

Analysis of the consequences of establishing successful management in schools of Tehran city

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Abstract

The main purpose of this article is to analyze the consequences of establishing successful management in Tehran schools. The mixed exploratory research method and the statistical population included all the professors of the field of educational management & all the principals of the top schools in Tehran. 8 professors and 7 principals of top schools were selected using the purposeful sampling method and semi-structured interviews were conducted. By choosing this number of people, the researchers reached theoretical saturation in collecting information in the interview stage; Thematic analysis (theme) technique was used to analyze the data. After the implementation of the content of the interviews and their preliminary analysis, the primary codes or concepts were identified and placed in certain categories in order to achieve the main categories of similar codes. Finally, for each of the classes, a title that includes all the codes of that class was chosen. As a result of this study; The consequences of establishing successful management in schools in Tehran, including dimensions: scientific, cultural and social improvement of the society; Improving the status of the educational system and its management; Education of the ideal citizen; reduction of injuries and problems; school success; The feeling of success and satisfaction of parents, teachers, employees and students from the correct and logical functioning of the school; Academic and educational progress and success and getting support from the school.

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Introduction

Education is responsible for developing humans comprehensively in all aspects of life (Shariatamdari, 2008), Examining the effective factors in the development and growth of developed countries shows that these countries benefit from an effective and efficient education system. Asgerian (۲۰۰۸) believes that despite all hard efforts, our changing society cannot be satisfied with the management of existing quality schools in the current form; because the current quality is inappropriate and does not respond to the needs and expectations of tomorrow's society (Mard et al, 2018). Improvement, development and future of schools depend on the existence of an effective leader and manager. "Currently, the role and impact of school administrators in the success of schools and the progress of students are highly considerable." "In addition, school leadership, despite all the existing complexities, is carried out by their administrators, and the success or failure of each school is directly related to how administrators operate." Based on this, the success of schools, along with some other factors, is deeply dependent on the performance of managers, and managers as influential and capable forces play a fundamental and important role in the success of schools. Therefore, the need to employ principals who work successfully in ways for schools' success and progress, and education system's advancement, becomes apparent. Today, emphasis on the role and importance of leadership has become more intense than in the past, and this emphasis is backed by logical and reasoned foundations." "In the past, if administrators were able to move beyond the course of their daily affairs and managerial routines, towards enhancing the effectiveness of their schools..." But today, conditions have become such that emphasis on such matters cannot promise desirable effectiveness in schools; (Zeinabadi, & Abdolhoseini, 2017). In other words, their managerial roles and actions are not sufficient to meet the emerging and challenging expectations, and it is necessary for principals to be equipped with leadership roles and actions.

Investigating the consequences of establishing successful management in schools can be effective, and while it shows the importance of education, it also points to the role and functional effects of its trustees at the lowest level of the education system, that is, school administrators; Based on this, this research examines the consequences of establishing successful management in Tehran schools.

Methodology

The main strategy of this research is the use of mixed qualitative and quantitative (mixed) methods and an exploratory design; In this method, qualitative research has priority; Therefore, initially, researchers sought to analyze the consequences of establishing successful management in schools of Tehran city, using qualitative research methods and semi-structured interviews; In the next (quantitative) section, researchers sought to validate the dimensions obtained from the qualitative section by asking the interviewees again for their opinion using a questionnaire. The statistical population includes academic and applied

experts in educational management and school administration topics who have been identified using purposive sampling methods; To reach saturation level of findings, 15 experts were interviewed. For analyzing the data obtained from interviews, the process of open, selective and axial coding was conducted. Ultimately, based on the identified themes, the researchers formulated the conceptual framework of the research in terms of dimensions of consequences of establishing successful management in schools of Tehran city. In the second part of the research, based on the findings of the qualitative data analysis, the researchers designed a questionnaire that includes all aspects of identifying the consequences of establishing successful management in schools in Tehran. And in order to review and validate the designed framework, they were given to the experts who participated in the interview. The obtained data were analyzed using the t-test.

Results

In order to identify the consequences of establishing successful management in schools in Tehran, 15 subject matter experts were interviewed in a semi-structured manner using qualitative research methods and interview tools. In order to analyze qualitative data (interview texts), researchers used thematic analysis technique (theme). In this way that after collecting qualitative data and implementing the content of the interviews, in order to organize and achieve the consequences of establishing successful management in Tehran schools, the texts of the interviews have been analyzed in the form of open, selective and central coding & ultimately the conceptual framework of the research was extracted. Based on the findings of the research, the most important consequences of establishing successful management in Tehran schools include: Promotion of society's scientific, cultural, and social aspects, Promotion of the status of the educational system and its management, Education of the desired citizen, Reducing harms and problems, School success, The feeling of success and satisfaction of parents, teachers and staff and students from the correct and logical functioning of the school, Academic and educational progress and getting support from the school. To investigate the validity of the framework of the consequences of establishing successful management in Tehran schools

A questionnaire containing the dimensions of the consequences of establishing a successful management in Tehran schools was designed and given to the experts participating in the interview, whose number was 15, 11 of them responded to the questionnaire. Given that researchers at this stage sought to validate the designed framework through re-examining the views and opinions of interviewees, a single sample t-test was used for this purpose. The research findings show that the results of the one sample t-test indicate that the dimensions of the consequences of establishing successful management in Tehran city schools are meaningful at the significance level of 0.001. The mean obtained in this test in each dimension was greater than the Theoretical average considered (3); Therefore, it can be said

that the designed framework for the consequences of establishing successful management in Tehran city schools has sufficient and appropriate validity.

Discussion and conclusion

"The first dimension, 'Enhancement of the scientific, cultural, and social aspects of society';" The impact and results of employing a successful principal in school guarantees a successful society with higher productivity, higher social responsibility, development of society, better satisfaction level from life for individuals in society and expansion of happiness in society

the second dimension "improving the dignity of the educational system and its management;" The results of having a successful principal are improving attitudes towards the educational system (changing attitudes of teachers, students, parents and society) and upgrading school processes and upgrading education and training.

The third dimension "Education of the ideal citizen;" The results of having a successful manager in the school in the form of having useful and successful people in the community, having disciplined and better people in the community, the existence of self-esteem and respect and discipline in students, in the mental health of the community members (future fathers' and mothers), in the education of a global citizen. or the education of a citizen at the global level to enter the world of work by looking at the needs of today's world, the education of a citizen with regional, national and international capabilities and, in general, is manifested in the delivery of desirable and efficient elements to society and humanity;

The fourth dimension is "Reducing harms and problems"; Having a successful principal in school can lead to reducing addiction, unemployment and depression among students.

The fifth dimension is "School success"; Having a successful principal in the school itself can be effective in upgrading all school activities, efficiency, growth, transformation and progress, and increasing the scientific credibility of the school, benefiting stakeholders, making education more attractive and practical, increasing satisfaction and participation of families in education, reducing school administrative problems, desirable communication between school administrative and educational staff, etc.

The sixth dimension is "Feeling of success and satisfaction of parents, teachers, staff and students from the school's proper and logical performance"; Having a successful principal in the school itself can lead to upgrading in dimensions of creativity and innovation, motivation level of staff and teachers, organizing the school in a way that becomes attractive for students, teachers and parents and the school is prominent in society, greater sense of responsibility and work ethos in individuals and increasing demand for education and greater satisfaction of teachers and confidence of students, sense of enjoyment in students and attractiveness of school for students, sense of satisfaction, vibrancy and cooperation of

parents with schools, transformation in the educational system, creating attractiveness in the school for students and teachers to attend with enthusiasm and excitement.

The seventh dimension is "Educational and Academic Progress and Success"; Having a successful principal in the school itself can lead to scientific progress, motivation and creativity of students, advancing educational goals, behavioral and educational success of students, improving, growing, transforming and progressing the status of education and teaching method, achieving and utilizing new technologies, increasing the school's credibility among parents and even the Education Department which ultimately causes individual and social growth and development of students, reducing educational decline of students, improving spiritual, mental and psychological health and peace of students.

The eighth dimension is "Attracting Support for the School"; Having a successful principal in the school itself can lead to involving members of the parents' association and existing councils in the school to advance academic progress, solve intra-school issues and prevent their expansion outside the school.

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