

The Effectiveness of the Pedagogical Programs of Iranian Secondary Schools

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Abstract : This research has been done under the title of "The Effectiveness of the Pedagogical Programs of Iranian Secondary Schools; a Case Study". In this research we have attempted to assess the relationship between the dependent variable (effectiveness) and the independent variables (including the proficiency of the trainers, job satisfaction, determined goals, and assigned time). In this regard, we have studied the factors that make the pedagogical programs effective. The sample size of this research includes male and female 66 trainers who were selected as the sample of the research. This research is a descriptive one that has relied on the survey method, and since the study can resolve some problems of Iranian educational system, it can be regarded as a practical research. To compare the variables, we have used T-test. In this research, the effectiveness is considered as a dependent variable. The measuring instrument of the research has been questionnaire. The results imply that the dependent variable (i.e. effectiveness) increases as each of the independent variables (i.e. proficiency of the trainers, determined goals, and assigned time) are increased. The confidence level of this result for all independent variables is 99%, except for the independent variable of "job satisfaction" that is increased with 95% confidence level.

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1. Introduction

The rational conformity between the social and personal rights and the tasks of the students is one of the most fundamental issues in the area of the global modern education. Neglecting the students, specially neglecting their potential capabilities and talents will lead to the decrease in the effectiveness of the programs and activities and the attempts of the teachers and trainers in the process of the education, the result of which is the deterioration of the pedagogical status of the school in the society (Ghoorchian, et al, 2000, p.7). The role of the parents, teachers, and trainers in building the positive attitude toward the universality of the pedagogical programs and the effectiveness of the connection between the family and school with the society at large is inevitable and the students' proper conception about their own social identity requires the establishment of a meaningful and effective connection between the student and the situations out of the school on one hand, and between the student and the pedagogical programs within the school on the other hand. For this reason, the participation of the students in the pedagogical programs is indeed their own interest, so the educational system of the country has to planned its programs in a way that meet such a rightful interest of the students. The effectiveness is one of the important categories in our personal and social life. The concept of effectiveness has been changed significantly in recent decades. It is currently considered as an index implying the level of personal

and organizational life. Paying attention to the effectiveness in organizations and its relevance to their survival has made the managers of the organizations do their best efforts to fulfill the goals and programs of their organization. Nowadays, the effectiveness is considered as an important index of the assessment of the successfulness and fulfillment of the goals of any given organization. To determine the rate of effectiveness of the pedagogical programs of the schools, we can regard four important categories including the proficiency of the trainers, the job satisfaction of the trainers, the determined goals, and the assigned time for doing the pedagogical activities. The variables of the research are classified into two groups: dependent variable and independent variables. Independent variable is the first variable that makes an effect or affects any general explanation (Neuman, 2000, p.511). In other words, independent variable is a variable through which we can explain or predict the dependent variable. Independent variable is called input or stimulating variable as well. This variable is the one that the researcher selects to measure its effect on or its relationship with another variable (Delavar, 2005, p.56). Independent variable are the indexes of the effectiveness which in this research they include determined goals, assigned time, level of proficiency, and the rate of the job satisfaction as will be measured in this research. On the other hand, dependent variable is the variable that is going to be predicted (Kerlinger, 1998, p.71). In other words, dependent variable is the

variable whose changes are affected by the independent variable (Sarmad, et al, 2001, p.44). The dependent variable of this research is the effectiveness whose rate will be measured by assessing its indexes, i.e. independent variables of the research.

2. Literature review

2.1. What is effectiveness

Several definitions have been offered for the concept of effectiveness. Some of the most important such definitions are as follow .Effectiveness is the capability of producing desired results (Robbins, 1989, p.29). Effectiveness is the ability of the organization in completing its tasks such as planning, decision-making, organizing, leadership, communication, and evaluation (Kulubandi, 1995, p.35). Effectiveness is defined in the encyclopedias as the size of effect applying on the people and tasks. Effectiveness has been defined as the capability of producing a product, impact, competence, etc. (Alvani, 2008, p.277). Effectiveness relates to getting the right things done, but it is not necessarily related to do high activity. Of course it is ideal to the right things with the highest amount of activities (Lockett, 1994, p.21). In any educational center like the school, effectiveness is the ratio of output to the input or non-fiscal processes. Considering the outputs of the school, the effectiveness of the school can be classified into internal vs. external effectiveness. Internal effectiveness refers to what happens in the school, and the external effectiveness refers to what happens in the society. The discussions around the effectiveness, efficiency, productivity, culture, and the prominence of the organizations, is a matter of organizational theories, management philosophies, and economic analyses. It is for few decades that the concept of effectiveness has become the focus of the management and organizations' researches. The experimental researches have not come yet to a general theory about the effectiveness. This is while the structure of the effectiveness has found its deep roots in the organizational literatur. According to Tutu, organizational effectiveness is a rotational and continuous process that begins with the program planning and includes all activities that not only moves toward meeting the goals of the organizations, but also determines the desirability and fitness of their doing (Alvani, 2008, p.286).

In his discussion about the effectiveness, Amitai Etzioni considers the organizational goals as the desirable state of the affairs that the organizations try to achieve. According to Etzioni, the organizations can be effective whose results are equal to or more than their goals (Etzioni, 1973, p.92). Moreover, according to Chester Barnard, effectiveness is any action that leads to the fulfillment of the goals (Barnard, 1991, p.81). Alaqeband believes that the organizations –as the most

effective social units- are established to fulfill their goals as the society expects; thus all organizational efforts are being done in order to promote and encourage the behaviors that are effective and productive for the organizations and are satisfactory and awarding (Alaqeband, 1993, p.167). He adds that those organizations are effective that have the ability to achieve their goals. In other words, the effectiveness is obtained when the organization achieve its desirable goals. On the basis of previous discussions, the concept of effectiveness is related to the determination of the proper goals and the fulfillment of any part of those goals and the ways of such fulfillment. Although there was not any specific concept, criterion or model for the effectiveness of the organizations before, but today, most theorists traditionally recognize the effectiveness as the cause for obtaining the goals or the capability of the organizations to meet their goals by defining proper and rational goals. Accordingly, those organizations are effective that manage to choose proper goals, meet those goals, or have the needed capability for fulfilling those goals (Niknami, 1996, p.63). Literature review shows that being interested in the effectiveness and productivity is not a new subject. Effectiveness has been an interesting subject for a long time and it has motivated many economists, organizational theorists, management philosophers, planners, and executive management, from Adam Smith to current theorists and thinkers.

2.2. Theories of organizational effectiveness

To state the effectiveness or ineffectiveness of any program, we need a theory to serve as a guideline. In any theory, different criteria determine the bases of the effectiveness. In this part of the paper we introduce the theoretical patterns that can be considered as the bases for determining the effectiveness of any program and/ organization.

2.2.1. Goal pattern in effectiveness

Etzioni's definition (1983) implies that the organizational goal is the desirable state of the affairs that the organization attempts to achieve. James and leafamdefine the effectiveness as an amount of the observed social behavior in accordance with the expectations of each role. They believe that an effective time schedule is one that the observed results of its activities is equal to or more than the organizational goals. In the organizational effectiveness model, it is necessary to distinguish the administrative goals from the operational goals. Administrative goals are the official tasks of the organization regulating by the authorities of the organization. But the operational goals show the completed practical tasks of the organization regardless of the claimed works of the organization. Depending on their implementation, administrative goals can be

operational or non-operational. All theoretical patterns and frameworks have some weaknesses and strengths. This model is not exception in this regard. But most theorists believe that its relative advantages are necessary to define the organizational effectiveness. Among the criticisms upon the theory of goal effectiveness we can refer to its application in the educational institutes. When an educational institute focuses merely on obtaining the resources, it may neglect its other tasks. It is not rational to assess the effectiveness of any program just on the basis of its goals because meeting a goal requires several factors. Moreover, its goals are not as tangible as other industrial organizations, and its goals cannot be measured so easily (Blanchard and Keneth, 1999). Regarding the criticisms upon the goal model, Stanley and Yukhtman claim that this model is not sufficient for the organizational effectiveness. They suggest a model named resource-system model.

2.2.2. Resource-system model

According to this model, effectiveness is the capability of the organization in having an advanced position for dealing with its surrounding environment and using its position in order to gain the rare and valuable resources. In this definition, the specific and predetermined goals are no longer the final criteria of the effectiveness. According to resource-system model, the effective organizations preserve their growth and development or manage to gain better positions and newer solutions by their greater successes and improving their quality of services. Accordingly, the criterion of the effectiveness will be the capability of the organization in gaining the resources. Both goal model and resource-system models are common in one of their basic assumption: achieving a similar set of the values. These values imply the effectiveness. In goal model, the effectiveness is defined by the achievement of obtainable results including physical and material facilities, human resources, programs, educational materials, and other facilities like money. But the resource-system model depends on the capability of the organization in conformity with the leadership, decision making, and communications (Blanchard and Keneth, 1999).

2.2.3. Unification of goal and resource-system models

It seems that the resource-system model is a complement version for the goal model, and the effectiveness of any organization can be fulfilled by the combination of the two models because gaining the resources is based on an antecedent that can be drawn by the previous intention of the organization or the person who is a decision maker in the organization, and indeed, that antecedent is nothing that the mentioned goals of the organization.

3. Methodology

This research is a descriptive one that has relied on the survey method. Descriptive researches describe and interpret the issues as they are. This kind of researcher focuses on the current conditions and relationships, opinions, processes, and evident results or progressing procedures. Moreover, since this research analyzes the relationship between the effectiveness of the pedagogical programs, thus considering the relationship between the variables, this research rests in the correlation studies. Correlation studies include all researches in which the researcher tries to discover and determine the relationship between different variables using correlation coefficient. The statistical population of this research includes all male and female trainers in secondary schools of Tarom City of Iran, among which 66 trainers were selected as the sample of the research and all of them had been tested for reaching the findings of the research. The data of the research have been collected with the field method and to gather the needed data, a researcher-made questionnaire has been used. The validity and reliability of the questionnaire have been previously tested and confirmed.

4. Data analysis

As one of the most fundamental bases of any research, data analysis is a part of the process of the scientific methodology. In other words, the researcher relies on the data analysis to answer his/ her stated problem or to decide on the confirmation or rejection of the hypotheses of the research. There are several different methods for analyzing the data. In this research we have used different statistical methods to analyze our data.

4.1. Data description

Table (1) shows the number of male and female trainers who have participated in our test. As shown in the table, the number and percentage of female trainers is higher than the male trainers.

Table 1. Number of the pedagogical trainers per their gender

Gender	Frequency	Percent
Male	31	47
Female	35	53
Total	66	100

Table 2 shows the educational level of the education of the pedagogical trainers regardless of their gender and educational area. As shown in the table, the bachelor degree has the highest rate and the high school diploma has the lowest rate.

Table 2. Type and rate of the education of the pedagogical trainers

Education level	Frequency	Percent
High school diploma	1	1.5
Associate degree	12	18.2
Bachelor degree	51	77.3
Master degree and higher	2	3
Total	66	100

Table 3 shows the obtained results of the comparison between the scores of the variables for each gender. The female trainers are more effective

than their male counterparts. According to the answers of the male and female trainers to the relevant questions, the female trainers believe that the determined goals are clearer and their fulfillment is easier. By contrast, the male trainers had a different opinion in this regard. No significant difference can be reported about the assigned time and job satisfaction between the male and female trainers; but on the variable of the proficiency, male trainers are more proficient than their female counterparts.

Table 3. Comparing the mean score of the variables for each gender

Variables Gender	Effectiveness	Predetermined goals	Assigned time	Trainers' proficiency	Job satisfaction
Male	28.90	11.19	9.30	10.50	17.09
Femal	32.77	12.48	9.65	8.93	17.58

4.2. Data deduction

Four hypotheses have been proposed for this research as follow. The results of each hypothesis will be presented at the following.

- H1: There is a significant relationship between the predetermined goals and the effectiveness of the pedagogical programs.
- H2: There is a significant relationship between the proficiency and the effectiveness of the pedagogical programs.
- H3: There is a significant relationship between the assigned time and the effectiveness of the pedagogical programs.
- H4: There is a significant relationship between the job satisfaction and the effectiveness of the pedagogical programs.

Hypothesis 1: since the value of the simple is higher than 30, thus to determine the statistic of the test, we use the equation $Z = r\sqrt{n-1}$ in which r is the Spearman correlation coefficient obtained by SPSS software that is equal to 0.743. Thus the result of the test statistic is as follow:

$$Z = r \sqrt{n - 1} = 0.743 \sqrt{66 - 1} = 5.98$$

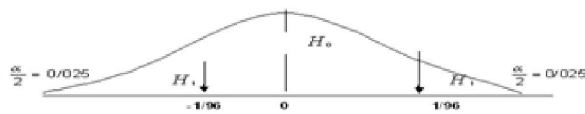


Figure 1. Accepted and rejected areas of the hypothesis

In this step, we compare the obtained statistic value with the critical value of the table. Since the obtained statistic locates in the area of the research hypothesis, thus our hypothesis is confirmed

and we can claim at 99% of the confidence that there is a significant relationship between the predetermined goals and the effectiveness of pedagogical programs.

Hypothesis 2: Spearman correlation coefficient obtained by the software for the second hypothesis equals to 0.757. Comparing the value of the obtained statistic with the critical value of the table show that the obtained statistic locates in the area of the research hypothesis, thus our hypothesis is confirmed and we can claim at 99% of the confidence that there is a significant relationship between the proficiency and the effectiveness of pedagogical programs.

Hypothesis 3: Spearman correlation coefficient obtained by the SPSS software for the third hypothesis equals to 0.365. Comparing the value of the obtained statistic with the critical value of the table show that the obtained statistic locates in the area of the research hypothesis, thus our hypothesis is confirmed and we can claim at 99% of the confidence that there is a significant relationship between the assigned time and the effectiveness of pedagogical programs. Besides, since the sign of the correlation coefficient is positive, hence the relationship is direct; i.e. with the increase of the assigned time, the effectiveness of the pedagogical programs will increase as well.

Hypothesis 4: Spearman correlation coefficient (r) obtained by the SPSS software for the fourth hypothesis equals to 0.311. Comparing the value of the obtained statistic with the critical value of the table show that the obtained statistic locates in the area of the research hypothesis, thus our hypothesis is confirmed and we can claim at 95% of the confidence that there is a significant relationship

between the job satisfaction and the effectiveness of the pedagogical programs. Moreover, this relationship is direct; i.e. with the increase of the job

satisfaction, the effectiveness of the pedagogical programs will increase as well.

Table 4. Summary of the results as obtained by testing the research hypotheses

#	Hypothesis	Result
1	There is a significant relationship between the predetermined goals and the effectiveness of the pedagogical programs.	Accepted
2	There is a significant relationship between the proficiency and the effectiveness of the pedagogical programs.	Accepted
3	There is a significant relationship between the assigned time and the effectiveness of the pedagogical programs.	Accepted
4	There is a significant relationship between the job satisfaction and the effectiveness of the pedagogical programs.	Accepted

5. Conclusion

All four hypotheses of the research were accepted and confirmed. Accordingly, the variables of predetermined goals, the proficiency of the pedagogical trainers, and the assigned time were confirmed at 99% of the confidence level and the variable of job satisfaction was confirmed at 95% of confidence level. The results of the descriptive statistics are practically more usable than the results of the inferential statistics. According to the findings of this research, the effectiveness of the pedagogical programs is very low in the opinions of the pedagogical trainers. Moreover, the job satisfaction of the pedagogical trainers is extremely low. Anyway, if the pedagogical programs are planned and implemented well beside the educational programs, they can play an important role in formation of the identities and personalities of the students. But unfortunately, the findings of this research show that the current implemented pedagogical programs are not effective and they cannot meet the needs of the students. Thus it requires a good planning and making good decisions by the planners and policy makers of the educational and pedagogical system of the country. The obtained results of this research can be summarized as follow:

- According to the analyses and the statistic data of the research and using statistic technics, it is obvious that there is a high relationship between the effectiveness and predetermined goals. This relationship equals to 0.742, which means if the organizational goals are defined clearly, properly, and in accordance to the needs, conditions, facilities, and the culture of the society, their fulfillment will be easies and thus their effectiveness will be increased.
- The obtained correlation coefficient between the effectiveness and the assigned time is equal to 0.356. This means that the effectiveness of the pedagogical programs will increase with the

increase of the assigned time for such programs. This implies that there is a relationship between the effectiveness of the programs and the assigned time to implementing such programs. Additionally, since this coefficient is positive, thus the relationship between the two variables is a direct one, i.e. the increase in the assigned time will lead to increase in the effectiveness of the pedagogical programs.

- There is a direct and significant relationship between the job satisfaction and the effectiveness of the programs as shown in table 5. This relationship can be confirmed at 95% of the confidence level. In other words, the higher the job satisfaction of the trainers, the higher the effectiveness of the pedagogical programs. This result also confirms the other theories on the job satisfaction.
- There is a high relationship between the proficiency and the effectiveness. As shown in table 5, firstly, this relationship is direct, and the increase in the proficiency will lead to increase in the effectiveness of the pedagogical programs; and secondly, this relationship can be confirmed at 95% of the confidence level.

Table 5. Independent variables and their correlation coefficient with the dependent variable

Independent variables	correlation coefficient
Trainers' proficiency	0.757
Predetermined goals	0.743
Assigned time	0.356
Job satisfaction	0.311

Table 5 shows the direct and significant relationship between the dependent variable (i.e. effectiveness) and the independent variables of the research, so that the proficiency and goals have the highest correlation coefficient and the assigned time and job satisfaction have the lowest correlation coefficient respectively. Thus we can conclude that

the increase of each of these independent variables will lead to the increase of the effectiveness of the pedagogical programs. In sum, the relationship between the predetermined goals, proficiency, and the assigned time with the effectiveness of the pedagogical programs can be confirmed at 99% of the confidence level, and the relationship between the job satisfaction and the effectiveness of the pedagogical programs can be confirmed at 95% of the confidence level.

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