

Formation for School Management Corps in the Algerien Educationel an Analytical Study in the Light of Administrative Leadership "System "Skills

تكوين أسلاك الإدارة المدرسية في النظام التربوي الجزائري
دراسة تحليلية في ضوء مهارات القيادة الإدارية

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Abstract:

This research paper examines the issue of specialized formation for school management corps in the Algerian educational system. The aim is to conduct an analytical study on the specialized formation programs of these corps to reveal the level at which administrative leadership skills are available after categorizing them into three types which are: technical skills, human skills and conceptual skills based on Robert Katz' perception in which these skills exist, Given the importance of conceptual skills in effectivation of leadersip practice, the focus was focused on it, and through adopting the descriptive method and content analysis approach. Content analysis is applied by the researcher in the light of the theoretical heritage, the literature of the specialty and official texts. After arbitration and codification, applying the research tool to a sample of specialized formation programs and statistically processing it, the following results were reached:

-The indicators of the analysis articulate that the level of conceptual skills in the specialized formation program for school management corpses in the Algerian educational system is less than 50 percent.

Keywords: specialized formation, school management corpses, administrative leadership skills, conceptual skills.

ملخص:

جاءت هذه الورقة البحثية لتسلط الضوء على موضوع التكوين المتخصص لأسلاك الإدارة المدرسية في النظام التربوي الجزائري، وكان الهدف منها إجراء دراسة تحليلية لبرامج التكوين

المتخصص لهذه الأسلاك، بهدف الكشف عن المستوى الذي تتوافر فيه مهارات القيادة الإدارية، بعد تصنيفها إلى أنواع ثلاث؛ هي المهارات الفنية والمهارات الإنسانية والمهارات الإدراكية التصورية، انطلاقاً من تصور Robert katz الذي فيه هذه المهارات، ونظراً لأهمية المهارات الإدراكية التصورية في تفعيل الممارسة القيادية فقد كان التركيز منصبا عليها، وقد تم الاعتماد في هذه الدراسة علم المنهج الوصفي، من خلال استخدام أسلوب تحليل المحتوى، حيث تم تطبيق أداة تحليل المحتوى المعدة لهذا الغرض من طرف الباحث في ضوء التراث النظري وأدبيات الاختصاص والنصوص الرسمية، وذلك بعد تحكيمها وتقنينها، وبعد تطبيق أداة البحث على عينة من قصيدة من برامج التكوين المتخصص، ومعالجتها إحصائياً تم التوصل إلى النتيجة التالية:

-تدل مؤشرات التحليل على أن مستوى المهارات الإدراكية التصورية في برنامج التكوين المتخصص لأسلاك الإدارة المدرسية في النظام التربوي الجزائري أقل من 50 في المئة.

الكلمات المفتاحية: التكوين المتخصص، أسلاك الإدارة المدرسية، مهارات القيادة الإدارية، المهارات الإدراكية التصورية

Introduction:

Specialized formation of school management in the Algerian educational system is considered a suitable space for upgrading educational competencies to the extent that it helps it acquire and develop leadership skills in school administration in a way that enables it to practice administrative operations in a more scientific and effective manner. However, focusing on the technical aspects of specialized formation programs and their importance in the process of administrative work remains insufficient unless these programs cover the other skills such as human skills and conceptual skills and develop them to the extent that the administrator achieves internal compatibility and external adaptation with the school's social systems. The school administration profession occupies a distinguished position within the procedural level of the hierarchical organization of the administrative levels that are covered by the educational system, and it is in direct contact with teachers, students and members of the local community. The school administration has an important and sensitive position because of its significant impact on the conduct of daily work of the educational process and the achievement of its goals and objectives.

A general look at the tasks that the school principal is supposed to exercise may be sufficient to indicate the professionalism of the school principal's work and the technicality of this work. He is concerned about dealing with the philosophy of education and teaching in general, and the general and specific objectives of the stage which he manages. He is also concerned with managing financial aspects, personnel management, community engagement, curriculum or student education and learning process, the school construction, and other matters that affect the processes included in the school system at its procedural level. These tasks are all reflected in specialized materials that contribute to the refinement of the thought of the school principal and building his personality in a way that enables him to carry out the tasks of his role in the most appropriate manner. (Al-Tawil, 1999, p. 20)

From this perspective, the sensitivity of the tasks entrusted to the directors of educational institutions known for their specificity and distinction from the rest of other institutions, as it is the first station in the educational path of the Algerian individual, imposes on the person in charge of its administration to be familiar with the arts of administrative leadership. This can only be achieved through exposing the latter to training courses conducted by specialized institutes that ensure the cognitive and professional qualification of those who possess the qualities of field experience and the ability to adapt to different situations, through the adoption of training programs that make the director of the educational institution an educational leader who works hard to achieve interaction between the poles of the educational process by adopting management methods based on scientific foundations and achieving openness to the local community.

Some research and studies in the United States of America indicated that a good and efficient manager, who has the support of his subordinates, their love and understanding around him is one who possesses the necessary skills in understanding human behavior and dealing with it through stimulation, excitation as motivation to work and the use of various means of communication and sensing of the problems of others.

Blumberg and Greenfield (1986) see that an effective school principal has a number of characteristics that are summarized in: his desire for his school to have a high reputation and fame, his quick initiative to put forward new initiatives and ideas, his extensive knowledge of different education strategies and effective classroom management, his psychological security, his courage to debate, innovate and experiment, and his ability to deal with developments and events which benefits teachers and students. (Abdin, 2001, p. 231)

In the context of this approach, Robert Katz presented a vision that he built on the basis of the necessity of the availability of three skills for the leader and administrator which constitute a frame of reference and a necessary starting point for the success of his interaction with the tasks assigned to him. In terms of this, these skills are a necessary basis for helping educational leaders, no matter how they are devoted to their regulatory levels in activating the requirements of their roles in a distinct way. Robert Katz has classified these skills into three types, are the technical skills, human Skills and conceptual Skills.

In view of the importance of the last type of these skills (Conceptual skills), in activating the supervisory roles of the directors of educational institutions, we will try to highlight it, by analyzing the content of the specialized formation program for school management corps in the Algerian educational system in light of the perceived conceptual skills, As one of the most important dimensions that is focused on in administrative leadership skills, and based on the above, the problem of the study is determined in the following question:

- What is the level of availability of conceptual skills in the specialized formation programs for school management in the Algerian educational system?

2. Hypotheses of The Study

To answer the question contained in the problem, which calls for explanation and interpretation, the researcher formulated the study hypothese as follows:

- The indicators of the analysis denote that the level of conceptual skills in the specialized training programs for the school management corps in the Algerian educational system is less than 50 percent.

3. Objectives of Study

The main objective of this research Disclosing the level of availability of conceptual skills in the specialized training programs for school management corps in the Algerian educational system.

4. Defining the Concepts of the Study

4.2 Specialized Training Programs for School Management Corps:

a set of nine study units representing the subjects of management of the pedagogical field, administrative management, physical and financial management, law and school legislation, the educational system, psychology, social and educational psychology, research methodology, computer media, as well as field training, which are implemented over a period of 406 hours, distributed on three formational periods, for the benefit of the managers of the educational institutions who succeeded in the written and oral contests. The national institute for the formation of education is responsible for its implementation as well as the improvement of the level of employees of the educational system.

4.3 Leadership Administrative Skills: it refers in this research to the technical, human, conceptual skills and is practically expressed through the total degree of the analysis indicators after the application of the analysis tool specific for administrative, leadership skills.

4.5 Conceptual Skills: it refers in this research to the school principal's ability to have extensive knowledge of the objectives and strategies of primary education, familiarity with the nature of the organizational structure of the educational administration and awareness of the functions and objectives of each level, activating mental abilities so that he can realize the comprehensiveness of the educational process and the relationship between the school and the community, familiarity with the nature of the actors in the educational process and awareness of the degree of influence, and knowledge of the means of achieving educational goals and implementing school curricula? This si procedurally expressed through

the partial degree of analysis indicators after applying the content analysis tool for conceptual skills.

5. Previous Study: When we browsed the theoretical heritage and the specialized literature, we found many studies that focused on the issue of leadership skills, and what should be available in the school principal to increase his effectiveness in school administration. These studies were not complete in terms of information on methodological procedures, and were limited to mentioning the findings only. Its employment was through enriching the theoretical aspect and it provided an important material that helped in adjusting the list of administrative leadership skills.

5.3 Lester Study (1993):

This study aimed to determine the skills necessary for the candidate for leadership positions, for the year 2000, and the necessary needs and programs that must be offered by universities to meet the necessary needs of the candidates. Information was collected through telephone and interviews. The total sample amounted to 280 from different educational levels, and the results of the study indicated that most of the sample members recognized the importance of having human relations skills and the need to possess communication skills, and it also identified the topics required to develop these skills. The most important of these topics are: finance, law school and computer applications. Some of the most important recommendations of the study is that the Department of Educational Administration and Leadership saw the need to provide special studies in the field of human relations, management and decision-making, computer and communication uses, and interpersonal skills and leadership. (Ahmed, 2002.207)

5.4 Study of Bouabdellah Lahcen (1993):

It is a field study carried out within the framework of the research conducted by the research team, which was established in 1993, and it was under the title “evaluation of the formative process at the university, in which the researcher started from a question cantered on the possession of university graduates who joined work of skills required in their work, and the extent to which these skills are used. The researchers tried to answer this question by adopting three procedural hypotheses which were validated through the appropriate methodological procedures. The researchers adopted

the descriptive analytical approach, and the use of the questionnaire as a tool to achieve the research which was built based on some previous studies. Before its application, it was presented to graduate students at the University of Setif for enrichment and discussion. After that, 20 items that formed the questionnaire were set, and the research tool was applied to a sample of 25 students who were randomly selected with a percentage of 56%. In the statistical treatment, the percentage was adopted in the presentation of the search results, which were as follows (Boabdallah, 1993, 299).

- ✓ The scientific institutes at the University of Setif did not achieve their goals of preparing acquired frameworks for the skills required for field work.
- ✓ There is no significant relationship between the content of the training and the actual practice in the field.
- ✓ The traditional teaching methods are still not compatible with the developments that have occurred in modern teaching techniques.

5.5 The Study of the National Institute of the Formation and Level Improvement of Education Employees:

The researcher attempted to attain the study in itself or some of the information on to the methodological aspects related to the field study, but this was not achievable. With regard to the importance of this study due to its direct relation to the research we are about to do, we will be restricted to mentioning the most important results the study has reached and the recommendations that emerged from it relying on the document specific for the formation programs of the administrations corps for the year 2005.

What was generated from the scrutinizing look into the current formation programs after its subjugation to a thorough study and coordinated examination is that the formation process is marked by contributing to filling gaps that were before it and closing various hiatus of the educational institutions managers and education advisors. However, going along with the evolution norm in general and the world of education in specific, it has become necessary to reconsider these programs since its reevaluation process has created results that showed the most important indicators of the gap as follows:

- ✓ Gols framing lacks precision and correction tendency and procedural determination.
- ✓ Connecting goals and contents is weak.
- ✓ Contents do not comply with the new in education and administration.
- ✓ Some of the formation methods are incompatible with modern technological developments.
- ✓ Formative aids are rare and are limited to some publications.
- ✓ Evaluation lacks the required objectivity and does not allow a distinction between glory and negligence.
- ✓ The integration between the theoretical and practical aspects is weak.

The contemplator of these studies does not find much similarity with the study we are about to carry. This does not mean that there is no benefit in presenting them, and touching on its most important findings and recommendations because there are points of intersection and signs of agreement, and if they are not at the heart of the topic, they are in one of its parts or some of its sub-variables. Some of them are not devoid of light points that illuminate the path of this research, and to clarify more, some aspects of benefiting from these studies can be included in the next elements:

- Most of these studies share the method adopted in the research, which is the descriptive method, and most of them revolve around a single theoretical framework which is the school of human relations that represents the scientific background to Robert Katz's perceptions adopted in this study.
- Most of these studies recommend paying attention to formation programs and the appropriate preparation and qualification of the school principal, regardless of their different levels since it is the important and executing link of the educational policy given the sensitivity of the task entrusted to it.
- The necessity for these programs to be familiar with the technical aspects of a purely administrative nature remains insufficient for the development of educational practice within the school. Involving the director, or whoever applies for this position, in qualifying courses enable him to develop his leadership skills.

- These programs must be prepared with the participation of experts and academics, and in light of the actual formation needs of managers, and the findings of scientific studies in this field.
- Some of them touched on the formative process, which is considered a major variable in the study we are dealing with, at least in theory, in a way that made us employ what was mentioned in it. Some of it tried to link the theoretical concepts that the student receives in specialized institutes and their field applications through revealing the close link between the two sides.

6. Methodological Procedures of study

6.1 Determining the Study method:

The descriptive method is chosen for this research since it is the most appropriate for this study with the use of content analysis for the purpose of analyzing the content of specialized training programs for primary school principals prepared by the supervisory body at the National Institute for Formation of Education Employees and Improving their Level through the use of content analysis, which according to **Kaplan** aims to quantitatively categorize a specific content in light of a system of categories designed to give appropriate data for specific hypotheses related to this content. (Taima, 2004, 69-70)

6.2 Sample:

Study tools have been applied to a intentional sample of the specialized training programs for primary school principals, which was included in the document issued by the previously mentioned institute within the specialized training programs for the administrative framing corps (high school principals, middle school principals, and principal advisors in education). The sample included eight formative units, four of which are shared with the rest of the management corps. After examining the content to be analyzed, it was found that it consists of the following items:

- The competencies expected from each formative unit.
- The topics of the lessons that make up each unit.
- The main elements of each lesson.

- A set of abilities expected to be possessed by the component and associated with each lesson.
- The sufficiency or competencies associated with each lesson.
- The sum of the legal texts are graded according to their strength, which constitutes a main subject in each lesson.
- Assessment measures and procedures at the end of each lesson.

In the interest of the greatest degree of objectivity, the content of the eight units were analyzed together, including the legal texts that took a long time to collect, except for some texts that the researcher was unable to obtain, or some simple elements that constitute only a very small percentage that were excluded as they did not serve the purpose of the study.

6.3. Defining Content Categories and Units:

Experts consider that defining content categories and then choosing units of analysis are among the most important steps in content analysis, and that is why content categories were identified and classified into three types of conceptual skills, which numbered ten skills, were procedurally defined to subsequently subject to arbitration by university professors and inspectors in primary education. As for the analysis units, two units have been adopted to take the basis for the analysis according to the study objectives, namely:

- The unit of the word to determine the explicit manifestation of conceptual skills in the analysis material, and according to the approved analysis tool.
- The unit of the idea represented in the sentence to analyze the implicit values contained in the content.

6.4 Study Tools:

To answer the study questions, the researcher designed the study tool, which was represented in the list of conceptual skills, in which the analysis was made.

6.5. Psychometric Properties

6.5.1 Honesty:

In the interest of the credibility of the results, the researcher tried to maintain accuracy starting with selecting the sample and examining analysis material, and defining the concepts contained in the categories of analysis or its units. The analysis tool was attached to a definition form for the

categories of analysis, and presented to arbitration through the use of opinions of some professors in terms of academic competence, and some inspectors in terms of technical competence as they supervise the work of primary school principals.

the sincerity of the arbitrators is an extension of logical truth, but it is superior to it, that is, the sincerity of the arbitrators may be more feasible and expressive of the validity of the tool or the analysis itself from mere logical honesty, This explains the resort to the sincerity of arbitrators who all agreed with some of them making some suggestions that were taken into account in the final form of the tool, which means that there is a high degree of agreement between the arbitrators, which was calculated using the Lauchey equation.

6.5.2 Constancy:

The constancy of the analysis is one of the most important things that researchers are keen on in their studies so that they are not accused of discrimination, shortcomings, giving priority to subjectivity, or whatever that negatively detracts from the value of the research. Researchers have emphasized the importance of persistence as a document of scientific and social acceptance for content analysis as a method of scientific research. Awatef Abdel Rahman believes that despite everything that has been written and said in this regard, it has been noted about the survey of the huge balance of content analysis studies that the studies that recorded the results of stability do not exceed 20%. (Taima, 2004, 221)

In order to verify the reliability in this study, intra-nater reliability was adopted. The researcher analyzed the same material over two separate periods, using the time component to measure the stability of the analysis, by selecting a small sample of 20 units using the same analysis tool. After a week the same sample was analyzed using the same tool and without referring to the previous analysis, and after completing the second analysis, the reliability coefficient was calculated using the HOLSTI equation.

After emptying the results of the two analysis processes, the reliability coefficients were calculated by applying the HOLSTI equation according to the following tables:

Table 1: represents the stability coefficients for the list of conceptual skills

Conceptual Skills	Th e Total Number of Units	The Number of agreed Upon	Total Units	Sta bility Coefficie nt
Building Relationships	20	20	0	1.0
Settling Matters	20	18	5	0.4
Involving Subordinates	20	20	0	1.0
Interacting with the group	20	17	2	0.4
Receptivity	20	15	7	0.3
The Power of Suggestion	20	18	5	0.4
Teamwork	20	16	0	0.4
Activating Connection	20	19	7	0.4
Influencing Subordinates	20	20	0	1.0
Resolving Disputes and dealing with Disturbances	20	20	0	1.0
Conceptual skills			5	0.6
The overall stability coefficient of administration leadership skills			9	0.6

7. RESULTS AND DISCUSSION

7.3. Describe the results of the study related to Conceptual Skills

Table 2: shows the frequencies of conceptual skills domains according to the severity of their appearance.

Conceptual Skills Areas	Candidate Appearance	Implied Appearance	Total	Percentage	
Familiarity with educational objectives and goals	17	12	9	2	6.51
Knowledge of teaching strategies	5	8	3	1	2.92
Knowledge of structural organization	6	68	4	7	16.62
Knowledge of the nature of the learner and the teacher	5	18	3	2	5.17
Comprehensive perception	4	58	2	6	13.93
Anticipation	7	19	5	2	5.62
Deep understanding	2	64	6	6	14.83
Diagnosis	2	32	4	3	7.64
Wide view	1	98	9	9	22.25
Awareness of the degree of impact	3	16	9	1	4.27
Total	52	393	45	4	
Percentage	11.68	88.31		3	

Table 2 shows the following results:

- Indicators of the presence of conceptual skills in specialized formation programs for primary school principals are estimated at 33.53% of the total frequencies of administrative leadership skills, as it appeared in the second place.
- Indicators of expertise skill increased (22.24%), followed by indicators of knowledge of structural organization skill (16.62%), indicators of deep comprehension skill (14.83%), then comprehensive perception skill indicators (13.93%).
- The noticeable rise in the implicit values over the explicit ones, as their percentage was estimated at 88.31%, while the explicit values were equivalent to 11.68%.

All of these results confirm the findings we have reached through third partial hypothesis:

We expect the availability of conceptual skills in specialized formation programs for primary school principals below the level of 50 %.

8.3. Discussion and Interpretation of the Results in Light of the Third Partial Hypothesis

Table 1 show that the indicators of conceptual skills are available at a rate of 33.35% of the total repetitions of administrative leadership skills and they can be ranked second after technical skills. The explanation for this is that half of the formation subjects (4 out of 8) is common with the rest of the administration corps covering mainly the cognitive field as it includes the subjects of the educational system, social psychology, research methodology, documents, and computerized information. This matter has already been mentioned in the first chapter and it is materials through which the authors of the programs attempted to cover the cognitive aspects of the principals as they are a window on the various old and new concepts, and concepts developed in the light of educational reform.

Despite this, their presence in this percentage (33.35%), i.e., conceptual skills, remains insufficient given their aforementioned importance in the theoretical chapters through talking about some

classifications that explicitly or implicitly refer to conceptual skills, such as Mintzeberg's classification, the Mondy classification and the Robert Katz classification which has been taken as a theoretical background. All of these classifications fall into a scientific framework known as the Theory of Skills.

The extrapolation of the numbers mentioned in the same Table shows the emergence of indicators of the skill of broad knowledge (22.24%) preceding the skill of deep understanding (14.83%) and the skill of comprehensive perception (13.93%). These results are not surprising because a simple research in the components of the sample shows that half of the formative units cover the cognitive domain. As for the skill of knowing the structural organization (16.62%), its presence in the second rank is justified by the programmers' interest in the importance of the principal's knowledge of the location of his school administration in terms of being the smallest unit within the educational system management framework and determining its relationship with the rest of the units and other administrative levels (educational administration and teaching administration). Also, there are some scientific trends that see the need to build training programs on the basis of the systems approach which regards the administrative units as parts of an integrated system. This matter can also be due to the fact that the Algerian educational system is dominated by centralization.

The rest of the other skills that fall at the bottom of the ranking are primarily due to the lack of content that includes indicators of these skills like the first skill (familiarity with educational goals and objectives 6.51% and knowledge of teaching strategies 2.92%). Despite their importance, their presence remains insufficient once we know the necessity of keeping pace with the principal of the primary school -as it is the most important educational stage- for the renewed in the educational system, especially with the new educational reforms that were built on new approaches that call for an examination of some of their concepts. Field coexistence, through the supervisory visits and the interviews we conducted with some principals particularly recent graduates, clearly highlight the shortcomings in this

aspect, which limits their supervising and guiding role through the visits they make to teachers in the classroom.

Among the findings of studies in determining the criteria for effectiveness in the personality of the school principal, we can mention some important criteria, which will help the director to exercise his supervisory role. An efficient principal with a leading and effective personality can execute and develop the educational program and achieve school goals to the fullest and best way. Studies concluded that the principal is one who is characterized by continuous pursuit to improve educational practices for teachers within the classrooms and provide all possible facilities for them to use effective strategies in their classrooms. He also supervises his teachers and works to provide the best possible educational services as a resident educational supervisor and leader.

9. CONCLUSION

Based on the results of this study, in which we tried to subject to the conditions of accuracy and objectivity, we offer the following recommendations and suggestions which may contribute to the improvement of specialized formation programs for primary school principals:

- Working on spreading the largest amount of indicative vocabulary that explicitly or implicitly refers to administrative leadership skills, especially conceptual skills through adopting a set of contents that include a number of concepts with scientific and academic rooting which can contribute to the development of these skills.
- Involving university professors, academics, experts and specialists in building these programs so that scientific knowledge and technical expertise can be combined. Thus, both sides can benefit from the formulation of scientific and technical foundation programs.
- Enriching these programs with additional lessons in which various educational strategies are addressed in light of the approved approaches that result from educational reform through increasing the volume of these topics as they represent an essential and indispensable subject for the school principal in the supervisory and directive process. It is unreasonable for the teacher to speak in a language that the principal

does not understand while the latter is responsible of his direction and supervision.

- Shedding more light on the goals and objectives of education at its different levels for it represents the core of the national policy for education in the light of which the general features of the learner at each educational stage is determined.
- Strengthening the contents that include talking about administrative processes, or as some would call it, the functions of management, and to a greater extent, decision-making that the management professionals consider as the essence of these processes by adopting concepts and ideas that include spreading the spirit of initiative and the ability to settle matters and to deliberately choose between multiple alternatives.
- Like other studies, this study came to add a new contribution to the cumulative building of knowledge, and to open new horizons in research, especially in this sensitive aspect due to its association with the elementary school which is of a well-recognized importance.

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6. Appendices: list of conceptual skills

N umber	Defining the Skill	Procedural Definition
1	Awareness of goals and educational goals	Comprehensive knowledge of the purposes of national education and for the objectives of primary education in the kinaesthetic aspect, social aspect and the emotional and cognitive side of the mental.
2	Learning teaching strategies	Conscious awareness of active teaching approaches, pedagogical methods and effective teaching methods, taking into account modern trends in the educational process.
3	Knowledge of structural organization	Comprehensive analysis of the levels of educational administration (Ministry of National Education, Directorates of Education, school administration) and acquaintance with the functions of each administrative level from the previous levels and the tasks of everyone who supervises it.
4	Knowing the nature of the learner and the teacher	Identifying the most important physical, emotional and mental characteristics of the learner in the primary stage and the knowledge of growth manifestations specific to each stage of childhood with an informed diagnosis of the characteristics of teachers and their individual differences to identify methods of dealing with them.
5	Awareness	Knowing the most important actors in

	of the degree of impact	the educational process and awareness of the degree of influence of each party in it.
6	comprehensive perception	Comprehensive awareness of the philosophy of national education, the most important parallel systems to the school and the degree of their impact on the schooling process.
7	Anticipation	Possessing the appropriate data and sufficient information that enables to anticipate the reality of the school after a certain period of time.
8	Deep understanding	Deep understanding of the nature of the relationship between school and society and its various dimensions.
9	Diagnosis	The ability to adopt and employ appropriate evaluation methods that enable the detection of strengths and deficiencies in the educational process with all its components.
10	wide view	Extensive and useful knowledge of the culture of the local community, conscious knowledge of the most important educational concepts, theories and scientific schools management in general and school administration in particular, and employing them in appropriate situations.
