

**THE RELATIONSHIP BETWEEN INDIVIDUAL FEATURES OF MANAGERS AND EFFECTIVENESS OF ELEMENTARY STATE FEMALE SCHOOLS OF QOM CITY FROM THE VIEW OF TEACHERS, PARENTS AND STUDENTS**

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**ABSTRACT**

The present study evaluated the relationship between two variables of individual features of managers and effectiveness of elementary schools. The study population is all the elementary state female schools of Qom city in academic year 2013-2014. According to Krejcie and Morgan Table, a sample of 127 people of managers of schools, 318 teachers, 381 parents and 381 students are selected. The data of individual features of managers are collected by researcher-built questionnaire and the total reliability is 0.809. The data of school effectiveness are collected by *School Effectiveness Questionnaire (SEQ)* of Baldwin (1993) and it is composed of three questionnaires of school effectiveness from the view of teachers, effectiveness of school from the view of parents and from the view of students. The individual features of managers dimensions include (education level, experiences in education, management services and managers age) and the relationship of each of the dimensions with schools effectiveness is considered as sub-hypotheses. The collected data are analyzed by social sciences software SPSS. The results of data analysis by Pearson correlation coefficient showed that : 1- There is a positive and significant relationship between individual features of managers except age with the elementary state female schools of Qom city from the view of teachers, parents and students. 2- There is a positive and significant association between education level, experiences of educational service and management service of the managers with elementary state female schools of Qom city from the view of teachers, parents and students while there is no relationship between the age of managers and effectiveness of elementary state female schools of Qom city from the view of teacher, parents and students.

**KEYWORDS:**

**Keywords:** Individual features of managers, School effectiveness, Teachers, Parents, Students

**INTRODUCTION**

Education as a scientific and cultural institution prepares the conditions in which the children and adolescents of society are in the path of evolution of educational missions of society. Hanson (2002) considers schools as one of the most complex social organizations in the current era and various factors should be consistent to guide them. Seyfarth (2004) considers schools effectiveness to play multiple roles in present world requiring the specific condition to their human resources and opens a new chapter regarding human resources management to achieve the effective schools. Managers play important role in organization effectiveness and the function of managers in the schools, determine its effectiveness in the society and managers function with schools of each society and nation are the basis of the performance of the society and nation. Effectiveness is achieved by appropriate application of management by the manager and is presented as work return. The effective evaluation of training is to determine how much the training leads to the creation of required skills of organization as practical (Zarei, 2006).

In most of the studies regarding schools effectiveness regarding the students behavior, only academic measurement criteria are emphasized and we should be careful that our education in schools only are not dedicated to learning and training various sciences and we should add to this criterion the attitudes, extra curriculums, social skills and many issues of educational affairs to find whether effective schools create better life opportunities for students compared to other schools. Here, the role of family and society is higher than that of school but we should say school is the second house and a part of society in which the student lives (Alipour, 2005). Thus, by conscious need assessment and based on the goals, features, facilities and cognitive aspects regarding the needs and thought structural of students, we can

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focus on educational and academic needs and investigate the schools effectiveness based on individual features of managers. This research can lead to the more recognition of the concept of schools effectiveness. By the framework of the study and findings, we can eliminate many problems of schools. Based on the importance of the above items, the researcher investigates this question that is there any relationship between individual features of managers and educational effectiveness of elementary state female schools of Qom city from the view of teachers, parents and students? Is there any relationship between components of individual features of managers and educational effectiveness of elementary state female schools of Qom city from the view of teachers, parents and students?. The main purpose of the study is identification of the relationship between individual features of managers and effectiveness of elementary state female schools of Qom city from the view of teachers, parents and students and specifically identification of the relationship between individual features of managers, education of managers, educational service experiences of managers, management service years of managers and age of managers with effectiveness of elementary state female schools of Qom city from the view of teachers, parents and students.

### Theoretical basics

The term effectiveness is the “alignment of behavior of students with expectations, desires, goals and appropriate performance of task, skill, knowledge and attitude of education”. The figure 1-2 shows the expectations of organization of training effectiveness concepts (Hosseinzade, 2008). School effectiveness is considered as a main issue from the educational researchers in recent decades. Effective schools are those implementing educational plans as successfully for students learning as step by step. In these schools, the major activities are focused on operationalizing the learning concept and all factors and elements of responsibility have accepted that high quality learning is followed as the most important goal and duty (Rozan, 2005). Quality of educational elements: Educational elements include: Input, process, output and outcome. Based on the educational system elements, we consider quality as the following items: Quality of inputs: It is the consistency of inputs of system with pre-determined standards and goals. Process quality y: It is satisfaction of learning-teaching processes and other processes. Outputs quality: It is how much the results of educational system are satisfactory compared to pre-determined standards or goals and expectations. Outcomes quality: It is employment condition or learning outcomes in job is satisfactory (Bazargan, 2001).

Naghavi et al., (2012) in a study “relationship between self-esteem of managers and female high schools effectiveness of Kerman city showed that there is no relation between age and degree with self-esteem. But there is a relationship between self-esteem and management experience. Also, there is a relationship between age and management experience and effectiveness but there is no relationship between degree and effectiveness. Keshavarz et al., (2011) conducted a study “employees’ participation and managers’ performance with effectiveness of female high schools of Marvdasht city and the findings of the study showed that there is a relationship between employees’ participation and managers’ performance with school effectiveness from the view of students.

Zaki (2010) studied the organizational effectiveness of school and its relation with educational features of teachers. The results of the study showed that organizational effectiveness of school is evaluated considerably and it shows that 11 factors of effectiveness are including effective educational leadership, positive space of school, evaluation frequency, controlling success of students, clear scientific emphasis, teachers participation in school decision makings, educational activities, maximum learning opportunities, high educational expectations, safe environment of school, professional growth of teachers, emphasis on basic and necessary skills and the necessity of the relationship between school and house. The findings of study showed that four features of teachers (e.g. gender, age, job experiences and education) have no impact on schools effectiveness. The results of factor analysis of the study showed that eleven factors are integrated in one factor and this factor is called organizational effectiveness index of school and these results are in accordance to conceptual and theoretical analysis of Baldwin.

Hassani and Sameri (2010) in a study “the investigation of the organizational effectiveness of high schools of region 1 of Orumie city by Parsons model” found that female schools are more effective than male schools and there is a significant association between organizational effectiveness of schools and its components (innovation, organizational commitment, job satisfaction and teachers morale). Among the demographic factors, only gender had significant association with organizational effectiveness of schools. Jahanian (2010) conducted a study regarding the investigation of total quality management and high school effectiveness of Tehran city and the findings of the study showed that there is a significant relationship between applying total quality management in schools and leadership of teachers by

manager, appropriate conduct with teachers, helping the students, constructive relations with parents, evaluation skills and management of schools by managers. Iravani (2010) in a study “effective architecture” found that effective school is the one its architecture has the major learning activities with the students and its architecture is readable and happy and its architecture is as it is mentioned as effective architecture on learning. Ebrahimpour (2008) applied Parsones model in the study and found that there is an association between achievement motivation of managers and their organizational effectiveness. It means that the higher the achievement motivation of managers, the higher their organization effectiveness and the managers with high achievement motivation increase school effectiveness based on some factors including school consistency with varied environment, fulfilling goal in school, consistency and continuity in educational organization. Salim et al., (2012) conducted a study “effective factors on school effectiveness in Panjab. To do this, the researchers were invited to know how teachers and managers perceive school effectiveness. A questionnaire is designed based on the views of education experts regarding the effective factors on effective schools. An exact investigation is done regarding the literature. The researchers achieve four-factor model of effective schools based on these factors. The researchers believe that this model increases the education quality in Pakistan.

Sammons and Bakkum (2011) presented a review to the literature of the effectiveness of school and effectiveness of teacher. They found that the investigation of processes inside the effective schools, successful leadership theories and teaching methods have significant relation with schools effectiveness and have significant relation with schools effectiveness and emphasize on improving the students results. Botha (2010) evaluated the studies on school effectiveness and controlled the government and literature of educational management. According to the literature, these studies follow two separate goals: First, identification of the factors as the features of effective schools, second identification of the differences between education outcomes in these schools. The study is descriptive-narrative and it is based on literature study presenting a dynamic view regarding evaluation of school effectiveness and it includes concept creation and analysis, different methods for measurement or schools effectiveness evaluation. Stone (2007) presented the 12 success components in most of the effective schools in an investigation on schools in academic year 2006-2007 including using academic achievement tests, much control to the scientific schools, strong and complex exercises, presenting more reports regarding academic achievement of students, avoiding academic failure of students, continual evaluation of educational performance of teachers, complete financial support of educational activities, informing the parents to the performance of their children, evaluation of the views of parents to school performance, rewarding the social behaviors and positive performance of students.

## MATERIALS AND METHODS

This study is correlation in terms of data collection and is description (non-experiment) and is applied in terms of purpose.

### The study population and sample

The study population is including all managers, teachers, students and parents of elementary state female students of Qom city during 2013-2014 and it is including 200 schools. Simple random sampling method is used to select the members and the sample size is including 127 schools of 200 schools and based on Krejcie and Morgan. 127 schools (127 managers, 318 teachers, 381 parents and 381 students) are studied as sample size.

### The data collection method and measure

The most important data collection methods include library studies for data collection regarding theoretical basics and field studies and specifically questionnaire is used for data collection of analysis. This study is composed of four questionnaires as school effectiveness questionnaire from the view of teachers, school effectiveness from the view of parents' questionnaire, school effectiveness from the view of students questionnaire, individual features of managers questionnaire and *School Effectiveness Questionnaire (SEQ)* of Baldwin (1993). For validity of questionnaires, they are distributed among some lecturers of University and they are asked to give their views regarding the clarity, relevance of each of questionnaire questions and their views showed the validity of questionnaire. Regarding reliability evaluation, Cronbach's alpha coefficient is used. Cronbach's alpha of all questionnaires is above 80%. It can be said the reliability of the study questionnaires are supported.

## RESULT AND DISCUSSION

To investigate the features of managers, descriptive statistics is used and to investigate the normality of study variables, kolmogorov-smirnov test is used. To analyze the educational effectiveness condition of school from the view of

teachers, parents and students, mean test of study population is used. To test the study hypotheses, Pearson correlation coefficient is applied. The results of kolmogorovsmirnov test showed the normality of all study variables. Based on the mean test of a study population, it can be said schools effectiveness had good condition from the view of teachers, parents and students. The demographic features of managers in terms of age showed that 2.4% of them were below 30 years, 37.8% ranging 31-40 years, 50.4% ranging 41-50 years and 9.4% of them above 50 years. In terms of experience years in education department, 4.7% were below 10 years, 33.9% 11-20 years and 61.4% 21-30 years' experience. In terms of degree 12.6% were diploma and associate, 69.3% BA and 18.1% MA.

### The hypotheses test

Pearson correlation test is used to test the study hypotheses. The results of the test are investigated later. Main hypothesis: There is an association between individual features of managers and effectiveness of elementary female state schools of Qom city from the view of teachers, parents and students. Individual features of managers include education, experiences in education, management and age of managers. The results in Table 1 showed that there is a positive and significant association between education, service experiences and management years of managers with effectiveness of elementary female state schools of Qom city from the view of teachers, parents and students. On the other hand, there is no relation between age of managers and effectiveness of elementary female state schools of Qom city from the view of teachers, parents and students. Thus, regarding the main hypothesis of the study, we can say there is an association between all individual features of managers except age with effectiveness of elementary schools from the view of teachers, parents and students. This result is in line with the studies of Naghavi et al., 2012, Hassani and Sameri (2010), Zaki (2010) and GoodarzvandChegini, Mehrdad, Salehi Amin, Alireza 2006.

**Table 1- Pearson correlation coefficient test between individual features of managers with effectiveness of elementary schools**

	Correlation coefficient	Significance level	Result	Direction
<b>The relationship between education of managers and schools effectiveness from the view of teachers, parents and students</b>	0.886	0.013	Relationship	Positive
<b>The relationship between experience years of managers and schools effectiveness from the view of teachers, parents and students</b>	0.896	0.001	Relationship	Positive
<b>Relationship between management years of managers and schools effectiveness from the view of teachers, parents and students</b>	0.971	0.003	Relationship	Positive
<b>Relationship between age of managers and schools effectiveness from the view of teachers, parents and students</b>	0.081	0.231	No Relationship	-

First subhypothesis: There is an association between education of managers and effectiveness of elementary female state schools of Qom city from the view of teachers, parents and students. Based on the results of Pearson correlation coefficient, there is significant association between managers' education and effectiveness of elementary schools and correlation coefficient of each group separately and three groups in sum (0.886) with schools effectiveness. Thus, there is a positive and significant association between education of managers and effectiveness of elementary female state schools of Qom city from the view of teachers, parents and students. In other words, from the view of teachers, parents and students, the higher the education of managers, the higher the schools effectiveness. This result is in line with the studies of GoodarzvandChegini, Mehrdad; Salehi Amin, Alireza 2006 and is not in line with the studies of Naghavi et al. , (2012), Zaki (2010) and Ahanchian (2002).

Second subhypothesis: There is an association between educational experience years of managers and effectiveness of elementary female state schools of Qom city from the view of teachers, parents and students. Based on the results of

Pearson correlation coefficient, there is a significant association between educational service years of managers and effectiveness of elementary schools and correlation coefficient of each group as separately and three groups in sum (0.896) with schools effectiveness. Thus, there is a positive and significant association between educational service years of managers with effectiveness of elementary female state schools of Qom city from the view of teachers, parents and students. In other words, from the view of teachers, parents and students, the higher the educational service years of managers, the higher the schools effectiveness. This result is in line with the studies of Naghavi et al., (2012) and is not in line with the study of Hassani and Sameri (2010), Zaki (2010), GudarzvandChegini, Mehrdad, Salehi Amin, Alireza (2006) and Ahanchian (2002). Third sub hypothesis: There is an association between the manager years of managers with effectiveness of elementary female state schools of Qom city from the view of teachers, parents and students. Based on the results of Pearson correlation coefficient, there is a significant association between management service years of managers and effectiveness of elementary schools, correlation coefficient of each group separately and three groups in sum (0.971) with schools effectiveness. Thus, it can be said, there is a positive and significant association between management years of managers and effectiveness of elementary female state schools of Qom city from the view of teachers, parents and students. In other words, from the view of teachers, parents and students, the higher the management service years of managers, the higher the effectiveness of schools. This result is not in line with the studies of Naghavi et al., (2012), Hassani and Sameri (2010) and is not in line with the studies of Zaki (2010), GudarzvandChegini, Mehrdad, Salehi Amin, Alireza (2006).

Subhypothesis 4: There is an association between the age of managers and effectiveness of elementary female state schools of Qom city from the view of teachers, parents and students. Based on the results of Pearson correlation coefficient test, there is no significant association between age of managers and effectiveness of elementary schools, correlation coefficient of each group separately and three groups in sum (0.081) with schools effectiveness. Thus, there is no significant association between the age of managers and effectiveness of elementary female state schools of Qom city from the view of teachers, parents and students. This result is in line with the study of Hassani and Sameri (2010) and studies of Zaki (2010) and is not in line with the study of Naghavi et al., (2012).

### Regression test

#### Independence of error term

One of the assumptions considered in regression is the independence of errors. If the independence of errors is rejected and the errors are correlated, regression cannot be used. To investigate the independence of errors, Durbin-Watson test is used. If this statistics is ranging 1.5-2.5, the independence of observations is shown.

Based on the results of regression test, Durbin-Watson statistics is 2.030 and as this value is ranging 1.5 to 2.5, independence of observations is supported.

#### Normality of error terms

One of the assumptions in regression is that the errors have normal distribution with zero mean. If the errors have no normal distribution, we cannot use regression. This assumption is investigated by residuals histogram chart.

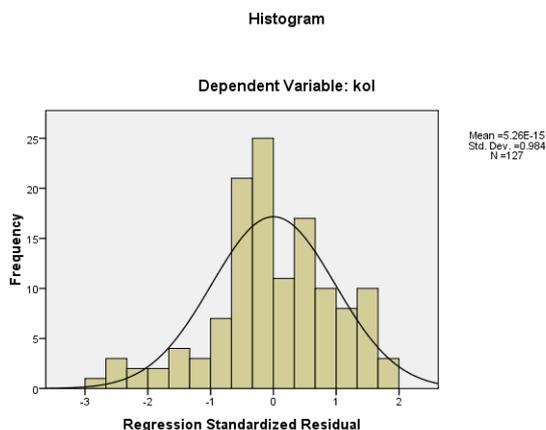


Chart 1- Histogram chart of the investigation of normality of error terms

As shown in Chart 1, the distribution is normal. The mean in the right site of the chart is very small (about zero) and standard deviation is near one.

**Table 2- Descriptive statistics of model by Stepwise method**

Model	Predictive variables in the model	Correlation coefficient	Square correlation coefficient	Adjusted correlation	Estimation criterion error
1	The service years of education, management years, education	0.031	0.010	0.032	0.16918

As shown in Table 2, among the individual features of managers, service years in education, management years and education entered the model and age is omitted. The correlation between these dimensions is 0.031. In other words, three individual features of managers predict 10% of the changes of schools effectiveness.

**Table 3- Coefficients of each of variables in measurement model**

The entered variables of the study	Model	B	SD	Standardized coefficients of variables (Beta)	t	Significance level
Experience years Management years Education	Intercept	3.766	0.104		119.36	0.000
	Variable coefficient	1.081	0.029	0.016	0.292	0.000
	Variable coefficient	0.098	0.025	0.007	0.157	0.001
	Variable coefficient	0.057	0.028	0.015	0.065	0.031

Based on the data in Table 3, regression equation is written as:

$$x_3 (0.057) + x_2 (0.098) + x_1 (1.081 + 3.766) = Y$$

X1= The service years in education

X2= Management years

X3= Education

Based on regression model, by increasing the service years in education , 1.081 is added to the schools effectiveness and by increase a unit in management years, 0.098 is added to schools effectiveness and by increase one unit in education, 0.057 is added to schools effectiveness.

## CONCLUSION

In the schools model, school leadership is introduced as the most important element of effective school. As shown in the study findings, the manager as the important person in school should have good position and as an effective person should supervise the affairs of students, teachers and other employees and show the educational goals in school via bulletin, boards of corridors and walls of the class as valuable and besides the general supervision on various affairs of school supervises specific affairs as classification of students, observation of teaching process of teachers and dedicates a part of final hours of day to eliminate the problems of students by teacher. The important point is the comparison of the perception framework of the proposed model of effective schools with Educational system of Iran and its management structure and is low based on the identified components. It means that in the educational system of our country, effective schools dimensions and components are not implemented completely. It seems that inefficiency of existing education system is due to the problem of the set of factors as some of them are introduced naturally in effective schools model. According to the researcher, although some plans as re-engineering, standardization in education, human resources reduction plans, formation of education deputy and innovation are raised, they are presented as solution to eliminate the education challenges. However, first the required plans are not presented in the form of a comprehensive theoretical basic, second their implementation is based on political changes are not manifested completely. Thus, based on the findings of the study, it can be said improvement of educational system requires accepting a framework and model to present the solution for all the dimensions and it is performed in a definite time.

The implementation of effective schools model with its comprehensive features can be a good model to manage education system of society and help their goals fulfillment. The study presented a clear symbol of what effective school is similar to what regarding school effectiveness and the research on teacher effectiveness was exact regarding the teaching strategies leading to the increasing success of students. Therefore, the next measurement for the schools should be based on active use of effectiveness knowledge of teacher and school for school improvement goals. Indeed, it needs more practical and empirical work. Regarding the importance of teachers in school effectiveness and improvement, we need to go beyond the literal findings of using manager and teacher. The challenge of the researchers is how to improve the managers and teachers for real aid to school improvement and school effectiveness. If they are directed in this work, a movement from research static models should be to the dynamic method of attitude to the schools and classrooms.

In addition, both grounds need encouragement and facilitation of teacher-based research searching regarding general change in classroom and school level. Future success of study is based on school effectiveness and school improvement in accepting study participations with managers and teachers. The real improvement of school is based on this fact.

### **Recommendation for further studies**

Based on the findings of main hypothesis of the study as there is an association between individual features of managers and effectiveness of elementary state female schools of Qom city from the view of teachers, parents and students, it is recommended that managers apply the views of teachers, parents and students in educational, teaching, sport and etc of schools in order than our schools have high effectiveness.

Based on first sub hypothesis as there is an association between education level of managers and effectiveness of elementary state female schools of Qom city from the view of teachers, parents and students, it is recommended that managers don't forget schooling in educational sciences and besides the hard work of schools management obtain science and knowledge in their work field and don't forget the study of journals of educational management.

Regarding the second sub hypothesis as there is an association between the service years of managers with effectiveness of elementary state female schools of Qom city from the view of teachers, parents and students, it is recommended that managers apply the experience of the retired co-workers. Consult with the teachers and deputies of school in various affairs to have effective schools.

Based on the third sub hypothesis as there is an association between management service years with effectiveness of elementary state female schools of Qom city from the view of teachers, parents and students, it is recommended that new managers of schools apply the experience of retired teachers and managers and consult with them in doing various affairs to be successful in managing the school and its effectiveness.

### **Applied recommendations**

- It is recommended to the planners and experts to identify the schools environment and make the planning as the managers have much freedom to do the school affairs as effective schools required freedom of managers to deal with situations.
- It is recommended to the top managers to use the young, innovative and creative forces for schools management.
- It is recommended to the middle and executive managers to be approve of the high education of managers and think about specific solutions to observe effective schools and the progress of students.
- It is recommended that for further studies, we investigate the individual features of managers and its relation with the schools effectiveness from the view of teachers, parents and students in high school (first and second).
- It is recommended to collect data by interview method beside questionnaire in future studies.
- This study investigates individual features of managers and its relation with schools effectiveness from the view of teachers, parents and students. It is recommended that in future studies investigate the personality features of managers and its relation with schools effectiveness.
- It is recommended that in future studies investigate the management style of managers and its relation with schools effectiveness.
- It is recommend investigating the skills of management of managers and its relation with schools effectiveness in future studies.

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