Studying the Impacts of Globalization on Education Management in Iranian Education System

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Abstract: Evidence suggests that developments in information and communication technologies have had prominent impacts on variations of various fields including education and this has led to formation of a phenomenon called globalization. Globalized education management is able to guarantee an improvement in the quality of education system. Therefore, analyzing the degree of globalization in management of Iranian education system is essential for the purpose of figuring the gap with globalized education management in order to plan strategically. The main goal of this research is to realize the degree of globalization in management of Iranian education system. Statistical society includes all the three level of teachers and principals in primary, middle and high schools of Khuzestan province. The sampling method is homogenous stratified random sampling aligned with the volume of society by the help of determining the sample table of Krejcie and Morgan. The survey method is analysis of documents and questionnaires and tables were used for gathering data. Findings suggest that management of Iranian education system is far from globalized, post-modern education management, actually matches traditional, stagnant and modernity management. The existing hierarchical relation between staff and managers can be taken into consideration and lack of emphasis on research findings in order to employ beneficial solutions can be referred too. This has resulted in the gap between the existing and the desired situation. So, less bureaucracy, more integration, flexibility in structure, creativity-orientation and research-orientation are considered as the factors diminishing the gap between the existing and desired management conditions of Iranian education system.

Key words: Education management, globalization, postmodernism, tradition, Iran

INTRODUCTION

Now-a-days, the role of Information and communication systems in simplifying the flow of information and preparing the path for decision making is clear to almost everyone. Development of the availability of communicating in the shortest time has conquered the time and has led to some new circumstances or so-called globalization (Shahi *et al.*, 2008).

According to Ginkel (2002), these changes were rooted underground about half a century ago. On the other hand, Madison regards globalization as an advanced human dynamic. Alberto believes that modernity has come to an end and a new era has begun in which the world has completely changed and is approaching to become a whole unit (Albero, 2001). Based on Charlton and Andreas's beliefs, globalization is an aspect of a bigger phenomenon, i.e., modernism which defines the society with increasingly growing properties of communication complexities. All these stand for a

reality known as globalization. Globalization which requires freedom of action, results in variations in factors including monitoring, hierarchical relations and management-oriented in education management. This matter implies that although, globalization does not belong to any doctrines, it is somehow aligned with post-modernity basics and principles. In the contemporary world, post-modernism principles are becoming widespread and have led to new debates in political and cultural as well as literal aspects including learning and education (Farahani, 2010). It seems that Jacques Derrida (1974)'s deconstructive attitudes have stimulated evolutions in education. As evidence suggests, education system have also benefited from globalization consequences. Referring to the fact that the year 2002 was named as human globalization by UNESCO. Ginkel (2002) believes that the whole education system plays an important role in this matter. The globalization process is significantly affecting the economic and commercial life of nations.

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With increasing global competition and the rapidly advancing technologies, the business organizations and business models as well as management systems and practices are undergoing continuous change. To cope up with these changes, the management education is also being restructured and refocused (Hussain, 2004).

However, it seems that management in education system of Iran has deprived itself from achieving the needed capabilities for overcoming those challenges by sticking to loyalty toward traditional, stagnant and modernity management (Shahi *et al.,*, 2008). While management of Iranian education system, proportionally to the environmental changes, need to attempt in reforming its structure. Realization of these objectives of education system and alignment of them along with variations in its surroundings is the responsibility of a capable management. Sekineh Shahi did a research regarding the open relationships of higher education and the necessity of encountering globalization among Khuzestani Universities of Iran. The findings illustrated that the studied universities are still in the transition and stabilization phase and communication infrastructures tend to be mechanical (Shahi *et al.,*, 2008).

This research seeks analyzing the consequences of globalization on management of Iranian education system and find out its globalization level. For this purpose, the researcher also pays some attention to studying the globalization indicators.

MATERIALS AND METHODS

In the current research, two methods of surveying and document analysis are utilized.

Statistical society: The statistical society for the current survey is all the teachers and principals of primary, middle and high schools for all the four districts of Ahwaz city, Iran during 2010. This includes 7465 individuals.

Sampling method: The desired sample was chosen for the implementation of the survey with questionnaire by the help of a sample size determination table (Morgan and Krejcie) with the help of a stratified random sampling proportional with the population of the society that is 357 individuals. The stratified number of sample was evaluated by this equation:

$$\frac{n \times N_i}{N} = n_i$$

Where:

n = Total volume of the sample
N = Total number of statistical society of the research
N_i = Population of the class
n_i = Volume of the sample

Research tools: According to the topic of this research and due to the novelty of the subject, no data collection tool was available. In order to compile the questionnaire, researcher initially performed a qualitative study and then using that a proper questionnaire was compiled for the quantitative aspect of the survey.

Data collection tools include demographic information check list, the questionnaire made by the researcher for globalized education system and document analysis.

Reliability of research tools: According to Cronbach's alpha, the resulted coefficient for the questionnaire with 30 subjects and 71 indices is $\alpha = 90$.

Data analysis: Quantitative data were analyzed by the help of SPSS 16 application in the two descriptive and illative levels. In the descriptive part, frequency, mean value, percentage and standard deviation were used whereas from the illative aspect, mono-variable t-test and independent variable t-test, one-way Analysis of Variance (ANOVA) and regression were utilized. Data obtained from the documents is analyzed by the help of inductive content analysis.

RESULTS

From the attitudes of scientists like Foucault and Derrida, Farmahini and Jiroux, one can perceive some features for the globalization of education management in post modern system among which the most important are:

- Self- restraint and inner discipline
- Decentralization
- Research-oriented in particular action researches
- Long run goals
- People-oriented and applying leadership instead of management

Result from questionnaire: As it is observed from the Table 1, the average and the standard deviation of educational management in Iran are 2.928 and 0.524, respectively. The results of the mono-group t-test illustrate that there is a significant difference between the current situation of educational management in Iran and its current optimal global state ($t_{356} = -19.048$; p = 0.001) or in other words, the situation is lower than the optimal level.

In order to study the impacts of demographic characteristics of test subjects on their attitudes toward globalization of educational management, researchers compare them according to these factors, respectively. Subjects' viewpoints of educational management are different at various levels of education. The results (Table 2) from the mono-variable analysis of variance

Table 1: Data obtained from the average, the standard deviation and the results from the mono-group t-test of educational management in Iran based on post-modernism indicators (global education)

Educational management (t-value = 3.5)

t	df	Significance level	Average difference	Average	SD
-19.048	356	0.001	-0.7736	2.928	0.524

Table 2: One way analysis of variance

Statistical indicators

Source of changes	Sum of square roots	df	Average of square roots	F-value	Significance level
Inter-group	1.015	2	0.507	1.728	0.179
Intra-group	103.644	353	0.297	-	-
Total	3156.641	356	-	-	-

Table 3: One way analysis of variance

Statistical indicators

Source of changes	Sum of square roots	df	Average of square roots	F-value	Significance level
Inter-group	0.177	2	0.080	0.302	0.740
Intra-group	100.880	345	0.292	-	-
Total	3071.578	348	-	-	-

demonstrate that the impact of subjects' teaching age group on educational management is not significant ($p<0.05$; $F_{(2.535)} = 1.728$).

Subjects' viewpoints of educational management are different with various education level. The results (Table 3) from the mono-variable analysis of variance show that the influence of subjects' education level is not significant on educational management ($p<0.05$; $F_{(3.345)} = 0.302$).

Educational managements in Iran are different based on different subjects' administrative position. Results (Table 4) of the one way analysis of variance show that the influence of subjects' administrative position on educational management is significant ($p = 0.001$; $F_{(3.345)} = 12.03$).

By the help of Tukey's test (Table 5), no significant difference is observed between instructors' and principals' point of views about educational management ($p<0.05$) however, a significant difference is seen between teachers' and instructors' viewpoints ($p<0.05$) and the same applies to the difference teachers' and principals' point of views ($p<0.05$).

Now, there is going to study the administrative position of educators based on the level of globalized educational management (Postmodern). Table 6 represents the average and the standard deviation of education management based on different ranks.

As it is shown in the Table 6, the situation for instructors' educational management is closer to the current global situation (Postmodern) (M = 3.207) and the respective situation for teachers is weaker (M = 2.81).

Table 4: One way analysis of variance

Statistical indicators

Source of changes	Sum of square roots	df	Average of square roots	F-value	Significance level
Inter-group	6.663	2	3.331	12.03	0.001
Intra-group	98.035	354	0.277	-	-
Total	3166.406	357	-	-	-

Table 5: Results of the analysis of Tukey's test

Difference between groups	Difference of average	Error SD	Significance level
Instructor with teacher	0.217000	0.0598	0.001
Instructor with principal	-0.011795	0.1000	0.174
Teacher with principal	-0.396500	0.9670	0.001

Table 6: Average and the standard deviation of education management based on different teaching age group

Administrative position	Average	SD	Rank
Instructor	3.028	0.561	2
Teacher	2.810	0.513	3
Principal	3.207	0.459	1

Table 7: Comparative analysis of subjects' viewpoints regarding educational management depending on their gender

Variables	Group	No.	Average	SD	t-value	Significance level	df
Educational	Men	113	2.903	0.488	-0.597	0.551	355
Management	Women	224	2.940	0.566	-	-	-

Table 8: The results obtained from the average, standard deviation and rank (descriptive) of education system in Iran based on postmodern indicators (global education system)

Education system in Iran	Average	SD	Rank
Teaching approaches	3.113	0.676	1
Educational tools and facilities	2.385	0.745	4
Curriculums and contents	2.726	0.767	3
Educational management	2.928	0.542	2
Total (education system in Iran)	2.793	0.550	-

To define the t-value, firstly, the average and the standard deviation should be added and results in 3.343 that for the ease of calculation, researchers round it as 3.5 and take it as the cutting line of desirable situation

Subjects' viewpoints about educational management in iran are different based on gender differences in schools. The results from the independent group t-test (Table 7) show that there is no significant difference between educational management of two groups of men and women ($t_{355} = -0.597$; $p = 0.551$). The finally results obtained shown in Table 8.

DISCUSSION

Results obtained from analysis of school management represented that school management in a post modern system is based on action research, long-term objectives, self-monitoring, leadership and decentralization. Regarding action research, it can be said that in a post-modern system, quality studies outnumber quantitative ones, their methodology is counter-proof-oriented, this emphasizes on personal experience and feelings. In this way, offering a particular

and conclusive implication is incorrect (Farahani, 2010). Farrell (2001) regarded school in post-modern era as a dynamic and organic creature which has variable tensions and bonds with its minor and major components.

Post-modern school opposes with specialty-oriented, regularity building, repetition of tasks and division of labor and knows this as a cause of less efficiency. Schools should include networks of self-leadership and self-monitoring groups with several centers that match organizational behavior with situational demands and this leads to establishment of vast and multi-aspect communications (Farahani, 2010). Therefore in order to shape deconstruction, schools need to put aside their bureaucratic commands.

Since, the fundament of globalized education is common tendencies, it is expected that due to these commonalities, little disciplinary problems are faced. By disciple, avoidance of interference that hurts learning is regarded. Regular behavior and silence has not any place in this system as these morals come from personalities of individuals. Management is best to be replaced by leadership in globalized education system because leadership is the level one can have impact on others and this influence does not depend on education level, position, gender or race but it relies on the mental condition, personality and dialogue ability of individuals. As it was shown in Table 1, there is a gap between the existing situation of education management and the desired situation in a globalized, post-modern education system. In other words, the existing situation is below the desired level. Findings of this research are aligned with Shahi *et al.* (2008)'s findings regarding the mechanical structure of Khuzestan universities and centralization in management, governmental interventions with appointing principals, existence of traditional regulations and individual-centered management of those universities.

The essence of general and formal education system is accessing transcendental objectives which is a time-consuming phenomenon and needs practical thinking and long-term goals (Tourani, 2008).

However, unfortunately the problems and social demands have led early returns and low ranged as well as short-termed actions to be placed as a priority for management (Secretariat of Higher Education, 2010). This has resulted in the gap between the existing and the desired situation.

Amongst the other challenges along the path of management, lack of emphasis on research findings in order to employ beneficial solutions can be referred to. The necessity of research has been one of the priorities of budget sharing in recent years as assessment and research are the actual focal point of thinking for edition and performing the curriculum, updating, directing evolutions and institutionalizing innovations and is considered as a way for solving issues in formal public education system. Therefore, research should be supposed as the fundament of taking actions in managerial level however, unfortunately despite the perception of the importance of research and devotion of funds to this field, research has become an ornament in Iran (Secretariat of Higher Education, 2010) and the only matter considered is the quantity of them and utilizing findings is not of enough importance and few people are assigned to be responsible for research. Using action research that does not require high level of expertise used for statistical cases can conclude a high number of participations by teachers and these findings can be factors lowering the gap between the desired and existing situation of management.

Talking of other obstacles in the way of management in Iran, the existing hierarchical relation between staff and managers can be taken into consideration. This situation and the corresponding short period of managements in addition to complete change of policies have added to the difficulty and complexity of circumstances. While in postmodernity and globalization doctrines, decision making process is not based on individuals and no one can perform it by himself; group norms, working structure individual expectations are among the other influencing indicators in decision making process. Having only one solution is not natural and having various solutions require the participation of members and is followed by communal sense of responsibility, self-monitoring and discipline. So, less bureaucracy, more integration, flexibility in structure, creativity-orientation and research-orientation are considered as the factors diminishing the gap between the existing and desired management conditions of Iranian education system.

For further analysis of management structure in Iranian education system, demographic properties of test subjects were also studied. Results from one-way variance analysis in Table 2 showed that teachers' teaching age group did not play any significant role in managerial aspects and could not lead to any improvement for proving this, it can be mentioned that lack of participation of teachers in electing the principal and appointing them from higher superior ranks and utilizing a centralized structure in selecting the principals in every level of education has led to lack of impact from levels of education on choosing globalized and desired management approaches.

Results from Table 3 showed that education level could not have any influence on applying globalized education management. Amongst the major reasons of this matter, letting this position in every level to individuals with various fields and different scientifically ranks and misbelieve in employing graduates from

education management fields which consequently, results in this gap. Results from Table 4 demonstrated that position could cause some differences between teachers' and principals' viewpoints about the level of globalization of Iranian schools. Tukey's test (Table 5 and 6) showed that there is a significant difference between educators with teachers and teachers with principals about globalized management. In contrast, the difference was not significant between principals and educators.

CONCLUSION

Further analysis suggested the closeness of principals' notion of globalized management rather that teachers which may be verified by their intention to show themselves up and align their own approaches with globalization indicators as if they are following them.

Results from the independent group t-test demonstrate that gender does not play any role in managers' globalization level which implies the uniformity of their instructions in management.

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