

Introducing the Rate of Managers Familiarity with Management duties in the View of Guidance School Teachers

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Abstract

This study aims at analyzing the rate of managers' familiarity with management duties in the view of teachers in the guidance schools in Marivan in 2012-2013. This study is a descriptive-survey research. Population of this study contains the entire teachers of guidance schools in Marivan from 2012 to 2013. 50 teachers were selected using random classified sampling method and answered inventory questions. Data were analyzed statistically in two sections of descriptive statistics (containing frequency distribution table and frequency percentage) and inferential statistics (analyzing hypotheses using Kh2 test). Results of this research showed that managers of guidance schools are familiar with programming, organizing, leadership, supervision, and evaluation at the high and very high levels.

Keywords: managers, teachers, management duties

Introduction

In addition to social organizations, there are organizations that consciously and by means of design and intentionally are proposed to reach at specific purposes that human being are able to coordinate activities of a number of individuals by using these organizations and to prepare courage and privileges for other people to take part in that organization. Purposes are designed previously and consciously to guidance activities and behavior of people are called main organizations. Official organizations are tracts and devices to obviate the main needs in the society that the process of creative changing's and awareness in this era are wider and more complex. Because we can improve management by new developments and

stop the actions which would have no achievement, but demises. Educational organizations are examples of formal organizations that are not excluded from the rapid process of these changing and they should coordinate themselves with this hastened growth culturally and intellectually innovate the thinking of their workers that evaluate and review social processes especially decision making, programming and practical communications are logical. Today workers ask questions instead of obeying orders and seek for response. By rapid changing, correct and fast decision making are necessary. The traditional pattern of problem solving is for senior managers, and this happens when new patterns are designed for individuals and structural networks replace the hierarchical structure and growth motivations are replacements for material motivations and workers in the organizational wants to be important and to have authority and power. Achieving to ideals has a close relationship to management affectivity and necessity of preparing and applying designs and programs of affective education are effective management. Improving the quality of management in education is like subjects of industry, hygiene and other issues. Because improving management is one of the main indexes to improve educational organization and manage attempts for education and increase efficacy of managers that specifies performance of educational system at the level of society and influential operation of educational organizations is the basis of operation in one society and nation. Activity of formal organizations requires using material, human, and financial resources and these activities are influenced by specific rules and regulations.

Classification of principles and duties of management is done by most of the theorists traditionally and management is divided into 4 duties; planning,

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organization, guiding and control. Henry Faiol also divided it into five duties; planning, organization, guiding, cooperation and control. Duties of management completely are divided in to 4 classes that are:

Planning anticipate material and human required resources and time and place of doing programs in the future. Purpose predicts and changes possibilities to precise practical activities or budget, make decision and specify strategies, methods, and performance criteria (Allaghemand, 2005).

Organizing: cooperation and allocation of resources and people provide relationship between activities and authorities in doing works (Ahmadi, 2004).

Guiding: leadership is communication and creating motivation among staff and orientation of people do their works. The foundation of leadership and guiding activities of organization is love and interest (ibid). Headquartering, motivation and leadership that requires to work and direct behavior with people and purpose of guiding followers for better understanding of purposes and invok them to work and activity is influential (Allaghemand, 2005).

Control: supervising and dealing with affaires and activities that are based on rules and regulations or not, achieve to purposes to evaluate personal and organization performance. It is measuring the rate of development for purposes and on time distinction of managers for deviation of program from purposes and necessary modification (ibid)., necessity and improving the quality of educational resources prioritized the issue of management in schools of education more than everafter increasing development of educational system; therefore we should admit that educational management still did not find its appropriate place in today's educational system (Alaghemand, 1995).

Considering the place and social status of educational system, it is sufficient that society added duties and new functions to it and on the other hand, the influential performance of the other social organizations depends on influential application of educational system. This is caused that society respect to allocation of financial, human and material resources prioritize the educational system and they should not be angry about results and consequences (Amine, 1998). If education is delicate and influential issue and if school is obliged to deal with the entire dimensions and duties with hundreds of students. Teacher and agent should study this important issue and having a person as supervisor and coordinator of strategies are necessary (Mirkamali, 2002).

Research Questions

This study looks for to measure the following questions by dividing genders, degrees, and age of managers.

To what extent managers are familiar with duties of planning?

To what extent managers are familiar with organizing duties?

To what extent managers are familiar with headquartering duties?

To what extent managers are familiar with duties of supervision and control?

To what extent managers are familiar with duties of evaluation?

Literature review

In a research (2011) that aimed at comparing managers with academic studies and others about change and innovation in boy schools in Tehran, they concluded that educated managers have better decision making power, apply appropriate management methods and power than uneducated teachers (as cited in Javidi, 2011). Most of the managers of management courses are not familiar with duties of educational management such as organization and control because of lack of allocating and shortage and most of them have no attention to their duties in action (Moradi, 2012).

Shabestari in a study compared trained and untrained managers in Tehran schools. Result of this study shows that 77.64% of trained managers did their managing duties while the second group that are uneducated managers regulate about 63.30 percentage of stated issues (Quoted from Moradi, 2012).

In another study, Tasdighi (2011) analyzed supervision of managers in different stages about description of duties and principles of management about the performance of managers and we conclude that most of the managers have no sufficient information based on their principles for lack of profession in the entire fields of educational management in the related courses to educational system and lack of passing educational periods (Quoted from Javidi, 2012).

Foreign Literature: Thomas in a study (2009) entitled as (managing style of managers, influential and spirit of teacher) states that managers who specify the missions of schools effectively are familiar with their managerial duties and provide a positive atmosphere for learning in the school that causes promotion among teachers and also causes promo-

tion among teachers. In addition, the cooperative management style has the most positive influence on the teacher spirit (quoted from Shahabi, 2010).

Loein, Lipit and White in an experimental study (2010) suppose that in democratic management leadership more than other methods has group or organizational affectivity and they created democratic leadership methods based on licentiousness in small groups experimentally. Results of these studies showed that leadership (democratic) of the spirit of higher members and better outcome quality and satisfaction toward leadership is greater and this happens when managers are familiar with their managerial duties and apply them in the school. But in supervision of leadership is more authoritative than democratic leadership. Also group members in democratic leadership with the absence of leader do their activities and preserve their group coherence but sovereignty and authoritarian leader in the absence of leader are dissolved to secondary opposite and aggressive groups (Javidi, 2010).

Materials and Methods

Population

Population of this study were girl and boy guidance school teachers in Marivan.

Samples and the method of sampling

Samples are 50 teachers from girl guidance schools in Marivan that were selected using random sampling method.

Tools for data collection

Information of the inventory was collected through 30 questions from different aspects of questions and hypotheses.

Reliability and stability

To measure the validity of research questions, the formal validity is used. Stability of this questionnaire was obtained by Alfa Cronbach that is 73 %.

Method of data analysis

Data were analyzed by SPSS16 software and Kh2 test was used for this test. Data were analyzed in two sections of descriptive statistics and inferential statistics. To test and analyze questions, Kh2 test questionnaire was used for research and to test questions of descriptive and inferential statistics were used.

Results

Table 1: descriptive statistics related to gender of apprentices

Percentage	Frequency	Gender
37	11	Female
63	19	Male
100	30	Total

Based on the result of table 1, 11 individuals were female and 20 individuals were male that respectively constitute 37 and 63 percent of the sampling group.

Table 2: descriptive statistics related to the level of education of apprentices

Percentage	Number	Variable
46	13	Associate of arts (AA)
54	15	License (bachelor of arts) (BA)
0	0	Master of arts (MA)
100	28	Total

Based on the results 2, the number of individual having AA degree were 13 individuals and BA were 15 individuals that were respectively 46 and 54% in which constitute the entire samples population.

Table 3: Descriptive statistics related to the history of apprentices

Percentage	Number	Variable
7	2	Below 5 year experience
37	11	From 6 to 10 year experience
10	3	From 11 to 15 year experience
46	14	More than 15 years
100	30	Total

Based on the results of table 3, the number of individuals below 5 year experience was 2 individuals, 1-6 years working experience were 11 individuals, 11-15 years working experience were 3 individuals, and from 15 years and more they were 14 individuals that respectively they were 7, 37, 10, and 46 percent that compose the entire samples.

Table 4: Descriptive statistics related to the age of apprentices

Percentage	Number	Variable
33	10	25-30
17	5	31-35
37	11	36-40
13	4	40 and more
100	30	Total

Based on the results of this table 4, the number of individuals below 30 years ago were 10 individuals, 31 to 35 years were 5 individuals and 36 to 40 years old were 11 individuals and 40 years and more were 4 individuals that respectively they had 33, 17, 37, and 13 percent that composes the entire individuals.

Inferential statistics

Question 1: to what extent the managers of guidance school in the city of Marivan are familiar with planning duties?

Table 5: Statistics related to the planning duties

Level of Sig	K squire	Variable
001/0	225/55	Planning

To answer this question, Kh2 test was used. Result of table 5 shows that the rate of K squire is 55.225 and level of significance is 0.001 percent because level of significance is smaller than 0.05, therefore guidance school managers of Marivan are familiar with duties of planning in the view of teachers in the high and very high level.

Question 2: to what extent managers of guidance schools in Marivan city are familiar with organizing duties?

Table 6: Statistics related to organizing duty

Level of Sig	K Squire	Variable
004/0	110/42	Organizing

To answer this question, Kh2 test was used. Result of table 6 shows that the rate of K squire is 42.110 and level of significance is 0.004, because level of significance is smaller than 0.05, therefore managers of guidance schools in Marivan are familiar with planning duties in the view of teachers to high and very high degree.

Question 3: to what extent managers of guidance schools in Marivan city are familiar with leadership duties?

Table 7: Statistics related to leadership duties

Level of sig	K squire	Variable
003/0	152/47	Leadership

To answer this question, Kh2 test was used. Results of this table 7 shows that the rate of K squire is 47.152 and level of significance is 0.003 because level of significance is smaller than 0.05, therefore managers of guidance schools in Marivan are familiar with leadership duty from the view of teachers in a high and very high level.

Question 4: to what extent managers of guidance schools in Marivan city are familiar with duties of supervision?

Table 8: Statistics related to supervision duties

Level of sig	K squire	Variable
001/0	137/52	Supervision

To answer this question, Kh2 test was used. Results of table 8 shows that the rate of K squire is 52.137 and level of significance is 0.001, because level of significance is smaller than 0.05, therefore managers of guidance schools in Marivan are familiar with duties of supervision in the view of teachers to high and very high level.

Question 5: to what extent managers of guidance school in Marivan city are familiar with evaluating duties?

Table 9: Statistics related to measurement duties

Level of significance	K squire	Variable
001/0	312/51	Measurement

To answer this question, Kh2 test is used. Results of table 9 shows that if the rate of K squire is 51.312 and level of sig is 0.001, because the level of significance is smaller than 0.05, therefore managers of guidance schools in Marivan city are familiar with duties of measurement in the view of teachers in a high and very high level.

Conclusion

Question 1: to what extent the managers of guidance school in the city of Marivan are familiar with planning duties? To answer this question, Kh2 test was used. Result of table 4 shows that the rate of K squire is 55.225 and level of significance is 0.001 percent because level of significance is smaller than 0.05, therefore guid-

ance school managers of Marivan are familiar with duties of planning in the view of teachers in the high and very high level. Results of this study are in line with the result of studies by Tomas, Javidi, and Shabestari.

Question 2: to what extent managers of guidance schools in Marivan city are familiar with organizing duties?

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Question 4: to what extent managers of guidance schools in Marivan city are familiar with duties of supervision?

To answer this question Kh2 test was used. Results of table (4-8) shows that the rate of K squire is 52.137 and level of significance is 0.001, because level of significance is smaller than 0.05 therefore managers of guidance schools in Marivan are familiar with duties of supervision in the view of teachers to high and very high level. Results of this study are in line with the result of studies by Tomas, Javidi, and Shabestari.

Question 5: to what extent managers of guidance school in Marivan city are familiar with evaluating duties?

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In this research, we analyzed the rate of managers familiarity with their duties in the view of teachers of guidance school teachers and other researchers are suggested that in the future studies:

1. It analyzed components that measure the performance of managers to do their measurement duties.
2. It analyzed the management feedbacks of managers by teachers and also it analyzes and measures the needs of effective management styles in organs and educational organizations.

Suggestions for Further Research

Based on the result of hypotheses showed that the managers of guidance schools in marivan are familiar to a great deal with duty of planning, organizing, leadership, supervision and evaluation, but recognition and awareness of managers individually do not represent this issue that managers do duties affectively, therefore it is suggested that:

1. To do duties of managers, the necessary evaluation of managers from their application should be done to do some activities if these duties are in affective.
2. It is suggested that educational organization should encourage managers to do their duties and necessary encourages periodically in the schools.
3. It is suggested to offer classes to develop the strategies and methods to apply duties of managers.

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