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# THE STUDY OF FAMILIARITY OF PRIMARY SCHOOL ADMINISTRATORS AND TEACHERS WITH THE FUNCTIONS OF MANAGEMENT IN THE EDUCATION OF BEIRAM DISTRICT IN 2013-2014

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**A R T I C L E I N F O**

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**A B S T R A C T**

The purpose of this research is the introduction familiarity of primar school administrators and teachers with the functions of management in the education of Beiram district in 2013-2014. The study in term of purpose is applied and in term of how data collection is descriptive. The population of this research is all the administrators and teachers of primary school education in Beiram of which there are 22 managers and 110 teachers are divided up by census methods were selected to society as a whole. Instruments included a questionnaire and notes the validity was confirmed by experts and its reliability using Cronbach's alpha was 0.90 respectively. The results showed that the administrators and teachers become more familiar with the functions of management just as in the growth and excellence in school education will be more successful.

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## INTRODUCTION

In contemporary society organizations of various types can be observed. Groups of people to achieve common goals permanently join the organization. Organizations composed of people with specific individuals and lead them to take responsibility. In essence, managers are responsible for performance of a group of people (Behrangi, 1992). Social and cultural transformation of education and its institutions and changed the direction of the emerging generation of mission critical training educational systems is given. The educational system in the sense of leadership, guidance, improvement is desired. Hence, to achieve the goals of higher education in any society requires reorganization and management innovation in the educational system (Hashemi, 2012 a).

Managers as the main drivers for organizations play an important role in the improvement of organizational activities. Because of the importance of this role today, working professional management as deemed that would require a pre-employment preparation and training (Alaghe Band, 1997) Management and Leadership in Educational Administration, among other bodies, and community management of special status that is enjoyed.

All times are leadership and successful organization depends largely on the efficiency and effectiveness of management any community in appreciation of the work that is done in schools and work as an instructional leader in the school management cannot be ignored. This study sought to assess the knowledge of the directors and management functions in the education area is Beiram . Leadership and guidance to the organization, creates incentives and allow the rig, and productivity of the organization or educational institution that has been done by others, the objectives of each educational organization fulfilled. In fact, managers' use of power and authority and all necessary measures, individuals are responsible for directing the flow of activities (Hashemi, 2012 b). On the subject of another research study performed in some of these studies include:

Safi (2004), a study of school administrators as different grades and test theories about management principles in connection with the performance of duties and school administrators did.

The results showed that most school administrators do not have the job expertise due to the lack of expertise in the field of educational administration and related fields and the lack of management training courses in management principles, not enough based on theories of management principles and duties of managers in practice, most teachers do not use. Mirkamaly (2003), in a study of managers' familiarity with the principles of educational management (planning, organizing, commanding, coordinating, monitoring and controlling) and its impact on the effectiveness of secondary school principals in Marvdasht city has paid management has concluded that familiarity with the principles of educational management has an impact on their effectiveness. And the correlation coefficient is equal to 0.468.

In this study Abdolhaq and Anvar (2012), by examining the role of knowledge creation and sharing of organizational culture in an experimental study of the banking sector in Pakistan, the findings indicate that both the sharing and creation of knowledge in a decisive and positive organizational culture.

Research Pasteur (2012), tries to communicate between types of organizational culture and factors influencing knowledge sharing to express. Cultural factors of openness to change and innovation, as well as developing task-oriented organizations tend to be favorable to knowledge sharing. In addition, we have started from the assumption that organizations with high scores on the bureaucracy and competitive factors have no desire to share their knowledge. The study concluded that seems to be the link between organizational culture and factors influencing knowledge transfer. Parks and Riber and Askalt (2004) in a study

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titled essential features of organizational culture, to identify and rank the most important characteristics of organizational cultures that foster knowledge sharing. The results were obtained from 26 of the states in America and there is strong evidence of success relationship between cultural characteristics and development.

**The major research questions**

1. How is the Beiram school administrators' familiarity of Department of Education with the originally planned?
2. How is the Beiram school administrators' familiarity of Department of Education with the originally organization?
3. How is the Beiram school administrators' familiarity of Department of Education with the originally cooperation?
4. How is the Beiram school administrators' familiarity of Department of Education with the originally leadership?
5. How is the Beiram school administrators' familiarity of Department of Education with the originally monitoring and control?
6. Is there any difference between male and female perspectives on management components in education of Beiram ?

administrators' familiarity of Department of Education with the originally planned

Results indicated that 0.78% of the teachers in the use of programmable components of the Department of Education, school administrators Beiram at the very least, Low as 1.28%, 17.55% on average, 47.68% and 31.28% as much as most have found. This indicates that most managers based perspective; the use of programmable components Beiram school education level was high. The t-test results showed that there is no significant difference between the attitudes of teachers and male teachers about the use of component programming in the school education department Beiram . The results are consistent with the results of Rahmani (2004) and Mehran (1998) and Ali Pur (2006).

The second Research question: How is the Beiram school administrators' familiarity of Department of Education with the originally organization Results indicate that 13% of teachers in the use of component organization of the Department of Education, school administrators Beiram at the very least, 1.74% as low, moderate 17.65%, 36.72% and 34.54 too much % as too many have found. This indicates that most managers based perspective; the use of programmable components Beiram school education level was high.

The t-test results showed that there is no significant difference between the attitude of female teachers and male teachers in schools organized by the education department Beiram component.

**Table 1** Descriptive results relating to the use of the components of the planning in management

| Descriptive indices | | | | Frequency% | | | | | | Question |
|---|---|---|---|---|---|---|---|---|---|---|
| SD | Variance | Mode | Middle | Mean | Very much (5) | High(4) | average(3) | Low(2) | Very low(1) | |
| 0.65 | 0.56 | 4 | 4 | 4.1 | 37.8 | 43.2 | 18.2 | 0.8 | 0 | 1 |
| 0.68 | 0.62 | 4 | 4 | 4.0 | 29.5 | 53.0.6 | 13.6 | 3.0 | 0.8 | 2 |
| 0.64 | 0.54 | 4 | 4 | 4.1 | 34.8 | 46.2 | 18.2 | 0.8 | 0 | 3 |
| 0.60 | 0.48 | 4 | 4 | 4.1 | 31.8 | 53.8 | 12.9 | 0 | 1.5 | 4 |
| 0.76 | 0.57 | 4 | 4 | 3.9 | 20.5 | 52.3 | 25.0 | 1.5 | 0.8 | 5 |
| 0.79 | 0.63 | 4 | 4 | 4.1 | 33.3 | 47.0 | 17.4 | 1.5 | 0.8 | 6 |
| 0.68 | 0.56 | 4 | 4 | 4.05 | 31.28 | 47.68 | 17.55 | 1.28 | 0.78 | components of the planning |

## METHOD

The purpose of this research is the introduction of familiarity of primary school administrators and teachers with the functions of management in the education of Beiram district in 2013-2014. The study in term of purpose is applied and in term of how data collection is descriptive.

**Table 2** Descriptive results relating to the use of components of organized in Management

| Descriptive indices | | | | | Frequency% | | | | | Question |
|---|---|---|---|---|---|---|---|---|---|---|
| SD | Variance | Mode | Middle | Mean | Very much (5) | High(4) | average(3) | Low(2) | Very low(1) | |
| 0.86 | 0.74 | 4 | 4 | 4.1 | 39.4 | 37.9 | 18.2 | 4.5 | 0 | 7 |
| 0.69 | 047 | 4 | 4 | 4.2 | 36.4 | 50.0 | 12.9 | 0.8 | 0 | 8 |
| 0.72 | 0.53 | 4 | 4 | 4.0 | 30.3 | 50.8 | 17.4 | 1.5 | 0 | 9 |
| 0.68 | 0.46 | 4 | 4 | 4.2 | 34.1 | 53.8 | 10.6 | 1.5 | 0 | 10 |
| 0.72 | 0.52 | 4 | 4 | 4.2 | 37.9 | 26.2 | 15.2 | 0.8 | 0 | 11 |
| 0.76 | 0.59 | 4 | 4 | 4.0 | 32.6 | 43.2 | 23.5 | 0.8 | 0 | 12 |
| 0.85 | 0.73 | 4 | 4 | 3.9 | 31.1 | 40.2 | 25.8 | 2.3 | 0.8 | 13 |
| 0.75 | 0.57 | 4 | 4 | 4.08 | 34.54 | 36.72 | 17.65 | 1.74 | 0.13 | components of organization |

The population of this research is all the administrators and teachers of primary school education in Beiram , the number of teachers is a separation of 22 managers and 110 people the whole community were selected by census method. Instruments included a questionnaire and notes that experts were confirmed validity and reliability using Cronbach's alpha 0.90 calculated.

**The findings**

The first Research question: How is the Beiram school

The third Research question: How is the Beiram school administrators' familiarity of Department of Education with the originally cooperation

Results indicated that 0.65% of the teachers in the use of component coordination among school administrators in the education department Beiram very low, 2.28% as low, moderate 16.34%, 49.04% and 31.07% in the high-level assessments are too high. This indicates that most

managers based perspective; the use of programmable components Beiram school education level was high. The t-test results showed that there is no significant difference between female teachers and male teachers' attitudes about the use of component coordination Beiram school education department. Also, the results are consistent with study by Ali Pur (2006).

Results indicated that 0.08% of the teachers in the use of the element control and supervision of the Department of Education, school administrators Beiram at the very least, 2.5% as low, moderate 18.09%, 43.08% as much and 35.35% were assessed as too high.

This indicates that most managers based perspective; the

**Table 3** Descriptive Results of coordinating components in the management

| Descriptive indices | | | | | Frequency% | | | | | Question |
|---|---|---|---|---|---|---|---|---|---|---|
| **SD** | **Variance** | **Mode** | **Middle** | **Mean** | **Very much** (5) | **High**(4) | **average** (3) | **Low** (2) | **Very low** (1) | |
| 0.87 | 0.76 | 4 | 4 | 3.9 | 30.3 | 43.2 | 22.7 | 2.3 | 1.5 | 14 |
| 0.85 | 0.73 | 4 | 4 | 4.01 | 28.8 | 50.8 | 15.2 | 3.8 | 1.5 | 15 |
| 0.80 | 0.65 | 4 | 4 | 4.03 | 28.0 | 52.3 | 15.2 | 3.8 | 0.8 | 16 |
| 0.79 | 0.62 | 4 | 4 | 4.01 | 38.0 | 48.5 | 21.2 | 1.5 | 0.8 | 17 |
| 0.68 | 0.46 | 4 | 4 | 4.2 | 40.9 | 47.7 | 10.6 | 0.8 | 0 | 18 |
| 0.70 | 0.49 | 4 | 4 | 4.1 | 34.1 | 53.8 | 9.8 | 2.3 | 0 | 19 |
| 0.75 | 0.57 | 4 | 4 | 4.0 | 31.8 | 47.0 | 19.7 | 1.5 | 0 | 20 |
| 0.77 | 0.61 | 4 | 4 | 4.03 | 31.7 | 49.04 | 16.34 | 2.28 | 0.65 | coordinating components |

The fourth Research question: How is the Beiram school administrators' familiarity of Department of Education with the originally monitoring and control

use of programmable components Beiram school education level was high. The t-test results showed that there is no significant difference between the attitudes of

**Table 4** Descriptive results relating to the use of components of leadership

| **Descriptive indices** | | | | | **Frequency%** | | | | | **Question** |
|---|---|---|---|---|---|---|---|---|---|---|
| **SD** | **Variance** | **Mode** | **Middle** | **Mean** | **Very much** (5) | **High**(4) | **average**(3) | **Low**(2) | **Very low**(1) | |
| 0.81 | 0.66 | 4 | 4 | 4.0 | 29.5 | 47.7 | 18.2 | 4.5 | 0 | 21 |
| 0.75 | 0.56 | 4 | 4 | 4.1 | 37.9 | 44.7 | 15.9 | 1.5 | 0 | 22 |
| 2.56 | 6.5 | 4 | 4 | 4.4 | 43.2 | 37.9 | 14.4 | 3.0 | 0.8 | 23 |
| 0.80 | 0.64 | 4 | 4 | 4.0 | 32.6 | 26.2 | 18.9 | 1.5 | 0.8 | 24 |
| 0.75 | 0.57 | 4 | 4 | 4.1 | 34.1 | 49.2 | 15.2 | 08. | 0.8 | 25 |
| 0.80 | 0.65 | 4 | 4 | 4.2 | 45.5 | 39.4 | 11.4 | 3.8 | 0 | 26 |
| 2.66 | 7.2 | 4 | 4 | 4.4 | 42.4 | 43.2 | 10.6 | 3.0 | 0 | 27 |
| 0.78 | 0.63 | 4 | 4 | 4.1 | 38.6 | 43.9 | 15.9 | 0.8 | 0.8 | 28 |
| 0.71 | 0.51 | 4 | 4 | 4.1 | 31.1 | 55.3 | 12.1 | 0.8 | 0.8 | 29 |
| 1.18 | 1.99 | 4 | 4 | 4.15 | 37.21 | 43.05 | 14.73 | 2.18 | 0.017 | Components of leadership |

Results indicated that 017% of teachers use the element of leadership among school principals Beiram education department at the very least, at least 2.18%, 14.37%, on average, 43.05% as high and 31.21% were assessed as too high. This indicates that most managers based perspective; the use of programmable components Beiram school education level was high.

teacher's male teachers about how to use the element of control in the school education department Beiram.

The sixth Research question: Is there any difference between male and female perspectives on management components in education of Beiram

To compare the attitudes of men and women in the amount

**Table 5** Descriptive results related to the application of monitoring and control component

| **Descriptive indices** | | | | | **Frequency%** | | | | | **Question** |
|---|---|---|---|---|---|---|---|---|---|---|
| **SD** | **Variance** | **Mode** | **Middle** | **Mean** | **Very much (5)** | **High(4)** | **average(3)** | **Low(2)** | **Very low (1)** | |
| **0.74** | **0.55** | **4** | **4** | **4.1** | **37.1** | **46.2** | **15.2** | **1.5** | **0** | **30** |
| **0.86** | **0.74** | **4** | **4** | **4.0** | **34.8** | **35.6** | **26.5** | **3.1** | **0** | **31** |
| **0.79** | **0.63** | **4** | **4** | **4.1** | **31.1** | **43.9** | **22.7** | **2.3** | **0** | **32** |
| **0.80** | **0.65** | **4** | **4** | **4.1** | **37.1** | **38.6** | **22.7** | **1.5** | **0** | **33** |
| **0.79** | **0.62** | **4** | **4** | **4.2** | **40.9** | **42.4** | **13.6** | **3.0** | **0** | **34** |
| **0.78** | **0.61** | **4** | **4** | **4.1** | **36.4** | **43.9** | **17.4** | **2.3** | **0** | **35** |
| **0.78** | **0.62** | **4** | **4** | **4.1** | **36.4** | **43.2** | **18.2** | **2.3** | **0** | **36** |
| **0.86** | **0.74** | **4** | **4** | **4.0** | **30.3** | **45.5** | **18.9** | **4.5** | **0.8** | **37** |
| **0.75** | **0.56** | **4** | **4** | **4.1** | **34.1** | **48.5** | **15.2** | **2.3** | **0** | **38** |
| **0.70** | **0.63** | **4** | **4** | **4.08** | **35.35** | **43.08** | **18.9** | **2.5** | **0.08** | monitoring and control component |

The t-test results showed that there is no significant difference between female teachers and male teachers' attitudes about the use of components of leadership in the school education department Beiram .

The fifth Research question: How is the Beiram school administrators' familiarity of Department of Education with the originally monitoring and control

of each component in the management of school education department Beiram T-test was used. The results suggest that the p-value component of the planned 0.688 organize 0.654 coordination 0.163 leadership 0.397 or monitor 0.639 are considering the sig 0.05 the p-value for all components management of 0.05 further and show that

**Table 6** Comparison of teachers' views about the use of initiatives, taking into account gender

| *p-value* | value of t-statistics | SD | Average | Sex | Component |
|---|---|---|---|---|---|
| 0.688 | 0.617 | 2.71 | 20.63 | Woman | Planning |
| | | 2.84 | 20.33 | Man | |
| 0.654 | 0.227 | 3.88 | 29 | Woman | Organization |
| | | 3.79 | 28.84 | Man | |
| 0.163 | -0.839 | 4.48 | 28.45 | Woman | Coordination |
| | | 3.24 | 28.76 | Man | |
| 0.397 | 0.933 | 5.43 | 37.45 | Woman | Leadership |
| | | 5.89 | 38.37 | Man | |
| 0.639 | -0.603 | 5.02 | 37.28 | Woman | Control and Monitoring |
| | | 4.82 | 36.76 | Man | |

**Table 7** Test results compare the mean scores of components using the Friedman test

| *p-value* | Chi-square | Degrees of freedom | Number | Average Rating | Component |
|---|---|---|---|---|---|
| 0.000 | 467.005 | 4 | 132 | 1.3 | Planning |
| | | | | 2.56 | Organization |
| | | | | 2.48 | Coordination |
| | | | | 4.56 | Leadership |
| | | | | 4.36 | Control and Monitoring |

the usage of any component in the management of male and female managers, there is no significant difference Beiram Department of Education.

Comparison of mean scores of components using the Friedman test we observed that the p-value less than 0.05 were obtained, so we can conclude that the mean scores of the components of the study, there are significant differences.

Lowest level, the first component of the "plan" is equal to 2.67 is obtained. The highest rank is the average value of the fourth component of the "leadership" is equal to 4.56 is obtained.

## CONCLUSION

Given that this Research was to investigate the functions of management's familiarity with administrators and teachers and the results show that the administrators and teachers are more familiar with the functions.of management just as in the growth and excellence in education will be more successful schools and administrators can better communicate with their employees to find and better able to reach their educational goals, and if you are more familiar with the functions of management will provide better management and better reach their goals in the management.

**Suggestions**

The appointment of directors shall be elected on the basis of their familiarity with the work of management and directors from among those who are more familiar with programming principles - organization – organization - leadership, supervision and control are selected and undertake the management of the schools.

Train managers on performance management in order to strengthen and develop their talents and their ability to make and to hold meetings, seminars and workshops to exchange thoughts and ideas about teaching and school administration, management and transfer of knowledge and experience of the directors provided.

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