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Attitudes of Elementary School Teachers in Education System in Qazvin toward In-Service Education Role in Optimization of Administrators' Skills

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Abstract

This study aimed to investigate the attitudes of elementary school teachers in education system in district 2, Qazvin toward in service education role in optimization of administrators skills. This was descriptive and survey research. The population consisted of all primary school teachers in public schools. Totally, 48 cases were randomly selected as sample. This study used a questionnaire to collect the data. The experts' opinion about the validity and reliability of questionnaire was evaluated and accepted. Then, the collected data were analyzed using descriptive and inferential statistics in LISREL and spss software. The results indicated that in-service courses had an effective role in improving managerial skills.

Keywords: Technical Skills, Human Skills, Perceptual Skills, Job Training

Introduction

The training in information century is as a strategy facilitates and accelerates the appropriate and accurate use of human resources, strengthens the knowledge, attitudes, and particularly technical, professional, and business skills in personnel, and by creating optimal behavior leads to implementation of employees's roles and responsibilities. In simpler terms, manpower planning and teaching the staff increases the knowledge, attitudes, abilities, and skills of members, facilitates achievement to organizational goals through in-service training, and upgrades effectiveness and efficiency in training organizations.

The in-service training of teachers increases their job knowledge, commitment and expertise, creativity, and change and innovation, especially in the information explosion century, and increases the efficiency and effectiveness of educational organizations. The in-service training is an instructional process set of needs assessment, design, planning, and implementation which modifies and enhances the knowledge, skills, attitudes, and behaviors of organizational members to perform their specific tasks (Forotan, 2002, 32). The in-service training is the

regular, systematic, and continuous improvement process of teachers in terms of attitudes, knowledge, skills, behavior, and human relations development in training organizations which helps employee welfare and facilitates the implementation of educational organizations tasks. In terms of duration, the in-service training of teachers can be divided into three short, medium, and long periods.

The purpose of short-term courses is upgrading the level of awareness, vision, worship, behavior, and human relationships and achieving to conceptual, technical, human, and desingate skill in organizational structure which leads to the efficiency and effectiveness of training organizations. The capacity utilization through presence, semi-presence, and distance courses is useful in order to prepare teachers to perform human tasks, understand the enviornment and work relationships, and conduct complex educational roles. The in-service teacher training courses, especially short term courses, may help immediate efficiency and optimization of status quo.

The peculiar changes and many innovations in science, technology, economics, and politics in information and communication century have made more difficult the organization management roles and approaches, especially educational administration which is located at the top position of other managements. However, only the individuals who are trained, have organized knowledge of job, and have a skill and profession will be able to do their tasks (Pardakhtchi, 1995, 16). The education, training, and preparation of teachers to have human or social, conceptual, and technical skills help understanding establishment, cooperation, motivation among employees, understanding organizational problems, and potentials of executive duties of teachers in the classroom (Alagheband, 2002, 89).

Statement of Problem

One of the most important features of management in information century is organizational development. It includes all the formal and informal social, economic, and cultural organizations and is called organizational society. To meet the needs of the community, managers are forced to establish organization, organize it, and plan for it. In order to improve product quality and timely delivery to customers in the competitive world, they have focused on the systematic instruction of management skills as a coherent set such as:

1. Acquiring technical skills (Katz, 1991, 94) and easily performing the duties.
2. Perceptual skill: it is the ability to understand organization's problems and concerns of employees. It appears as the form of a mental picture of the process and structure of the organization, the relationship between total components and their details, and behavior of manager with the staff. Therefore, the philosophy, the concept of organization, objectives, personnel, complexity of organization, and methods of achieving the goals will be understood and the organization will be described and explained. The philosophical mind for managers including holistic view, meditation, and flexibility is within the perceptual skill of the managers (Zaki, 1997, 10).
3. Human skill includes the ability to communicate, respect for people, love and listen to them, to create an appropriate environment, understanding individual differences and talents, and mental health of individuals (Kamali, 2001, 36).
Technical skill includes curriculum planning, teaching models, teaching staff, students, school and community relations, training facilities and equipments, and administrative and financial matters (Band, 2002, 11).

The health and stability of society depends on the quality of educational system. If learners do not learn the social values, norms, and skills for good citizen and do not learn effectively

the skills and expertise necessary to perform their personal and social duties, the educational system has not done its mission. The realization of this mission requires attention to improving educational quality. However, both of the macro (monitoring the social dimensions) and individual (scientific and technical aspects of educational system) levels are considered in the educational system indicators (Emadzadeh, 2003, 22).

In the micro level, the quality of educational system depends on scientific and specialized knowledge of teachers, teaching experiences of teachers, in-service courses, and workshops. The teachers with higher test scores have students with higher test scores. An increase in scientific literature test scores of teachers is associated with 16% increase in the scores of high school students and 18% increase in the scores of elementary students (Daniel, 2004, 12). The teachers's teaching experience is considered as a moderator variable. The in-service training periods of teachers are effective in developing individual talents, organizational development by updating professional knowledge and skills, improvement of teaching methods, and social growth and development at the national level.

Methodology

This is a descriptive-applied survey. The population consisted of primary schools teachers in District 2, Qazvin (N=125). According to Morgan table, the sample consisted of 48 subjects. In this study, the independent and dependent variables were in-service training courses and skills of managers, respectively. The research tools were demographic questionnaire (age, education, work experience, and work place) and the questionnaire of factors associated with technical, human, perceptual skills.

Findings

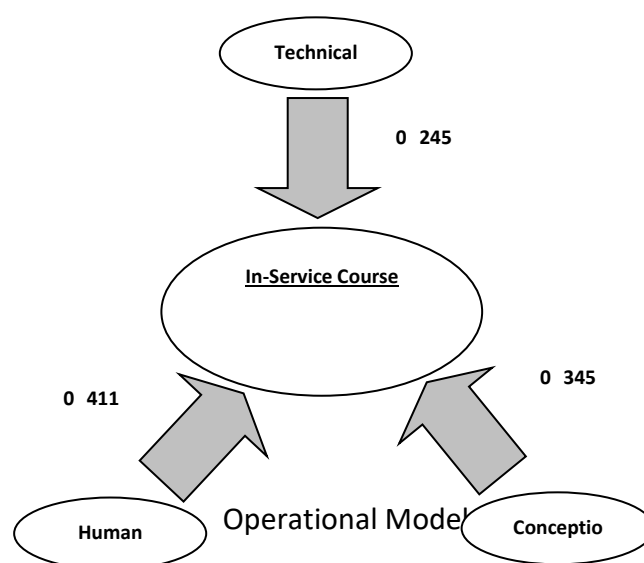
The descriptive status of research variables

Table 1: The descriptive status of research variables (mean, standard deviation, and correlation coefficient between parameters)

| Variables | Number | Mean | Variance | standard deviation | H | U | T |
|------------------|--------|------|----------|--------------------|------|------|---|
| Human skill | 48 | 29.4 | 78.0 | 88.0 | 1 | - | - |
| Perceptual skill | 48 | 09.4 | 93.0 | 61.0 | 38.0 | 1 | - |
| Technical skill | 48 | 02.4 | 82.0 | 36.0 | 47.0 | 29.0 | 1 |

The above table shows that the highest average level (4.29) is associated with human skill; and the lowest average level (4.02) is associated with technical skill. This means that the status of human skills variable in the population is desirable. Moreover, the correlation between human skills and perceptual skills, human skills and technical skill, and perceptual skills and technical skills are 0.38, 0.47, 0.29, respectively. This means that the correlation between dependent and independent variables is in appropriate level.

The operational model derived from the results:



The analysis and description of data:

The research findings suggested that from the perspective of teachers, the in-service training courses are quite effective in increasing the skills (three skills listed in the research). Also, it was proved that these courses can greatly enhance effectively the triple skills of managers. The majority of teachers tries to empower their human skills during in-service training courses. The correlation analysis and regression coefficient confirmed the results obtained in the inferential statistics for these variables. As noted above, the regression analysis was used to test the research questions.

Table 2: The results of hypotheses' regression analysis

| Hypothesis | | p-value | The rank of skills |
|---|-------|---------|--------------------|
| First skill: human skill with in-service training | 096.0 | 000.0 | First |
| Second skill: perceptual skill with in-service training | 072.0 | 001.0 | Second |
| Third skill: technical skill with in-service training | 054.0 | 002.0 | Third |

The evaluation of research findings from the perspective of tests leads us to interesting results. The analysis showed that the administrators of schools in District 2, Qazvin paid special attention to human skills. They reported that this skill was improved in the in-service training courses very much. On the other hand, they paid the lowest attention to technical skill and stated that it is not important in training courses. However, the research results indicates that in-service training courses impact on all three administrative skills (human, technical, and perceptual). This means that school administrators consider the empowerment of managerial skills including human skill as their success factor.

Discussion and Conclusion

Based on the obtained results and the mean score (4.29), the human skill plays a key role for managers in holding in-service training courses in elementary schools in district 2, Qazvin. So given that the highest rank dedicated to human skills, it can be said that the main goal of these organizations and schools is developing and promoting human skills. On the other hand, the technical skill with a mean score of 4.02 obtained the lowest rank. The third skill which is associated with in-service training courses is perceptual skill. It plays a key role in Qazvin schools. The most attention was paid to this skill after human skill and it is in the second rank. It should be noted that the hypotheses and results of this research were compared with the literature.

In relation to the first hypothesis that the in-service training courses impact on the improvement of managers's technical skills, the results are consistent with the studies of Jafari (the role of education in increasing the efficiency of managers) and Sheibani (the role of in-service training courses and their impact on employee performance in Jihad Daneshgahi). Also, they are inconsistent with the studies of Ghoushooni (quality of in-service training courses in high school new system) and Sobhaninia (Opinions of instructors in teacher training centers in Isfahan).

In relation to the second hypothesis that the in-service training courses impact on the improvement of managers's perceptual skills, the results are consistent with the studies of Ahmadi Moghaddam (the impact of short-term in-service training on the performance of primary school managers in Gilan) and Jafari (the role of education in increasing the efficiency of managers). Also, they are inconsistent with the studies of Najafi (in-service training programs for teachers and suggestions for improving its quality) and Sobhaninia (Opinions of instructors in teacher training centers in Isfahan).

In relation to the third hypothesis that the in-service training courses impact on the improvement of managers's human skills, the results are consistent with the study of Beheshti (The effectiveness of in-service training courses in management and planning organization of Tehran from the perspective of the participants).

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