Running school-based management in Iranian schools: Requirements and challenges

Mohsen Noghani
Assistant professor of sociology, Ferdowsi University of Mashhad, Iran; noghani@um.ac.ir
M.Reza Ahanchian
Associate professor of Educational Management, Ferdowsi University of Mashhad, Iran; ahanchi8@um.ac.ir
Kamal Hosseini
Samen-teacher center training, Iran; hosseini_k2007@yahoo.com
Massoud Imanian
Islamic Azad University. Qhochan Branch, Iran; imanian@iauq.ac.ir

Abstract
The research aimed to recognize and analysis the viewpoints and attitudes of teachers toward school-based management policies and the challenges it is confronted with. This is done with regard to the policies and challenges in two aspects of administrative and educational ones. Sample is 880 teachers from 9 cities and education districts selected by a cluster sampling. Data is collected by a researcher-made questionnaire. Main findings show that %85 of the participants assert, for being planned and run, the administrative and educational tasks and responsibilities may be delegated to schools. The critical challenges to achieve this goal, regarding the participants’ viewpoint, are 1) the ambiguity of the school-based management aims for teachers and other school staff; 2) inadequacy in high-developed human resources for stimulating parents’ participation, making group decisions, and delivering appropriate consultation to students; and 3) lack of professionals who can run school-based plans with efficiency.

Keywords: School-based management, teachers’ attitude, delegating authority