

# Evaluation of the Implementation of Process-Oriented Management Components in Elementary Schools of the Jenah Education Department n Academic Year 2014-2014 .

Hasan Ahmadi <sup>a</sup>, Eisa Amiri <sup>b</sup>, Seyed Ahmad Hashemi <sup>c,\*</sup>

<sup>a</sup> M.A Student education research , Lamerd Branch , Islamic Azad University , Lamerd , Iran.

<sup>b</sup> Department of Education management , Lamerd Branch , Islamic Azad University , Lamerd , Iran .

<sup>c</sup> Department of education , Lamerd Branch , Islamic Azad University , Lamerd , Iran .

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**Abstract.** This study aimed to examine the implementation of process-oriented management components in elementary schools of the Jenah education department in academic year 2014-2014. The study in term of purpose is applied, and in term of data collection is descriptive survey. The population of this study consisted of all elementary teachers in the Jenah education department in the academic year 2014-2015. The total number is 219, including 102 women, 117 men that using stratified random sampling method 178 composed of 92 males and 86 females using as Morgan table was elected. Instruments included a questionnaire and receipt of registration information. Validity was confirmed by experts and using factor analysis 0.89 validity confirmed and questionnaire reliability using Cronbach's alpha method 0.96 was calculated. The data were analyzed using descriptive and inferential test. The results of this study showed that the components (improvement of the educational system and the production of knowledge, parent development and participation, student achievement and improvement of skills and expertise of teachers) had an appropriate level of process-oriented management, and in the elementary schools pay special attention to the components of management and there is no significant difference between view of the male and female teachers in any of the components of the process-oriented management.

Keywords: process-oriented management, production of knowledge, parent participation, academic achievement, teacher's expertise.

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## 1.Introduction

How to improve the effectiveness of education for achieving the goals of education and knowledge as one of the main challenges facing managers and planners considered and in this regard, different policies applied to the change in the mechanisms of education is one of them, because this way we can influence the behavior and educational activities (Makprsvn, 2011). Ranko (2007), believe that more organizations are trying to adapt to unforeseen changes and interact effectively with diverse individuals as well. However, recent developments, has led to leaders and managers of organizations to promote and increase thrust and creativity in their

employees, eliminate disability and weaknesses and develop the desired properties of their personnel and try to create process-oriented management. Hashemi (2013) argues that the leadership and management issue has been considered by scientists and research in this area varies widely. Although the history of management has old as human civilization, and systematic study in this field is in the second place. The art of management is, in fact, working with others. Thus, to work well with others should force them to work and should be employed right and well developed and everyone involved in its proper place and appointed planning to set goals and objectives of the organization and preparation of work plans. Create a process-oriented management in schools to create a learning organization and knowledge-creation that gained findings of history and experience and

applied them effectively guides their behavior (B, and G Lyrt .March, 1998).

Management schools are the most important factor in improving the quantity and quality of products and services in educational organizations and managers are those follow the issues related to human resources in an organization to provide and achieve organizational goals and organizational people according to the process-oriented management in schools and towards achieve education students' goals and major and minor targets in education is critical (Hashemi, 2012).

Given the attention focused on the development of process management in schools have followed the path of progress and the means by which a training organization can increase the productivity of education. Due to the process-oriented management approach is of particular importance in all educational institutions, as well as in the study ad given the need for the development of management skills in schools and also keep up with new management approaches, application management thinking is very important principles. Thus, this study sought to answer to the main question is to what extent oriented-process management component used in the elementary school?

On the subject of this study, other research has been done to some of the research is pointing.

Tahmasp (2012), a study to evaluate the mediator role of motivation between management and productivity of teachers in Dorudzan region of Fars did. The results showed there is a positive relationship between job motivation and productivity of teachers; and there is a significant positive correlation between motivation and management.

Hosseinzade Takhtkeshha (2011), a study entitled evaluating the performance of managers with management academic teaching education and directors with non-management academic teaching education in male high school in Tehran on student achievement did. The results showed that there is a significant relationship between academic disciplines related to management on student achievement.

Babai (2011), in a study to assess the appropriateness of the organizational culture and knowledge management in the education organization in the 7 region of Tehran concluded that among the five components of the al culture, four components of the negotiation, the support of senior management and learning is in an intermediate position and the only communication in the organization is in good condition and at the end to the establishment of knowledge management in organization is in a medium condition.

Jahanian (2002), a research on ways to participation of parents of students in schools activities concluded that the parents of students in six territories including teaching, matters relating to personnel, matters relating to students, required facilities and equipment, administrative and financial affairs, the relationship between the school and the community can cooperate with the school.

Zhang et al (2011), in an research as linking transformational leadership and performance of the group as a conflict concluded that transformational leadership improve group coordination and thereby group performance by encouraging groups to adopt a collaborative approach to conflict resolution rather than the competing approach. The transformational leadership can to help group members manage a conflict in a way that benefits everyone.

Aware of the fact that conflicts can be prevented to achieve organizational goals.

Velstnor and Smith (2006), in his study to demonstrate the effectiveness of teacher's cooperation with each other shows that the cooperation in achieving the goals of the curriculum and help students at risk is effective.

Handel et al (2005), in a study entitled leadership style and chosen conflict management strategies among nursing managers in public hospitals concluded that nursing supervisors, percept themselves more transformational managers so that share and compromise-seeking approach is the most used method of conflict; so that almost half of the subjects have used conflict management styles (compromise-seeking) and transformational leadership was chosen as a clear conflict strategy. Charles Macpherson (1995), in a study about the success of manager's performance, with the indicators, the ability to work with others, the ability to accept responsibility early, vast business experience, the leadership experience, the rate of results, ability to negotiate, the willingness to accept risk-taking, the ability to offer a new theory, the frequency of changes in management practices referred.

#### **The major research questions:**

1. What is the Jenah elementary teacher's view about improvement of the education system in elementary school with respect to process-oriented management?
2. What is the Jenah elementary teacher's view about production of knowledge in elementary school with respect to process-oriented management?
3. What is the Jenah elementary teacher's view about development and participation of student

parents in elementary school with respect to process-oriented management?

4. What is the Jenah elementary teacher's view about growth and achievement in elementary school with respect to process-oriented management?

5. What is the Jenah elementary teacher's view about improvement of skills and expertise in elementary school with respect to process-oriented management?

6. Do differences between Jenah male and female elementary teachers in implementation of process-oriented management components in elementary schools?

## 2. Research Methodology

This study aimed to examine the implementation of process-oriented management components in elementary schools. The study in term of purpose is

applied, and in term of data collection is descriptive survey. The population of this study consisted of all elementary teachers in the Jenah education department in the academic year 2014-2015. The total number is 219, that using stratified random sampling method 178 using as Morgan table was elected. Instruments included a questionnaire and receipt of registration information. Validity was confirmed by experts and using factor analysis 0.89 validity confirmed and questionnaire reliability using Cronbach's alpha method 0.96 was calculated. The data were analyzed using descriptive and inferential test.

## 3. The findings

The first research question: What is the Jenah elementary teacher's view about improvement of the education system in elementary school with respect to process-oriented management?

Table 1

Descriptive results related to improvement of the education system in elementary school with respect to process-oriented management

Question	Percent – Frequency						Statistic descriptive indicators					Overall view
	Frequency	Very low	Low	Average	High	Very high	Middle	Middle	Mode	Skewness	Standard deviation	Desired
Final result	-	2.13	9.6	27.8	34.9	25.3	3.71	4	4	-0.44	1.01	

The results of this study suggest that process-oriented management has a great impact on the improvement of the educational system and reviews sub components shows that school administrators have been working on the development of the education system and with proper planning in order try to achieve their long-term and short-term goals. As well as the development of educational facilities as well as due to the process of teaching and learning in schools and address the educational assessment and

evaluation of employees try to pursuing worthwhile and educational and process-oriented environment. The results of the study is consistent with the results of Tahmasp (2012), Mardani et al (2010), Zahedi (2003), Mousavi Jordi (1999) and Zhang et al. (2011).

**The second research question:** What is the Jenah elementary teacher's view about production of knowledge in elementary school with respect to process-oriented management?

Table 2  
Descriptive results related to production of knowledge in elementary school with respect to process-oriented management

Question	Percent – Frequency						Statistic descriptive indicators					Overall view
	Frequency	Very low	Low	Average	High	Very high	Middle	Middle	Mode	Skewness	Standard deviation	Desired
Final result	-	۲.۶۶	۱۱.۳۵	۲۷.۲۸	۳۴.۹۵	۲۲.۷۳	۳.۶۳	۴	۴	-۰.۴۲	۱.۰۳	

The results of this study suggest that managers pay attention to the importance of production of knowledge in schools and by engaging students and teachers in the process of teaching and learning by using tools and provide information systems providing background of production of knowledge in the schools. The results of this study is consistent with the results Tahmasp (2012), Babae (2011),

Zein Abadi (2010), Zhang (2011), Simonton (2001).

The third research question: What is the Jenah elementary teacher’s view about development and participation of student parents in elementary school with respect to process-oriented management?

Table 3  
Descriptive results related to development and participation of student parents in elementary school with respect to process-oriented management

Question	Percent – Frequency						Statistic descriptive indicators					Overall view
	Frequency	Very low	Low	Average	High	Very high	Middle	Middle	Mode	Skewness	Standard deviation	Desired
Final result	-	۲.۹	۱۱.۰۶	۳۰.۷	۳۳.۷۹	۲۱.۵۵	۳.۵۹	۴	۴	-۰.۳۵	۱.۰۲	

The results of the research and evaluation sub-components show that managers in the management process of elementary schools trying to create environment for participation of student parents in the planning and achieve objectives of development process of teaching and learning. The results of this study is consistent with the results Tahmasp (2012), Hassanzadeh Takhtkeshha

(2011), Nekoyee Moghadam et al. (2010), Jahanian (2002), Ghasemi Pouya (2001), Tasdighi (1986), Simonton (2001), Hoffman (2007).

The fourth question of research: What is the Jenah elementary teacher’s view about growth and achievement in elementary school with respect to process-oriented management?

Table 4

Descriptive results related to growth and achievement in elementary school with respect to process-oriented management

Question	Percent – Frequency						Statistic descriptive indicators					Overall view
	Frequency	Very low	Low	Average	High	Very high	Middle	Middle	Mode	Skewness	Standard deviation	Higher than middle
Final result	-	۲.۲۷	۱۰.۹	۲۷.۶	۳۶.۱۱	۲۳.۰۳	۳.۶۶	۴	۴	-۰.۴۳	۱.۰۱	Higher than middle

The results of this study show that managers with appropriate program in the field of training expectations try to create appropriate practice in teaching and assessment of the effectiveness of active teachers as well as the pursuit of academic assessment of students and provide appropriate feedback following the students' academic skills raised and create structure in student learning and learners achievement and the creation of this practice in performance management lead to the

development of students' skills. The results of this study is consistent with the results Tahmasp (2012), Babae (2011), Zain Abadi (2010), Mabodian (2001), Ghasemi Pouya (2001), Zhang (2011) and Leach, and Lopez et al (2009).

The fifth question research: What is the Jenah elementary teacher's view about improvement of skills and expertise in elementary school with respect to process-oriented management?

Table 5

Descriptive results related to improvement of skills and expertise in elementary school with respect to process-oriented management

Question	Percent – Frequency						Statistic descriptive indicators					Overall view
	Frequency	Very low	Low	Average	High	Very high	Middle	Middle	Mode	Skewness	Standard deviation	Higher than middle
Final result	-	۱.۶	۱۱.۰۳	۳۱	۳۲.۶۵	۲۳.۶۶	۳.۶۵	۴	۴	-۰.۴۱	۰.۹۹	Higher than middle

The results show that managers in the management process to improve the skills and expertise of their teachers and by creating opportunities in planning and technical vocational all aspects of education and training in this regard. The study of the sub-components have shown that educational managers using personal and professional competencies of teachers trying to develop of educational activities and help schools increase efficiency and set certain parameters to create educational opportunities for

teachers to enhance their skills. The results of this study is consistent with the results Tahmasp (2012), Babae (2011), Nekoyee Moghadam (2010), Mabodian (2001), Bazargan (1996), Zhang et al. (2011) and Hoffman (2007).

Research sixth question: Do differences between Jenah male and female elementary teachers in implementation of process-oriented management components in elementary schools?

Table 6  
compares the views of teachers on the implementation of process-oriented management components with respect to gender .

Component	Gender	Average	Standard deviation	The value of the t test	<i>p-value</i>
Improvement of the education system	Woman	۳.۷۴	۰.۶۷	۰.۰۵۴	۰.۲۱۶
	Man	۳.۷۳	۰.۸۷		
Production of knowledge	Woman	۳.۷۰	۰.۶۶	۱.۴۰	۰.۷۵۹
	Man	۳.۵۶	۰.۶۸		
Development and participation of student parents	Woman	۳.۶۹	۰.۷۴	۱.۸۶	۰.۶۶۷
	Man	۳.۴۹	۰.۷۱		
Growth and achievement	Woman	۳.۷۳	۰.۷۳	۱.۲۶	۰.۴۱۳
	Man	۳.۶۰	۰.۶۷		
Improvement of skills and expertise	Woman	۳.۷۴	۰.۷۰	۱.۸۳۳	۰.۶۶۷
	Man	۳.۵۵	۰.۶۶		

To compare teachers' views about the implementation of process-oriented management components in elementary schools, with regard to gender T-test for two independent groups used, which results given in the table above. We see that the p-value is greater than 0.05 in all the components. So there is no significant difference between the views of male and female teachers on implementation of process-oriented management components in elementary schools.

#### 4.Conclusions

The results of this study showed that the components (improvement of the educational system and the production of knowledge, parent development and participation, student achievement and improvement of skills and expertise of teachers) had an appropriate level of process-oriented management, and in the elementary schools pay special attention to the components of management and there is no significant difference between view of the male and female teachers in any of the components of the process-oriented management.

#### 6.Suggestions

To improve the quality of school management proposed that a quality management committee set up and managers personally try to responsible of leadership and management in the committee and the use of all teachers and students in the planning process evaluate results regularly " and given the growing importance of management and improving participation in school and recommended the

principal observed and viewed the work and successful experiences of other managers add their experiences and identify successful manager's designs and patterns and then assesses the conditions necessary implemented after changes in the school. As well as to increase productivity and improve participation in school activities and jobs are good and worthwhile school projects meeting people and provide the relevant groups to force others to become familiar with the experiences and thoughts of others.

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