From Universal School-Based Management Model to Pattern Iran's Progress - Islamic School Board of Trustees: Qualitative Analysis Dimensions and Specific Indicators to Evaluate Performance

Article info

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Abstract

The basic aim of this research is from universal school-based management model to pattern Iran's progress - Islamic schools Board of trustees: qualitative analysis dimensions and specific indicators to evaluate performance. According to the study, functional and in terms of subject matter and the nature of the research component of the combination is mixed. In the first phase of this study, grounded theory as a qualitative approach was used and secondly from the descriptive - survey has been used as a quantitative approach. The statistical population of the study included 12 experts, policymakers and experts in the ministry of education, and in the small part, all teachers and principals of the board of trustees of five provinces (Tehran, Isfahan, Mazandaran, Khuzestan and Semnan) during the school year 2015-2016, they were employed. Due to the high number of these schools, ten managers and teachers were selected from each province based on the Krejsi-Morgan's table of 234 people (184 teachers and 50 managers) by random sampling method and selected a researcher-made questionnaire with 140 items (with Cronbach's alpha = 0.901), which was compiled based on the categories identified in the qualitative section were responding. To ensure validity, the questionnaire was examined by university professors and several key experts in education. The qualitative data research through systematic project-based coding process grounded theory of Strauss and Corbin were analyzed. In the quantitative analysis of data gathered from structural equation modeling confirmatory factor analysis was performed using SPSS and Lisrel. The results of the qualitative research findings showed that 12 indicators were identified as the main components and 38 sub categories that were identified in the assessment of the performance of the schools of the board of trustees based on the comprehensive school-based management model. The findings of the quantitative research have also shown that the two components had the greatest impact on the board of trustee's schools. P Participation with path (0.69), organizational commitment with path (0.65), flexibility with path (0.62).

Introduction

By entering the twenty-first century decision makers in general and educational managers and planners are particularly struggling with the big changes. Decision makers in general and educational managers and planners are particularly struggling with the big changes. The change from industrial society to information, from traditional technology to advanced technology, from pro-democracy to participatory democrat from hierarchical communication and control to network, from individualism to collectivism, from centralization to decentralization including transformation. According to Caldwell and Spinks (Caldwell & Spinks, 2005) Decentralization self-regulation and school-centered are the approaches that affect educational systems more than ever (Abu-Duhuo, 1999) The axis is one of the new systems and it is a remarkable development of educational systems in the last two decades. This change is done to improve school performance and improve quality of education. School-based is not an end in itself but a valuable tool for achieving the wisdom. Abilities and aspirations of more people involved in school (Zahiri, Moradi, & Heidarpoor, 2013) . The schoolchildren are a kind of educational change and curriculum this can only be effective when combined with the active involvement of the school's organization (Santibañez, Abreu-Lastra, & O'Donoghue, 2014). The school focuses on the main school principals, namely managers, teachers, parents and locals to have more control over what is happening in schools in other words to turn central control into school control (Sawada et al., 2015). Raj Bander also believes that the basis of the school is education community participation parents local groups and teachers in the administration of school affairs (Rajbhandari, 2011). The history of Educational and Training shows that early 1970s is a period that was in center of attention of pundits and defenders of reform of advanced educational system to educational queue that is school, class room and teaching and learning procedure more than before. Because of that decentralization, delegation, independence, taking responsibility and answering became an educational reforms program (Nir & Miran, 2006). Regarding to the fact that each of theoretician from the Gram's period later in the discussion of school-based management, they take some of the elements of this management to account, but from investigating other studies and integration researchers component and different theoretician alongside we can reach to a model that contains all the components of the management, in this study for the first time such a model which named comprehensive model of school-based management had been introduced.

Table 1. Components of a comprehensive school-based management model from the point of view of global thinkers and educators (Davoudipour, Ahanchian, & Rezvani, 2008; Sawada et al., 2015; Zahiri et al., 2013).

School-based components Pundits	Year	Delegation of authority	Autonomy	Participation	Flexibility	Accountability	Responsibility	Mission	Organizational Commitment	Empowerment	Restructuring	Decentralization	Organizational Culture
Garms et al	1970				●								
Colon and White	1985		●	●	●							●	
Boolean	1989	●								●			
David	1989	●				●							
Brown	1990		●	●	●	●							
Scott and Zhaf	1991			●				●	●	●			
Hallinger et al	1993	●		●							●	●	
Cheng	1993			●				●	●				●
Bloom et al	1993							●					
Campbell and Evans	1993			●	●						●		
Myers et al	1994	●			●	●							
Neumann and Leach	1995					●							
Murphy	1995		●	●									
Gamage	1996		●	●	●	●							

School-based components Pundits	Year	Delegation of authority	Autonomy	Participation	Flexibility	Accountability	Responsibility	Mission	Organizational Commitment	Empowerment	Restructuring	Decentralization	Organizational Culture
Cheng	1996	•		•		•							
Allen Duran Saif	1996					•	•	•	•				
Phillip and Wohlstetter	1997			•							•		
Cotton	1997	•	•	•								•	
Odden and Busch	1998						•		•			•	
Leithwood and Menzies	1998			•		•	•		•				
Murphy	1999	•		•							•		
Gamage and Busch	2000	•	•										
Veys and Suzani	2001			•			•		•				
Weng	2003							•					•
Caldwell and Spinks	2005			•					•	•			
Gamage	2005		•		•		•					•	
Nir and Miran	2006								•				
Po	2007	•		•								•	
Chan	2008	•										•	
Gamage	2008								•				
Hammada	2010			•	•								
Bandur	2012			•			•						
Bandur	2012			•									
Dimmock	2013		•	•	•	•			•				
Yamauchi	2014		•	•									
Santibanˇez et al.	2014	•							•				
Strand and Lovrich	2014				•				•				
Vally and Daud	2015						•		•				
Tavares	2015					•	•						
Sawada	2015								•				
Total		11	10	21	11	10	8	5	15	4	4	7	2

The school based has no long history of education in Iran. School-based management is one of the most well-known strategies that have been taken from the correction of schools in the 1585s.but in Iran since 2013 attention has been drawn to the attention of educators and educators (Razagh Marandi & Alhoseini, 2012).This policy was introduced by Minister of Education and Science Mr. Mozaffa in 1997 in his newest position in 1398 stating that school-centered policy's the doctrine of the Ministry of Education's management is a healing version for improving the quality of schools and removing (Nasr Esfehani, 2014). In the final year of the reform government (2004) A plan was introduced as a school board of trustees.The idea of forming a school board of trustees is based on the theoretical foundations for the transformation of the educational system and its quality improvement based on the school boards of trustees the purpose of the formation of the a school board of trustees for expanding social justice strengthening the human and social capital of society (Office For the Development of Public Participation and Council Affairs, 2009). Evidence suggests that despite the many efforts to implement school-based management in the country the system did not attract policy makers and decision makers for reasons of restrictions and barriers until 2004. The Supreme Council of Education in accordance with the Decree of the Government of the Islamic Republic of Iran implemented the school administration policy. Indeed, a school board of trustees were a new model for school management and derived from the law on the amendment of Article 11 of the Law on the Establishment of Education Councils which has also been approved by the High Council for

Education (Office For the Development of Public Participation and Council Affairs, 2009).The document on the fundamental transformation of education based on the high ideals of the Islamic system should focus on the perspective that has been developed in the bright skyline of 2025, With the first place in the field of economics, science and technology in the region, with the revolutionary Islamic identity and inspiration of the Islamic world with a constructive and effective interaction in the field of international relations is Effective in the field of international relations Hence the wisest emphasis of the leader of the Islamic revolution based on the necessity of the fundamental transformation of education and based on the philosophy of Islamic-Iranian education and the development of an Islamic-Iranian model for the evolution and avoidance of imported patterns, is old and sheer imitation, and it is out of educational challenges of our country. According to document of the fundamental transformation of education the perspective of the system of formal education of the country in the 2025 horizons based on the Islamic system, Islamic culture and civilization and its consistency and the foundation of the international community of the Mahdi, And enjoying the privileged educational abilities in the region of the Islamic Republic of Iran inspire and engage constructively and effectively with educational systems around the world, capable of providing the means for the development of nature and talents and the formation of a unified Islamic identity revolutionary Due to their proprietary identity, effective, learner and fading justice participation in the atmosphere and having coaches and administrators faithful to Islamic ethical and revolutionary virtues (Secretariat of The Supreme Council for Research and Planning, 2015). The Supreme Leader speaks about the Iranian-Islamic model:

"When we are saying Islamic and Iranian plan, we mean a comprehensive plan. Without comprehensive plan we will get confuse. And a situation should be clear and how to reach to that plan should have told. Iranian or Islamic it's not necessarily mean that we won't use other achievements. No. We don't have any limitation in gaining knowledge. But we won't get anything from anywhere blindly". Being Iranian is subject to geographical, cultural, climatic and political conditions that are influential in the Iranian model and that the designs of this model should be Iranian thinkers and being Islamic means that the ends and goals and values and practices of all (Secretariat of The Supreme Council for Research and Planning, 2015).According to the document of the fundamental transformation of education the major strategies of education system in Horizon 2025 have the following characteristics:

● Establishment of the official education system of the country based on theoretical foundations and philosophy of Islamic education

● Development and institutionalization of educational and educational justice in different regions of the country and focusing on the quality of educational opportunities in harmony with the Islamic criteria system.

● Strengthening and institutionalizing effective partnerships and accountability and responsibility of people and families in the formal public education system

● Promoting Religious and Revolutionary and Political Knowledge and Insight for the Spiritual and Ethical Growth of Managers, teachers and students.

● Creating a mechanism to strengthen social cohesion and national unity and revitalize the proud Islamic-Iranian identity in students, teachers and managers.

● Increasing the role of the school as one of the focal points for local development specially in cultural aspects.

● The manifestation of the rich Islamic and revolutionary culture in relationships and relationships with the creator the world of creation themselves and others.

● Enjoys the power of decision making and planning in operational areas within the framework of local, regional and national policies.

● Role playing in the choice of conscious rational responsible and optional process of individual family and social life of students based on Islamic criteria system (Secretariat of The Supreme Council for Research and Planning, 2015).

Hemmati et al. (Hemmati & Samadi, 2015) explained the factors influencing the implementation of the school-centered school management plan in the education system. The findings showed that:
 a) All of the 38 factors mentioned in the questionnaire in implementing the school-based management plan are effective
b) There is a difference between the views of experts and education specialists on the factors affecting the implementation of this plan
c) Focusing on the structure of the educational system, the lack of suitable cultural context, the lack of facilities and financial conditions, the lack of suitable capable and faithful school principals and the lack of justification and the proper education of plans and programs by the educational system are one of the most important obstacles. Ehsani et al. (Ehsani, Madanian, & Moshtaghi, 2014) examined the difference between the directors teaching deputies and educational experts in Ahwaz city in applying the school-based management model in the educational system (6_3_3). Results show that:
a) The average total amount of sample consent to the decentralization of education - the pivotal school is at the optimum level.
 b) Structural barrier and power 4.89 political barriers and 4.39 cultural and social barriers 3.87 barriers to information and knowledge 3.47 and management barriers. 3.47 of the mean of 5 were considered as the main barriers of school-centered priority.

Mehralizade et al (Mehralizade, Mehani, & Elhampoor, 2014) in a study under the title of investigating the performance of board of trustee schools, by using the fundamental data theory reach to this conclusion that for better performance of these kind of schools, necessary instructors should be provided. Internal barriers can include a centralize structure and restrictions on the ability of school administrators and external barriers of organization we can point out the cultural poverty and livelihood problems of people. Mehralizade et al. In a study under the title of investigating the performance of trustee schools in Ahvaz city reach to this result that in trustee schools in the field of qualitative human capital raising they have had a decent performance, but in the field of quantitative human capital raising were disable. Results also show that trustee schools in the field of supply and expansion of social capital had a poor performance. Khavari et.al (Khavari, Rafati, Saheb Ekhtiari , & Agha Mohammadi 2014) explored the principles of school-based management in the document on the fundamental transformation of education. Research findings suggest that the shift from decentralization to delegation is limited. In the fundamental transformation document the topic of participation is widely include all educational and non-teaching elements from the parent to the universities and the seminary. The localization and flexibility of the programs are considered in a limited way for the document of transformation and finally the statements about the teacher's independence in the fundamental transformation document are negligible. Afradi Kandovani (Afradi Kandovani, 2011) in a study entitled the feasibility of school administration in schools shows that :
a) Managers by considering the facilities and current position in the school and educational system, delegation about decision making and their own school administration to the school is impossible.
b) Despite the current structure of the educational system it is not possible to convert this structure into a decentralized structure from the viewpoint of managers.
c) From the managers' point of view in the current situation there is no flexibility in the implementation of the program sent to schools
d) Managers by considering the comprehensive economic capacity cannot afford one-year school funding by the school itself.
Alagheband et al (Alagheband, Abaspoor, & Tavakoli, 2010) in a study under the title of comparing the degree of implementation of school centered components in board trustee schools and public school in district 4 of Tehran city from the administrator's point of view in 2010-2011 reached to this conclusion that the difference of mean in 2 groups in the curriculum, time, budget components is meaningful. It means that the mean of these components in board trustee school is more than public schools. Davoudipour et al. (Davoudipour et al., 2008) in a research named investigating the implementation of

managing school-based school according to mission, participation and organizational commitment principals and teachers of elementary school in Mashhad city, came to this conclusion that, the extent of paying attention to mission, participation and organizational commitment in the sample research is sort of favorable. It means that totally and according to position of three studied feature in school it is possible to implement the managing school-based schools.

Jahanian (Jahanian, 2008) addressed the dimension and components of the school-centered management system and presented a conceptual model. 2010 results indicate that dimensions and components of school-centered management in decision making dimension include: the component of mutual acceptance, participation, participation by the majority of votes, training human and on the control and monitoring dimension it contains dimensions of self-control, individual's answering in crowd, answering and monitoring all to all and was the supreme monitoring of educational departments and in dimension of assisting performance and prizing human factors it includes components of moral attributes, personality, management and communication skills of human factors, formal education, technical skills and training courses. The results of research by Sawada et al. (Sawada et al., 2015) about the role of school management associations in school-based management using evidence from COGES project experiments in Burkina Faso. The results of this study show that these associations have substantially increased social capital by increasing voluntary participation in school management among people ranging from 8% to 10.27% especially through connecting people can increase social capital. Especially with making connection between people it can make the social investment increase in a way that the extent of the groups which contained principals, teachers and parents of students in school from choosing the committee member from 12.7 to 24.1% increased. And by implementation of COGES project from 11% it increased to 17.2. Also results show that social managing projects by increasing of people helps will help for the compensation of expenses that it will make the well-being of constancy of such projects. Elmelegy et al. (Elmelegy, 2015) Studied a study entitled "School-Based Management: the approach of Decision-Making quality in high schools in Egypt. This study has confirmed that school-based management can facilitate teachers and staff participation in decision-making processes. In addition SBM can improve the quality of decision-making by empowering teachers at the discretion and agencies and encouraging decision-making in a collaborative group. (Yasin & Yusuf, 2014) examine the results of the policy and executive capacity of school management in ASE Indonesia.The findings indicate that most of the restrictions set out in implementing the SBM management policy are decentralization or autonomy decision making and management and there are no specific powers for its implementation and therefore there should be written policies to oblige authorities to remove restrictions.Results of Vally and Daud (Vally & Daud, 2015) study showed that there is a meaningful relationship between the managing school role with mission and school perspective and managing role with managing human resources in school-centered school. From their point of view the ways of management to educational specification, depends on school's needs and situation, right management of school cannot be reached by centralized management, but it can be reached through the implementation of internal control.Santiban˜ez et al. (Santibañez et al., 2014) started to study the effects of school-based management on student results in schools in Mexico. In a study that the result of their study was implementation of school-based management will have positive effect on students score. Dimmock (Dimmock, 2013) pointed out that the main challenge is creating a relationship between features related to management of school-centered schools and factors affecting students learning. If we can create an applied relationship between these elements in a way that independence, flexibility, accountability, planning, participation, cooperation and, self-efficacy have the most impact on learning, training, content and contingency structure. In this way, we can have hope for student's learning improvement. In a research that had been done by Ayeni, et al. (Ayeni, 2013) the performance of students in schools-based management in Nigeria was evaluated. The results showed that students in these schools have poor performance which poor student performance can reflect the gap in inputs the quality of educational programs management and poor standards. Reimers et al. (Reimers & Cárdenas, 2007) in the research with the title of what are the benefits of school-based school management in Mexico? Claim that the successful implementation of this plan Remerras depends on the underlying factors and conditions; but no factor

such as the strong organizational culture in schools and the creation of a common educational perspective on the school's goals is not involved in the success of the project by the teachers of the directors and parents. This collaborative vision will increase miraculously the parental involvement of teachers and administrators miraculously the researcher also reports that the plan has brought about changes in key areas such as accountability the use of information systems parental involvement and autonomy.Therefore the present study regarding to the view of the fundamental transformation document, Education and Training system in the view of 2025, and regarding to the role and dignity of schools, the conformation of concentrated service and having tendency for giving latitude and more responsibility to the main elements(principal, teachers, council and so on) in this document and regarding to this issue that up to now there wasn't any assessment on performance of a school board of trustees during 10 years. The researcher wants to present the global school-based management pattern which contain Iranian-Islamic a school board of trustee's improvement pattern, investigating the qualitative dimension and exclusive evaluation indicators. According to what is said about achieving the research goal, the following questions were investigated:

●What are the components of the Iranian-Islamic Progression Model for assessing the performance of the a school board of trustees?
●What are the dimensions and indicators of the model of universal school-based school management to evaluate the performance of the schools of the a school board of trustees?
●To what extent is the model designed to evaluate the performance of the schools of the a school board of trustees based on the global school-based management model of governance to the model of Iranian-Iranian progress?

Methodology
This research is a combination of combined research. In the first phase of this research fundamental data theory as a qualitative approach for analyzing Strauss and Corbin qualitative data was compiled using a systematic scheme which consists of three stages of open axial coding. Accordingly in this study in order to identify the specific dimensions and indicators of the comprehensive school-based school model as well as the Iranian-Islamic progress model for assessing the performance of the a school board of trustees in terms of qualitative research subjects with limited participants in order to identify the dimensions and indicators then in order to generalize the findings of the qualitative section after designing and compiling a questionnaire based on qualitative findings a random sample from managers and teachers from five provinces of the country was evaluated to collect quantitative data and the proposed model was evaluated. The statistical population of the research in the qualitative section consists of 12 experts policy makers and planners of the Ministry of Education (staff experts) members of the faculty of prestigious universities (academic experts) and experienced teachers and teachers with long-standing backgrounds of the school board of trustees. As well as the statistical community of the research in the qualitative section all active a school board of trustees of the secondary high school related to the academic year 2015-2016 established in five provinces of the country (Tehran, Isfahan, Mazandaran Khuzestan and Semnan) and the quantitative society community includes all managers. And the quantitative statistical community of the small department also comprised all the directors and teachers of the a school board of trustees of the five provinces of the country (who served in the academic year of 2015-2016) and due to the large number of these schools from each province ten managers and teachers and Regarding the large number of these schools ten managers and teachers were selected from each province according to Morgan's curriculum. 234 students (184 teachers and 50 managers) were selected by stratified random sampling. The measurement tool of this study consists of two general sections as follows:
a) Qualitative research section : In this section researcher used a semi-organized interview with a range of key experts and experts includes experts and faculty members of the prestigious universities that have had experience in research and compilation of the book on this subject, Policy makers and top-level education

planners, executing administers, and teachers with expertise in the broad trustees were selected by the Delphi committee. The interview questions consisted of two parts: first an introduction to the topic of research and the definition of concepts and terms and the second part included the main body of the interview which included interview questions that included the various dimensions of school-based management components (in three questions) The a school board of trustees (in the form of a question) and the Iranian-Islamic approach (in the form of two questions) have been investigated a total of 6 main questions regarding the subject of the research have been investigated. The data collected at this stage by the researcher of the basic data theory is a saturated theoretical sampling method in other words samples of interviews have provided useful and rich information for the researcher in terms of the research objectives. Accordingly, in the first step a list of 20 people from the study subject who had the above-mentioned conditions were chosen to the interview, they were called to an interview through calling, writing a formal letter and in-person, finally 15 of them respond positively to the interview, of these, 12 were arranged in three categories, that each category contains four experts and interview with them began. At the end of each interview the interviewee was asked to submit his suggestions on the topic under study and how better perform the interviews. The interview process continued in such a way that nothing else was added to the interview woven material. In other words, answers were repeating. In terms of theoretical sampling the categories have reached theoretical saturation, Theoretical saturation is a stage in which new data is not related to the category the categories are found to be appropriate and the relationships between categories are established and confirmed. In other words, in this situation No new data can be found that the researcher can develop the features of the category so that the researcher will see the same data several times. Empirically it is ensured that a certain category has sufficed so the researcher after the implementation of 10 interviews obtained theoretical saturation of the categories. However additional 2 additional interviews were conducted with the participants to ensure more data from the interviews conducted.

Table 2. Membership of the Delphi Committee Participating in the qualitative research phase

Row	Specialty field	Academic Rank	Interview Rank
1	Management and Educational Planning	Professor	Academic scholar
2	Education	Professor	Academic scholar
3	Educational Management	Associate Professor	Academic scholar
4	Educational Management	Assistant Professor	Academic scholar
5	Philosophy of Education	Assistant Professor	Policymaker and planner
6	Educational Management	Assistant Professor	Policymaker and planner
7	Curriculum	Ph.D. student	Policymaker and planner
8	ducational Management	MS.c.	Policymaker and planner
9	Educational Management	MS.c.	Headmaster
10	Executive Management	MS.c.	Headmaster
11	Educational Management	MS.c.	School teacher
12	Educational Planning	MS.c.	School teacher

b) Qualitative part of research: In this section in order to collect the required data regarding the evaluation of the qualitative research model a questionnaire of 140 items was compiled based on the categories considered in the qualitative section. To evaluate the responses given the items of this questionnaire were based on a five-point Likert scale designed from the totally disagreeable (1) to highly agreeable (5). The questionnaire consists of two parts: the first part consists of demographic variables (gender, age, job experience and education level). And the second part contains the items related to the main topic of research which included 98 items for the comprehensive school-based management model and 42 items for the Iranian-Islamic model. Accordingly, a questionnaire was prepared by university professors as well as several key experts in education. In order to ensure the reliability of the present questionnaire and the internal consistency of the questionnaires a questionnaire was used randomly on an introductory sample of

30 managers and teachers . After performing and evaluating the Cronbach's alpha coefficient using the SPSS software for the pilot sample the alpha value in all indicators was about 0.901 Therefore it can be said that the questionnaire has a high and acceptable credibility in terms of consistency and items.

To analyze the data in the qualitative part of the research the open axial and selective coding process of the systematic scheme of Stress and Corbin (Corbin & Strauss, 2014) fundamental data theory has been used.Open coding: in this stage the researcher analyzes the categories (categories) (information about the phenomenon studied) through the information component the researcher based on data collected from interviews observation and daily notes and technical notes.Axial coding: The researcher examines one of the categories as the focus of the process (the main phenomenon and then links other categories to it).Selective coding (selective): Finally, at this stage the researcher develops a theory about the categories obtained in the coding model the researcher is relying on the internal relations of the categories to be allocated to the axial coding model has his research theory through writing the narrative of the type of relationship between the category. Also, for data analysis in the quantitative part of the research confirmatory factor analysis using structural equation model was used to study the research questions using SPSS and LISREL software.

Results and Discussion

In the descriptive statistics section a total of 234 teachers and high school teachers from a school board of trustees of five provinces of the country were selected as the statistical sample of which 184 teachers and 50 administrators were selected from among 234 sampled individuals 119 male and 115 females. Also 81.6% had a high school degree 16.7% had a master's degree and 1.7% had a PhD degree. In the qualitative and inferential analysis section of the research the research questions have been analyzed as follows.In response to the first question of research what hat are the components of the Iranian-Islamic Progression Model for assessing the performance of the school board of trustees?

The obtained results of open coding, axial, selective and the results of open and pivotal coding and analysis of the content of the text of the deep and exploratory interviews with the participants and their correspondence to theoretical foundations of the research and in accordance with the educational system of our country and based on the perspective of the document on the fundamental transformation of education and training system in the horizon of 2025 And most of experts and key commentators of Delphi committee confirmed that, the main factors and sub-elements of the Iranian-Islamic progress model in assessing the performance of the school board of trustees s can be classified in Table 3.

Table 3. Results of content analysis of open and pivotal interviews; Pattern of Iranian-Islamic progress

Factors (Main category)	Meanings
delegation of authority	* Establishing a guidance system and educational advice based on Islamic principles (Quran and Imams) and increasing the role of teachers in this field and employing expert counselors to perform specialized tasks in all academic backgrounds. * Emphasis on the teacher-teacher relationship between the teacher and the student in education
Autonomy	* Attention and preservation of independence and freedom and human values in the educational system, based on the Quran and Etrat documents and educational policies of the Islamic Republic of Iran – Iran * Eliminating cultural dependence and establishing educational autonomy
Participation	* Attempts and endorsement of school principals and education to Iranian-Islamic value * Establishment of a mechanism to strengthen social cohesion and national unity and revitalize the proud Islamic-Iranian identity in students and teachers, with emphasis on the education and execution of national anthems and the flourishing of the flag of the Islamic Republic of Iran * Material and spiritual support from the theoretical positions in educational sciences and educational methods and providing the basis for applying new findings and innovations in schools and the formal public education system with the cooperation of the seminaries, universities and scientific and research centers * Attract the constructive and effective participation of families in preserving, deepening and disseminating mercy, chastity, and coverage of students
flexibility	* Use of modern educational and training equipment and technologies in order to learn religious

	teachings * Designing diversification mechanisms for governmental and non-governmental financial resources such as endowments and charity
Accountability	* Accountability of staff and school teachers in counseling-educational services at all levels of education to increase the physical and mental health of students * Create a variety of educational opportunities at this school to meet the needs of students
Mission	* Eliminating educational distance between students * Establish educational justice among students * Emphasis on Iranian-Islamic values such as (refinement and commitment, belief in and trust in the culture, self-esteem, purity in speech and behavior and ... based on the principles of the Qur'an and the Etrat) * Establishing the necessary mechanisms to strengthen the Islamic-Iranian lifestyle and lifestyle in all areas of education * Matching educational spaces with the characteristics and needs of students and the requirements of Islamic-Iranian culture and climatic, cultural and geographical conditions
Responsibility	* The relationship between colleagues and parents is a purposeful and reciprocal relationship * All staff is fully aware of the tasks and objectives of the school * Striving for educational justice among students
Organizational Commitment	* Introducing and identifying Islamic values to students * Providing religious and moral counseling and education tailored to the mental conditions of students at puberty * Identifying superior talent and their guidance on continuing education in humanities and grounding in order to strengthen and deepen their research activities in higher education
Empowerment	* Attention to the role of student councils in students' educational planning * Presenting foreign language teaching within the framework of the selective (semi-prescriptive) curriculum, in keeping with the principle of consolidation and strengthening of Islamic-Iranian identity * Creating the necessary tools for training and maintaining managers and educators and trying to increase management stability in the system of public education system * Providing facilities and facilities and creating efficient and effective mechanisms for in-service teacher training and enhancing motivation and professional skills for continuous learning * Strengthening the professional and creativity of managers and teachers and providing executive mechanisms for their active and effective participation in educational programs and school activities.
Restructuring	* Revision and modification of curriculum based on the cultural-educational approach and the strengthening and development of their educational and ethical aspects in order to provide students with the educational background of Islamic-Iranian culture * Modification and revision of the structure of the training courses based on the approval of the Supreme Council of the Cultural Revolution * Modifying and updating educational methods by emphasizing active, group, creative methods with regard to the role of teacher model * Revision and modification of curriculum based on the cultural-pedagogical approach and the strengthening and development of their educational and educational aspects in order to provide the educational background of students based on Islamic-Iranian culture
Decentralization	* Get out of mental affiliation based on Quran and Etrat documentation * Governance of the axis program instead of the book and the production of a package of curriculum in accordance with the principle of teacher-centered
Organizational Culture	* Educational culture based on belief and trust in the culture of self, self-esteem, and Islamic culture * Governance of Cultural-Educational Approach in Content Creation and Strengthening Basic Student's Competencies * Development of the culture of prayer and efforts to establish community prayer at school and to strengthen the holy Quran in students * Adaptation of organizational culture based on Islamic ethical standards, with emphasis on strengthening the spirit of brotherhood and co-operation, creativity and education * Attention to educational programs and content and educational methods for internalizing and deepening and promoting the culture of wisdom, chastity and veil

The results that obtained from open coding, axial, selective and also analysis the content of categorized components (table 3) showed that 12 component or main factor related to evaluating the performance of

board trustee schools regarding Islamic-Iranian approach is important. Their components from the contributor's point of view in this study are respectively: delegation, autonomy, participation, flexibility, responding, mission, accountability, organizational commitment, empowerment, rebuilding, decentralization and organizational culture.

In response to the second question what are the dimensions and indicators of the model of universal school-based school management to evaluate the performance of the schools of the school board of trustees?

Based on the analysis of qualitative data resulting from in-depth interviews with the research participants (Delphi members) and the coding and analysis of the content of the interview text while at the same time conforming to the theoretical foundations the categories the main and the secondary factors The Trusteeship Board can be classified into 12 categories and main factors and 38 sub-factors as described in Table 4.

Table 4. Results Analysis of Interview Content and Open, Focused, and Selective Encoding: Concepts, Sub-Subjects and Principles, Global School-Based Management Model

Factors (Main category)	Sub category	Meanings
Delegation of authority	Information	* Sharing information among all school members * Getting decisions typically at the level of the best available information * Provide information widely to all members of the school * Observe the priorities for implementing school-based management in the implementation of empowerment
	Knowledge and skills	* Review educational needs for implementation of the mandate * School staffing abilities and skills * Investing in order to increase the skill of the school staff
	The Basics of Power	* Trust school management to all school members * Authorization of school financial matters
	Reward	* Get paid and benefits according to administrative regulations * Rewarding and encouraging employees who are risk averse
Autonomy	financial Autonomy	* Provide revenues for school supplies by providing extracurricular activities * The freedom to practice school management in direct tuition fees, the determination of teachers' salaries, and the need for auditing by education
	Autonomy of reception	* Identify procedures and procedures by school management * Provide freedom and independence to employees on how to do work * Freedom of school management practices in admitting students, determining the conditions and manner of admission
	Autonomy of appraisal	* Freedom of school performance in assessing students (determining questions for final examinations, qualifications, etc.) * Review each teacher's performance at regular intervals and continuously
Participation	Participation in decision making	* Parents more involved in education and helping school financial autonomy * Broad participation of parents of students, school councils and local communities in school decisions * Presence of parents in class and observation of teaching-learning-in school
	Human relationships	*Skills for all participants in teamwork skills and school decision-making skills * Employee participation in work practices
	Organizational climate of the organization	* Trust and confidence in staff in school management * Planning to attract support and financial contributions from people and parents * Use of parental assistance in school affairs
flexibility	Educational flexibility	* Various entertainment and educational programs for students * Applying different methods and techniques to encourage students and increase their motivation * Applying the latest and emerging educational methods in school
	Financial flexibility	* Use of new educational methods * Group decision making and the participation of all members of the school

	Structural flexibility	* Flexible school management in school financial planning * Use of this school's various tools for earning and financial independence
Accountability	Organizational Accountability s	* The citizenship of the relations of school people according to the hierarchy of regulations and regulations * Formation of Feedback Fund for responding to the wishes of parents and students * Accountability of school management in relation to the programs intended for students in the academic year
	Legal Accountability	* Correct implementation of the rules and regulations * Enforcement and appointment of staff based on legal regulations
	Professional Accountability	* Responsibility for school management towards school performance, in relation to students * Accountability of school management at parent meetings and coaches
ٮMission	Compilation of the human mission	* Full knowledge and understanding of school people could not lead to the success of the school to do the necessary work * Define and clarify the school's mission sufficiently * The existence of school-based regulations and regulations to meet the school's goals
	Determine organizational vision	* The school's mission statement covers the beliefs, values and beliefs of the people covered by the school * The announced mission of this school is real, distinctive, flexible and simple
	Determine organizational values	* The mission of the school offers a realistic picture of its nature as it is and what it wants * The school's mission is to achieve creativity, growth and educational success
Responsibility	Legal Responsibility	* Existence of targeted planning in the education organization to resolve legal issues regarding the implementation of school-centered management * Attention to the development of organizational standards and regulations for organizational responsibility * Attention to regulation in the direction of school-based management.
	Social Responsibility	* Responsibility and responsibility for parents and students and attention to the role of school Participations * Consistency and coordination of executive education programs in the implementation of school management
	Moral responsibility	* Feel the responsibility of school members to assign responsibilities based on the new educational structure * Parental responsibility for the duties assigned to them by attending parent meetings and coaches
Organizational Commitment	Continuous commitment	* I am very pleased with the members of the school as to how they can continue their career paths at this school * There is a belief among school members that the implementation of school-based management leads to a huge transformation in the educational system.
	Continuous commitment	* The desire for more effort in achieving school-based management among organizational managersı * Firm belief in the values and objectives of school-centered management in the managers of the organization * Organizational commitment to implementing school-based managemen
	Emotional commitment	* Loyalty of school members to the values and beliefs of the organization to implement school-based management * School staff efforts to achieve common goals
Empowerment	Feeling worthy	* Continuous use of school management feedback and suggestions from staff * Provide the necessary assurances among the school staff about the abilities and skills necessary to complete their job duties
	Autonomy	* Granting Freedom and autonomy of Practice on how to do a job with school staff * Grant the necessary authority to decide on how to perform a job
	Meaningful	* Designing school programs so that employees feel meaningful when doing their work
	To be effective	* School management feedback on the duties of school members * Providing school management options and facilities to school members

	Feelings of partnership with others	* Importance for teamwork and membership in work teams * Employee involvement in decision-making related to their duty
Restructuring	Complexity	* The authority of department heads to hire and dismiss personnel * School management decisions about how to do the work
	Formalization	*School management decisions, covered by existing rules and procedures * School management decisions about the allocation of work between staff
	Focus	* Restructuring the administrative infrastructure, general policy of the Ministry of Education for the implementation of school management * Freedom of action by the chair of the organization in determining how to handle exceptional and unprecedented affairs
Decentralization	Educational decentralization	* Providing power and resources to local councils, increasing democratic participation * Freedom of action in time division for the implementation of educational programs
	Financial decentralization	* Freedom of school management practices in the use of financial resources * Use of student's parents grants to pay a fee * Freedom of school management practices to pay for informal personnel
	Decision making decentralization	* The independence of school staff in making decisions * Direct control of the head of the organization and deputies on the implementation of decisions
Organizational Culture	Innovation	* Developing the skills and capabilities of school members * Attachment investment on employee skills * Attention to the capabilities of individuals, as an important source of competitive advantage
	Orientation	* The Role of Organizing and Coordinating the School Management The coordination of school management for the implementation of school-based management * Attention to new management styles, such as risk appetite, innovation and uniqueness
	Integrity	* The importance of team success over individual success * Explaining the success of school management based on human resource development, teamwork commitment and attention to individuals
	Control	* There is a belief that success is possible in the case of direct oversight * Expects the management of the staff to carefully follow the instructions and procedures. * The prevailing compatibility of important school policies that relate to the status of school staff, with the wishes of the organization

According to the results of table 4, components of the global school-based model for assessing the performance of the board trustee schools have been identified from Delphi committee member's point of view. Sub categories appropriate to each major category are as follows: 1. The delegation of authority (information, knowledge and skill, basics of power and reward); 2.autonomy (financial autonomy, the autonomy of reception and autonomy of appraisal); 3. Participation (participation in decision making, human relationships and Organizational climate of the organization); 4. Flexibility (legal responsibility, social responsibility ,and moral responsibility); 5. Accountability (organizational accountability, legal accountability ,and professional accountability); 6 mission (Compilation of the human mission, Determine organizational vision ,and Determine organizational values); 7. Responsibility (Legal Responsibility, Social Responsibility And Moral responsibility); 8. Commitment (Continuous commitment, Continuous commitment ,and emotional commitment); 9. Empowerment (feeling worthy, autonomy, meaningful, to be effective and feelings of partnership with others); 10. Restricting (complexity, formalization ,and focus); 11. Decentralization (educational decentralization, financial decentralization and decision making decentralization); 12 organizational culture (innovation, orientation, integrity ,and control).

In response to the third question to what extent is the model designed to evaluate the performance of the schools of the school board of trustees based on the global school-based management model of governance to the model of Iranian-Iranian progress? In order to determine the relative importance and test analysis of

the theoretical models obtained in the qualitative section of the research the structural equation model has used confirmatory factor analysis. Figures 1 and 2 show quantitative research models in the standard estimation and in the case of significant numbers. The results of qualitative tests of fitting quantitative models based on the outputs of the Laser application in table 5 confirm the fitting of the models.

Table 5. The results of the goodness of fit tests the model in the standard state.

CHI-SQUARE	Df	P-VALUE	RMSEA	GFI	AGFI	NNFI
1433.08	796	0.00000	0.064	0.92	0.9	0.95

According to the output of Lisrel 2the calculated value is 1433.08the low level of this indicator indicates a small difference between the conceptual model and the observed data of the research.

Also, the value of RMSEA is 0.064 which indicates good fit the RMSEA is 0.08; this value is smaller than this limit which also indicates fit. The lower the model is the better fit the AGFI and GFI index are a measure of the relative number of variances and covariance's which is shared by the mode. These values in this study are equal to 0.92, 0.9 which is appropriate the standard non-standard fit or NNFI should also be above 0.9which in this study is 0.95.

Left side:

Participation in decision making — 0/49
Human relationships — 0/55
Organizational climate of the organization — 0/60
→ Participation — 0/69

Emotional commitment — 0/42
Emotional commitment — 0/47
Continuous commitment — 0/31
→ Organizational commitment — 0/65

Legal responsibility — 0/47
Social responsibility — 0/38
Moral responsibility — 0/34
→ Responsibility — 0/47

Innovation — 0/56
Orientation — 0/50
Integrity — 0/41
Control — 0/43
→ Organizational culture — 0/36

Educational decentralization — 0/43
Financial decentralization — 0/52
Decision making decentralization — 0/47
→ Decentralization — 0/45

Information — 0/33
Knowledge and skills — 0/45
The Basics of Power — 0/43
→ Delegation of authority — 0/58

Center: School-based management — 0/47 — 0/50

Right side:

Autonomy of reception — 0/41
Participation in decision making — 0/35
Autonomy of appraisal — 0/46
→ Autonomy — 0/53

Educational flexibility — 0/42
Financial flexibility — 0/38
Structural flexibility — 0/44
→ Flexibility — 0/62

Organizational accountability — 0/60
Legal accountability — 0/56
Professional accountability — 0/49
→ Accountability — 0/42

Compilation of the human mission — 0/54
Determine organizational vision — 0/55
Determine organizational value — 0/47
→ Mission — 0/40

Feeling worthy — 0/51
Autonomy — 0/43
Meaningful — 0/51
To be effective — 0/54
→ Empowerment — 0/38

Complexity — 0/34
Formalization — 0/54
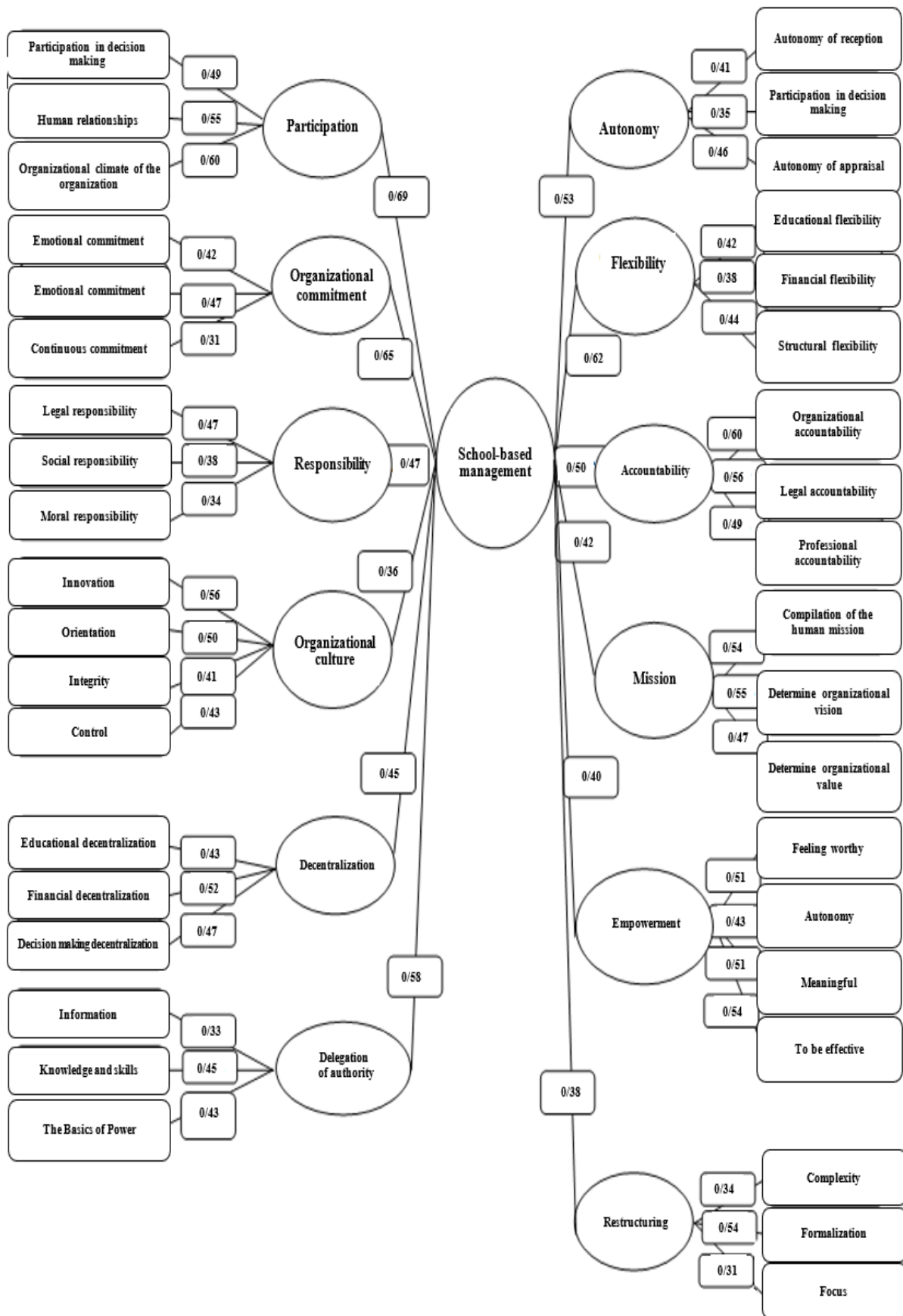Focus — 0/31
→ Restructuring

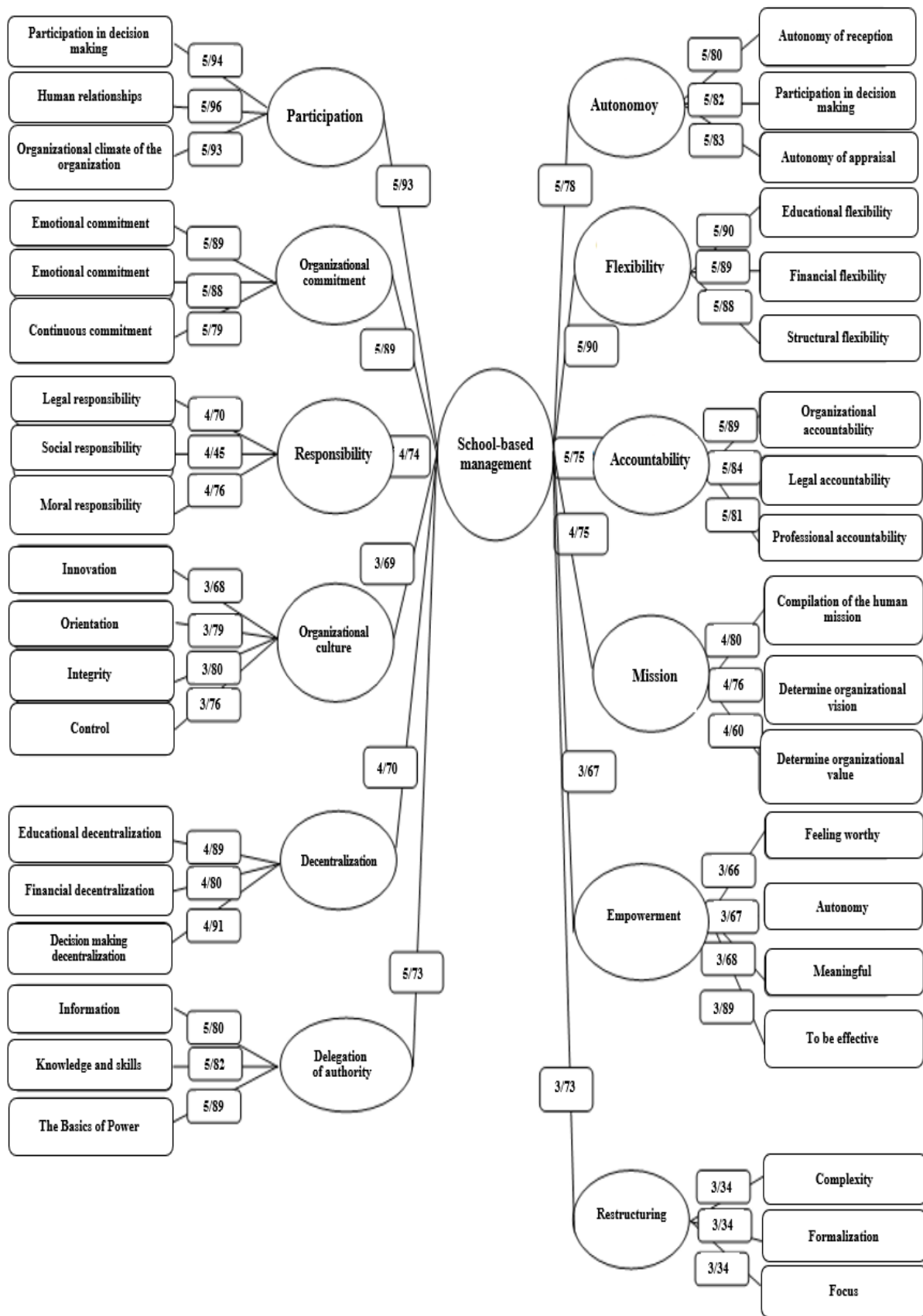Chart 1: Quantitative research model in standard estimation mode

Chart 2: Quantitative research model for meaningful numbers

Table 6. Path coefficient and T coefficient of research components with school-based management variable

Variables	Path coefficient	T coefficient
Participation	0.69	5.93
Organizational Commitment	0.65	5.89
Flexibility	0.62	5.90
Delegation of authority	0.58	5.73
Autonomy	0.53	5.78
Accountability	0.50	5.75
Responsibility	0.47	4.74
Decentralization	0.45	4.70
Mission	0.42	4.75
Empowerment	0.40	3.67
Restructuring	0.38	3.73
Organizational Culture	0.36	3.69

Table 7. Validity of the model for assessing the performance of schools based on the model of universal school-based management to the model of Iranian-Islamic progress

Component (quantitative indices)	Mark	Numerical Standard	Relative Importance
Delegation of authority	Information	58	33
	Knowledge and skills	67	45
	The Basics of Power	92	44
Autonomy	financial autonomy	83	41
	Autonomy of reception	58	35
	Autonomy of appraisal	67	46
Participation	Participation in decision making	92	49
	Human relationships	67	55
	Organizational climate of the organization	75	60
Flexibility	Educational flexibility	67	42
	Financial flexibility	67	38
	Structural flexibility	92	44
Accountability	Organizational accountability	75	60
	Legal accountability	83	56
	Professional accountability	67	49
Mission	Compilation of the human mission	92	52
	Determine organizational vision	83	54
	Determine organizational value	75	55
Responsibility	Legal responsibility	83	47
	Social responsibility	58	38
	Moral responsibility	67	34
Organizational commitment	Emotional commitment	58	42
	Continuous commitment	67	47
	Emotional commitment	50	31
Empowerment	Feeling worthy	83	51
	Autonomy	67	43
	Meaningful	83	51
	To be effective	83	54
Restructuring	Complexity	58	34
	Formalization	92	54
	Focus	68	31
Decentralization	Educational Decentralization	67	43
	Financial Decentralization	75	52
	Decision making Decentralization	83	47
	Innovation	92	56
	Orientation	75	50

Organizational culture	integrity	68	41
	Control	68	43

According to experts and key members and experts of Delphi in school management point of view, the numerical standard value of each indicator for the comprehensive school-based management model during the live codification process is presented in Table7. Results indicate that if the numerical standards and relative importance of each indicator of the components in comprehensive school-based management model that identified by members of the Delphi committee are close, reflects the fact that board trustee schools in implementing each component were successful.

The relative importance values which obtained from this research indicate that, these values are far from the standards set by Delphi committee, and it is evident that the components of the comprehensive school-based model in selected research schools are not well implemented.

The education of our country has set up trusteeship schools regardless of the model of a comprehensive school-based management system that has been implemented by other developed and developing countries and has achieved great opportunities. And also, after more than a decade in the lives of these schools there has not yet been a serious investigation into this release and there has not been a detailed assessment of the performance and feedback of these schools so far. Therefor this study uses the views of key experts and key members of the Delphi Committee (which consists of key experts and policy makers of the Ministry of Education members of the faculty of prestigious universities as well as teachers and teachers with a history of trusteeship schools)In order to provide the scientific methods for the successful implementation of these schools by moderating from other countries that have been successful in this field they should be addressed to the ministry of education policy makers managers and other key players. The results of the first question which are the components of the Iranian-Islamic progress model for evaluating the performance of the school board of trustees showed that according to the participants in the research the use of open pivotal and selective coding and also The content analysis of the interviews the categories and the main factors that were the most important issues in assessing the performance of the school board of trustees. based on the Iranian Islamic progress model can be categorized into 12 categories and the main factor in naming and categorizing These factors include: delegation, independence, flexibility, accountability, mission, commitment, empowerment, reorganization, decentralization and organizational culture, the results of this study is not comparable with the previous research because findings of this study points different issues and factors that other researchers didn't even mention in their own research to this elements especially pattern of Iranian-Islamic improvement. From the participants point of view in this study (experts and key members of Education and Training) establishment of a guidance system and educational counseling based on Islamic principles (Quran and the way of living of the family of Imams) and increasing the role of teachers in this issue and using expert consultors for doing specialized tasks in all educational grades, role of educational culture based on beliefs and trust in our culture and self-esteem and Islamic culture. Development of praying culture and attempting to congregate prayer at school and enhancing association with Quran in students, reviewing and reforming educational programs based on cultural-educative approach and enhancing and developing educative and ethical aspects of them to prepare them to take education based on Iranian-Islamic culture. Responsibility of school about all students and endeavor in establishing educational justice among them. Emphasize on Iranian-Islamic values, establishing necessary mechanism for improving rituals and Iranian-Islamic lifestyle and also establishing necessary mechanism for improving social solidarity and national unity and revival of Iranian-Islamic proud identity in students and teachers is much of importance. The results of the second question titled what the dimensions and indicators of the model of universal school-based management are to evaluate the performance of the school board of trustees. The results of this study are parallel with findings of Sawada et al., Elmelegy et al., Santiban˜ez et al., Ayeni et al., Reimers et al., Hemmati et al., Ehsani et al., khavari et al., Afradi Kandovani, and Davoudipour et al. It means that the results of this study which have been carried out on several school executives show that these components affect the implementation and implementation of the school-based management system. One of the problems and challenge of Education

and Training of our country that might face with is centered managing and lack of good participation of managers, employees, student's parents, in decisions of how to manage the school and how to eliminate these problems. These problems will cause the reduction of efficiency of school. Therefore, reviewing and change in this system is a necessary issue and it has been emphasized and endorsed by the experts. School-based management is a solution for better education that by giving more latitude for the principals and other employees of the school to improve decisions about personnel budget and training program. The results of the third question of the research are titled to what extent the model is designed to. Evaluate the performance of the school board of trustees based on the global school-based management model of governance to the model of Iranian-Iranian progress? The results of this study using structural equation analysis respectively through table 6, Showed that between components and global pattern indicator of school-based management respectively: participation with path coefficient (0.69), organizational commitment with path coefficient (0.65),flexibility with path coefficient (0.62), accountability with path coefficient (0.50) taking responsibility with path coefficient(0.47), decentralization with path coefficient (0.45), omission with path coefficient (0.42) empowering with path coefficient(0.40), rebuilding with path coefficient (0.38) and organizational culture with path coefficient (0.36) have the most impact on the implementation of this algorithm in the school board of trustees. But with investigating of numerical standards and comparative importance of each components of global pattern of school-based management based on table 7, showed that if the degree of comparative importance of indicative be close to degree of numerical standards of component of global pattern of school-based management that had been set by the committee members of Delphi, shows the fact that school was successful in implementing component. The relative importance values are obtained from questionnaire of the study and also structural equation analysis indicates that these amounts are determined by the numerical standards by the committee members of Delphi, has distance and it shows that component of global pattern od school-based management in the school which had been chosen for the research based on improvement of Iranian-Islamic pattern wasn't perform and implement well. The results of this study is not comparable with the previous studies because findings of this study refers to several factors that previous researchers didn't mentioned these factors in their studies.

According to studies and studies carried out on the implementation and implementation of a school-based management model in other countries as well as a review of the history of the implementation of schools based on this template in our country shows that Considering the structure of the educational, political, social economic and cultural system of our country and considering the pattern of Iranian Islamic progress in the perspective of the document on the fundamental transformation of the education system at Horizon 2025 And also by referring to the orders of the Supreme Leader (Secretariat of The Supreme Council for Research and Planning, 2015) in the context of Iran's Islamic model of education system, also using the results of this template based on the views of the key experts and experts of the Ministry of Education professors from reputable universities of the country, And by implementing this model among the directors and teachers of selected schools of research we can successfully implement the model of universal school-based management in the country.

Conclusion

This research can play a significant role in the implementation and implementation of the school-based management model in the school board of trustees based on the Iranian-Islamic model of progress. It is suggested that the participants of our country's education system improve the quality of their schools' management and it is suggested that the results of this research be used in education policies. Because the model derived from this research provides a tool that can be practical and tangible to evaluate the performance of the School of Trustees in the domain of specific features.Through the provision of research results such as the extension of the authorization of the school board of trustees because if these results are not effectively used in policies there will be no incentive to adapt schools to the desired policies

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