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Designing an Effective Management Model in Third Millennium Schools (Case Study of School Principals in Ardabil Province)

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Abstract

Purpose: The aim of this study was to design an effective management model in third millennium schools.

Methodology: The present study was applied in terms of purpose and integrated in terms of implementation method. The population of qualitative research included university professors in the academic year 2021-22 who were selected by purposive sampling method based on the principle of theoretical saturation 16 people. In the quantitative part of the research, the statistical population included the managers of Ardabil province, of which 300 people were selected by random sampling method. The research tools were semi-structured interviews in the qualitative part and questionnaires in the quantitative part. To validate the findings in the qualitative part from the perspective of experts and reliability, the coefficient of agreement between the coders was used. In a small part, the face value and reliability with Cronbach's alpha was 89%. Coding was used for analysis in the qualitative part and structural equation method with Pls Smart software was used in the quantitative part.

Findings: The results showed that 237 initial codes, 32 axial codes were identified in the form of causal, contextual, intervening, strategies and consequences. Causal conditions were strong predictors (Aston-Geiser scale equal to 0.521) for effective school management. Also, the variables of contextual conditions, effective school management and intervention conditions are strong predictors (Aston-Geiser scale equal to 0.732) for the variable of strategies and strategies are also strong predictors (Aston-Geiser scale equal to 0.672) for the outcome variable. Effective management of schools.

Conclusion: it can be said that the final model derived from the qualitative part of the research has a good fit and can be implemented in educational systems (schools) and by moving towards this model, witness a fundamental change in the development of effective management in third millennium schools.



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Detailed abstract

Purpose: Education is one of the institutions that has a great contribution to the growth and development of a country, so that it plays a vital role in creating favorable changes in societies that lead to national development. On the other hand, in order for any country to get the maximum benefit from education, the correct and effective management of the school system should be the priority of its government. One of the serious challenges in the effective management of organizations, especially in the public sector, is to ensure the existence of competent managers at the top of the organizational pyramid. The existence of such managers can manage the limited resources of this sector in a favorable way among the countless other limitations that surround government organizations. The success of the organization in achieving its goals depends on how to apply management and the effective leadership styles of the manager. Organizations of any size need effective management to survive, and organizations with effective leaders tend to innovate, respond to changes in markets and the environment, provide creative responses to challenges, and maintain high performance. On the other hand, the lack of effective management has a significant impact on the organization's ability to implement and consolidate strategic initiatives. To achieve quality education, effective management of human and material resources is needed. The role and functions of management have changed in the third millennium. In the third millennium, which focuses on smart technology, artificial intelligence and robotics, educational institutions must produce a highly skilled and capable workforce that can use the tools available in this technologically transformed world. The school principal is the main factor in creating a successful digital transformation in schools. In general, the researchers also emphasize that the school principal is an important element in a smooth technological change in the school. It is obvious that today, with the emergence of new needs in accordance with global changes, especially the transformation in schools and their environment and the formation of new characteristics in today's schools, the need for transformation in its management style seems more necessary than ever. Education and its goals have changed in the schools of the third millennium, education in today's schools is defined with the aim of "learning to live" and "learning to learn". The purpose of this research was to design an effective management model in schools of the third millennium.

Methodology: The current research was applied in terms of purpose and integrated in terms of execution method. The qualitative research community included university professors in the academic year of 2021-22, who were selected by purposive sampling and based on the principle of theoretical saturation, 16 people. In the quantitative part, the statistical population included managers of Ardabil province, 300 of whom were selected by random sampling. The research tools were semi-structured interviews in the qualitative part and questionnaires in the quantitative part. For the validity of the findings in the qualitative part, the experts' point of view and the reliability of the agreement coefficient between the coders were used. In the quantitative part, face validity and reliability with Cronbach's alpha was 89%. The research tools in the qualitative part were semi-structured interviews and in the quantitative part a researcher-made questionnaire. 7 experts and professors of educational management were used to ensure the fulfillment of the appropriateness criteria of the findings. Also, the emerging model was presented to 7 participants and their complementary theories were received and applied. In order to fulfill the criterion of logic and the depth of the problem, in the process of the interviews and their analysis, it was tried to ensure that the interview flow had continuity and proper sequence, and the results of the findings during the interview were comprehensive, along with details and according to the categories. And its dimensions were reviewed and approved after making corrections. Structural equation modeling method was used in SMART PLS software for data analysis. For this purpose, a questionnaire was designed to determine the priority and importance of each category related to the effective management of schools in the third millennium among school administrators in Ardabil province. The research questionnaire consisted of 70 questions, the validity of which was confirmed by 5 participating experts in the qualitative stage by making corrections. Also, the reliability of the whole questionnaire was calculated with Cronbach's alpha method of 0.897, which is an acceptable value.

Findings: The results showed that 237 primary codes, 32 core codes were identified in the form of causal, contextual, intervening conditions, strategies and consequences. Causal conditions were strong predictors (Stone-Geisser scale equal to 0.521) for effective school management. Also, the variables of contextual conditions, effective management of schools and intervening conditions are strong predictors (Stone-Geisser scale equal to 0.732) for the variable of strategies and strategies are also strong predictors (Stone-Geisser scale equal to 0.672) for the variable of consequences caused by Effective management of schools.

Conclusion: In explaining the results, it can be said that schools of any size need effective management to survive, and schools that have effective leaders tend to innovate, respond to changes in markets and the environment, provide a creative response to challenges, and maintain high performance. On the other hand, the lack of effective management has a significant impact on the ability of schools to implement and consolidate strategic initiatives. To achieve quality education, effective management of human and material resources is needed. On this basis, independence in training and appointments of school principals can help in reviewing the admission and recruitment of teachers, approving guidelines, regulations in specialized school committees, validating schools for the basis of school performance and even facilitating motivational factors to lead to effective management. Achieve in schools. Based on the results, it can be said that the effective management model in the schools of the third millennium has a good fit and it can be implemented in the educational systems (schools) and by moving towards this model, we can witness a fundamental change in the development of effective management in the schools of the third millennium.