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Describing the Dimension and Elements of the Effective Schools

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Abstract
Today, at the beginning of the 21th century, the world is faced with great and daily revolutions. The revolutions that create the new knowledges and needs, the needs that help to the more welfare of the societies and on the other hand increase their problems. These revolutions make the responsibility and duty of the social foundations and organizations more heavier and more complicated (Karimi Haji Shoureh).

The organizations need to the effective management, in order to reaching to their specified objectives and continue to their life and also be effective. One of organizations of the society, is training and education organization, and schools as the subset of these organization, have the special and important position in the society, while, the quality of the activities of the other foundations, significantly, depend on their quality of function.

Therefore, effectiveness of the schools is one of the most important tasks with the first degree priority of country's training and education, that its realization, almost, depend on the rate of the fulfillment of the objectives that are considered for that organization.

The schools will be effective if they have effective and impressive management. (Mousavipure and Moradi, 2007 P.8).

Keywords: Describing, Dimension and Elements.

Introduction
Every organization, create in order to the realization of the objective or objectives and all of the functions and that are forecasted for the different roles of the organization, are in order to the realization of these objectives. The most important factor that can guarantee the objectives of the organization, is the organizational effectiveness, that this effectiveness is, significantly, depend on the effective managing of the organization by its managers.

The effectiveness rate has a direct relation with the performance of the manager. Among the different social organizations, the school has the special position and importance; and because of the nature of the activities and objectives of the training and education, the society shows the special attention and sensitivity to the school and its managing way. True execution of educational programs in realization the objectives and expectations of the society, significantly, depend on the effectiveness of the schools management. (Karimi Haji shoureh,1994).

Peter Drucker, one of the famous scholars of the management science, has defined the effectiveness of doing the task in the right way and, efficiency as doing things right.

Effectiveness means doing the right things. And it can be exactly proportional with the objectives and, efficiency means applying the minimum of the resources and possibilities in order to achieving to the objectives.

Robins (1998), knows the effectiveness as achieving and obtaining to the objectives, and he believes that a school is effective; when the high percentage of its students, obtain the acceptable grade of standard exams.

Indeed, effectiveness in schools needs to the high degree of the quality of the educational and training system in that school. There are many ways that can improve the quality of the educational system. According to the results of the improvement and supply of the new educational materials or in the development of the new educational programs, it has determined that the quality of the education and training that students received always, and very significantly, has the very strong relation with the quality of the teaching by teachers, in schools.

The Concept of Effectiveness
Organizations as the most effective and server social units, are established in order to realization of their objectives, according to the society's expectations. Therefore, all of the efforts of the organization are in the way of promotion and encouragement of such behaviors that be satisfactory and rewarder. Generally, the most import criterions for measuring the performance of organizations are effectiveness, performance, productivity and success. (Good and Gross, 1999).

The term "effectiveness" in dictionary means the size of effect, capability in product, influence, competency and power (Moien, 1987, page 141).

But, conceptually, scholars has offered diverse definitions from the effectiveness and from several viewpoints (organizational, individual and group has revised this concept. Atzioni (1961), knows the organizational effectiveness, the realization of its objectives.

Toto, knows, organizational effectiveness as a circular and continuous process that start from the plan of program and include all of activities that are in direction of achieving to the objectives of organization and also determine that how much their performing has operated well (Gherbani, 2000, P.64).

In general, effectiveness is equivalent with wellbeing and effective organization, is the organization that can achieve to its given objectives. Of course, there is no organization as absolute effective organization, because this is a relative concept (Mousavipoor and Moradi, 2007, P.18).

The concept of effective schools: according to the role and importance that schools have in today's societies, efforts for achieving to their effectiveness always has been suggested as a

debate and challenging subject in the recent decades. Some interrelated definitions suggest about the effective schools. Often, effectiveness of schools is measured in respect the effort rate that operate for realization of learning, in fluent level, for all of students. (Saki quoted from Roz and Florian, 2008, P.10).

Indeed, obtaining to the effective and comprehensive learning, is considered as a sign of effective schools in school.

In effective schools, this concept governs that, all of students can learn. Thus, the duty of schools, is providing the more motivation for learning in students and accepting their more responsibilities about this context. Effective schools execute the educational programs for students learning, successfully. In these schools the most activities emphasized on the operation of the learning concept and all of elements and factors has accepted that follow the high quality learning as their most important objective and duty. (the same reference quoted from Rozan, 2005, P.10).

According to the Edmonds (1982), effective schools, are schools that the same percentage of students, under their coverage in respect economic and social viewpoint, achieve to the minimum level of fluency in educational subjects. (the same reference, quoted from Mehrmohammadi, 1996, P.10).

Therefore in effective schools, an increasingly passion for achieving to the improvement of learning quality is apparent. Often, in these schools, discussed subjects in the school, is about the more learning and more comprehensive learning for coverage all of talented and capable students. In these schools, the learning is a norm; curriculum in these schools, prefer the asking questions for responding, prefer the creativity and innovation to the following of common regulations, prefer the individual differences to the group conformance, and prefer the intelligent function to the standard function.

In these schools, learning culture is promoted more than other things. About learning cultures some beliefs that influence on the working method of schools, changed in behalf of comprehensive learning and, principally, in these schools, learning is interpreted as a change. (the same reference, quoted from sir Giovanni, 1999).

The Definition of the School Effectiveness
The schools as a subsystem of the education and training organization, have a special placement in the society the society give the capital and facilities to the educational system and instead expect that this system fulfilling its professional needs and train the learners in compatibility with favorable patterns of the society. Satisfying the needs and expectations of the society, need to the realization of the educational objectives that describing the society's ideals, and realization of the educational objectives and to the organizational effectiveness and, organizational effectiveness depend on the effective schools (Niknami, 2006, P.20).

Therefore, it is necessary that the effective schools recognized and in order to this firstly should illuminate the concept of effectiveness.

School effectiveness is the rate of the output to the input or none-monetary processes (such as the number of educational books, organizing the classroom, professional internship of teachers, guidelines of learning and teaching). According to the results of the school that include: product, output and consequence, the effectiveness of school fall in two internal and external sections:

Internal effectiveness abandon to something that are occurred inside of the school (product and output) and external effectiveness abandon to something that are occurred outside of the school (consequences such as employment, income rate, self-employment and citizenship) (Mashayekh, 2004, P.136).

The elements of effective schools the researches has operated in order to recognizing the specifications of effective schools, often, has led to the similar results. Wong (2005), noticed to three basic elements, research that operated during 1987-1990, in order to recognition of effective factors in creation of Shanghai's effective schools.

1. Providing positive expectations for students that each one has the appropriate capacity for success.
2. Providing the successful experiences for each one of the students.
3. Engagement and creating appropriate atmosphere for the serious task by students.

The Wong study showed that obtaining the successful experiences caves the more effort by them. Diouren (1992); Smith and Borkee (1990); Rhinhein (1994), believe some elements such as school based management, objective based curriculum, learning leadership by manager, parents participation and support, increasing the learning time, and support of the educational region from changes in school, are related with the schools effectiveness. Some others, believe that the realization of the effective schools is via the learner schools (Saki, 2008).

The specifications of the effective schools:

• Good leadership that has the breadth and stability for motivating others.
• Appropriate trustee committee that participate in policy making with employees.
• Fully organized administrative organizations.
• Eligible employees with required competency and experience.
• Clear objectives
• Effective communications and transparent systems for keeping the records and assessments.
• Facilities and ability for training the special talents of the students and promoting desirable requirements.
• Organized curriculum
• Positive approach in the regular environment with occupational pace.
• Appropriate order of employees and instruments.
• Good relations with the parents of students, educational authorities and Local association.
• Ability for providing the change and transition and solving the problems.

Effective and impressive schools did not create instantaneously and their life and survive do not realized just by shaking the magic stick. Creation and surviving of the such schools require the hard work and normative planning. (effective school, Smith, Tehran, Maheno, 2007).

The Placement of Schools in the Current World

The school is the best place for supervising the performance and assessment of efficiency of an educational system and based on the available information of the school, the rate of effectiveness of an educational system in different dimensions can be measured; and during the development in recent ten years, continually, the traditional feature of the schools confront with the serious changes and developments and they accepted new roles during these developments. (Saki, 2008, P.9).

Describing the dimensions and elements of the effective schools.

Training and education as a scientific and cultural foundation, is provider of the circumstances that guide the children and adolescents in the way of providing society's training missions. Today, by more development of the schools, they accepted new responsibilities, their managing became more complicated.

As Williams noted, in order to desirable managing of schools in the current world, firstly the right understanding from their duty should be obtained and then provide the provisions of their circumstances and requirements.

Hensson, know the schools as the most complicated social organizations in current era, that for directing them several factors should be coordinated.

Siffers believes that schools in order to play the multiple roles in the current world should pay special attention to their human resources, and therefore he opens a new title about the human resources for achieving to the effective schools (Niknami and Mahdia, 2009).

Changing the traditional pattern of emphasis on the lesson context to the emphasis on the context and process, from passive learning to the active learning, from teacher-orientation to student-orientation, from learning unique to the educational books to learning from multiple references, from time- limited learning to life-time learning and from no single method for teaching to multiple methods for teaching; all of them are the new programs of educational systems that intend to guide students in the way of educational and training objectives more than before. Therefore the strategy of continue paying attention in schools, today, accepted as a fixed principle. So, the supreme committee of American PTA has announced that: The effectiveness of each governmental school should be reviewed sat least each 5 years, once based on the ideas of parents and students, especially according to the speed of changes and development in different field and the effect of new sciences and techniques on the education and training system; and effectiveness, as a fundamental continues change, has required a new paradigms.

From this viewpoint, effectiveness, in recent decades, has paid attention as a main and fundamental subject, by the educational coaches and researchers (Niknami and Mahdian, P.202). One of the barriers of the research about the schools effectiveness is:

Judgment and measuring the performance. The problem try to reach, in some, extent, to the objective judgment about the organizational performance, but this problem is not free of moral and methodological problems. Experts, increasingly, say something about the effectiveness of schools/colleges and often, apply some criterions for doing such judgment, are considerably different from each other. For the most of researchers, the concept of effectiveness relate to the measurement of the student's successes that provided for all of educators. In operated studies about the effectiveness of school, usually the results of measurement/exam apply as a medium for comparing the students performance. These results of measurement/exam are considered as the most important results of education, by researchers of school effectiveness.

Duties of manager in effective schools about the educational affairs:

We study on the educational issues in 3 contexts that each one have its effectiveness under supervision of school manager and by his/her support and guidance:

1. Managing the school and teachers
2. Environment of school and instruments and devices

3. Students

Manager and Teachers
The style of management in schools is the most important factor in achieving to the effectiveness, thus when a conjunction of the strengthened leadership with the decision making process, that all of teachers sense it, has offered, it is determined that the learning achievements are more desirable. The leaders of effective school, are reliable in the managing the reliable and competent individuals, and have higher expectations that personnel. And, also the effective teacher is someone who is able to encourage the students and make them interested and challenge with them, but indeed ,he is the person that accept the final responsibility in guiding their learning.

Environment and Instruments and Devices of the School
All of the leadership and directing activities of managers and learning activities of students should be in the environment of the school and with the help of the instruments and devices that will be the necessity of activity. Because an effective school want to have an output and results beyond than usual schools, therefore should be in quantity and in quality responsible for executive plans for educational objectives. Some of these necessities are making the real environment from a dynamic society in school and transferring it to a place for development and growth and absorbing students and doing training activities, instead of absorbing to the centers and resources outside of the school that have extra attractions and have special plans for different interests and favorites.

Students
In creating a effective school all of the activities and included factors are moving around the student axis. If this moving is together and with harmony with effective students, obtaining the result is not far away, otherwise the effective school without effective student will be meaningless. Therefore necessary plans should be operated in order to flexibility of student, in training programs.
The research result many factors included in effectiveness of the schools. One of these factors that seems that have a very good relation with effectiveness of the schools, is the school's management. Really, recognition of the management relation with school's effectiveness, cause to that a tremendous organization like training and education, select the managers of the schools with more attention. Such selection leads to the school's effectiveness and also the educational advancement of the students.
According to that, today students are future makers, their education in such schools, cause to their more efficiency and finally the comprehensive advancement of the society. Thus it is necessary that authorities pay an especial attention to the school's effectiveness.
Schools in current societies have obligated important and difficult responsibilities. They are very effective in they individual and group life of the people of the society , therefore, their success and effectiveness is the basic struggle of the politicians, scholars, researchers, and parents and trainers. The managing method of the schools is important from this view point, too, that based on available evidences, they face with many difficulties in doing their duties and missions therefore, using the available capacities for modifying and effectiveness of schools, are

considered as the most important and the most instant priority for all of educational systems. And in our country, according to the low performance of Iranian students in global researches, and also the results of educational improvements tests in schools and the necessity of the serious effort for study and planning, achieving to the effective schools is considered as a completely necessary issue.

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