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To Develop and Accredit Criteria and Indicators for Administration Quality Assessment of Iran's High Schools

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Abstract

The aim of this study was to develop criteria and indicators for administration quality assessment of Iran's high schools (case study: Kohkiluye & Boyer Ahmad's high schools). In this regard, the most important and fundamental criteria and indicators of school administration assessment were collected and then the data was investigated by accreditation experts. Afterwards, the final and approved framework by experts and specialists was implemented in Kohkiluye & Boyer Ahmad's high schools to determine the administration quality of schools. This study is applicable and data collection method is descriptive due to the study nature and its fundamental aim that is to establish and accreditate of high schools quality assessment's criteria and indicators. The study statistical community at accreditation phase included 300 line and staff experts of Kohkiluye & Boyer Ahmad's education department and quality assessment specialists of universities, and in pilot implementation phase, the statistical community was all of Kohkiluye & Boyer Ahmad's high school administrators. Both accreditation and implementation phases' tools were researcher made questionnaire. Descriptive methods and one sample t test was used to data analysis. The findings show that all of criteria and indicators were assessed in high desirability level, and by t test calculation for each criteria and indicators with specified degree of freedom (sig = 0.000) value is less than the allowed error (0.05), so it is concluded that these factors, criteria and indicators were approved by specialist and in (high) schools assessment process, they are important and acceptable criteria and indicators. The results of pilot implementation of proposed framework indicated that the result of quality assessment of the schools' administrators was evaluated (4.1860), so desirability level is "high".

Key words: assessment, accreditation, quality, school administration, criteria, indicator

Introduction

Education is a key to conquer the future and it was always expected to educate and train the next generation and to prepare today's generation to live in the future community (Abdullahi, 2010). Therefore, it is

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essential to educational planners and policy makers, teachers and education authorities attempt to achieve high quality education to raise knowledge and insight in children, adolescents and young people (Yadegarzadeh, 2010). It is a new issue to consider the quality in education for social, economic and cultural changes due to globalization in most countries included Asian countries and among educational specialist, managers and policy makers, (Javadi, 2010). As in most Asian countries put to design and establish systems to address quality assurance in their educational agenda in 90' decade; for instance countries like Malaysia, Indonesia, Thailand, Philippines and India did positively in this way and make major changes in their educational systems. European Commission also asks their members to precede quality assurance to assess new structures and approaches, (World Bank, 1988). The United States with a long history used this tool for validation of its education institutions and to promote the quality of its education, (Javadi, 2010). One of the important pillars in education quality assessment is school administration. Administration in education organization means a person who is important in achieving educational goals and promoting training and learning (Bastani Poor, 2003). Education administration is the center of educational activities and to achieve educational goals. School function is related to the kind of school administration. So, administration function assessment is very important as a factor to improve education function and increase efficiency, (Alagheband, 1986).

The remainder of the paper proceeds as follows: In the next section, we explain the overview of the literature. The methodologies and data are explained in section 3 and 4. In section 5, we discuss the empirical results and data analysis, and final section provided conclusion.

Literature Review

In this section literature is reviewed; Ghafoorian (2003) has done a study as "To Provide a Suitable Model for the Education Administration Function in Tehran's Primary Schools", some components were gotten according to the study findings on administrations function's indicator which were to supply educational funding and facilities, to supervise educational activities, educational curriculum and students' activities planning.

Rajayipoor (2008) has done a study as "To Survey Desirable Indicators in School Administration Assessment Process from Shahre Kord's High School Administrators and teacher views". According to study findings, the most important indicators in school administration assessment were related to the educational activities from the administration and teacher view. They notified the indicators related to finance, educational space and facilities, educational staffs' affairs, students' affaires, and the relationship between school and society as the most important indicators in administrations function assessment. The participants' view comparison due to their posts showed the signification difference, but there was no significant difference in term of other demographic factors such as gender, educational degree and work experience.

Baghayi (1996) designed and accreditation model for new secondary educational system and implemented it in some high schools. The researcher developed a proposal standard set (13 standards related to educational staff, 5 standard related to the students, 4 standard related to the physical resources, 3 standards related to the administration, and 3 standards related to the planning and assessment activities) after considering accreditation factors (educational staff, students, physical resources, administration and planning and assessment activity) and referring to the secondary education systems' documents and

interviewing with educational planning experts ands and specialist's. Afterwards, for validating of each factor and component she asked the view of some specialists and experts of education department through attitude measurement test and determined confidence coefficients for each of these factors and provided a proposal model which applied to rank high school.

Mirza Mohammadi (2007) has done a research as "Theoretical Principles of Identifying the Assessment Indicators of Education System". In the research, three - factor model of education system was considered which included input, process, and output (mediate and final). At present research, with considering the note that many dimension and abilities of education couldn't numerically compute and it is also important to measure them, so it is essential to develop, establish and implement a quantitative and qualitative indicator system to evaluate completely education quality.

Abdullah (2008) has done a study as "To Design Indicators System to Evaluate the Quality of Primary and Guidance School" In which validating and reliability the indicators of school quality function using Cipp model included; context, input, process and product assessment of schools. This research aimed to develop and validate indicators of quality assessment of primary and guidance schools' function and education organization function in Tehran in 2006. Research statistical community included school administrators of primary and guidance schools, experts of primary and guidance school and educational assistance directors of Tehran's 19 regions administration and education department among which 329 cases of them were randomly selected. The study method was research and development method. A researcher made questionnaire with 5 ranked Likert was used as the tool. Its validating coefficient (using Cronbach's alpha) was 0.88.

Bazargan (1994) has done a study as "Assessment Indicators System and Its Application in University Efficiency Analysis". One of the initial steps is to design educational assessments' indicators. He classified the educational indicators on the basis of systematic model and also proposed how to develop the system of educational indicators.

Badal (2000) has done a study as "To Survey Assessing Effectiveness of the Performance Appraisal System for Elementary school Administrators in California". The study aimed to survey administrators' performance assessment systems disadvantages and shortages. The study findings showed two rational reasons for noneffectiveness of administrators' performance assessment system's tool, the lack of appropriate criterion to evaluate the administrators and non-objective factors used in administrator performance assessment.

Thomas et al. (2002) has done a study as "Policies and Practices Involved in Assessment of School Principles in Canada". The results showed that the administrators did not satisfy with the methods of administrators' assessment and it is essential to redesign the assessment system. In another study, Willis (2003) has done a study as "The Assessment of Principals and Importance and Public Elementary Schools of American". The results showed that there was a significant relationship between assessment and educational achievement of schools. The most important indicators in administrator performance assessment on the basis of research results were related to educational affairs, students' affairs, educational staff's affairs and parent's affairs.

Recently, Anderson (2011) has done a study as "Indicators for Quality Assurance in Secondary Education". He designed and accredited a set of indicators for quality assurance in Colombia's secondary education and then proposed it to the secondary schools.

Battani (1996) has done a study as "Indicator for Performance of Educational System". The researcher considered a set of indicators. Battani surveyed three sets of educational indicators as general topics of context, process and resources indicators and output indicators that resources indicators included financial, participation, educational research and development and decision making indicators.

National Center of Education Statistics of United State Department of Education (2000) has done one of the most famous detailed reports on indicators of education. This report can be as a valid and practical framework on educational indicators. The report included 13 indicators in different sectors of education.

Organization for Economic Cooperation and Development (OECD) (1998) published indicators of OECD in a study entitled as "take and train" that showed the educational system status of member states for the first time using the above indicators in a comparative method. This annual publication is published every year in 2 detailed and analytical volumes and some indicators are increased or adjusted according to the educational systems' affairs in a global scale. According to the latest version, 36 educational indicators identified in 6 contexts.

It can be said, considering the theoretical principle literature and research history review, which one of the most important problems in school administrators' quality assessment is to tend to mental orientation and recede from objectivism. The conditions take places when the tangible and measurable criteria and indicators are not assessed and the evaluators resort to self-made subjective criteria to assessment. This makes the assessment too risky. In such cases, it can be seen personal gestures, behaviors and preferences in the monitoring organization, and it is too possible to discriminate and also the absence of ranked criteria in monitoring (Abdullahi, 2008). Therefore, it is essential to develop an accurate, objective, rational and measurable assessment system by criteria and indicators for school performance assessment. The present study aimed to identify and validate the criteria and indicators for school administrator quality assessment of Kohkiluye and Buyer Ahmad province secondary schools. The study identified the most important and fundamental criteria for administrator assessment and it was identified for each criteria some indicators through surveying the internal and external research in this field, and then develop the criteria and indicators in the form of a questionnaire with 5 ranked Likert. The questionnaire was validated by 300 line and staff experts of Kohkiluye and Buyer Ahmad province education department and university specialists and the final framework resulted by validating was pilot implemented in secondary schools of Kohkiluye and Buyer Ahmad province in order to determine the quality status of secondary school administrators of Kohkiluye and Buyer Ahmad province according to the provided framework. There is a hope that administrators and authorities know the present status and proceed toward desirable status and improve the quality and programs. So, it can be said that the study is new and essential among past studies. To pursuing the aim, this study introduces 3 questions as follows:

1) What are the criteria for assessment of school administrators' in of Kohkiluye and Buyer Ahmad province?

2) What are the indicators for assessment of school administrators in of Kohkiluye and Buyer Ahmad province?

3) How is the quality status of school administrators in of Kohkiluye and Buyer Ahmad province according to the provided framework, criteria and indicators of school administrators' assessment?

Methodology

According to the aim of the study which is to design and validate criteria and indicators for evaluating the quality of Iran's secondary school administrators (case study = school of Kohkiluye and Buyer Ahmad province), the study identified a set of the most important and fundamental criteria and indicators through surveying educational Ministry Supreme Cultural Revelation Council documents, related internal and external research and developed them in the form of a 5 rank Likert questionnaires. The validation of questionnaire was approved by 300 line and staff experts of Kohkiluye and Buyer Ahmad province educational department and university specialists and the final framework resulted by validating was pilot implemented in secondary schools of Kohkiluye and Buyer Ahmad province in order to determine the quality status of secondary school administrators according to the provided framework.Therefore, the study method was applicable and the date collection was descriptive.

Statistical Community and Sample

According to the study aim which is to design and validate criteria and indicators for evaluating the quality of Iran's secondary school administrators (case study: school of Kohkiluye and Buyer Ahmad province), the statistical community and sample included 2 phases as:

The first phase is to validate criteria and indicators for secondary school administrator quality assessment. Its community and sample included:

A– Document of education Ministry and Supreme Cultural Revolution Council, and existed internal and external research in this field.

B– Line and staff experts of Kohkiluye and Buyer Ahmad province education department and some specialists in the field of assessment.

The study identified the most important criteria and indicators for school administrator assessment through surveying the internal and external research in this field, and developed them in the form of a 5 ranked Likert questionnaire. The questionnaire was validated by 300 line and staff experts of Kohkiluye and Buyer Ahmad province educational department and university specialists. Considering the study nature, difficulties and access, the university specialists in the quality assessment field and staff experts of Kohkiluye and Buyer Ahmad province education department were purposefully used as the study sample. For being an educational expert, the criterion was 5 year service experience in administration or management post or knowing the educational quality assessment process. For being a university specialist, the criterion was having knowledge and doing research and studies related to the educational quality assessment.

Among 300 line and staff experts of Kohkiluye and Buyer Ahmad province educational department and university specialists, 81 percent of them (243 cases) were educational experts, which included teachers, school administrators and staff experts of education department. The average age of respondents was 43 years old. 81 percent of them had bachelor's degree and 19 percent had master degree, their average teaching experience was 16 years. The others 19 percent (57 cases) were the specialists of quality assessment and the assessment team of the monitoring and assessment office of Shahed University among

which 30 percent of specialists had academic degree of assistant professor. Their average age was 45 and their teaching experience was 15 years.

The second phase was the case study of Kohkiluye and Buyer Ahmad province' schools and statistical community and sample to this phase included:

The study selected high schools (girls & boys) theoretical single year schools of Kohkiluye and Buyer Ahmad province for pilot implementation. For sample selection among them, the random sampling was used for Dena and buyer Ahmad cities. Sample size with confidence coefficient 0.95 and allowed error of 0.05 calculated using the Cochran formula.

Due to the cluster sampling method to select the study statistical sample included:

A – School

Dena and Buyer Ahmad cities have respective 18 and 53 schools which have totally 70 schools. According to the Cochran formula, 59 schools were randomly selected among both cities schools. Due to the small population in Dena and large population in buyer ahmad, the proportion of 74.3 percent of the sample schools (24 girl school and 20 boy schools, totally 44 school) were randomly selected from buyer ahmad and the other 25.7 percent (8 girl schools & 7 boy schools, totally 15 schools) were randomly selected from Dena.

B – Administrator

Dena and buyer Ahmad cities have totally 70 schools and 70 schools administrators. According to the Cochran formula 59 school administrators were randomly selected among both cities school administrators among which 44 case were selected from Buyer Ahmad and 15 administrators were selected from Dena, half of them were female.

Data Collection Tools and Method

According to the 2 phases of the study, the data collection tool in each phase included; First phase: it was the validation of criteria and indicators for secondary school quality assessment. A researchermade questionnaire was used to collect date. It is necessary to note that following steps was considered in preparing the questionnaire:

1) The researcher collected a set of related criteria and indicators through surveying internal and external resources for school administrator assessment and he developed them in the form of a researcher-made questionnaire (in 4 independent parts related to each factor) with 5 rank Likert.

2) administrator quality assessment dimensions and components. Therefore, 30 university specialists' opinions were used to remove questionnaire deficiency. It was tried to prepare a clear and concise introduction for the questionnaire and to edit appropriately it. Questionnaire validity was calculated using Cronbach's alpha. The obtained value for the whole questionnaire was 0.96 as obtained value was more than 0.70 the tool validity was considered acceptable.

3) To distribute that questionnaire among line and staff experts of Kohkiluye and Buyer Ahmad province educational department and university specialists in order to collect their opinions and to validate designed criteria and indicators.

4) The process of distributing questionnaires and collecting them were done during 6 month. The specialists' opinions related each criteria and indicator were collected after 6 month.

5) To code the opinions of experts and specialists and to enter them in spss software and to statistical calculation.

6) To calculate descriptive statistics (measuring scores and appropriateness of each of these criteria and indicators) and to calculate inferential statistics (one sample t-test) there were considerations about each calculation process, included;

First step: to calculate descriptive statistics

- To determine the score of each criteria and indicators: the weighting of each criteria and indicators had done due to the total mean scoring of each criteria and indicators to determine the desirability level of each factors. So, the criteria and indicators with very high desirability level was given numerical value of 5, high desirability level was given numerical value of 4, the mediocre desirability level was given numerical value of 3, the low desirability level was given numerical value of 2, the very low desirability level was given numerical value of 1.
- To determine desirability level of each criteria and indicators: to distinguish the desirability level in this study, the score 5 was very high, the score between 4 - 4.99 was high, the score between 3 - 3.99 was mediocre, the score between 2 - 2.99 was low (and the question with this score was removed) and the score between 1 - 1.99 was very low (and the question with this score was removed).

Table 1 – The scale of transforming the quantitative items into qualitative terms about the impact of assessment factors, criteria and indicators

Quantitative decision making criteria	5	4	3	2	1
Qualitative decision making criteria	Very high	high	mediocr	low	Very lo
Quantitative decision making criteria	5	4-4.99	3-3.99	-2.99	1-1.99
Qualitative decision making criteria	Very high	high	mediocr	Low	Low

(Source: research findings)

- To write the level of scoring, desirability and acceptance of criteria and indicators
- The second step: to calculate inferential statistics
- To do test (one sample t-test confidence coefficient 0.95 and allowed error (0.05) if obtained statistics value was calculated with the degree of freedom (299) and the observed significant level (sig=0.000) was lower than the allowed error value (0.05), so this factor, criteria and indicator would have been approved by experts and specialists and if the observed significant level (sig=0.000) was not lower than the allowed error value (0.05), it meant that this factor, criteria and indicator would not have been approved by experts and specialists.

7) The process of questionnaire adjustment and summarization

8) To develop the final framework, criteria and indicator for school administrator quality assessment and to design a questionnaire to provide intended framework in order to implement in schools. Second step was the case study of Kohkiluye and Buyer Ahmad province schools. In this step, it was used a questionnaire to calculate data for answering the question no. 3. The questionnaire included 38 questions which measured the information related to most indicators for administrator assessment. To validate the questionnaire in this step, it was used face and content validity to ensure that the questionnaire had enough questions to measure the study aim. In other words, the questionnaire was designed to cover school administrator quality

assessment dimensions and components. Therefore, 30 university specialists' opinions were used to remove questionnaire deficiency. Questionnaire validity was calculated using Cronbach's alpha. The alpha value for the questionnaire was calculated 0.79, due to the calculated alpha value was bigger than 0.70, so the validity of measurement tool was considered acceptable.

Data Analysis

Question 1: what are the criteria for assessment of school administrators in of Kohkiluye and Buyer Ahmad province?

To answer this question, the present study provided 6 criteria (educational characteristics of school administrator/ organizational and administrative dimension characteristics/ developmental activities and extracurricular of school administrator/ research activities of school administrator/ teachers and students' satisfaction level from administrator/ planning for school) through survey education Ministry and Supreme Cultural Revolution Council documents and internal and external research. To validate these criteria, a 5 ranked Likert questionnaire was developed and 300 line and staff experts of Kohkiluye and Buyer Ahmad province educational development and university specialists' answer to the questionnaire. After data collecting, the question analysis had done and presented in the form of a descriptive statistics table (mean, standard error of mean, variation / standard deviation and desirability level) and an inferential statistics table (one sample t-test).

Table 2 - Descriptive Statistics Results Related To Validate the Criteria for Administration Assessment

Administration Factor	Mean	Standard error of Mean	Variance	Standard deviation	Desirability Level
ducational characteristics of school administrator	.5133	0.0532	0.849	0.92146	high
rganizational & administrative characteristics	.3533	0.04486	0.604	0.77707	high
Developmental activities & extracurricular of ol administrator	.0967	0.0469	0.66	0.81236	high
search activities of school administrator	4.15	0.05044	0.763	0.87372	high
eachers and students Satisfaction level from school nistrator	4.34	0.0402	0.485	0.69626	High
anning for School	4.02	0.04585	0.631	0.7942	High
Total mean score 4.2765				**high**	

(Source: research findings)

Due to the descriptive statistics results (table 2), the total score mean for organizational and administrative criteria of schools was (4.2765), so this criteria had high level of desirability. The score of educational characteristics criteria (4.5133) was the highest score and the score of planning for school (4.02) was the lowest score.

Table 3 – Inferential Statistics Results Related to The Accreditation of Criteria for Administration Assessment

Administration Factor	Exper	t valu	Degree freedon	Significa level	Admissi status
ducational characteristics of school administrator	300	9.17265	299	0.000	pproved
rganizational & administrative characteristics	300	0.1652	299	0.000	pproved
evelopmental activities & extracurricular of school nistrator	300	8.57034	299	0.000	pproved
search activities of school administrator	300	2.79758	299	0.000	pproved
eachers and students Satisfaction level from school nistrator	300	7.64668	299	0.000	pproved
anning for School	300	8.27858	299	0.000	pproved

(Source: research findings)

Surveying the results of one sample t test (table 3) indicated that because the observed significant level (sig=0.000) of obtained statistics value of each administrative criteria with degree of freedom (299) was lower than allowed error value (0.05), so it was concluded that these criteria were approved by experts and specialists and they can be recognized as important and acceptable criteria for administrative quality assessment.

Question 2- what are the indicator for assessment of school administration in of Kohkiluye and Buyer Ahmad province?

To answer the question, present study provided 45 indicators for 6 criteria through surveying educational Ministry and Supreme Cultural Revolution Council documents and internal and external research. To validate these indicators, a 5 ranked Likert of questionnaire was developed and 300 line and staff experts of Kohkiluye and Buyer Ahmad province educational department and university specialists answer to the questionnaire. The question analysis had done after data collecting and presented in the form of a descriptive statistics table (mean, standard error of mean, variation / standard deviation and desirability level) and an inferential statistics table (one sample t-test).

Table 4 - Descriptive Statistics Results Related to Validate of Administration Assessment Indicators

Second factor: administration and organizational structure					
Educational characteristics of school administrator indicators	Mean	Standar error o Mean	Varian	Standar deviatio	Desirabili Level
Administrator's familiarity level with the ation rules and regulations	.40333	.045561	.62273	.78913	high
dministrator's attention to the regulations and inistrative discipline of the school	4.2117	.044588	.59642	.77228	mediocre
Appropriateness of administrator's academic ee and administrator's job	4.3462	.057856	.00418	.00208	high
dministrator's academic degree	.24333	0.0476	.67972	.82445	high
dministrator's average service experience	.37666	0.0525	.82687	.90932	high
The number of passed training courses fessional) by the administrator	4.58	.05026	.75781	.87052	high
Administrator 's ability to evaluate the	038333	.046854	.65858	.81153	high

Second factor: administration and organizational structure					
ɔrmance of teachers					
Knowledge level of Administrator with the ational administration principals & skills	4.285	.048872	.71655	.84649	mediocre
Knowledge level of Administrator with the ational philosophy principals	.84666	.057632	.99642	.99820	high
Knowledge level of Administrator with the hology principals	3.57	.046976	.66202	.81365	high
The administrator average age	4.4568	.045649	.62513	.79065	high
Adherence level to the rules related to the ining conditions in the selection and appointment dministrators	4.5186	.047062	.66443	.81513	high
icators total mean 4.2397				**High**	
Organizational & administrative characteristic school administrator indicators	**Mean**	**Standar error o Mean**	**Varian**	**Standar deviatio**	**Desirabili Level**
he number of annual programs implemented by chool administrator	.65333	.039358	.46470	.68169	mediocre
he number of quarterly reports prepared and nitted to the Regional Manager	.51333	.045158	.61176	.78215	high
eopening of the school in due course and the aration of teachers and students	4.230	.05212	.81493	.90274	high
he number of councils meetings held in each ster	.38333	.045137	.61119	.78178	high
The amount of information Directives and oprocessor by administrator	4.120	.050523	.76578	.87509	mediocre
dministrator familiarity level with employees s	.28333	.056556	.95958	.97958	high
knowledge level of administrative functions nning, organizing, commanding, coordinating and rolling)	.24666	.051699	.80182	.89544	mediocre
indicators total mean 4.0614				**High**	
developmental & extracurricular of school administrator indicators	**Mean**	**Standar error o Mean**	**Varian**	**Standar deviatio**	**Desirabili Level**
he average holding actions during the celebration ain days, national and religious celebrations	3.421	.035598	.380156	.616568	mediocre
lorning ceremonies proportion of every week	4.01	.035336	.374582	.612031	high
Moderate congregational prayer ceremony during veek	3.366	.038021	.433668	.658535	mediocre
Moderate parents and teachers association ings per semester	4.53	.044001	.580825	.762119	high
dministrator commitment level to train and lop Quran's lessons	4.33	0.048	.691193	.83138	high

Second factor: administration and organizational structure					
he number of educational ceremonies and classes lamic culture in schools	.0333	.038602	.447046	.668615	high
he number of studies related to the Islamic culture values in schools	.2867	.03669	0.404	.63548	high
he number of major meetings held with experts ocial and cultural issues for students in schools	4.57	.04403	0.582	0.7627	high
cators total mean 4.0684				**High**	
research activities of school administrator indicators	**Mean**	**Standar error o Mean**	**Varianc**	**Standar deviatio**	**Desirabili Level**
he amount of administrator's effort to develop rch activities	4.327	.04928	0.728	.85347	0.85347
Number of attended academic seminars or erences by the administrator over the years	4.204	.05205	0.813	0.9015	0.9015
he amount of applying research findings in rent levels of decision-making of the inistrator	4.154	.04931	0.729	.85411	0.85411
roportion rate of writing or translating books by dministrator	4.10	.05763	0.996	.99821	0.99821
roportion rate of dispatching teachers for in- ce training by the administrator	.5967	.04376	0.575	0.758	0.758
nnual hours of service training for teachers and dministrators	.3433	.04525	0.614	.78369	0.78369
cators total mean 4.2875				**High**	
Planning for school indicators	**Mean**	**Standar error o Mean**	**Varianc**	**Standar deviatio**	**Desirabili Level**
he number of strengthening and preparation es held for students in the final examination by dministrator	3.225	.03936	0.465	.68169	mediocre
he number of programs & meetings held by inistrator to reduce students repetition and ses	4.59	.04396	0.58	.76147	high
roper and timely notification of the issuance of inistrative and teaching staff to plan best for ols	.1667	.05212	0.815	.90274	high
he number of tests conducted during each ester to improve student achievement	.5133	.04815	0.696	.83406	mediocre
he number of innovative and creative students uraged by Administrator	.9733	.05083	0.775	.88046	mediocre
The number of monthly meetings held by inistrator to make better use of school space and pment	.1833	.05656	0.96	.97959	high

Second factor: administration and organizational structure					
The number of monthly meetings and ıcurricular exercise held by administrator for ɛnt affairs	.6467	0.0517	0.802	0.89545	mediocre
nrichment programs and in-service training level ared by the Administrator for teachers	3.75	0.05	0.75	0.86603	mediocre
ɛators total mean 3.8810				**High**	
Teachers and students Satisfaction level fro school administrator indicators	**Mea**	**Standar error o Mean**	**Varian**	**Standar deviatio**	**Desirabili Level**
student satisfaction level from the school ınistrator	4.02	0.03212	0.309	0.55627	high
ducational staff & non- educational staff & etc. faction level from the administrator	4	0.03636	0.397	0.6298	high
parents satisfaction level from the school ınistrator	4.10	0.04276	0.548	0.7406	high
dministrators responding level to the audience	4.15	0.03581	0.385	0.62017	high
ɛators total mean 4.0675				**High**	

(Source: research findings)

✓ Descriptive statistics results related to the indicators for administration assessment (table 4), claimed that: among these indicators, "developmental activities and extracurricular of school administrator" and "the number of passed education and training courses by administrator with the score (4.58) had the highest score and "moderate congregation prayer ceremony during the week'' with the score (3.366) had the lowest score. The total mean for "developmental activities and extracurricular of school administrator" indicator was evaluated as (4.0648).

✓ Among these indicators, "organizational and administrative dimension characteristics" indicator and "the number of quarterly reports prepared and submitted to the regional manager" with the score (4.51333) had the highest score and "knowledge level of administrative function" with the score (3.24666) had the lowest score. The total mean of "organizational and administrative characteristics of school administrator" indicator was evaluated as the score (4.0619).

✓ Among these indicators, "research activities of school administrator" indicator and "proportion rate of dispatching teachers for in-service training by the administrator" indicator with the score (4.5967) had the highest score and "proportion rate of writing or translating books by the administrator" with the score (4.10) had the lowest score. The total mean of "research activities of school administrator" indicator was evaluated as the score (4.2875).

✓ Among these indicators "planning for school" indicator'' and "the number of programs and meetings held by administrator to reduce students' repetition and failed courses" indicator with the score (4.59) had the highest score and "the number of strengthening and preparation classes held for students in the final examination by the administrator" with the score (3.225) had the lowest score. The total mean of "planning for school" indicator was evaluated as the score (3.881).

✓ Among these indicators, "teachers and students satisfaction level from administrator" indicator and "students' satisfaction level from the school administrator" indicator with the score (4.02) had the highest score and "educational staff and non-educational staff and etc. satisfaction level from the administrator" indicator with the score (4) had the lowest score. The total mean of "teachers and students' satisfaction level from administrator" indicator was evaluated as the score (4.0675).

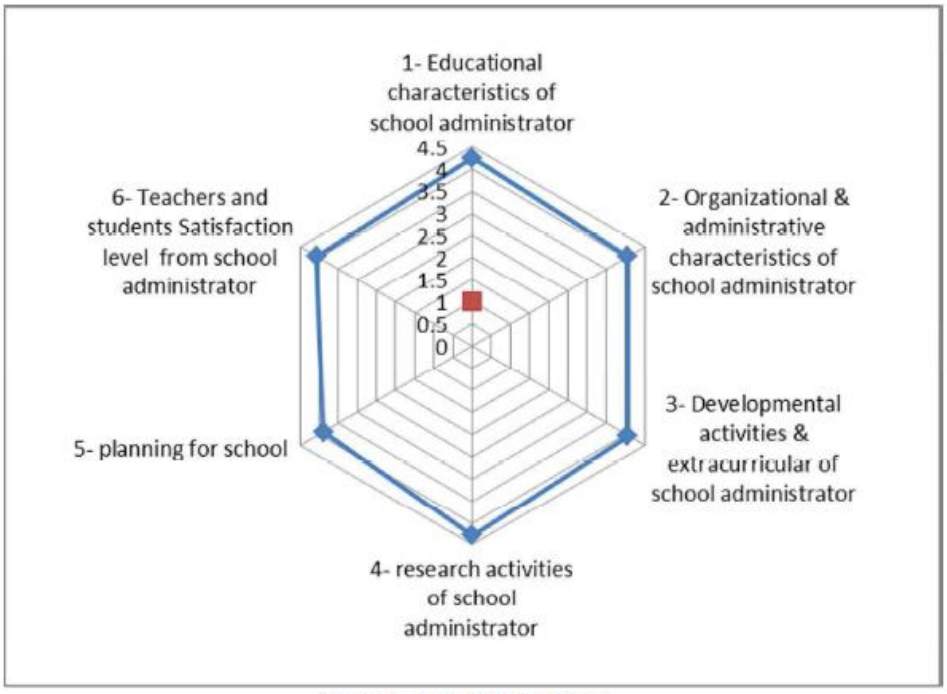
Table 5- Administration Indicators Total Mean Comparison

Administration indicators total mean comparison	Desirability Lev	Desirability Lev
Educational characteristics of school administrator	4.2397	high
Organizational & administrative characteristics of school administrator	4.0614	high
Developmental activities & extracurricular of school administrator	4.0684	high
esearch activities of school administrator	4.2875	high
lanning for school	3.881	mediocre
Teachers and students Satisfaction level from school administrator	4.0675	high
al mean from 4 factors assessment	**4.1009**	**High**

(Source: research findings)

The analysis results of comparing total mean of each administration criteria showed that Among the indicators related to the administration criteria, the total mean related to the "research activities of school administrator" had the high score (4.2875) and the total mean related to the "planning for schools" had the lowest score (3.881). The total mean scoring was evaluated for all indicators of "administrative and organizational structure of school" (4.10009), so these indicators had high level of desirability.

Figure 1 - Overview of the indicators total mean for administrator's assessment in the form of a radar chart



(Source: research findings)

Surveying one sample t-test results (table 6) showed that because the observed significant level (sig=0.000) of obtained statistics value for each indicators of teachers with the degree of freedom (299) was lower than allowed error value (0.05), so it was concluded that these indicators were approved by experts and specialists and they can be recognized as important and acceptable indicators in the process for administration quality assessment.

Table 6 - Inferential Statistics Related To Validate the Indicators for Administration Assessment

Second factor: administration and organizational structure					
Educational characteristics of school administrat indicators	Exper	t valu	Degree freedon	Significa level	Admission s
dministrator's familiarity level with the education and regulations	300	.25974	299	0.000	Approved
Administrator's attention to the regulations and nistrative discipline of the school	300	.87708	299	0.000	Approved
ppropriateness of administrator's academic degree and nistrator's job	300	.08929	299	0.000	Approved
dministrator's academic degree	300	.71864	299	0.000	Approved
dministrator's average service experience	300	2.3912	299	0.000	Approved
he number of passed training courses (professional) by dministrator	300	.27708	299	0.000	Approved
dministrator 's ability to evaluate the performance of ers	300	.11816	299	0.000	Approve
nowledge level of Administrator with the educational nistration principals & skills	300	.09588	299	0.000	Approved
nowledge level of Administrator with the educational sophy principals	300	.91403	299	0.000	Approved
Knowledge level of Administrator with the hology principals	300	.68932	299	0.000	Approved
The administrator average age	300	.45092	299	0.000	Approved
Adherence level to the rules related to the obtaining itions in the selection and appointment of nistrators	300	.61725	299	0.000	Approved
Organizational & administrative characteristics of school administrator indicators					
he number of annual programs implemented by the ol administrator	300	6.072	299	0.000	Approved
he number of quarterly reports prepared and submitted e Regional Manager	300	2.725	299	0.000	Approved
eopening of the school in due course and the aration of teachers and students	300	0.932	299	0.000	Approved
he number of councils meetings held in each semester	300	3.801	299	0.000	Approved
The amount of information Directives and oprocessor by administrator	300	6.495	299	0.000	Approved
dministrator familiarity level with employees duties	300	7.293	299	0.000	Approved
nowledge level of administrative functions (planning, nizing, commanding, coordinating and controlling)	300	9.720	299	0.000	Approved
developmental & extracurricular of school administrator indicators					
he average holding actions during the celebration of days, national and religious celebrations	300	9.5424	299	0.000	Approved
orning ceremonies proportion of every week	300	6.2119	299	0.000	Approved

Second factor: administration and organizational structure					
Educational characteristics of school administrat indicators	Exper	t valu	Degree freedon	Significa level	Admission st
Moderate congregational prayer ceremony during the	300	0.9321	299	0.000	Approved
Moderate parents and teachers association meetings per ester	300	5.6547	299	0.000	Approved
dministrator commitment level to train and develop n's lessons	300	2.5590	299	0.000	Approved
he number of educational ceremonies and classes of nic culture in schools	300	5.9455	299	0.000	Approved
he number of studies related to the Islamic culture and es in schools	300	7.7779	299	0.000	Approve
he number of major meetings held with experts on l and cultural issues for students in schools	300	7.1305	299	0.000	Approved
research activities of school administrator indicators					
he amount of administrator's effort to develop research ities	300	5.3207	299	0.000	Approved
umber of attended academic seminars or conferences e administrator over the years	300	7.8514	299	0.000	Approved
he amount of applying research findings in different s of decision-making of the administrator	300	0.4809	299	0.000	Approved
roportion rate of writing or translating books by the nistrator	300	2.9738	299	0.000	Approved
roportion rate of dispatching teachers for in-service ing by the administrator	300	0.2649	299	0.000	Approved
nnual hours of service training for teachers and by nistrators	300	5.2800	299	0.000	Approved
Planning for school indicators					
he number of strengthening and preparation classes for students in the final examination by the inistrator	300	.90651	299	0.000	Approved
The number of programs & meetings held by nistrator to reduce students repetition and courses	300	.69267	299	0.000	Approved
Proper and timely notification of the issuance of nistrative and teaching staff to plan best for schools	300	0.0671	299	0.000	Approved
he number of tests conducted during each semester to ove student achievement	300	.26058	299	0.000	Approved
The number of innovative and creative students uraged by Administrator	300	.74187	299	0.000	Approved
he number of monthly meetings held by administrator ake better use of school space and equipment	300	.06809	299	0.000	Approved
he number of monthly meetings and extracurricular cise held by administrator for student affairs	300	.19967	299	0.000	Approve

Second factor: administration and organizational structure					
Educational characteristics of school administrat indicators	Exper	t valu	Degree freedon	Significa level	Admission s
nrichment programs and in-service training level ared by the Administrator for teachers	300	.90436	299	0.000	Approved
Teachers and students Satisfaction level from school administrator indicators					
udent satisfaction level from the school administrator	300	.81675	299	0.000	Approved
ducational staff & non- educational staff & etc. faction level from the administrator	300	.45792	299	0.000	Approved
rents satisfaction level from the school administrator	300	.84942	299	0.000	Approved
lministrators responding level to the audience	300	.88306	299	0.000	Approve

(Source: research findings)

Question 3: How is the quality status of school administrators in of Kohkiluye and Buyer Ahmad province according to the provided framework, criteria and indicators of school administrators' assessment?
In order to survey Question 3, after distributing questionnaires among sample school administrators and collecting data, the data analysis had been done in the form of descriptive indicators (mean). [1]

Table 7 - The results of the sample school administrators' assessment

Desirability Leve		School Characteris	Assessment questionnaires of sch management		School Characteris	Assessment questionna of school administrat		School Characteris
4	Mean	Code 41	4.24	Mean	Code 21	4.4	Mean	
High	Desirabil		High	Desirabil		High	Desirabili	Code 1
4.4	Mean	Code 42	4.12	Mean	Code 22	4.48	Mean	Code 2
High	Desirabil		High	Desirabil		High	Desirabili	
4.28	Mean	Code 43	4.32	Mean	Code 23	3.52	Mean	Code 3
High	Desirabil		High	Desirabil		lediocre	Desirabili	
4.24	Mean	Code 44	4.27	Mean	Code 24	4.24	Mean	Code 4
High	Desirabil		High	Desirabil		High	Desirabili	
4.36	Mean	Code 45	4.16	Mean	Code 25	3.92	Mean	Code 5
High	Desirabil		High	Desirabil		lediocre	Desirabili	
3.64	Mean	Code 46	4.52	Mean	Code 26	4.52	Mean	Code 6
Mediod	Desirabil		High	Desirabil		High	Desirabili	
3.12	Mean	Code 47	4.014	Mean	Code 27	4.52	Mean	Code 7
Mediod	Desirabil		High	Desirabil		High	Desirabili	
4.8	Mean	Code 48	4	Mean	Code 28	4.16	Mean	Code 8
High	Desirabil		High	Desirabil		High	Desirabili	
4.08	Mean	Code 49	4.43	Mean	Code 29	4.36	Mean	Code 9
High	Desirabil		High	Desirabil		High	Desirabili	

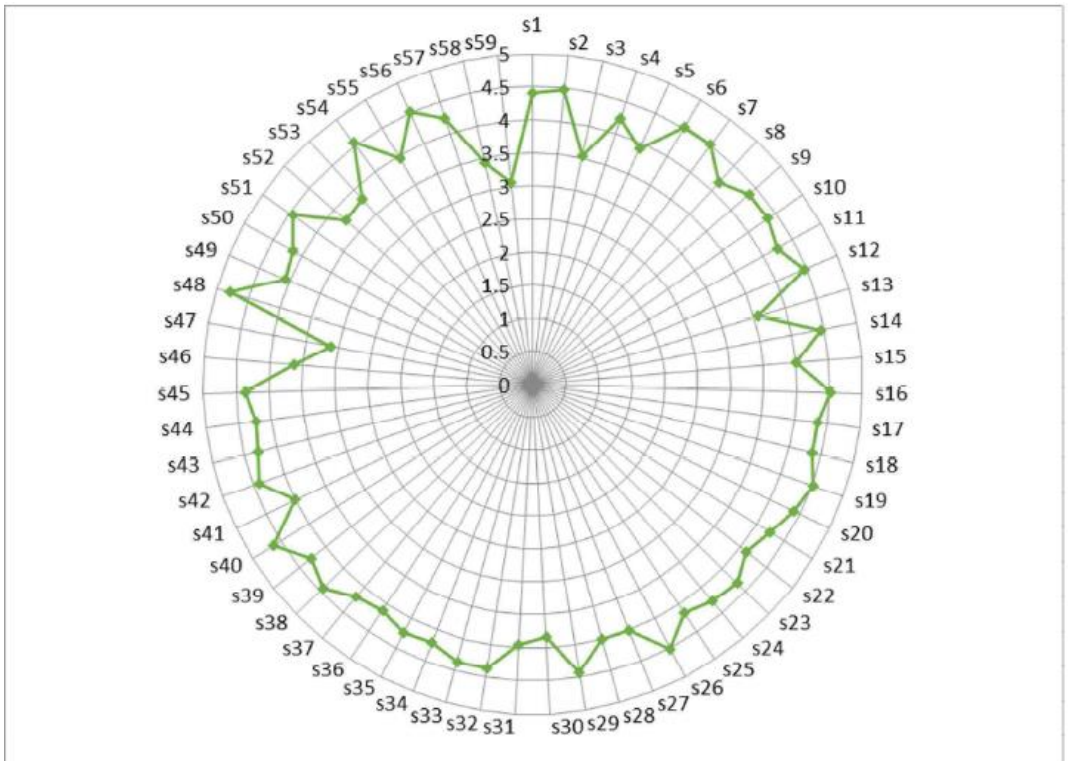
1- Due to the confidentiality of the schools' assessment scores, we are unable to mention schools' names and they are presented in the form of codes

Desirability Leve		School Characteris	Assessment questionnaires of sch management		School Characteris	Assessment questionna of school administrat		School Characteris
4.16	Mean	Code 50	3.84	Mean	Code 30	4.36	Mean	Code 10
High	Desirabil		Mediocr	Desirabil		High	Desirabili	
4.442	Mean	Code 51	3.96	Mean	Code 31	4.24	Mean	Code 11
High	Desirabil		Mediocr	Desirabil		High	Desirabili	
3.764	Mean	Code 52	4.3685	Mean	Code 32	4.48	Mean	Code 12
Medioc	Desirabil		Mediocr	Desirabil		High	Desirabili	
3.82	Mean	Code 53	4.36	Mean	Code 33	3.56	Mean	Code 13
Medioc	Desirabil		High	Desirabil		Mediocre	Desirabili	
4.56	Mean	Code 54	4.2	Mean	Code 34	4.44	Mean	Code 14
High	Desirabil		High	Desirabil		High	Desirabili	
3.965	Mean	Code 55	4.24	Mean	Code 35	4	Mean	Code 15
Medioc	Desirabil		High	Desirabil		High	Desirabili	
4.524	Mean	Code 56	4.12	Mean	Code 36	4.52	Mean	Code 16
High	Desirabil		High	Desirabil		High	Desirabili	
4.241	Mean	Code 57	4.2	Mean	Code 37	4.36	Mean	Code 17
High	Desirabil		High	Desirabil		High	Desirabili	
3.422	Mean	Code 58	4.44	Mean	Code 38	4.36	Mean	Code 18
Medioc	Desirabil		High	Desirabil		High	Desirabili	
3.075	Mean	Code 59	4.28	Mean	Code 39	4.52	Mean	Code 19
Medioc	Desirabil		High	Desirabil		High	Desirabili	
			4.64	Mean	Code 40	4.4	Mean	Code 20
			High	Desirabil		High	Desirabili	
							Total mea el	
The total mean scores obtained from administrators' assessment in the who sample school							4.186	High

(Source: research findings)

The result of school assessment (table 7); 59 administrators in 59 sample schools were evaluated and totally, school administrators with code (26) with the score (4.52), school cod (40) with the score (4.64), school code (48) with the score (4.8), school code (54) had the score (4.56), school code (56) with the score (4.524) had highest scores. The school code (59) with the score (3.0751), had the lowest scores. The total mean score of assessment of administrative factor in 59 schools was (4.1860) which were at high leave of desirability.

Figure 2 – Overview of School Administrators' Assessment Results IntThe Form of A Radar Chart



(Source: research findings)

** Note: Letter "**S**" in the radar chart is an abbreviation for the word 'school'; 59 schools had respectively been set for the study.

Discussion and Conclusion

School administration is the center of educational activities and achieving the educational goals, so school function is largely dependent on administrative type to administrate the schools. Therefore, the assessment of administrator function is very important as a factor to improve function of education and to increase its productivity. Today, the most important problem in school administrators' quality assessment is lack of available, objective and measurable criteria and indicators. The assessment would be too risky because of the absence of objective and measurable indicators. And the assessment couldn't identify administrative strengths and weaknesses which on the basis of this identification can plan to improve administrator statutes. The study identified six criteria through surveying internal and external assessment literature in the administration field, and some indicators were collected for each criteria, included; educational characteristics of school administrator (12 indicators), organizational and administrative characteristics (7 indicators), developmental activities and extracurricular of school administrator (8 indicators), research activates of school administrator (6 indicators), teachers and students' satisfaction level from administrator (8 indicators), planning for school (4 indicators). It was tried to use objective and measurable indicators to develop administrator assessment indicators. The criteria and indicators were developed in the form of a 5 rank Likert questionnaire and 300 line and staff experts and university specialists' opinions were used to validate it. The result of criteria and indicator validation by experts and specialists indicated that among provided criteria for school administrator assessment, "educational characteristics" criteria with the score (4.5133) had the highest score which showed the importance of this criteria in administrator assessment in validating by experts and specialists, "planning for school" criteria

with the score (4.02) the he lowest score. The reason for low scoring validation by experts and specialists could be identified that Iran's educational system is a centralized system and the administrators are just executers of educational plans, so, they couldn't plan for their schools. Total mean of "planning for school" indicators with the score (3.881) had the lowest score which indicated that Iran's educational system is a centralized system and the administrators are just executors of the plans. So, planning activities of administrator had no importance.

After validating of criteria and indicators for administrator assessment, it was developed a 38 items questionnaire and distributed among sample school administrators of Kohkiluye and Buyer Ahmad province. The results showed that total mean for school administrators were in appropriate desirability level because of the good function and performance. All indicators for administrator assessment were in high desirability level expect the "planning for school" indicators because Iran's school administrators do not have enough authority to plan for their schools and they are just executors of the senior managers. The research findings demonstrated the importance of the point that proposed framework for secondary school administrator's assessment succeeded both in validating phase and implementing phase and it can be used to evaluate Iran's school administrations quality assessment.

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