



THE NECESSITY OF REFORMING, RENEWAL AND EDUCATION IN THE MANAGEMENT OF HIGH SCHOOLS IN IRAN

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ABSTRACT

The goal of this study is to recognize the necessity of reforming, renewal and education in the management of high school. In terms of goal, this research is applied one. In terms of methodology; it is descriptive, of survey kind. All teachers and managers of Iran's high schools are statistical population of this study. and using the clustered randomized sampling method, 762 persons (510 teachers and 252 managers) were selected as statistical sample. For data collection, the researcher- made questionnaire containing 24 questions was used. Nominal and conceptual validity of this research was confirmed by the authorities. Using combat's alpha, the reliability of research was obtained 0.80 which is statistically significant. Data was analyzed using descriptive statistics (frequency and frequency percentage) and deductive statistics (chi-square). The findings show that most respondents (85.8 %) believe that the reforming and renewal of high school management are necessary. 97.4% of them indicated to the necessity of managers' teaching. Also, 85.2% believed that the managers don't have high planning skills. 90.8% expressed that creativity and innovation is low in current situation. 83.2% expressed that the planning to create happiness and joy is not enough in schools.

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Keywords: Reforming and renewal, Education, Creativity and innovation, Happiness and joy, Planning skills.

Contribution/ Originality

As research like this been done to depict the necessity of reform, modernization and training in the management of high schools in Iran, this research is new and essential, Also, the reform, modernization and training in the management of high schools, enhance skills of planning, creativity and innovation of managers.

1. INTRODUCTION

The target of education is human. For this reason, the management of this large and complex organization is very important and essential, since the manifestation of work and activity in it is to train the competent, committed and scientist forces. Therefore, it can be said that the management of schools is one of the most difficult, delicate and useful managements (Mashayekhi *et al.*, 2010). In educational units, the managers as the center of gravity for the activities, play the key role and certainly involve in efficiency and/ or inefficiency of it.

Also, as we know, the growth and development of each society depends on the quality of activity which is performed in schools. The role of management; especially in the level of high school, cannot be ignored. The students who study in this level, will be entered the society and job market and/ or they will be admitted by the universities and high education centers after accomplishment of this level. Therefore, the managers of these schools should attempt extremely hard until the students shall be trained in the direction of ethical society and believe in spiritual values and possess the ability to achieve the peak (climax) of welfare as well as to participate in improvement of the society situation (Safi, 1999).

Unfortunately; due to different reasons, the country's education (schools) is not able to respond the desires of Islamic revolution. It is faced with abundant theoretical and practical problems in training human forces appropriate for Islamic republic. Getting rid of the available deficits and inefficiencies and achieving a dynamic, successful and efficient education requires a deep and fundamental transformation in this broad and crucial organization. By re-reading and reproduction of all the effective obvious and hidden factors of this system and using the opportunities, resources and possibilities optimally, the realization of the goals will be facilitated and accelerated (Khanifar, 2010).

Revolution of science and technology has made the necessity of transformation in the process of educational activities inevitable.

We cannot look at the students and their training by past behaviors and old orientations. Today's educational systems should train, employ and implement some forces who are powerful and innovator in understanding the existing and creativity powers of students (Wong, 2000).

The issue of transformation in the education management system is one of the essential issues in terms of policy-making, planning, management and executive areas. This issue has long-lasting made the minds of educational authorities busy at different levels. Because of the dynamic and continuous nature of educational system, we can be optimistic to realize the goals of education just through an internalized transformational (revolutionary) process and prepare the fields to realize the goals and desires resulting from the education system. This is not possible just by active and continuous participation.

Today, the importance and position of human force are no secret to anyone. The authorities believe that it is regarded as the axis of permanent development. But such a position and reputation is not expected by the current education. The researches indicate that the authorities proposed the necessity of transformation in the education system and insist to pursue it.

Fundamentally, non-objective educational system which is far away from the philosophy based on value system of the society is impossible to draw the way map and the cultural engineering

which expects to change the country into the number-one country at the level of region based on a 20-year perspective (Salehi Seyyed, 2011). Some of problems in our education system include lack of philosophy based on theoretical indigenous essentials resulted from value system, lack of objective cultural engineering, separation from the original mission and paying attention to the margins and secondary effects, lack of participation and interaction in cultural consequences and inability for mass employment of the expert and educated forces, inability to involve the majority of society and the available organization, overly economy- stricken and politics- stricken, isolation of cultural and education issues in the belief and practice of public and government organization, deep distance and separation between line and headquarter forces, breaking the power and ability of teacher, reducing social position of teacher imprisoned by material indicators, lack of achieving the elite to the education, facing with the brain drain, its obsolescence and innocence in the media field, bulkiness and expansion, merely consumer view on it, again in managerial structure, closed-circuit and constructional managerial system, lack of the required beds for creative managements, strong concentration and vacuum of economic thinking in the system.

Therefore, regarding the above-mentioned issues; In this research, we are going to examine the necessity of reforming, renewal and education in the management of high schools in Iran.

1.1. Theoretical Issues and Conceptual Framework

Except the determinant role of teachers and trainers to quality the education and teaching, one of the most important influential factors in education is the management of educational units. The school managers have high influence in this respect. For this same reason, the school-based approach should be addressed in the fundamental revolution of education. Before anything else, it should be emphasized that educational management is regarded as an educational and training attempt. On the other hand, educational management can be interpreted as the ability to implement the possibilities for designing and administration of educational plans which is performed through cultural impressions and for attaining the educational goals. It should not be forgotten that educational management is regarded as specialized skill and needs academic awareness. It cannot be assumed the same as workshop supervision. Today, it is emphasized that educational management is exerted as educational leadership. The school manager plays the role of an educational leader.

This emphasis means that the managers should have an active role in educational policy-makings. The school managers can have an effective role in educational policy-making and planning when the educational systems accept decentralized trends in domains of policy-making, planning and organization. Considering these specialized points, the educational management system of society can be reformed.

Management in general and the educational management in particular are considered the grounds of the specialized studies. According to today's criteria through scientific and research recognition of realities, assessment of needs, effective communication and identification of abilities and possibilities, new management can be achieved.

The process of scientific study is a path which begins with the realities and leads to theory relying on the trail and research and using the scientific findings. The manager who is imposed on

the school based on personal communication and political commitments. Even though he/she is familiar with new issues, he/she has the position of caliph. Regarding this same position, he/she addresses to caliphate at school instead of exerting new management. The radiation of management should shine on the society on behalf of the school.

Its reversed direction replaces political activities by educational and scientific attempts.

[Shoarinejhad \(1995\)](#) describes the characteristics of the manager in relation to the success and efficiency of manager in such a way; "The school manager can be compared as a director. He/she assumes the highest roles and greatest responsibilities in the success of school. He/she will play these roles at the desired extent when he/she enjoys the required scientific and artistic qualifications, has discretion and decision-making, is able to decide correctly and confidently if necessary, chooses and applies desired educational management methods, prepares the pleasant educational possibilities by optional not imposed, it means he/she should assume the management responsibility by his/her personal inclination, this responsibility should not be imposed on him/her by any position.

For illustration of management role in educational system, [Mir Kamali \(1996\)](#) says, "The progress and improvement of each society to a high extent depends on the kind and quality of activities which are performed at schools of that society. Among these, educational managers play an essential and important role in the executive quality of educational programs and progression of educational goals. If they want to be successful in playing this role, it is necessary to enjoy the knowledge, skills, capabilities, characteristics and qualifications proportional to this risky responsibility.

In respect of the importance of educational system and the role of managers and their tasks, [Alaghehband \(2003\)](#) says, " Educational system, as a great and broad organization, deals with numerous teachers and students who perform various and multiple tasks, It employs abundant employees with different knowledge and skills; it consumes great material and financial resources. The necessity for such a management in educational environment is that the manager should be aware of the education goals and purposes. He/ she should know the educational organization and formal and informal relationships correctly. He/ she should create a desired organizational atmosphere to perform the tasks and activities by the employees. He/ she should use the available human and material forces as pre-determined.

He/ she should create the required unity and coordination between the components and elements of the organization. He/ she should stimulate his/ her co-workers and subordinates to the effective working and activity. He/ she should evaluate and criticize the performance of his/ her organization. Finally, he/ she should make the cooperation and participation of himself/ herself and his/ her subordinates in performing the affairs as the basis of management and leadership to make the organization as efficient and influential.

[Zamiri \(2003\)](#) indicated to some of the traits and characteristics of a manager which are the necessity for efficiency of the manager and organization.

They include: belief in God, coordination and organization of resources and possibilities and talents to realize the goals and to create the maximum efficiency, addressing the material and spiritual growth and elevation of individuals inside the organization, virtue , loyalty, truthfulness,

equilibrium, simple life, purity, forgiveness and ignorance, attempt, kindness, justice, recognition of his/ her own task and responsibility, possessing enough experience, liberality and having personal power and capability.

Besides worrying about inefficient management in education organization and not addressing the development of management in education, [Abbaspour \(2004\)](#) believes, "Education is regarded as the largest official and organizational system of the country. It involves the greatest levels of management in the dense human environments. But because of ignorance of the management development, it was not able to attempt in a rooted, systematic and strategic way to train the managers with high degrees of intelligence and talent in the field of thinking, attempt and endeavor, and effective relationship, to create an incremental capacity through it.

Some effective measures should be performed to make the educational management efficient, to make praise worthy persons dominant at different levels of education, to revise in the available guidelines and strategies, to change and reform the educational management.

Emphasizing on the necessity to qualify the educational process, [Ahmadi \(2002\)](#) believes that the improvement of educational management is one of the most necessary and essential affairs which the education managers at different levels, particularly the function of managers at the education line or educational unit levels.

Therefore, the progress of educational management level and influential management will be possible through just the absorption, optimization, retaining and stairs-based progress of the valuable managers. Under the shadow of enjoying such managers, the efficiency and efficacy of formal education system will be possible. It is evident that the realization of this issue entails the policy-making, designing, compilation, approval and performing of a well- considered program which relies on the scientific researches and worthy experiences of worldwide society. In this respect, the managers, teachers and trainers who are practically faced with the problems and difficulties at the trenchers and trainers who are practically faced with the problems and difficulties at the trench of schools and have closely touched with the obstacles and problems, are the best resources to acquire the information and experience. Today, the creation of knowledge is regarded as one of the parameters for development. The realization of this goal will be possible under the shadow of a desired and suitable management who is knowledge –creator and elite by himself/ herself. Therefore, this important issue should be considered in selection and absorption of the educational managers. In respect to the importance of recent issue, [Soltani \(2006\)](#) says, "knowledge creation begins with the absorption of the elite and this is because the knowledge and talent cannot be produced by education so we should first absorbed the talents of knowledge creation and then sought for opportunities to train the skills regarding today's science.

In this way, the ground for their growth and improvement will be prepared.

In a research titled as "The effect of management styles on the innovation of teachers in Amol", [Shah Babazadeh Bengar \(2009\)](#) concluded that 60 percent of male teachers and 50 percent of female teachers have instructional style.

Nominal difference is not observed in innovation mean between male and female teachers. Teachers under participatory management enjoy more innovation compared to teachers under instructional management.

Most teachers follow the participatory style.

Also, the innovation of teachers is not just provided by managerial style. Finally, there is a relationship between managerial styles and innovation of teachers. In a research, [Niaz Azari et al. \(2009\)](#) examined (studied) the role of revolution list management in the progress of organizational efficiency in very large units of Islamic Azad university in Mazandaran province and showed that the revolution list management was effective on the progress of the organization's efficiency, empowerment of professors, flourishing the potential talents of professors, participation of professors in realization of the organization's goals, training satisfied and influential professors and finally, promoting the cooperation spirit in the universities. In a research titled ad "The relationship between personality type of managers and their managerial styles", [Kheirkhah \(2010\)](#) showed that personality type of introvert men and personality type of women cannot be determined. There is no difference between personality type of men and women. The managerial style of managers.

In his M.A. dissertation titled as "The study of the relationship between personality style of managers and the styles of educational management in elementary schools", [Hossein- Nejad and Seyyed \(2012\)](#) showed that there is a significant relationship between the personality of managers and educational management styles in elementary schools. Also, there is a significant relationship between extrovert personality style of managers and the communication- based style as well as between the introvertism of managers and the task-based style. In a research, [Khodaverdi and Amini \(2013\)](#) examined the effective factors to create revolution among the top managers of Education organization (A case study on the managers of different education regions in zanzan province) and showed that there is a significant negative correlation between the variables including the determination of details, normal stress of the environment, habit and creation of transformation. There is a significant positive correlation between the variables including the change range, level of group acceptance, level of awareness, level of security and creation of transformation. But there is no significant correlation between the variables including the income, level of threat feeling by the specialists, level of threat feeling by the specialists, level of threat feeling by the authorities, resource allocation and creation of transformation. In his M.A. dissertation titled as "The identification of decision-making models of managers in Iran's Education system", [Mohammad Nashtayee \(2013\)](#) concluded that using all success-searching, intuitional, liabled affectionate, risky, conventional decision-making models among the managers of education system is meaningful. There is a significant difference between the decision-making patterns used by the managers in Iran's education system. Intuitional decision-making model has the highest application and the convectional decision- making model has the lowest application. Also, there is no significant difference between the decision-making patterns used by the managers of Iran's education system according to the gender and education level. In a research titled as "The effect of managerial styles on the interaction of teacher and students", [Ned Felandes \(2005\)](#) concluded that those teachers who teach by participatory method have more efficiency compared to those teachers who teach by instructional method. He believes that the reason for this is active-being of students during teaching and their participation in teaching.

In a research titled as "The relationship between the managerial style and job satisfaction", [Beravan and Palneskar \(2006\)](#) concluded that dictatorial commands and relying on official

regulations have an inverse effect on the spirit and job satisfaction of the employees. The employees remain interested in their manager, educational system and job as far as they feel that they are valuable and respectful. The participation in decision-making and addressing the supervision and recommendations by the employees are some signs of trust, belief and interest in the presence of employees.

In a research titled as "The study of the relationship between the personality and managerial efficiency", [Crescentia and Vigay \(2007\)](#) concluded that there is a relationship between the personality and efficiency of managers.

In an article titled as "Research and innovation in educational organizations", [Mensulu and Dariya \(2012\)](#), for estimating the value of innovative activities and identifying the factors which prevent the development and expansion of innovation, concluded that one of the fundamental issues which prevents the innovation, is the contradiction between the available technological possibilities and equipments and acceptance of everything new. In this way, the modernized limitations don't provide the desired conditions for innovation Goals of Research:

(Main)

General goal : Recognition of the necessity for reforming, renewal and education in the management of high schools.

secondary goals:

- Determining the necessity of reforming and renewal in the management system of high schools.
- Determining the necessity of need in training the managers of high schools.
- Determining the necessity for addressing the creativity and innovation in the management system of high schools.
- Determining the necessity of planning to create cheer and happiness in high schools system.
- Determining the necessity of need in planning skills in the management system of high schools.

2. METHODOLOGY

In terms of goal, this research is applied one, and in terms of methodology, it is descriptive, of survey kind. All teachers and managers of Iran's high schools constitute the studied statistical population. They were selected based on Kerjsi and Morgan's chart 1970, (adapted by [Hasanzadeh \(2008\)](#)) at confidence level of 95% and measurement error of $\alpha=5\%$ as 762 persons (510 teachers and 252 managers) using the clustered randomized sampling method as the statistical sample. Data collection tool.

Is research-made questionnaire containing 24 questions which is designed based on 5 components including reforming & renewal, education, creativity and innovation, planning to create cheer and happiness and planning skills in Likert's five-point spectrum (very low, low, average, high and very high). Nominal and conceptual validity of it was confirmed by educational authorities and specialists. Its reliability was determined as 0.80 using cronbach's alpha test.

For data analysis in the section of descriptive statistics, the frequency and frequency percentage are used and in the section of deductive statistics, chi-square test is used.

2.1. Descriptive Findings

Table-1.Frequency distribution and frequency percentage of the samples according to gender, educational degree and occupational record.

Variables	Gender		Educational Degree		Occupational Record	
	Male	Female	B.A.	M.A.	1-15 Years	15-30 Years
Frequency	417	345	590	172	280	482
Frequency percentage	55%	45%	77%	23%	37%	63%

The findings of table 1 show that 55% of the respondents are men and the remaining 45% are women. 77% of them had B.A. degree and the remaining 23% had M.A. degree. Also, 37% of the respondents had an occupational record under 15 years and 63% of them had an occupational record under 15 years above 15 years.

Deductive findings:

Question-1. To what extent, high schools system needs reforming and renewal?

Table-2. Frequency distribution and frequency percentage of the samples' opinions (ideas) in respect of the first question of research

Gender	Parameters	Low	Middle (average)	High	X2	Df	Sig
Male	Frequency	85	237	95	29.68	2	0.000
	Frequency Percentage	20.4	56.8	22.8			
Female	Frequency	23	237	85			
	Frequency Percentage	6.7	68.7	24.6			
Total	Frequency	108	474	180	293	2	0.000
	Frequency Percentage	14.2	62.2	23.6			

The findings of table 2 show that 23.6% of respondents indicated that the reforming and renewal of high schools system is necessary very high. 65.2% of them indicated that this need is at middle level. 14.2% believed that high schools system needs reforming and renewal at low level. Regarding chi-square test showed that the difference between frequencies is significant [since the significance level of sig= 0.000 is observed as less than the considered alpha value equal to 0.01]; therefore, the observed difference is meaningful at confidence level of 99%. It is not resulted from chance and accident. Therefore, 85.8% of respondents expressed the need in reforming and renewal of high schools as average and high. Also, the findings of table 2 show that there is a difference between the opinions of male and female respondents (since the significance level of sig= 0.000 is observed as less than the considered alpha value equal to 0.01); therefore, the observed difference is significant at the confidence level of 99%. Regarding the observed frequency percentage; compared to women, men more believed that (20.4% vs. 6.7%) high schools system needs low reforming and renewal.

Question-2. To what extent, high school managers need education?

Table-3. Frequency distribution and frequency percentage of the samples' ideas in respect of the second question of research

Gender	Parameters	Low	Middle	High	X ₂	df	sig
Male	Frequency	16	111	290	12.5	2	0.002
	Frequency Percentage	3.8	26.6	69.5			
Female	Frequency	4	125	216			
	Frequency Percentage	1.2	36.2	62.6			
Total	Frequency	20	236	506	466.9	2	0.000
	Frequency Percentage	2.6	31	66.4			

The findings of table 3 show that 2.6% of respondents indicated that there is low need in high schools' managers teaching . 31% of them indicated that this need is at middle level. 66.4% of them believed that high schools' managers need high teaching. Regarding chi-square test showed that the difference between frequencies is significant [since the significance level of sig= 0.000 is observed as less than the considered alpha value equal to 0.01]; therefore, the observed difference is significant at confidence level of 99% and it is not resulted from chance and accident. Therefore, 97.4% of respondents expressed that there is a middle and/or high need in teaching the managers of high schools. Also, the findings of table 3 show that there is a difference between the ideas of male and female respondents [since the significance level of sig=0.002 is observed as less than the considered alpha value equal to 0.01]. therefore, the observed difference is significant at confidence level of 99%. Regarding the observed frequency percentage; compared to women, men more highly believed (69.5% vs. 62.6%) that the managers of high schools need teaching.

Question-3. To what extent, the ground for the creativity and innovation is prepared in the current high school education system?

Table-4. frequency distribution and frequency percentage of the samples' ideas in respect of third question of research.

Gender	Parameters	Low	Middle	High	X ₂	df	Sig
Male	Frequency	150	231	36	16.42	2	0.002
	Frequency Percentage	36	55.4	8.6			
Female	Frequency	170	141	34			
	Frequency Percentage	49.3	40.9	9.9			
Total	Frequency	320	372	70	205.3	2	0.000
	Frequency Percentage	42	48.8	9.2			

The findings of table 4 show that 42% of respondents indicated that the ground for creativity and innovation in current high schools is prepared as low. 48.8% of them indicated that this ground

is ready at middle level. 9.2% of them believed that the ground for creativity and innovation is prepared highly.

Regarding chi-square test shows that the difference between frequencies is significant [since the significance level of sig=0.000 is observed as less than the considered alpha value equal to 0.01]. Therefore, the observed difference is significant at the confidence level of 99% and it is not resulted from chance and accident. Therefore, 90.8% of respondents believed that the ground for creativity and innovation is prepared as low and/or middle.

Also, the findings of table 4 show that there is a difference between the ideas of male and female respondents [since the significance level of sig=0.000 is observed as less than the considered alpha level/ value equal to 0.01]. Therefore, the observed difference is significant at confidence level of 99%. Regarding the observed frequency percentage; compared to women, men more believed (49.3% vs. 42%) that the ground for creativity and innovation is prepared as low.

Question-4. To what extent, an appropriate planning is predicted to create cheer and happiness in the current high school education system?

Table-5. Frequency distribution and frequency percentage of the samples' ideas in respect of fourth question of research.

Gender	Parameters	Low	Middle	High	X ₂	df	Sig
Male	Frequency	201	147	69	1.19	2	0.55
	Frequency Percentage	48.2	35.3	16.5			
Female	Frequency	153	133	59			
	Frequency Percentage	44.3	38.6	17.1			
Total	Frequency	354	280	128	104.5	2	0.000
	Frequency Percentage	46.5	36.7	16.8			

The findings of table 5 show that 46.5% of respondents indicated that there is low appropriate planning to create cheer and happiness in the current high schools. 36.7% of them indicated that it is at middle level. 16.8% of them believed that there is high ground to create cheer and happiness. Regarding chi-square test shows that the difference between the frequencies is significant [since the significance level of sig=0.000 is observed as less than the considered alpha value equal to 0.01]. Therefore, the observed difference is significant at confidence level of 99% and it is not resulted from the chance and accident. Therefore, just 16.8% of the respondents highly believed that there is an appropriate plan to create the cheer and happiness in the current high schools.

Also, the findings of table 5 show that there is no difference between the ideas of male and female respondents [since the significance level of sig=0.55 is observed as higher than the considered alpha value equal to 0.01]. Therefore, the observed difference is not significant at the confidence level of 99%.

On the other hand, both male and female groups believe equally in predicting an appropriate plan to create the cheer and happiness in the current high schools.

Question-5. To what extent, the managers of high schools enjoy planning skills?

Table-6. frequency distribution and frequency percentage of the samples' ideas in respect of fifth question of research.

Gender	Parameters	Low	Middle	High	X_2	df	Sig
Male	Frequency	101	227	89	29.60	2	0.000
	Frequency Percentage	24	54.6	21.4			
Female	Frequency	95	226	24			
	Frequency Percentage	27.7	65.6	6.7			
Total	Frequency	196	453	113	296	2	0.000
	Frequency Percentage	25.7	59.5	14.8			

The findings of table 6 show that 25.7% of respondents believe that the managers of current high schools enjoy low planning skills. 59.5% of them indicated that they enjoy middle planning skills. 14.8% of them believed that they enjoy high planning skills. Regarding chi-square test shows that the difference between frequencies is significant [since the significance level of sig=0.000 is observed as less than the considered alpha value equal to 0.01]. therefore, the observed difference is significant at confidence level of 99% and it is not resulted from the chance and accident. There fore, the percentage of respondents who expressed that planning skills of managers are low (25.7%) is higher than those who believe that planning skills of managers are high (14.8%).

Also, the findings of table 6 show that there is a difference between the ideas of male and female respondents [since the significance level of sig=0.000 is observed as less than the considered alpha value equal to 0.01]. Therefore, the observed difference is significant at the confidence level of 99%. On the other hand; compared to women, men more believed that the managers enjoy high planning skills (21.4% for males and 6.7% for females).

3. CONCLUSION AND ANALYSIS OF RESULTS

Need in management and leadership is very important in all organizations, particularly in education systems, since the education organization plays the essential role in terms of running the society affairs, its duration and survival (Alagheband, 2003).

The improvement and development of each society to a high extent depends on the kind and quality of activities which are performed in the schools of that society. Among these, the educational managers play the essential and important role in the executive quality of educational plans and progressing of the education's goals. It they intend to be able to play this role, it is necessary they enjoy the knowledge, skills, capabilities, features and merits proportional to this critical task. On the other hand, the abilities of managers in high school educational units should undergo the transformation until they are able to train praiseworthy individuals and to enter them in the society by creating the motivation and cheer in the students, creating the order and discipline in the school, observing the rights and liberty of individuals, attracting and cooperating with the teachers and parents of students as well as implementing correct methods of decision-making, planning, encouragement and reward, supervision and control.

The education as the trainer of the required human force in the process of technological interaction during the present age has consistently retained its excellent role in the world (Pourmand, 2007).

Retaining and protecting this essential role by the education system are followed by some transformations. These transformations are created based on the present demand and the needs resulted from the present age. The experience by some countries such as the United States of America (1957), Japan (1948) and South Korea during recent years show well the change and revision in the structure of education during historical periods had a vital effect on retaining and survival of social, cultural and economic development of nations. Transformation in the education system is one of the issues which are continuously considered by most systems and societies. Since the infrastructure of any kind of development in the countries can be sought in their educational system; therefore, creating transformation in the education sector is regarded as one of the essential and important necessities. Accordingly, the educational systems during each period are pursuing to create an incremental transformation. By recent guidelines presented by the great leader including the creation of transformation in our country's education as an essential need and an inevitable necessity, this issue was put at the top of affairs performed by ministry of education.

The findings obtained by this research show that most respondents (85.8%) expressed that reforming and renewal in the management of high schools are necessary. 97.4% of them indicated to the necessity of training the managers. Also, 85.2% of respondents believed that under the existing conditions, the managers don't enjoy high planning skills. 90.8% of them believed that the ground for the creativity and innovation in high schools is low under the available conditions. 83.2% of them believed that the planning to create cheer and happiness at schools is insufficient. Therefore; regarding these results, the necessity for transformation in the educational management system of high schools becomes clear.

The findings of the present research are parallel to the research results obtained by Mir Kamali (1996), Alagheband (2003), Abbaspour (2004), Ahmadi (2002), Niaz Azari *et al.* (2009), Khodaverdi and Amini (2013), Ned Felandes (2005), Mensulu and Dariya (2012). To describe the findings of the present research, it can be said that today, regarding the explosion of knowledge and increasingly growth of information and communication technology, the innovation is the relying point of each organization, including the education organization. Cause by change and transformation in the organizations, the old managerial system is not efficient anymore.

It needs reforming and renewal. Therefore, to achieve the reforming and renewal and to create the transformation in education system, a few points should be considered:

To change the conditions, the education system needs an appropriate cultural space, a plan and program to be converted into a collective spirit.

Under the current conditions, this issue is fundamentally discussed among the experts.

In fact, this communication should be changed into a culture. The school manager, teacher, even the family should be involved.

A thankful group should be formed to be able to design the modern and developed education system as soon as possible and to remove the distance between the schools and real life.

In addition, the following cases should be considered:

- The attempt of provincial educational authorities to have cooperation and consistency to compile national curriculum as the fundamental transformational leverage in the education system.
- Addressing and implementing the components including the transformational framework and structure of the education system in national document of the education system which has been compiled based on a 20-year-old perspective.
- Compiling some soft wares which are able to make the learning independent and to expand the educational concepts along with cheer and happiness.
- The upgrade of the level of professional and specialized knowledge and skill of the managers and teachers should be considered.

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