	N	df	Chi-square	Sig.
Creativity and Innovation	4.72	154	6	760.103	0.000
Instructional Design	6.83				
Content analysis of books	1.86				
Assessment and Evaluation	1.61				
Planning	4.29				
Extension of Research	3.06				
structure and performance of educational departments	5.62				

We observed that the obtained p-value less than 0.05, so we can conclude that the average rank of the components studied, there are significant differences. Lowest level, the fourth component of the "assessment and evaluation" which is equal to 1.61 is obtained. The maximum value of the average rank of the second component of the "instructional design" is equal to 5.62 is obtained.

Based on the results table components can be ranked as follows

- Instructional design = 6.83
- Structure and performance departments = 5.62
- Creativity and Innovation= 4.72
- Planning = 4.29
- Extension of study = 3.06
- The analysis of the contents of books = 1.86
- Assessment and Evaluation = 1.61

Conclusion

This study examines the effectiveness of the activities of the departments concerned in the educational process and for the work of the components (assessment and evaluation, content analysis of textbooks, development of research, planning innovation and creativity, and the efficiency of the departments of education) was used. The results show that most of the components are assessed as moderate, and the point of view of teachers are not in good condition and while no significant difference was observed in the differences between female and male teachers. Based on these findings, we suggest that the objectives must be defined and then re departments were reviewed. If the need for specialized purposes and therefore should be considered as a special train

members and heads of educational courses the understanding of the objectives, policies and guidelines, which are the main principles of this complex planning effort and time.

The results obtained, it can be inferred according to the main index, educational groups, human resource (manpower) professional, efficient, enthusiastic and believes constitute following the formulation of the criteria, rules and regulations to the targeted, applied forces, and the responsibility of designing, planning, organizing, monitoring, controlling and coordinating the activities assigned to them. A number of comments suggested that the Department should enter into the field of school management and staff experts caution most of their professional duties, however, except for participation in the evaluation of teacher performance is difficult in other cases, it is believed that it is necessary to form groups to cooperate and participate. Based on available information and other comments can be interpreted such that the ratings should be viewed with caution in certain areas looked at, it may be due to legislative constraints, evaluation of teacher performance and, consequently correctly rejects interaction and correlation between teachers and departments, allowing teachers to reduce their negative views toward educational programs.

When evaluating the performance of other, ongoing process designed to identify the strengths and weaknesses of individual and motivation for raising the efficiency of an organization to achieve the ultimate goals of the staff members made it difficult to place appropriate to the best response. Establishing effective and fruitful communication system which needs to create an atmosphere based on trust and confidence between the departments and other components helps improve networking between departments and contextual information to mutual logical relationships and interactions with fulfillment and with high morale to improve and enhance the quality of educational help. With proper communication, and the ideal combination Comments be aware of effective methods affects the effectiveness departments. And taking on more favorable perception of correct and logical support of their position, provide a basis for interaction between the components and elements related to the activities of the departments. Provide a good opportunity to make their activities well done. Patterns of communication in this regard should properly be used and communication barriers are identified and eliminated or reduced. Appreciation of environment groups and eliciting positive emotions, positive and based on cooperation and enhancing the value of the individual's personality and the purpose of this factor is constant communication. Therefore, proper communication and logical foundations of an educational support group.

According to the results of research suggest that the beginning of each year with education experts and specialists training courses and briefing sessions to explain the goals and detailed strategic policies, members, heads of training to understand the principles governing the activities and annual planning departments provide a way for achieving goals and in order to select the fittest individuals in the departments can be chosen or appointed before the implementation of the pilot activities, such as views of principals, teachers, school authorities and the teachers and the success of schools in different courses and exams they took advantage. It can also be used after a process of interviews, surveys, and also the ability to evaluate the performance of departments, with the aim of obtaining the strengths and weaknesses of each group to be used in the formation of a committee of independent experts and the evaluation of a fair and realistic, performed at the end of each year.

References

Adams H, Dickey S, 1969. Supervision for better schools. New dahlia: Eurasia publishing house Bacharach.

Beheshti S, 2012. Evaluation of the performance of in-service training of teachers perspective heads of educational. Instructional assistants in schools Katool Ali. MA Thesis, Tehran University.

Charles GS, Kid Well PJ, 1995. Effective principals, effective school. Arriving at site-based decision-making with successful principle and teacher participation.Texas. 22: 134-143 .

Cummins T, Varaly Ch, 1996. Organization development, evolution. Translated by Mohammad Zadeh. Tehran: Islamic Azad University Publications.

Dssler G, 1989. Principles of Management. Translated by Madani D. Tehran: Publication of Arian Publications.

Emami H, 2013. The Role of Education Quality departments of job satisfaction from the perspective of middle school teachers in Abadeh. MA Thesis, Abadeh University.

Filley AC, 1976. Interpersonal Conflict resolution Glenview. LL: Scott Foreman Publications.

Georgian Zadeh Ahangar I, 2012. Investigating the roles of primary teachers vocational training Brtvanmndy city of Babylon. MA Thesis, Tehran University.

Harkins SG, Petty RE, 1982. Effects of task difficulty and task uniqueness on social loafing. Journal of personality and social psychology. 43: 1214-1229.

Hashemi SA, 2012. Curriculum (Principles and Applications). Tehran: Islamic Azad University Publications.

Salimi A, 2001.The study of teachers' perspectives departments and departments of the four areas in the city in 80-79 years. MA Thesis, Shiraz University.

Sharifi P, Kyamnsh A, 1999. Methods of evaluation of student learning. Tehran: Tehran Textbook Publications.

Vakilian M, 2002. Supervision and training guidance. Tehran: PNU Publications.

Wholestter P, Smith J, 2006. Undersanding different face of partnership Atypology of public-partnership and management. 26: 3249-3268.