

## RELATION EXPECTATIONS TEACHERS FROM MANAGERS AND AMOUNT PERFORMANCE MANAGEMENT IN PRIMARY SCHOOLS

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### ABSTRACT

*Main goal this study was to evaluate the relation between teachers' expectations in the area of educational planning and curricula, staff affairs, students' affairs, school and society relations, facilities and equipment, change and innovation, administrative and financial affairs, with amount performance of managers. 147 women and 54 men between two area elementary teachers khorramabad were selection using random stratified sampling method. the results showed: there is a meaningful relationship between teachers' expectations from managers in the area of educational and curriculum programe, staff affairs, students affairs', school and society relations, financial and administrative affairs, changing and inventing, managers' action measure, equipment and facilities also there isn't any meaningful differences between women and men in the view of teachers' expectations .but there is a meaningful differences between women and men in the view of managers' action measure in the view of teachers.*

**Keywords:** skill, problem solving skill, problem solving skill during internship course

### INTRODUCTION

Individuals a major part from your life, as a staff have spent in enterprise environments, want to staff satisfaction and a lot of them want to are in search of opportunity to grow, development and learning are new understanding organizational behavior can be help to manager diverse needs and expectations individuals feel better, ordinary invite staff to participate in the decisions increases the feeling of dignity be in them, staff expect facilitate participation can be expressed, in other words, staff may participate in decision-making, relationship between performance and rewards their favorite better understand (alvani, 1375). one of the among significant importance is that in most cases, staff educational centers based on the expectations that of each other about the each other behavior they to act predictions that normally is not correct, although in rare cases could be correct, this means that amount cognition they of each other's is high Predictions will be closer to reality (sarmad, 1384). progress of any society depends on the type and quality of activity which done in schools, and the effect management as an educational leadership in the school cannot be ignored in today's world teacher that at least a few years of education before the start of their work in teacher training centers untrained or rarely seen of course, the views and expectations and the needs of the such a teacher is different with former teacher that this difference must search in the depths of intellectual and existential (merkamali, 1382).

The most important subject in educational planning require effective collaboration and exchange of opinions, determine problem needs, expectations, priorities, targets, strategies the demands of public also, collections sources, obstacles, strategies, expectations and

priorities changed over time are not consistent (foyozat, 1376). jacob w. getzlz as it says: behavior of managers in the organization expectations is interaction style (kabirey, 1383). understand the expectations desirable relations are basis organization because when the director of an organization is aware of staff expectation be better able to adapt own behaviors reasonable and acceptable with expectations and change their irrational expectations will lead, up the results actions in organizations instead of tension and conflict, create understanding and coordination. therefore wide range human relations in social system and complexity of the relationship between role of organizational in the schools, managers obliges until recognize opinions different teachers and expectations and the role of and tasks effort and at coordination and mutual understanding of misunderstanding and differences in the perceptions reduce and the efficiency and impact of their human relationship add (Behrangey, 1380).therefore considering the importance of education and the status of the teacher in society researcher wants the relationship between the teachers expectations of managers and amount performance managers in primary schools examined.

## **STATEMENT OF PROBLEM**

In the any social organization there is a relationships between management and staff that part of the relations to mutual expectations staff and managers from each other related and number of these reasonable and acceptable and some is irrational expectations (sarmad, 1384). Manager must know each of the subordinates what rewards they want How big is value of remunerations for each of them. Expectations assess and ultimately the relationships for creation of motivation adjuste (alvani, 1375).

A variety of factors at perception expect employees about different levels of job performance share. for example, trust and skill level of than tasks assigned, level of cooperation is expected to of superior and inferior, quality of equipment and substances available, range and necessary information and amount control budgets, including factors that person expect at ability for achieving level special impressed their performance (naele, 1374).

At this point two things worth nothing. One of them that humans tends to unconsciously the expectations of others more than reality near own with expectations considers namely thinks what he expects others also will expect the same. and of course this is the result multiple researches that has been done at conception manager is necessary aware of this phenomenon with greater effort for avoid such concept to reinforce his or her behavior of on accordance with realities, second point that that we can perception of by identifying groups and individuals involved with the issues this short gap. One of the suggestions is that the manager motives and feelings and emotions you explore and recognize also able put themselves in the position others to of their eyes to own reviews and to the causes and motivation their work and current conditions work and the result from their work realized (Behrangey, 1380).

School is an open social system and from two categories of factors that interact with each other is formed. The first category of institutions that possess roles and expectations. The second category people who with character and nature special need are placed in the system. school as a social system inputs such as students, teachers, administrators, equipment, expectations, parents, society's expectations that through complex process and transformation interacting activities that on this components outputs are people who from direction attitude, interests, skills, have changed and with qualified and worthy enter into society. School managers as one of the elements of this system duties and roles are teachers, parents, society, expectations from role they have how perform school administrator role, an important

influence in the process of education and finally the quantity and quality of learning of students (Alagheh Band, 1379).

So the most important subject in planning educational requires effective cooperation and exchange of opinions, determine problem needs, expectations, priorities, targets, strategies demands public. As well as sets of resources, barriers, strategies, expectations priorities, are not consistent and they changed over time (Foyozat, 1376).

Asks that have school managers, with changing needs students, teachers, parent, and society changed. Teachers as co-director, main factor and straight are in improving student learning and should be taken to the expectations that they have of role of managers (Rezaeian, 1379). Expectations are perceptions of behavior deserve position and role of person with individual perceptions from other roles within an organization (Alagheh Band, 1383).

Since the expectations teachers within the framework of the duties assigned to managers is determined. Based on the theoretical lipham and hoeh tasks educational managers in six classification groups have been. That includes educational programs and curricula, students, staff affairs, school and society relations, facilities and equipment, administrative and financial affairs (Alagheh Band, 1382).

In fact manager as a personality is important the guiding and coordinator role has, management educational should serve their teachers and school staff and be focused to fix their weakness and problems the administrator must source correct the problem and open node be work of teachers, they have to do with a feeling of convenience, tranquility and peace of mind shared their problems with him. Training manager is a critical and sensitive role in advancing the goals of education, (Merkamali, 1382).

Performance managers are the result of the work and amount task manager. Result, the activities of managers in terms of implementation of duties, after given time. In general it can be said the importance management organization that performance of organizations any society and a nation society and nation form the basis of performance, and practice of management of each organization is the basis the organization the performance of (Tosey, 1382).

The order of educational managers those who are that are involved in of education decisions and behavior and their action straight affect puts of education process (Alagheh Band, 1384). manager not respond until when the expectations of the role of teachers and their expectations not change the teachers will not be acceptable and effective leadership will not be counted (Shiraze, 1373).

Chase's own research shows that teachers expect school principal they understand and respect for competence and their work, and they participate in active decisions about the development of curriculum, specify a group, job promotion, control their students (Shiraze, 1373). garten in research shows that awareness of perception and expectations of teachers and give feedback they systematically to in increasing job satisfaction of teachers are effective (naele, 1374).

Considering to the mentioned issues and also according to the investigation about expectations managers to teachers and also the importance this topic in schools advanced countries as a factor for their enhancements has been , and importance to the expectations of the teachers on behalf of managers the purpose of the research is that the relationship between teachers' expectations of managers and amount performance managers in the primary school level, area two city of khorramabad from the perspective of lipham and hoeh investigate.

**Research Questions Include**

1. There is a relationship between expectations teachers, of managers and performance amount of the managers?
2. There is a relationship between expectations teachers, of managers and performance amount of the managers in the context related to (curriculum planning and educational, students affairs, personnel affairs, school and society affairs, facilities and the equipment, administrative and financial affairs, change and innovation)?
3. There is a significant difference between expectations male and female teachers, of managers?
4. There is a significant difference between performance managers from the perspective of teachers?

**DESCRIPTIVE STATISTICS RESEARCH**

**Table 1. Frequency and Percentage of Respondents in Terms Education and Gender**

Gender	Education	Education Level					Total
		Diploma	Associate Degree	Bachelor	Masters	Unanswered	
Female	Frequency	12	61	69	5	3	150
	Percent	8/0	40/7	46/0	3/3	2/0	100/0
Male	Frequency	0	10	34	4	2	50
	Percent	0/0	20/0	68/0	8/0	4/0	100/0
Total	Frequency	12	71	103	9	5	200
	Percent	6/0	35/5	51/5	4/5	2/5	100/0

**Table 2. Frequency and Percent of Respondents in Terms Experience and Gender**

Gender	Precedent	Educational Experience					Unanswered	Total
		Less than 10 Years	10-15 Years	16-20 Years	21-25 Years	More than 25		
Female	Frequency	31	43	51	10	3	12	150
	Percent	20/7	28/7	34/0	6/7	2/0	8/0	100/0
Male	Frequency	11	7	15	7	7	3	50
	Percent	22/0	14/0	30/0	14/0	14/0	6/0	100/0
Total	Frequency	42	50	66	17	10	15	200
	Percent	21/0	25/0	33/0	8/5	5/0	7/5	100/0

**Description of Research Variables**

**Table 3. Descriptive Statistics Related To Variable, the Performance of Managers**

Variable	Variation Range	Minimum	Maximum	Average	Standard Deviation
The Performance of Managers	145/00	100	245	188/73	38/09

**Table 4. Descriptive statistics amount performance of managers, in the (educational planning and curriculum, students affairs, personnel affairs, school and society relationships, facilities and equipment, finance and administration, change and innovation)**

Variable	Variation Range	Minimum	Maximum	Average	Standard Deviation
Educational Planning and Curriculum	25/00	10	35	27/00	5/59
Students Affairs	24/00	11	35	27/16	5/57
Personnel Affairs	24/00	11	35	27/51	5/85
School and Society Relationships	20/00	15	35	26/70	5/52
Facilities and Equipment	24/00	11	35	26/60	6/20
Finance and Administration	23/00	12	35	28/15	5/37
Change and Innovation	25/00	10	35	25/60	6/54

**Table 5. Descriptive statistics related to variable, teachers' expectations of managers**

Variable	Variation Range	Minimum	Maximum	Average	Standard Deviation
Teachers' Expectations of Managers	139/00	106	245	196/05	27/34

**INFERENCE STATISTICS RESEARCH**

**The Main Research Question**

There is a relationship between the expectations teachers, from managers and performance of the managers?

**Table 6. Correlation between the teachers' expectations of managers and performance management**

Correlation Between	Number	r (Amount)	The Level of Significance
Expectations Teachers, from Managers and Performance of the Managers	200	+ 0/375	P<0/01

Because amount calculated for pearson correlation coefficient significant it is inferred; is = 0/01  $\alpha$  in level of ( $r < 0/01$ )  $P = 200$   $N = +0/375$ , with certainty, %99 between the expectations teachers, from managers and performance of the managers there is a positive relationship.

Namely with the increased the expectations teachers, from managers, performance of the managers also increases.

### Research Question 2

There is a relationship between expectations teachers, of managers and performance amount of the managers in the context related to (curriculum planning and educational, students affairs, personnel affairs, school and society affairs, facilities and the equipment, administrative and financial affairs, change and innovation)?

**Table 7. correlation between expectations teachers, of managers in the context related to (curriculum planning and educational, students affairs, personnel affairs, school and society affairs, facilities and the equipment, administrative and financial affairs, change and innovation) and performance amount of the managers**

<i>Correlation Between</i>	<i>Number</i>	<i>Correlation Coefficient</i>	<i>Significant Level</i>
Expectations teachers, of managers in the context related to curriculum planning and education and performance of the managers	200	+ 0/346	P<0/01
Expectations teachers, of managers in the context related to students affairs and performance of the managers	200	+ 0/339	P<0/01
Expectations teachers, of managers in the context related to personnel affairs and performance of the managers	200	+ 0/308	P<0/01
Expectations teachers, of managers in the context related to school and society affairs and performance of the managers	200	+ 0/367	P<0/01
Expectations teachers, of managers in the context related to, facilities and the equipment and performance of the managers	200	+ 0/379	P<0/01
Expectations teachers, of managers in the context related to, administrative and financial affairs and performance of the managers	200	+ 0/350	P<0/01
Expectations teachers, of managers in the context related to, change and innovation and performance of the managers	200	+ 0/368	P<0/01

Because amount calculated for pearson correlation coefficient

Significant it is inferred; is at all fields = 0/01  $\alpha$  (N<0/01) P =200 ,

with certainty ,%99 between the expectations teachers, from managers in the context related to (curriculum planning and educational, students affairs, personnel affairs, school and society affairs, facilities and the equipment, administrative and financial affairs, change and innovation) and performance of the managers there is a positive relationship.

Namely with the increased the expectations teachers, from managers, performance of the managers also increases.

### Research Question 3

There is a statistically significant difference between the expectations of male and female teachers, of managers?

**Table 8. Compare expectations of male and female teachers**

Gender	Number	Average	Standard Deviation	Independent t-test		
				t-Statistic	Degree of Freedom	Significant Level
Female	150	198/18	27/06	1/927	198	P=0/055
Male	50	189/64	27/43			

Because the amount calculated for statistic - t (1/927) at the level of  $\alpha=0/05$  and the degrees of freedom, 198 from t, table (1/96) is lower, we conclude that between the expectations male and female teachers from managers there is no significant difference namely expectations male and female teachers, from managers is identical.

### Research Question 4

There is a statistically significant difference between performance managers from the viewpoint of male and female teachers?

**Table 9. Compare viewpoint male and female teachers in relation with the performance of managers**

Gender	Number	Average	Standard Deviation	Independent t-test		
				t-Statistic	Degree of Freedom	Significant Level
Female	150	196/18	35/48	5/076	198	P<0/01
Male	50	166/40	37/23			

Because the amount calculated for statistic - t (5/076) at the level of  $\alpha=0/01$  and the degrees of freedom, 198 from t, table (2/57) is further we conclude that there is a significant difference between the action managers from the viewpoint male and female teachers.

## CONCLUSION

The results of the data analysis indicate about main question: there is significant difference between the managers performance and expectations teachers, of managers. So to increase information and awareness managers, be acting the formation courses and educational workshops. Therefore when the expectations teachers, of managers, given importance and these expectations be provided increase performance managers.

In the field of training planning and curriculum, manager required holding meetings with their teachers, comments and suggestions decisions and improves educational affairs and program setting their classroom use. Also provide manager magazines, features aid training for teachers and students.

In the field of students affairs manager with teachers and parents and specialists to fix educational problems, behavioral students have collaboration. Manager with of

psychological characteristics of students in this course be familiar and these characteristics to consider in dealing with them.

In the field of personnel affairs manager with teachers be have intimate relationship with teachers, and prepare the conditions for professionalism of teachers development and working collectively. Grant teachers freedom for the to do work.

In the field of school and community relating to, manager in addition to the parent-teacher association reply to questions parents of students, and inform they give of the status of their children's education and if possible the ability and expertise used them in school affairs.

In the field of facility and equipment relating to, manager must equipped school with library, sports equipment, sanitary & safety facilities and educational space, laboratory and educational aids.

In the field of finance and administration relating to, manager must attention to teachers' welfare and financial difficulties and correct used of financial resources and to setting app for school fees.

In the field of change and innovation relating to, manager with encourage spiritual and material and by creating than enough motives and with the use of new practices in school administration provide grounds for innovative opinions layout in school.



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