

Incorporation of some modern administrative theories to reduce school administrative pressure in art education

Assist. Prof. Dr. Lamia Mahmoud Youssef El Mahdy

Assistant. Professor.DR. of F Origins of Art Education, Faculty of Art Education,

Helwan University

lmyaaelmhdy@yahoo.com

Summary:

The administrative pressures that a person faces is one of the most important pressures that affect the psychological and physical condition. "The human component is considered the main engine in investing administrative work inputs and activating its functional processes, thus raising the efficiency of productive institutions in order to obtain outputs of distinct quality." Among the most important obstacles facing a student, or a graduate and a teacher of art education are the administrative pressures that they encounter, especially at schools. School administrative pressures of various kinds, whether organizational, material or humanitarian pressures, have a reality impact on the work of the trainee student, the teacher of art education and the principal of the school is a graduate of art education. The research aims to reduce the phenomenon of school administrative pressures that fall on them so that they can overcome the obstacles that hinder the goals of art education in field training, art education and school management by integrating some new administrative theories, including interactive and path theories, goal, subjectivity and human contact, the questionnaire was used as a tool to search for knowledge of the administrative pressure on the principal, the teacher, and the student trained in artistic education within the school and the extent to which it affects his/her performance at work. He entered the school, and what are the possible solutions to reduce those administrative pressures? The researcher designed the primary tool (questionnaire) to collect information on the sources, causes, outcomes and solutions of school administrative pressures, and it included five main points; first, the organizational aspects (regulations and instructions), secondly, the human aspects, and thirdly, the physical aspects. Fourth, the effect of school administrative pressures on work and training. Fifth, some solutions to reduce the phenomenon of school administrative pressures. After presenting it to experts as arbitrators as a way of estimating the sincerity of the research tool, some paragraphs were modified and reformulated again, and the form was directed as a random sample of technical education teachers in general education consisting of 50 teachers with teachers from Cairo governorate and 20 school administrators and agents of graduates of art education and 150 students with students of field training students in the schools of the Faculty of Art Education in the Fifth Division, and the technical education branch directed to students of secondary schools where it is an important tool to capture the status of managers and agents, teachers and students of field training in artistic education in general education and the extent of its occurrence under penalty of school administrative pressure and the extent of verification of its impact on their professional performance. 2- Secondly, developing a proposed concept to reduce the phenomenon of school administrative pressure that faces the teacher and student based on the integration of interactive and subjective theory and path theory and goal and human communication in the light of the results of the questionnaire. The proposed concept philosophy stemming from the modern management philosophy is based on the school self-management to organize the use of human

and material resources through the school director, agents, school teachers, workers and through society and they can coordinate all efforts made in a creative way to achieve them through effective participation in educational decision-making related to the implementation of academic programs, which contributes to developing the quality of teaching and learning, especially the field of art and striving to provide a distinct human approach in the field of school administration to keep abreast of developments and ease of effective communication among students in field training in schools and school administrators and teachers of art education to reduce school administrative pressure and this philosophy is based on: 1 - developing the capacities of school administrators graduates of art education and art education teacher on facing the school administrative pressure on them.

-Qualifying field training students in schools to deal with administrative pressures and trying to alleviate their burdens

- Optimal use of modern administrative theories to reduce the phenomenon of school administrative pressures. Secondly, the principles and foundations of the proposed perception. The proposed perception aims to 1-set specific goals for perception, 2 suitable for the proposed perception of the Egyptian school environment and its potential, whether material, organizational or humanitarian 3-that is compatible with the reality of teacher

- Development of art education and the goals of contemporary art education and its mission to be applicable as an administrative idea based on an acceptable approach and administrative theories that have the feature of modernity and success and fit their application in the learning environment and for the teacher of art education, the main goals.

-Facing the administrative pressure on both school administrators, graduate of art education, art education teacher and field training student at the Faculty of Art Education.

- Development of visual, humanistic and interactive management skills for both the director, teacher and student of field training in art education to achieve the goals of contemporary art education and the goals of the educational process in general.

Sub goals:

- Opening the door to creativity and freedom for field training students at the Faculty of Art Education within schools.

-The ability to extract all energies and talents from school students while performing field training for art education.

- Opening the door for communication among school principals and art education teachers with the College of Art Education to facilitate the task of the field training student and reduce administrative pressure on him/her.

Using the human portal to manage art education in schools.-

Respect for artistic education in schools, and the lack of teachers of art education.-

- Working with love, activity and positive energy in preparing a generation except through studying art.

-Incorporating management theories such as path theory, goal, and interactivity to reduce the phenomenon of administrative pressure on a director, teacher, and art coach in schools, the perceptions are based on the most important results of the theoretical framework and the most important results of questionnaires addressed to school administrators, art education graduates, art education teachers, and field training students in schools where the perception of

decentralized thought in school administration that falls under the subjective theory, which is one of the most important aspects that limit organizational pressure, as stated in the results of the questionnaire, where some ambiguities and limitations of powers granted to the director who has graduated from art education. An art teacher or student who is a trainee of art is one of the most important administrative pressures on them that are harmful to limiting their creativity in work. Add to the decentralized thought in management. The human approach. It stems from the human communication theory, which is required to reduce the phenomenon of human pressure in addition to the two administrative theories that seek to achieve technical educational goals and educational goals efficiently and with the least possible administrative pressure and they are 1- The interactive theory, and the school principal must investigate competence and merit in assigning administrative tasks to teachers and then design works in a way that helps focus the attention of the teacher and employee and student trainee with what is happening in the field of work in the school and making it possible for him/her to show his/her talents and interact with these situations, which lead to success and the ability to influence others, and this helps them to mobilize their effort for more work that must be positively reflected on the organization as a whole. The headmaster explains the ways in which teachers, field training students and all school personnel can reach their goals, and the effectiveness of the principal depends on what his/her behavior and style of leadership influence from the impact of employee satisfaction and motivation by distinguishing among the goals of the educational process in the teacher and his Duff artistic education and the personal goals of teachers of art education and students of field training for artistic education and then motivate them to achieve general goals through their belief in them that they do not differ from their personal goals and the management leadership style follows the pattern directed towards employees and trainees and their supporters through their desires and the participant pattern always with innovative visualizations and their participation in management and taking decisions, opinion and achievement pattern, where urging the completion of the desired tasks to the fullest.

The mechanisms for implementing the proposed visualization depend on smart management, which has achieved great success in some schools because of the effort and time that it provides, which is based on the use of modern technology and requires good training both for the teacher and the manager of technical education with work in interaction and unification of efforts to work to spread the culture of education through art and this requires following certain mechanisms.

- Increasing the powers granted to the school principal, the art education teacher and the trainee student.

- Clarity of the administrative directions from the district and the educational administration of the school.

Entities entrusted with the implementation of the conception, whether at the state level or the level of the College of Education as a specialized facility entrusted with it in determining educational and technical goals.

- The Ministry of Education and its role in preparing administrative courses and how to face the administrative pressures on school administrators and teachers.

- College of Art Education and its role in preparing courses for teachers of art education in schools to link them with the modern art movement and effective communication between the school and the college.

-The role of the College of Art Education in preparing a field training student who has the ability to work under administrative pressure, confront and rehabilitate it through the human entrance, and an application to integrate the interactive, goal, and path theory.

Results:

1- Most of the questionnaire phrases constitute administrative pressure at a great level on both the principal and the teacher and the student who have trained in the school of art education.

-Organizational aspects generally constitute middle school pressures on school administrators, teachers, and students who have trained in art education

-The humanitarian aspects generally constitute administrative pressures, to a large extent, on school administrators, teachers, and students who have trained in art education.

-The material aspects in general constitute administrative pressures, to a large extent, on school administrators, teachers and students who have trained in art education.

- Human and material aspect of school administrative pressures constitute a greater degree of organizational pressure on school administrators, teachers, and students who have trained in art education.

-School administrative pressure in all its three aspects (organizational, humanitarian, and material) has negative effects on an average degree for school administrators, a teacher, and a student trained in art education. The greatest of these effects negatively is the weak ability to innovate and the weak ability to plan for the goal and the inability to bring out all technical energies and talents.

-It is possible to reduce the phenomenon of school administrative pressures that confront the principal, student and teacher in art education by incorporating theories of modern management (interactive, path, goal, subjectivity and human communication).

¶ Recommendations:

1 - It is recommended that the school administration course be taught to students of the Faculty of Art Education at the bachelor's level, where their curricula have been abandoned.

-It is recommended to expand the work of school administration research and school administrative pressure in art education, as the field of art education lacks such researches.

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