

IDENTIFYING THE EDUCATIONAL NEEDS OF THE PRINCIPALS OF SMART HIGH SCHOOLS IN TEHRAN BASED ON THE WITTEN, CAMERON AND WOODS THEORY

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ABSTRACT

The aim of this study was to identify the educational needs of the principals of smart high schools in Tehran. The research method was a descriptive survey and its statistical society included 753 participants (320 males and 433 females) of all the principals of smart high schools in Tehran. Two hundred and six people (118 males and 142 females) of all the principals of smart schools were selected according to the Morgan table and using cluster sampling method. And they were examined using the Ten Management Skills questionnaire of Witten *et al.* (2000). The questionnaire validity has been determined due to the formal validity and with the specialists and professors' view. And its validity has been calculated using Cronbach's Alpha. The reliability was calculated 0.73 using Cronbach's. Data analysis using One-sample t test and analysis of variance showed that the score of managers in conflict management skills, delegation and empowerment skills, self-awareness and teamwork skills are above the theoretical average, and these skills are not the educational needs of managers. The score of managers was less than the theoretical average in problem-solving skills, good relationship, effective motivation, information management and stress management and these skills are the educational needs of managers. There were no differences between the educational needs of male and female managers. Also there were significant differences according to the educational level in self-awareness skills, stress management skills and information management skills; which have not been observed in other management skills. In fact, managers with associated educational level needed more training about the skills of self-awareness, stress management and information management than those with undergraduate and graduate levels of education. Also, there was not observed a difference between the educational needs of managers according to their work background. Generally, total score of management skills represented that the scores of managers are less than the average and indicated their needs for the management skills training.

KEY WORDS: Education Needs, Managers, Smart Schools

INTRODUCTION

Training and developing staff is a strategic action which causes individual worth at individual level, causes organizational improvement and development at the organizational level and causes the increase of efficiency and the next following results at the national and even transnational. Therefore, one of the fundamental activities that causes organizations' efficacy, is creating or taking the authority and developing financial resources continuously using the education and development. Education and development have a fundamental role and effect on the knowledge and skills of people and also on the improvement of their attitude towards the organization and the tasks and activities (Khorasani, 2013). Training staff with the emphasis on the organizational, vocational and individual needs sought to make the following goals and purposes happen in order to optimize the organizational and vocational performance and also for individual improvement and promotion: increase actual professional capabilities of staff and growing their potential, prepare staff for new responsibilities and task, promoting level of Knowledge and awareness of staff, promoting level of skills of staff, creating the desired behavior and proportional to the sustainable value of the community in staff, increase job satisfaction and improving staff morale, increase flexibility in staff towards applying the new methods and the use of modern equipment and also the compatibility with the new organizational changes, establish and develop cooperation morale between staff in order to achieve organizational policy and objectives, update human forces training in order to improve the level of information and also promoting creativity and innovation growth in them (Sadri, 2004).

Educational need assessment is a process that helps the staff to achieve the requirements, abilities and capabilities needed for job and to improve them. In needs recognition we should pay attention to the basic needs. 'Basic needs' means the needs which are appeared in all the working life aspects of individual and supplying them can help to establish the readiness and ability to deal with different affairs and issues (Soltani, 2006).

Educational resources are limited similar to other organizational resources. To use these resources efficiently, corporations and organizations should make enough effort in educational needs assessment. With no clear understanding of needs, the educational effort of organizations may just be a waste of valuable resources. Performing needs assessment is also necessary according to the psychological view. Because the needs assessment process, involves staff and managers, increases scheme credit and absorb participants support for the further educational programs (Tao *et al.*, 2006).

Education as one of the most complicated systems of the society has a fundamental role in the circulation of the society affairs, its continuity and survival. In fact, the basic of the scientific and cultural development in each society is depended on the education in that society. Meanwhile, educational managers play an important role as one of the components of the education system. "If the educational managers of one society have adequate knowledge and skills, the educational system will undoubtedly have the high effectiveness, efficacy and credit" (Mirkamali, 2006). Spread the educational organizations comprehensively has doubled the necessity to have skilled and capable managers who can use the knowledge and the professional experience. These managers have influence on the orientation of the whole society by influencing directly the education of other occupations (Behrangi, 2010). Educational managers have the important duty of planning, monitoring, management, supervision and managing educational centers, teachers, instructors and students. So their skills, knowledge, information and abilities have a directly and indirectly determinant influence on the quality, performance and effectiveness of the educational system, units and the employees. The authorities, senior managers and policymakers of the national education spend a lot of time and money yearly for the education and improvement of the staff; while leading and using properly this time and cost to achieve the appropriate and preset objectives needs to identify the educational needs of managers. In today's changing world, continuous education and training of the human forces in different organizations such as the ministry of education has special importance. Dealing with the staff education, particularly at the management level with precise planning, can lead to the improvement of the performance and effectiveness in every organization (Nasr Isfahani and Azizi, 2000).

The concept of Information Technology is a feature, a platform for development growth. It a culture to discover and identify and to grow human talents at human communities; and it is an exchange flow of information, knowledge and awareness. As a result, it has influence on the attitudes, methods and structures. Today, electronics education has provided a new image of educational system. Generally, the information technology may cause a great revolution in the teaching-learning process. Therefore, the concept of information technology should be completely removed from the instrument approach and should be introduced as the human development base (Ebadi, 2010). One of the most important achievements of technology developments is undoubtedly the evolution in education and training. Virtual classes, virtual schools, smart schools and virtual university and e-learning in general are the reliable capacities and capabilities for development. The fact is that all this developments influence all components of education quickly. According to the depth and the expansion rate of this transformation, we can't wait; but we should provide the use of human experience using the experience and studies of others and with relying on local culture and resources (Gary, 2001; Translated by Nakhoda, 2010). Several researches have been done to identify the educational needs of organizations' staff specially the managers; which we can refer to the studies of Bazdar (2002), Roozbehi and Ahmadi (2006), Khodadi and Hasoomi (2012), Zain and Murugaiah (2004), Mabhudhu (2008). However, since the life of smart schools is short in our society, it's essential to evaluate the educational needs of managers in order to take a step in the development of the managers of these schools. So the question of this study is that: What are the educational needs of the managers of the smart schools of Tehran?

MATERIALS AND METHODS

The method of this research was a descriptive survey. Its statistical society included 753 participants (320 males and 433 females) of all the principals of smart high schools in Tehran. Two hundred and six people (118 males and 142 females) of all the principals of smart schools were selected according to the Morgan table and using cluster sampling method. The tool of this study was the questionnaire of management skills of Witten, Cameron and Woods (2000) which evaluates ten management skills; it has 78 questions which have graded with six choices from 1 (completely disagree) to 6 (strongly agree). Which has consists of self-awareness skill (questions 1 to 5), stress management skill (6 to 13), problem solving skill (14 to 25), good communication skill (26 to 34), effective motivation skill (35 to 43), conflict management skill (44 to 52), delegation and empowerment skill (53 to 60), teamwork skill (61 to 68), information management skill (69 to 78) and management skills (1 to 78).

The reliability of the questionnaire was calculated 0.80 for self-awareness skill, 0.78 for problem solving skill, 0.75 for good communication skill, 0.77 for effective motivation skill, 0.74 for conflict management, 0.72 for delegation and empowerment skill, 0.78 for teamwork skill, 0.77 for information management skill, and 0.73 in total using Cronbach's alpha. After receiving the introduction, we go directly to the sample and after expressing the necessary explanations to attract the cooperation of participants; we perform the tool of this study and analyze the data into to section of descriptive and inferential statistics using SPSS software. In descriptive statistics we evaluate the frequency distribution, central tendency indexes such as mean, median and dispersion indexes such as the standard deviation and variance and in inferential section we use one sample t-test, t test of independent groups and analysis of variance (ANOVA).

RESULTS

From 260 people of surveyed managers, 118 people (45.4%) were male and 142 (54.6%) were female. In terms of the work background, 40% of subjects (26, 5+13, and 5) had Less than ten years of work background, 19.6 percent had the work background of 11 to 15 years and the rest (equal to 40.4%) had more than 16 years of work background. In terms of the educational level, 22% of the subjects had associated degree, 33.8% were at the undergraduate level and 44.2% were at MA and Ph.D.

Table 1. Sample Distribution according to the individual characteristics

Individual characteristics	Level scores	Frequency	Percent
Gender n = 260	Male	118	45.4
	Female	142	54.6
Work Background n = 260	Less than 5 years	35	5.13
	6 to 10 years	69	26.5
	11 to 15 years	51	19.6
	16 to 20 years	74	28.4
	Over 20 years	31	12.0
Educational Level n = 260	Associate	57	22.0
	Bachelor	88	33.8
	Masters and Ph.D.	115	44.2

Table 2. T-test (Level of Significance of the Mean Difference of Management Skills in terms of Gender)

Variables	Mean	Means difference	Degree of freedom	t Value	level of Significance
Self-awareness	Man	3.80	258	-1.10	0.27
	Woman	4.01			
Stress Management	Man	3.70	258	-0.57	0.57
	Woman	3.84			
Problem Solving	Man	3.58	258	-0.51	0.60
	Woman	3.69			
Good Communication	Man	3.51	258	-1.06	0.29
	Woman	3.70			
Effective Motivation	Man	3.43	258	-1.65	0.10
	Woman	3.77			
Conflict Management	Man	3.74	258	-0.90	0.37
	Woman	3.96			
Delegation	Man	3.95	258	0.06	0.94
	Woman	3.94			
Teamwork	Man	3.85	258	-0.83	0.40
	Woman	4.06			
Information Management	Man	3.68	258	-0.12	0.90
	Woman	3.72			

To evaluate the relation between the educational needs of smart schools' managers and their gender, t test of independent groups was used. Means' differences evaluation in 9 areas of management skills between two groups of men and women showed that there is no significant difference between the means of two groups and all the obtained

values of t were not significant at $P \geq 0.05$. Therefore, there is no significant difference between the educational needs of male or female managers. To evaluate the relation between the educational needs of managers of smart schools and their educational level, analysis of variance (ANOVA) test has been used. Means differences comparison in 9 areas of management skills between three groups of managers with associated, bachelor, master and higher degrees showed that there is a significant difference in 3 areas of self-awareness, stress management and information management skills between their means and the means of these three groups in these three areas are significant at $P \leq 0.05$ and $P \leq 0.01$. In other areas of management skills, there is not a significant difference between the managers with different education level. Two by two difference evaluation of self-awareness, stress management and information management variables have been done using Scheffe test. The calculated mean of self-awareness variable was 3.79 in managers with associated degree and was 4.58 in managers with bachelor, master and Ph.D. The difference between the means of these two groups was significant; and managers with associated degree need to get trainings in the areas of self-awareness more than other managers with master degree or higher educational levels.

Table 3. T-test (Level of Significance of Mean Difference of Management Skills Due to the Gender)

Variables	Sum of squares	Degree of freedom	Mean squares	F value	Level of Significance
Self-awareness	3.14	2	1.57	3.78	0.02
Stress Management	4.84	2	2.42	3.95	0.02
Problem Solving	1.62	2	0.81	1.72	0.18
Good Communication	1.88	2	0.94	2.35	0.11
Effective Motivation	2.48	2	1.24	2.45	0.10
Conflict Management	0.50	2	0.25	0.33	0.72
Delegation	0.87	2	0.43	0.74	0.48
Teamwork	3.12	2	1.56	2.08	0.13
Information Management	9.53	2	4.76	6.23	0.003

Table 4. T-test (Level of Significance of Mean Difference of Management Skills Due to work background)

Components	Sum of squares	Degree of freedom	Mean square	F-value	Significance level
Self-awareness	3.27	4	0.81	1.95	0.11
Stress Management	2.37	4	0.59	0.81	0.52
Problem Solving	3.11	4	0.77	1.32	0.27
Good Communication	2.77	4	0.69	1.62	0.18
Effective Motivation	0.63	4	0.15	0.32	0.86
Conflict management	3.22	4	0.80	1.86	0.13
Delegation	1.32	4	0.33	0.48	0.74
Teamwork	2.65	4	0.66	0.78	0.54
Information Management	4.55	4	1.13	1.17	0.33

The calculated mean of stress management variable was 4.76 in managers with master degree or higher educational levels and managers with associated and bachelor degrees have got 3.79 and 3.71 respectively as the mean. The difference between the means of managers with master degree and the two other groups of managers with bachelor and associated degree was significant; and managers with associated and bachelor degrees need to get trainings in the areas of stress management more than other managers with master degree or higher educational level. The calculated mean of information management variable was 5.06 in managers with master degree or higher educational levels and managers with associated and bachelor degrees have got 3.60 and 3.65 respectively as the mean. The difference between the means of managers with master degree and the two other groups of managers with bachelor and associated degree was significant; and managers with associated and bachelor degrees need to get trainings in the areas of information management more than other managers with master degree or higher educational level. In order to evaluate the relation between the educational needs of schools managers and their work background, the Spearman test has been used. Means differences comparison in 9 areas of management skills between five groups of managers with different work backgrounds showed that there is not a significant difference between the means of groups in all areas of

management skills and the means of these five groups are not significant at $P \geq 0.05$ in these 9 areas. There is not a significant difference between the management skills of managers and their different work background.

To determine and prioritize the educational needs of managers of smart schools, one-sample t test was used that the results of implementing this test represent how lower the score of managers was than the average in 5 areas of management skills. These five areas include good communication, problem solving, effective motivation, information management skills and stress management. Educational needs of managers (the 9 educational needs) were good communication, problem solving, effective motivation, information management, stress management, conflict management, delegation, self-awareness and teamwork in order of preference and importance. Generally, the total score of management skills was 3.82, which indicates that management skills scores are lower than the average and shows their need for management skills.

Table 5. T-test (Level of Significance of Mean Difference of Management Skills with the Average Value)

Areas	The mean		Means differences	Degree of freedom	t Value	level of Significance
Good communication	Experimental	3.66	- 0.33	259	- 4.35	0.0001
	Theoretical	4				
Problem Solving	Experimental	3.66	- 0.33	259	- 3.98	0.0001
	Theoretical	4				
Effective Motivation	Experimental	3.69	- 0.30	259	- 3.46	0.001
	Theoretical	4				
Information Management	Experimental	3.73	- 0.26	259	- 2.30	0.02
	Theoretical	4				
Stress Management	Experimental	3.82	- 0.17	259	- 1.73	0.08
	Theoretical	4				
Conflict management	Experimental	3.90	- 0.09	259	- 0.85	0.39
	Theoretical	4				
Delegation	Experimental	3.93	- 0.06	259	- 0.66	0.51
	Theoretical	4				
Self-awareness	Experimental	3.97	- 0.02	259	- 0.34	0.73
	Theoretical	4				
Teamwork	Experimental	4.02	0.02	259	0.24	0.80
	Theoretical	4				

Table 2. T-test (Level of Significance of Mean Difference of Management Skills with the Average Value)

	The mean		Means differences	Degree of freedom	t Value	Level of Significance
Experimental	3.82		0.17	259	- 2.44	0.01
Theoretical	4					

CONCLUSION

One of the important approaches to empower human forces, synchronous with new knowledge, is to increase the productivity, efficiency and covering weaknesses of education. Identifying and selecting the title and education syllabuses is one of the concerns of education section of each organization. Identifying educational needs is considered as the first step of educational planning for staff. If these steps are taken correctly, properly improvement of the program will be provided and thus, more accurate foundation for quality assurance and staff training program effectiveness can be achieved. According to the known educational needs, we can determine and provide objectives, appropriate training methods and the effective use of other resources and facilities (Gordon, 1994). Educational evaluation is one of the fundamental inputs of education system and is the base of planning, implementation and system's activity valuation. Providing the required data for educational planning, is the most important reason and recognizing and finding difficulties or system's deficiencies, is another objective of educational evaluation (Suarez, 1994). Each system programmers have to have compelling reasons for their own programs and

projects. Therefore, all of the decisions about formulating objectives, program's content and effective use of other resources and limited facilities are a function of educational evaluation. By diagnosing the needs before choosing any type of solution, we can add to the amount of efficiency and effectiveness of programs in the educational system and by implementing correct actions, reliability and effectiveness and the morality of what we do, will be greater (Yarmohammadian *et al.*, 2004).

To evaluate the educational needs of managers of smart high schools, a systematic insight was used in this research based on the concept of the need that meaning the distance between the current status and the desired one. The results of this study indicate that there is not a significant difference between the educational needs of managers of smart schools according to the gender. This Result was inconsistent with the study of Jahromy *et al.* (2012). This insignificance is due to the fact that male and female managers have common similarities in terms of social areas (belongs to the class of educated and enlightened) and since there are male managers in boys' high schools and female managers in girls' high schools, we can say that if there are differences, they are emanated from the educational needs of girls and boys students. The needs of girls are obviously different from the needs of boys in terms of specific physical conditions and maturity affairs. The results also showed that there is a significant difference between the educational needs of managers according to their educational level. This subject was consistent with the results of the studies of Nasari Jahromy *et al.* (2012), Motlagh *et al.* (2011). Means differences comparison in 9 areas of management skills between three groups of managers with associated, bachelor, master and higher degrees showed that there is a significant difference in 3 areas of self-awareness, stress management and information management skills between their means and in other areas of management skills, there is not a significant difference between the managers with different education level. Two by two difference evaluation of self-awareness, stress management and information management variables have been done using Scheffe test. In self-awareness variable, managers with associated degree need to get trainings more than other managers with master degree or higher educational levels; because these types of managers have been recruited in the educational system years ago and their time of graduation is too long and the courses are being held the most for the newcomers. Thus, it is necessary to arrange courses that all the managers can be trained continuously throughout their working life so that they can have the maximum effectiveness and efficiency in their position.

In stress management variable, managers with associated and bachelor degrees need to get trainings more than other managers with master degree or higher educational levels. Managers with higher educational levels can evaluate their abilities reasonably while encountering with stressful events and they can recognize and control their feelings in particular moments because of the higher self-awareness; which results in higher ability in managing and controlling the stress. Thus, managers with master degrees have the least mean of the need to these skills than the others. Managers with associated or bachelor degrees need to get trainings in the area of information management skill more than managers with master degrees or higher educational levels, that the reason of this difference may be emanated from the time of study of managers with master degrees or higher educational levels and managers with associated or bachelor degrees and the difference in their training. However, lack of educational courses about information management skill's reinforcement and lack of managers' accompany in these courses should be considered. Results showed that there is a significant difference between the educational needs of managers according to their work background which is inconsistent with the results of the studies of Nasari Jahromy *et al.* (2012), Motlagh *et al.* (2011). And the reason for this difference may be due to the different conditions, the special conditions of each organization and the study time, little management experience and little experience of managers of smart schools about the management of these kinds of schools. Generally, the results showed that the managers of smart schools need to learn management skills and their need for education in 5 areas of good communication skills, problem solving, effective motivation, information management, and stress management is more than other areas. This Result is consistent with the results of the studies of Nasari Jahromy *et al.* (2012), Khodadi and Hasoomi (2011), Roozbehi and Ahmadi (2006), Bazdar (2002), Roshini (2012), Carl *et al.* (2010), Mabhudhu (2008), Zain and Mouragaya (2004). Looking back at the above results, we can understand that the ministry of education and training as the most important organization, is responsible for maintaining values and the education and training of our children, who are the future agents and operators of this society and they finally will cause the continuity and survival of the cultural movement of the country (Fani, 1996, quoted from Nasari Jahromy *et al.* (2012). The mentioned responsibilities and other responsibilities that are expected, only occur in a desirable way when schools management implement effectively and efficiently and it is possible if only they have the required knowledge and skills or they learn them through an effective training (Nasari Jahromy *et al.*, 2012). The

effectiveness of further training requires the development, announcement and implementation of appropriate policies and appropriate strategies of teaching in the organization. Obviously, this action must be performed in accordance with the objectives and policies of the organization. Therefore, as the first step in the education system improvement, the education policy should be in accordance with the education objectives attainment (Turk Zadeh, 2008). Need evaluation is considered as one of the fundamental and necessary components of process planning. The importance and sensitivity of educational process will arise when we pay attention to the limited budget allocated to the educational process; because the priorities and necessities are proposed in this question and policymakers and educational planners have to choose from various and unlimited demands, since the current facilities don't meet all demands. In this condition, experts and educational specialists should achieve to some criteria in order to be able to recognize the necessary affairs according to them and try to resolve them (Afsari, 2008).

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