

The Relationship between the Project Quality Management Excellence Circuit and Teacher's Educational Performance in the Sistan Area

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Abstract: The aim of this study is to determine the impact of design excellence on the quality of teacher education in the field of spore's circuit. The study sample included all the population of the city Zehak the number of secondary school teachers against 360 people. The sample of 186 persons Morgan table were selected as sample. The method is simple random sampling. Instrument is a self-made questionnaire. The questionnaire has 26 questions that it's validity by experts and managers and then approved supervisor. To obtain Item reliability through Cronbach's alpha was used which 0.89 times the value was obtained that shows good reliability. In order to analyze the data, SPSS 19 software package is used. The results of this study indicate that project quality management excellence based on academic performance, quality of teaching, learning and teachers' scores level Sistan-affected areas. As well as age, work experience and education in project management excellence with performance-oriented quality education teachers do not contribute. But the discipline of design excellence with performance-oriented quality management training of teachers involved.

Keyword: Management Excellence, Quality Management Circuit, Educational Performance.

Introduction

Education is among organizations whose success depends on the stable and committed forces. Managers are the most effective and important education forces, which the supportive programs and measures to maintain and create the sufficient and necessary motivation for their stability are run. The stability in management is one of important factors affecting the quality of education and students' learning. The supportive programs and measures of managers entail various outcomes, including the continuance in a duty with motivation and a more desire to achieve the goals of education (Ghafourian et al., 2010).

The educational organizations have a dynamic state. They and their environment are constantly varying, so that they have the cycle of life. On the other hand, the quiet and efficient performance of an educational institution needs

the skilled managers. Managers that are responsibility to lead and guide the educational activities in schools, institutes, universities, etc. In addition, they are responsibility to determine standards and educational objectives, to codify policies and practices, as well as to determine the supervision of teachers and school cadres (Sarmadi et al., 2008).

The academic performance and factors that may affect it, has long been interested psychologists and education coaches. In the meantime, it seems that factors such as intelligence, motivation and people's attitude to different lessons and different learning styles, which every learner uses to learn different lessons, are very important (Izadi & Mohammadzadeh, 2007).

In the meantime, the measure has been intended for measuring the achievement of these objectives, is the amount of students' learning, which is measured by their "academic performance". In fact, it can be stated that the most objective goal and outcome of any educational system is students' academic performance of the society, and the future prosperity of any society depends on the amount of achieving these goals (Mehrabizadeh Honarmand et al., 2007). Accordingly, identifying the relationship between quality management excellence plan and teachers' educational performance can affect how students' education and their academic performance, as well as organizational productivity.

Quality based management in organizations to gain sustainable competitive advantage, has been recognized widely in management philosophy. This approach to management gives rise to the continual excellence in the process of organization, and valuing superior customers and customer needs, increasing profitability and productivity. Despite the benefits of quality based management approaches to deal with the current challenges in the industry, it is effective to simultaneously analyze both management philosophy to explain its impact on the performance of the organization.

With the development of information technology, human society is changing rapidly. These changes create spontaneously new needs. Education authorities should plan coinciding with the changes, and in addition to obtain the new information and knowledge, they should equip with the appropriate and modern methods of education. One of cases that is essential in the education and training of students, providing the hardware and software facilities, but experts' views have been different at different times. In education management, some experts seek the root of many problems and even their solutions in the inputs of the school system. In other words, the hardware facilities are considered more important, and they believe that if capacities of the input of school, such as financial resources, physical resources, and money increase, it can be resolved all issues and problems at school. Others also believe that although the school system inputs and the financial and physical resources are important and effective, but must mostly be considered the process of the system. From the viewpoint of this group of teaching, management, evaluation, content and methods as the software possibilities are more effective.

By implementing management excellence plan and strengthening self-assessment system, all activities of schools in various fields is evaluated and measured, and managers to improve programs and the quality of education have the strategic plans. Management excellence plan led to the development of human resources and increasing the quality of education in the educational institutions. One of the most important criteria for evaluating the educational system is the quality of education, and education pays special attention to this fact. Hence, education plans in order to upgrade the quality of education, and thus it gives rise to significant progress in the educational system. One of the major plans in this area is quality based management excellence plan, which with proper implementation; this plan can enhance educational quality, and the performance of managers. Hence, given the present problems in the educational system, investigating the effect of quality based management excellence plan on the educational performance can improve the performance of managers in the educational system. Therefore, given the above explanation, and an interest in the subject and previous experience, the researcher tries to investigate the effect of quality based management excellence plan on the educational performance of teachers in Sistan, and provide the scientific and practical recommendations to the managers of education to institutionalize management excellence plan.

Methodology

This research method is descriptive-survey one. The population consists of high school teachers of First grade in the city of Zehak, with size of 360 people. The sampling method is in the simple sampling. In this study, a sample size of 186 people is selected by referring to Morgan table. The data collection method is based on field study and the data collecting tool is a researcher-made questionnaire with the five point Likert scale. To determine the validity of the questionnaire, experiences of administrators and teachers in educational administration were used, and finally with the help of Supervisor, this has been approved in aspect of outward and content with 26 questions. The

reliability coefficient of the questionnaire questions was calculated using the statistical software SPSS and Cronbach's alpha method. The total reliability of the questionnaire was equal to 0.89. Therefore, the questionnaire has acceptable utility. To analyze the data, the descriptive and inferential statistics were used. For descriptive statistics, indicators such as frequency tables, percentages, graphs, mean, mode, standard deviation, variance and Skewness, and in the inferential statistics, the well-set tests such as regression and Pearson correlation coefficient were used.

Results

The research hypothesis: the project of management excellence based on quality affects the teachers' education performance in Sistan areas.

To test the research hypothesis, one-sample t-test was used. In this test, the average obtained for teacher training performance compared with the average limit, i. e. the number 3. If the hypothesis of being higher the average of variable mentioned than the number of 3 is approved, so the main hypothesis is confirmed. The results of this test are summarized in Table 1.

Table 1. The results of testing the main hypothesis.

Variable	Mean	t-value	df	P-value	Lower limit	upper limit
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According to the above table, because, the significance level is lower than the level of 5% error, and also, lower and upper limits is positive, it can be found that the average of this variable significantly differs from the average value (number 3). Thus, the main research hypothesis is confirmed, and we can say that project of management excellence affects the quality of teacher education performance in Sistan areas. To investigate the impact of quality-based management excellence on the components of teacher training performance in Sistan area has been estimated as follows:

For testing the components of the educational performance, single-sample t-test was used. In this test, the average obtained for the components of educational performance has been compared with the average limit of the number 3. If the hypothesis of being higher the average of variable mentioned than the number of 3 is approved, so the main hypothesis is confirmed. The results of this test are shown in Table 2.

Table 2. The results of the first hypothesis test.

Variable	Mean	t-value	df	P-value	Lower limit	upper limit
The quality of teaching						
The level of grades						
Learning						

According to the above table, because the significance level is lower than level of 5% error, and also the lower and upper limits are positive, thus it can be found that the average of this variable significantly differs from the average value (number 3). So we can say:

- Project of the quality-based management excellence affects the quality of teacher's teaching in Sistan.
- Project of the quality-based management excellence affects the level of scores by teachers in Sistan area.
- Project of the quality-based management excellence affects the teachers' learning in Sistan area.

Discussion and conclusion

In terms of the research hypothesis: “the project of management excellence based on quality affects the teachers' education performance in Sistan areas”, the results approved it. The results obtained by Irannezhad et al entitled, “relationship between the quality management systems with the effectiveness of teaching hospitals performance in the city of Tehran” showed the significant difference for the performance of hospitals with more than two approaches and other offices (centers) when simultaneously the new systems to improve performance was applied with the effectiveness caused of them, t-value was in a significant level equal to 3.93. Also, Pearson

correlation test showed a strong positive correlation between the number of approaches used and effectiveness of systems at significant level, which our results are agreement with them.

Furthermore, the results show that the project of the quality-based management excellence affects the quality of the teachers' teaching in Sistan areas. These results are agreement with the results obtained by Tasko and Mytrova entitled, "motivation and efficient communications (quality management) system in the Macedonian higher education institutions". They demonstrated that the creativity and access to quality primary education could cause to improve performance in any part. Their study shows the significant relationship between effective quality management and educational performance in educational institutions in Alexandria.

According to results, the project of the quality-based management excellence affects the level of scores by teachers in Sistan area. Karahan and Matt in a research entitled, "evaluation of quality management procedures in higher education in the field of the sufficient quality", showed a quality-based management causes the educational performance in higher education in Turkey, which aligns with our results.

At the based on results, the project of quality-based management excellence affects the learning teachers in Sistan area. The results obtained by Sarmadi et al entitled, "an exploration in the epistemological introductions of the total quality management and its implications in educational administration" showed that in this theory, knowledge is an interactive process and the goal of science is to break the determinations and obligations, the knowledge has a non-accumulation feature, and thought is the pivot of teaching and training. Educational subjects are chosen from systematic knowledge. Educational manager with this culture believe that any person is responsible for his/her own knowledge and science, and the knowledge organized causes to develop the individual attitude. There is no inhuman knowledge and any knowledge is significant through man look. This aligns with our results.

Suggestions

According to the results of the hypothesis that show that between the project of quality-based management excellence and educational performance of teachers is a relation, it is suggested:

- Officials should note that the increase in the quality of teaching teachers causes that students satisfy the teachers' teaching.
- Directors of schools can increase the confidence in students using the quality-based management excellence project.
- The teachers can increase the students' participation in education by increasing the quality of teaching.
- Participatory teaching methods used by teachers as much as possible.
- Authorities with regard to educational quality can be satisfied the students and their parents of the educational evaluation procedures.
- Teachers try to increase the accuracy in evaluating their students' scores.

Conflict of interest

The authors declare no conflict of interest.

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