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The amount of teachers' interest rate to acceptance the administrative & educational unit management in Lorestan

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ABSTRACT

Background: The amount of teachers' interest rate to acceptance the administrative & educational unit management in Lorestan **Methodology:** The statistical population included all Lorestan teachers based on the gender [women & men] in rural & urban areas & educational courses [elementary, guidance & high school & intro] that was based on education Lorestan Education Department in each areas in 2011-2012. The collecting data tools were Haland's Gauge interest vocational questionnaire & Tailors' job cards model questionnaire for analyzing data was used descriptive statistics for determining central & scattering [design table] indexes & deductive statistics such as; Spearman's correlation coefficient for surveying the relationship between variables & also was used Friedman for prioritize the ways. **Results:** The results of this research showed that in this population, the Lorestan teachers intend to the administrative & educational units' management responsibilities & interest to change their posts to administrative & educational units' management posts, that this showed that the high attraction of administrative & educational units' management posts **Conclusion:** Lorestan teachers believed that if they can work in administrative levels they can obtain more successful & obtaining the administrative posts & schools management because of reputation and social prestige so it is one of their wills & also there are this belief that work in these level caused to find the political, social, economical goals.

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INTRODUCTION

In the first of being the studies about job interests in 1920 decades, the authorities can answer to this question; how do the job interests exist?

According to the Hanson (1984) there were extensive researches about correlated factors associated with interests based on correlated factors associated with interests based on new job. Strang (1943) studied on the relationship between interest & job satisfaction, personality & abilities. Thorndike believed that people interested to the works that do them very good or works have abilities & talents in them. Savikas *et al* (2002) said the concept of self-efficacy by Bandura in 1997. Self-concept points to the personal beliefs in about successful a special task or behavior, self-concept expectations considered as important mediators in personal behavior low self-concept in a task caused to avoidance of it while high self-concept caused to be near or do that work or task. So regarding to the documents & research evidence & also done researches about interest never reported numbers as the level of teachers' interests to the administrative tasks & management schools based on rural & urban areas, educational course, gender, educational degree, so can be claimed that surveying the level of teachers' interests in accepting administrative responsibilities & Lorestan management schools is one of the unknown factors that need to more study in it, in another words, its subject is new than other researches but it have special characteristics, it means that the amount of Lorestan teachers' interests in their works & schools management for making decisions in selection & appointment the schools managers & attract staffs, Education Organization in Lorestan.

In another words, studied on teachers of Lorestan who do the educational job that how much do they have the interest to change their work to the administrative ones? So, the researcher wants to studied on "the amount of teachers' interest to accept administrative responsibility & school management in Lorestan hop to can take an effective step to determining the amount of Education teachers' interest of Lorestan to accepting the administrative & Educational units' management responsibilities in deciding the proper decision

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Internal researches:

1-Jangholi, Jangholi(2009) studied on effective factors on attraction enterprise management the educational courses & he obtained these results; there were meaningful correlation between personal, job, positional, need to successful, planning, power, job dependency, job importance & attraction the enterprise the management educational courses.

2-Shekarchi Fardoe & Mohammadreza (2007), surveying on effective factors of low attraction administrative posts in Education Department of Ghom Education Department & he obtained these results:

1-there was direct relationship between median salary & administrative posts acceptance

2-the main reasons of low attraction the administrative posts are hard works of it that need to the proficiency, high experience, motivation, time, energy, strong & capable management.

3- There was relationship between the lack of employees' the proper evaluation & low attraction the administrative posts.

4- There was relationship between mental factors & attraction the capable persons in administrative & management posts.

5- There was relationship between financial factors & attraction the capable persons in administrative & management posts

3-Nickzad (2003), studied on "the reason of lack the indents in educational employees to works in Isfahan Education Department & he obtained these results;

1-There was meaningful relationship between gender, educational course & lack of intended to the administrative jobs.

2-There was not meaningful relationship between educational degree, educational field, experience & lack of lack of intended to the administrative jobs.

3-There was meaningful relationship between the importance of administrative job & lack of intends of educational employees in Education Department.

4- There was relationship between 1-deversity & complexity 2-management style & lack of intends of educational employees in Education Department.

5-There was not relationship between 1-authority & independence 2-associates group 3-payroll system 4-flexible working hour 5-need to being raised & lack of intends of educational employees in Education Department.

4-Shafiee(2009), studied on the barriers of women partnership in Educational job in Education Department in Ilam in acceptance the experts & administrative management works, in this research there were meaningful relationship between 1-the amount of women management abilities 2-extent of gender discrimination in terms of women in organization 3- the housekeeping tasks & paying attention to the all fairs of house, the attitudes to women management 4-failure to comply with male [men] than the orders of self time management & the amount of women's intends to acceptance of experts works & administrative management.

5-there were not meaningful relationship between 1-the amount of self-esteem 2- achieve the motivation 3-the amount of acceptance the management women 4- the amount of problems management administrative posts 5- the amount of low the hours of educational jobs 6- the number of working days are lower than educational jobs 6-there are more holidays in educational jobs & convenience in women educational environment 7-simultaneously opposes culture & amount of women's tends to acceptance the administrative jobs

6- Sadeghi (2003) studied on the relationship between personal needs, values & jobs interest with job ways fulcrum career path among administrative staffs & found these results'

1-There was relationship between personal needs & job value with fulcrum career path 2- There was not meaningful relationship between job interests & fulcrum career path.

External research:

1-Strang,Super, Darli, Hanga, Brdai (1930-1950) surveyed on framing the interests & found following results;

A] job interests affected by genetics B] job interests affected by abilities C] job interests affected by personality D] job interests affected by environmental factors- job interests were acquisitive

2- Park (1981): cognitive determined factors on interests or lack of interest to a work included

A] Cognitive abilities for doing an activity B] The level of expected successful in doing an activity C] expected satisfaction in involving an activity

3- Super (1963); 1- interests due to the identifying determination 2- interests are coordination with social roles

4- Hogsted (1997) A] There is strong relationship between extroversion and subdued interest B] There is positive relationship between empiricism and willingness search

5- Barson & Burgen (2002) there are 3 acceptance ways humanism, confidence & kindly & there is social interests between empiricism and willingness search

6- Barak [1] there is relationship between interests & job satisfaction

7- Barak [1] there is documents that showed that the interests are obtained by experiences.

8- Thorndike [1915]; his reports are based on his experimental research showed that interests are the points of ability & current talents or future of persons.

9- Barak(1981) Cognitive abilities, expected success & predicted satisfaction have involvement role in basic of interests

10-Silvia (2003) there was positive relationship between self-efficiency & interest self- efficiency caused to the job interests.

Method:

The propose of this research is practical & it is descriptive. The statistical society included all Lorestan teachers' based on genders [men-women] in the rural-urban areas & education courses [elementary, guidance & high school & intro] that based on Education Departments' notification of areas in Lorestan schools in 2011-12.

In the recent research the [statistical] society included 389 persons the value or sample is determined by Krejcie & Morgan table. For collecting data was used Haland gauge interest questionnaire & Tailer job cards models & 2 kinds of questionnaire [included 15 questions] that made by research that proper as separately for determining the level of administrative interests, studied statistical society, in Likert 5 range [very high, high, average, low, very low] & they done by following stages by considering to the frame work for determining the content reliability questionnaire & measuring the concept, the questionnaires were distributed among some of separate management expert professors & then their proposal & authorities are done in the questionnaire. For determining the reliability questionnaire in the first level; the 30 questionnaires distributed among people that they were selected randomly & then filled them & then it was [$\alpha=0.842$] by Cornbach's Alpha. For analyzing the data was used descriptive statistic for determining scattering central indexes [designing table] & used deductive statistic such as Spearman's correlation coefficient for surveying the relationship between variables & used Friedman's test for prioritize ways.

Findings:

Table [1] shows the level of the teachers' interests to acceptance the administrative responsibilities, Lorestan Education Department.

Table 1: frequency distribution & the percentage of teachers' administrative interests obtained by implementation of measurement tools & Tailer job cards model

Without administrative interests	Administrative interest	Index
Frequency	265	135
Percentage	66.3	33.7

The summery of obtained results of prepared information in table [1] identified that have 66.3 percent of sample [400 persons] with 265 people's frequency interest to acceptance the administrative responsibilities in Education Department & 338 percents with 135 persons were not interested acceptance the administrative responsibilities, in another words, they don't want do the administrative works.

Table 2: necessary information for number 1 question test based on Kolomogrov-Smirnov single sample test, t-single group & confidence

Statistic test	Strictly administrative interest	Observed frequency	Expected frequency	Observed cumulative relative frequency	Expected cumulative relative frequency
komologrov-Smirnov	Very high	52	80	13%	20%
	High	65	80	16.5%	29.5%
	Average	91	80	22.75%	52.25%
	Low	94	80	23.5%	75.75%
	Very low	98	80	24.5%	100%
	P=0.000 K-SZ=4				
Single group t-test	Meaningful level=0.001 df=f t=8.81 calculated t=4.60 table				
Confidence 0.99					

Zero hypotheses: the percent of persons who knew high & very high level of intensity of teachers' administrative interest considered them equal to the percents of the people who knew low & very low & average level for intensity of teachers' administrative interest $H_0: P_1=P_2$

Opposite hypotheses: percent of people who knew high & very high level of intensity of teachers' administrative interest considered them was lower than the percent of people who knew low & very low & average level for intensity of teachers' administrative interest $H_A: P_1 < P_2$. The obtained results of table [1], [2] determined opposite hypotheses rejected zero hypotheses by the information for first question test based on Kolomogrov-Smirnov single sample regarding to the amount of K-SZ equal to Jangholi (2009) & calculated $P[0,005]$ & also distributed answers in to the 5 groups from very low to very high with 95% , based of it can be said that studied statistical society knew that the percentage of percent who knew the high & very high level for

teachers' level of intensity interest to acceptance of administrative responsibilities were lower than persons who knew moderate to low level of teachers' intensity to acceptance the administrative responsibilities, it means that there were proper & correct option [average to low] among 400 persons of answers, 171 persons with 29.5 percentage of level of teachers' intensity interest to administrative responsibilities, high & very high & 229 persons equivalent to 70.3 percents. Regarding to the collected data with 95% confidence of statistical sample & said that Lorestan teachers are different in the results of calculated t-single group were meaningful in different frequency in table [2]

Table 3: is surveyed on the level of teachers' interest to acceptance the Educational units' management interest obtained by measurement tools implementation Tailor job cards model

Without administrative interests	Administrative interest	Index
Frequency	242	158
Percentage	60.5	39.5

The summary of obtained results which showed in table [3] includes 60,5 percents of studied statistical sample [of 400 persos] with frequency 242 percents whom have interest to acceptance Education unit management & Education Department responsibilities & 39.5 percents with 158 persons, they don't have any interest to the educational unit management & don't like to work in school management posts.

Discussion and conclusions:

The table results showed that studied statistical society; Lorestan teachers' interested to the acceptance administrative & educational unit management responsibilities in Education Department that change their posts from educational post to the administrative posts that showed that the high interest to administrative & unit management responsibilities in Education Department posts based on teachers' attitudes as Lorestan teachers believed that if they work in administrative & Educational management posts can obtained more successfully & obtaining the administrative & schools management posts were their successful because of Credit and employment prestige they believed that doing administrative & unit management responsibilities. They can obtain their social, economical, political goals & then obtain Post Office efficacy, job satisfaction & more success than their answers to accept the administrative posts in Education Department in Lorestan is positive & they tend to accept them as most of the interest theories said that interests act as navigator factors, it means when a person interest to the environment caused to pass times more there, so maybe can said that; I is worried the interest 17.3 percent of teachers to change their posts & it was considered as the threat for Educational & teaching- learning progress for Lorestan students:

Jangholi's (2009) results were same as current results which showed that there was meaningful correlation between need to success, need to be addressed, need to power, various skills, job independency, interesting te educational unit management posts.

Sekarchi Ferdoi (2007) showed that the most results of low interests in administrative posts is its hard work that it need to special, high experience, time, energy, strict management & ability that they were not same as these results & they were same as Barak's (1981) & Delavar(1971) results that showed there was relationship between interests & job satisfaction & interest s were obtained by experience & also they was same as [10] that showed that there was relationship between self-efficiency & interest & self-efficiency caused to increasing the job interests& the Mazlo's results (1959) showed that interests can be found in obtain the inherent requirement & Lents' results showed that interest originated by abilities & these current results were same as Haland's authoority that he knew the interests originated by personality.

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