

# The Relationship between Application of Participative Management and Effectiveness of Principals at High Schools in Educational System Of Baharestan NewTown

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## ABSTRACT

The present study has been carried out by aiming at identifying the relationship of Participative Management application with principals' effectiveness at high schools in Baharestan Town. The statistical population of the current study includes all principal and assistants at high schools within educational system during educational year 2011-12 in Baharestan Town which totally comprises of 125 participants (25 principals and 100 assistants). To select the sample control group as well as to increase the accuracy rate of measurement and based on formula to determine sample space from H.S.Bola Table (1970 quoted from Abily [13]), the present research includes 100 sample participants. Questionnaire is a tool for collecting of data information at this study that it was drawn up separately for participative management and effectiveness after study on the given literature and extraction the aforesaid elements. The questionnaire of participative management has been derived from Fayol's Model and it has been adapted to survey on rate of participation within four variables (Forecasting/Planning, Organizing, Leading, and Control). Effectiveness Questionnaire has been codified based on Talcott Parsons' Model and it includes four components (i.e. Adaptation, Goal(s) attainment, Integration (Cohesion), and latency (maintenance of values)). Validity of both measurement tools has been achieved based on face validity (confirmation by 15 experts) and the rate of reliability for both tools has been calculated by Cronbach Alpha Coefficient that is respectively 0.89 and 0.94 for questionnaires of participative management and effectiveness. To analyze data to compare between females and males, the independent t- test has been used and for analysis on the relationship among variables within the limit of Correlational studies; Pearson Correlation Coefficient has been utilized. Also, in order to determine percentage of effectiveness in those high schools where participative management is administered, Regression Test has been adapted. The results of this study indicated that there is a positive and significant relationship among two variables of participative management and effectiveness. In other words, one may increase the effectiveness in schools by adaption of participative management style by principals to great extent. Keywords:Participation- Participative Management- Effectiveness- Forecasting- Leadership- Organizing- Controlling.

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## 1. INTRODUCTION

There are some various styles in the field of Organizational Management from which several organizations may be benefitted. Adaption of each of managerial styles requires certain methods, tools, and structures. Success or failure of each of management styles depends on nature of function in organizations as well as some conditions including degree of emotional puberty and occupational efficacy of personnel and at the same time cultural, social, and political conditions and backgrounds at the community.

During recent years, human element (manpower) has achieved a pivotal position within organizations. By laying behind traditional thinking about management in today dramatically changing world, we have entered into a forum where the thought structure is filled with contemplation of communications and information and addressing to occasions and participation of dynamic (active) manpower instead of functional (passive) manpower. The studies carried out on management of organizations show that those organizations which proceed toward a ground for increase of manpower's knowledge and seek for advising with their workforce about organizational affairs may possess further cohesion than in static and traditional organizations.

Manpower is deemed as whole part of an organization in terms of thinking potential and creativity since any modification and improvement within organizational systems and processes may be done by human. Exploitation from thinking capacity and abilities of organizational personnel that have been called as latent capital of an organization requires creation of structures in order to be able to direct personnel's abilities in the course of attainment of present and future goals.

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In general, participation denotes interference and involvement of students, their parents, teachers and personnel in decision- making processes concerning to educational and training planning, training supervision and guidance, evaluation, change and innovation, organizational growth, solving problems, crises, and conflict within school etc. that may effect on their fate [1].

The expert in management field, Pitter Draker, has defined effectiveness as doing work rightly. The other definitions, such as correction of management conducts, success attainment, production of new ideas, strengthening of organizational values, collective thinking, participation and something like them, are those terms, which are used as equivalent for effectiveness in management field[2].

Thus, one may deem preference of effectiveness over efficacy as one of characteristics of educational management since in the institutions and organizations with profitable nature; the main goal is profitability while the main objective in public organizations is effectiveness, particularly in educational centers. Namely, what is important in educational center includes effectiveness. In other words, due to preference of effectiveness over efficacy in educational centers, values play more vital and decisive role[3]. Many studies have been conducted concerning to relationship between application of participative management and effectiveness so we deal with some of them here:

Leach- Lopez et al. [4] have purposed some conditions to conduct a study on effective participation as followings:

- 1- Subordinates should be able to involve psychologically in participative activities.
- 2- Subordinates should deem participative activity as favorable and profitable.
- 3- Time shall not be a critical factor.
- 4- Costs of participation should not be so high that to tarnish its positive values.
- 5- Personnel should not feel that participation may threaten their occupational security within the organization.
- 6- Principals shall not feel the participation as a threat for their position.
- 7- For effective participation, the communication routes should be constantly available and in access for the personnel.

8- In order to make participation effective, subordinates should be trained throughout the organization.

In their studies, McDaniel and Ashmos [5] argue that in order to realize participation among all members of the group, any member not only should be motivated for participation, but also possess communication skill. They suggest that communication skills should include positive and open presence within the group, listening, asking question and feedback. They believe this not only facilitates participation, but it may increase the possibility for doing the work effectively.

In a study under title of “Strength Points of Participation”, Cole et al. [6] indicated that participation make this possible for personnel to share essentially in improvement of occupational performance.

In another research, Gilbert [7] showed that regarding to participative management; personnel might have more positive and appropriate attitude toward the principals.

Quinn [8], in another study that called “Style of Participative Management”, indicated that principals have consensus on increase of products resultant from adaption of such managerial style.

In a study, RoshandelArbatani [9] showed that the relationship between participative management and variable effectiveness has been explored through three dimension i.e. organizational commitment, negative resistance, and occupational motivation while some positive results were reported.

In another research under title of “The relationship between participative management and effectiveness among teachers at Saghez City”, Barghi [10] showed that participative management and its components might affect on effectiveness among teachers.

Barath [11] analyzes the effectiveness of Polish schools (among principals and teachers) through a study. The results of studies conducted by Barath indicate that the effectiveness models in these schools include rational model, Open-ended model, human relations model, and internal process model respectively based on their importance while these models may be ranked before principals respectively into human relations specified model, rational model, internal process model, and open-ended model.

In a study on effective schools, Ramsey [12] considers the effective schools as efficient depending on educational leadership. The role of educational effective leadership is to create a space in which innovations are encouraged to solve the problems. This may lead to generate “We Can Principle” and to be encouraged. In such climate, there is sufficient and necessary time for thinking; asking question may be encouraged; information may easily flow and collective working will be a happiness- creating value.

In a research, Abily [13] considers some of the existing basic factors require for realization of participation system within the organization as certain organizational goals and outlook, serious and practical support by top management from participation system, culture- creation, and preparation of ground appropriate to execute participation system and for development of participation- seeking spirit among personnel.

In another study under title of “Ways of improvement of participation culture among people within education system”, Ghasemipoor [14] deems some of the important factors such as giving information by factors and elements within education system including principals, teachers, students, textbooks as well as by external factors of education system including IRIB, mass media, politicians and via research, encouragement of personnel to participation and planning to establish participation among personnel.

Jahanian [15] in another study called as “Review of ways of participation by students’ parents in affairs of training centers” came to this result that students’ parents might cooperate with the schools in 6 domains including education and

teaching, personnel- related affairs, the needed facilities and equipment, financial and official affairs, and the school- society relationship.

With respect to what it mentioned above, the present study is intended mainly to test the following hypotheses:

- There is a direct relationship between participative management and effectiveness of principals in their schools.
- 2- There is direct relationship between participation of principals in forecasting and effectiveness their schools.
- 3- There is direct relationship between participation of principals in organizing and effectiveness of their schools.
- 4- There is direct relationship between participation of principals in leadership and effectiveness of their schools.
- 5- There is direct relationship between participation of principals in controlling and effectiveness of their schools.
- 6- Female principals may adapt participative management more than male principals.
- 7- The effectiveness is greater in girl schools than in boy schools.

**2. MATERIAL AND METHODS**

The present research is of applied type in terms of goals and it is quantitative in terms of data, and it is Correlational from its nature aspect and type of study. The statistical population of this study includes all principals and assistants of high schools in educational system in Baharestan Town at educational year 2011-2012 that totally comprises of 125 participants (25 principals and 100 assistants). To select the sample control group as well as to increase the accuracy rate of measurement and based on formula to determine sample space from H.S.Bola Table (1970, quoted from Abily; 1996), the present research includes 100 sample participants.

The measurement tools in this study respectively consist of two questionnaires; namely, Fayol’s Participative Management Questionnaire and Parsons’ Effectiveness Questionnaire. In these two questionnaires, ranking scale ranges from 1 to 7 where 1 denotes the minimum acceptance and 7 suggests the maximum rate of acceptance in each of questions from tested participants’ view. Validity of both measurement tools has been obtained by means of face validity (verified by 15 experts). The rate of reliability for both tools has been calculated by Cronbach Alpha Coefficient that is respectively 0.89 and 0.94 for questionnaires of participative management and effectiveness. To analyze data to compare between females and males, the independent t- test has been used and for analysis on the relationship among variables within the limit of Correlational studies; Pearson Correlation Coefficient has been utilized. Also, in order to determine percentage of effectiveness in those high schools where participative management is administered, Regression Test has been adapted.

**3. RESULTS**

**Description of data:**

**Table 1.** Descriptive indices of variable participative management and its components throughout the sample

Variables	Mean		Standard Deviation		Kurtosis		Skewness	
	Male	Female	Male	Female	Male	Female	Male	Female
Participative Management	85.72	96.30	13.42	9.46	1.61	-0.84	-1.03	-0.25
Forecasting	20.78	22.68	4.43	3.83	1.81	-0.19	-1.12	-0.85
Organizing	22.16	23.66	3.35	3.87	-0.06	0.65	-0.52	-1.08
Leadership	21.32	24.62	3.35	3.46	0.72	3.04	-0.77	-1.63
Control	21.46	25.34	3.95	5.07	1.22	0.57	-0.94	-1.16

As it shown from the above table (1), scores of participants in the studied sample group have been distributed with mean values (93.30 in females and 85.72 in males). With respect to this fact that standard deviation in this distribution is (9.46) for females and (13.42) for males and also distribution kurtosis is (-0.84) in females. Therefore this value denotes that distribution kurtosis is lower than in normal distribution while distribution kurtosis is (1.61) among males. This value expresses that distribution kurtosis is higher than in normal distribution. The value of distribution skewness index is (-0.25) in females and this indicates that distribution skewness is at leftward than in normal distribution while distribution skewness parameter is (-1.03) among males. This may show that distribution skewness is at leftward than in normal distribution.

**Table 2.** Descriptive indices of variable effectiveness and its components throughout the sample

Variables	Mean		Standard Deviation		Kurtosis		Skewness	
	Male	Female	Male	Female	Male	Female	Male	Female
Effectiveness	172.96	195.42	3.41	2.51	-0.28	-0.16	-0.51	-0.66
Adaptation	42.98	46.94	6.23	6.23	1.25	1.36	-0.90	-1.21
Goal(s) Attainment	39.76	45.58	8.15	6.05	-0.47	-0.42	-0.36	-0.44
Integration	45.62	51.16	6.33	4.72	-0.27	0.52	-0.69	-1.03
Latency & Values	44.60	50.74	7.07	5.61	0.89	1.98	-0.86	-1.55
Maintenance								

As the figures indicate in the above table, scores of the studied sample group have been distributed with mean values of (195.42 in females) and (172.96 in males). Given this fact that standard deviation of this distribution is (2.51) for females and (3.41) for males. Distribution kurtosis is (-0.16) in females so this denotes that distribution kurtosis rate is lower than in normal distribution while distribution kurtosis is (-0.28) among males. This indicates that distribution kurtosis rate is lower than in normal distribution. Distribution skewness parameter is (-0.66) in females so this shows that distribution is leftward than in normal distribution while distribution skewness index is (-0.51) in males. This indicates that distribution skewness at leftward than in normal distribution.

### Data Analysis

In order to verify description of data and to generalize results in sample group within the population from which they have been extracted, Pearson Correlation Test, Independent t- test and regression have been used so the results are given as follows:

**Table 3.** Correlation matrix of participative management and its components and effectiveness and its elements

variable	1	2	3	4	5	6	7	8	9	10
1- Participative Management	1									
2- Forecasting (Planning)	0.84**	1								
3- Organizing	0.77**	0.73**	1							
4- Leadership	0.84**	0.56**	0.45**	1						
5- Controlling	0.75**	0.41**	0.31**	0.69**	1					
6- Effectiveness	0.82**	0.62**	0.63**	0.72**	0.67**	1				
7- Adaptation	0.71**	0.66**	0.72**	0.47**	0.45**	0.78**	1			
8- Goal Attainment	0.76**	0.56**	0.51**	0.68**	0.68**	0.92**	0.75**	1		
9- Integration	0.67**	0.43**	0.58**	0.67**	0.56**	0.87**	0.47**	0.73**	1	
10- Latency & Values Maintenance	0.69**	0.48**	0.47**	0.66**	0.60**	0.86**	0.48**	0.67**	0.81**	1

\*\* : Level 0.01, \*\*\* : Level 0.05

**Table 4.** Relationship between application of participative management and effectiveness of principals in their schools

Variable	Effectiveness
Participative Management	0.84
Significance Level	0.01
Number	100

To examine the current hypothesis, Pearson Correlation analysis has been adapted. With respect to significance level (0.01), correlation coefficient is significant between participative management and effectiveness ( $r=0.84$ ). In other words, there is direct and positive relationship between participative management and effectiveness. Determination coefficient value is 67; namely, 67% of dispersion is common among participative management and effectiveness. Thus, the main hypothesis of this study is confirmed.

**Table 5.** The relationship between principals' participation in forecasting and effectiveness of their schools

Variable	Forecasting
Effectiveness	0.62
Significance Level	0.01
Number	100

To examine the current hypothesis, Pearson Correlation analysis has been adapted. With respect to significance level (0.01), correlation coefficient is significant between participative management in forecasting and effectiveness ( $r=0.62$ ). In other words, there is direct and positive relationship between participative management in forecasting and effectiveness. Determination coefficient value is 38; namely, 38% of dispersion is common among participative management in forecasting (planning) and effectiveness.

**Table 6.** The relationship between principals' participation in organizing and effectiveness of their schools

Variable	Organizing
Effectiveness	0.63
Significance Level	0.01
Number	100

In order examine the current hypothesis Pearson Correlation Analysis has been employed. With respect to significance level (0.01), correlation coefficient is significant between principals’ participation in organizing and effectiveness (r=0.63). Namely, there is direct and positive relationship between principals’ participation in organizing and effectiveness and effectiveness will be improved by increase in participation in organizing. Determination coefficient is at 39. In other words, 39% of dispersion is common among principals’ participation in organizing and effectiveness.

**Table 7.** The relationship between principals’ participation in leadership and effectiveness of their schools

Variable	Leadership
Effectiveness	0.72
Significance Level	0.01
Number	100

In order examine the current hypothesis Pearson Correlation Analysis has been used. With respect to significance level (0.01), correlation coefficient is significant between principals’ participation in leadership and effectiveness (r=0.72). Namely, there is direct and positive relationship between principals’ participation in leadership and effectiveness and effectiveness will be improved by increase in participation in leadership. Determination coefficient is at 52. In other words, 52% of dispersion is common among principals’ participation in leadership and effectiveness.

**Table 8.** The relationship between principals’ participation in controlling and effectiveness of their schools

Variable	Controlling
Effectiveness	0.67
Significance Level	0.01
Number	100

In order examine the current hypothesis Pearson Correlation Analysis has been Adapted. With respect to significance level (0.01), correlation coefficient is significant between principals’ participation in controlling and effectiveness (r=0.67). Namely, there is direct and positive relationship between principals’ participation in controlling and effectiveness and effectiveness will be enhanced by increase in participation in controlling. Determination coefficient is at 45. In other words, 45% of dispersion is common among principals’ participation in controlling and effectiveness.

To answer to this question that which of participative management elements may predict variance of effectiveness the statistical method of stepwise regression analysis has been employed. The results are given in Table-9.

**Table 9.** Summary of regression model, variance analysis (ANOVA), and statistical parameters of effectiveness regression on prediction variables of participative management and its components

Step	Index Model	Sum of Square Roots	Mean Square Roots	F	Significance Level	Degree of Freedom	R	R2	SE (Standard Error)
1	Residual	38279.36	38279.36	205.44	0.0001	1	0.82	0.67	13.65
	Regression	18260.02	186.32						

**Step 1- Predictor Variable: Participative Management**

With respect to Table 9, the results of stepwise regression indicate that among predictor variables, variable of participative management may predict the criterion variable (i.e. effectiveness). However, due to this fact the other variable were not able to predict it so they exited from regression equation.

The results of ANOVA and regression statistical parameters between variable of effectiveness and predictor variables are given in Table-9. According to the obtained results, the observed value for (F) is significant for variable of participative management (P<0.0001) and only this variable may interpret 0.67 of the variations regarding to effectiveness (R<sup>2</sup> = 0.67).

**Table 10.** Coefficients of effect, beta and stepwise regression of participative management predictor variables and its components

Index Variable	B	SEB Standard Error of Beta	Beta	t	Significance Level
Participative Management	1.54	0.11	0.82	14.33	0.0001

With respect to Table-10, the effective coefficient of participative management (B=1.54) i.e. t- statistics indicate that these variables may predict the variations for effectiveness at 99% level of certainty (0.99). Namely, rising score in participative management will improve effectiveness value.

The results of first hypothesis indicate that there is a significant difference in total score of participative management in both female and male groups. ( $P < 0.0001$ ) And this finding denotes that females may employ participative management further in comparison with males. Therefore, first minor hypothesis of this study is verified. The results from hypothesis-2 at this study show that there is a significant difference in total score of effectiveness between female and male groups. ( $P < 0.0001$ ) And this finding suggests that effectiveness exists further in girl schools than in boy schools. Thus, the second minor hypothesis of the present research is confirmed.

**Table11.** Results of independent T- test to compare mean in participative management and effectiveness at both groups of principals

Index Variables	T	Degree of Freedom	Mean Difference	Standard Error (SE)	Significance Level
Participative Management	4.55	98	10.58	2.32	0.0001
Forecasting	2.29	98	1.90	0.82	0.02
Organizing	2.07	98	1.50	0.72	0.04
Leadership	4.48	98	3.30	0.73	0.0001
Controlling	5.72	98	3.88	0.68	0.0001
Effectiveness	5.30	98	22.46	4.23	0.0001
Adaptation	3.18	98	3.96	1.25	0.002
Goal Attainment	4.75	98	6.82	1.44	0.0001
Integration	4.96	98	5.54	1.11	0.0001
Latency & Values Maintenance	4.81	98	6.14	1.27	0.0001

## CONCLUSION

The first finding of the current study denotes that Null Hypothesis i.e. lack of difference between application of participative management of principals and effectiveness in their schools has been rejected; consequently, with 95% certainty it is concluded application of principals' participative management will lead to improve effectiveness in their schools. This finding is in compliance with the results purposed by Leach- Lopez et al. [4], Cole et al. [6], Barath [11], Ramsey [12], Abily [13], Ghasemipoor [14] and Jahanian [15].

The second finding at this study suggests that Null Hypothesis that is lack of difference between principals' participation in forecasting and effectiveness in their schools has been rejected; consequently, with 95% level of certainty it is concluded that principals' participation in forecasting and personnel's effect in organizational decision- makings may improve effectiveness in their schools.

The third finding of the present research denotes that Null Hypothesis i.e. lacks of difference between principals' participation in organizing and effectiveness in their schools has been rejected. Consequently, with 95% level of certainty it may conclude that principals' participation in organizing will lead to improve effectiveness in their schools and at the same time effectiveness may be enhanced by increase in participation in organizing.

The fourth finding of the current study interprets that Null Hypothesis which is lack of difference among principals' participation in leadership and effectiveness in their schools has been rejected and with 95% level of certainty one may conclude that principals' in leadership will lead to improvement of effectiveness in their schools. In other words, there is direct and positive relationship between principals' participation in leadership and effectiveness; consequently by increase in participation in organizing, effectiveness will be enhanced. Since a democratic style is required for participation in leadership so that leadership may be implemented ranging from authoritarian to democratic style.

The fifth finding in this study suggests that Null Hypothesis, which is based on lack of difference among principals' participation in controlling and effectiveness in their schools, has been rejected; consequently, it is concluded at 95% level of certainty that principals' participation in controlling of them will lead to improve effectiveness at their schools. Namely, there is a direct and positive relationship among principals' participation in controlling and effectiveness; as a result, the effectiveness will be improved by increase at participation in controlling process.

At the present research, the sixth finding indicates that there is significant difference in total score at participative management between two groups of females and males. ( $P < 0.0001$ ) As a result, at 95% level of certainty it is concluded that females employ participative management further than males. Thus, the fifth minor hypothesis will be verified in this study.

The seventh finding of this study shows that there is significant difference in total score at effectiveness variable among both female and male groups. ( $P < 0.0001$ ) Therefore, with 95% level of certainty it is concluded that effectiveness exists more in girl schools than in boy schools. Thus, the sixth minor hypothesis will be verified in the current research.

The present study is faced by some limitations as follows:

1- Despite of all efforts which have been made to observe the principles concerning to selection of randomized sample since sample group in this study was exclusively chosen from education department at Baharestan Town and because of the existing shortages and barriers against conducting of this study at greater scale so no one can easily generalize study results to total population under this survey. Therefore, in order to eliminate such defect, it is recommended to gather data based on samples from greater volume and range.

2- The empirical data derived from this study have been obtained by conducting of two scales of participative management and effectiveness and components of participative management on a sample group from education department at

high schools in Baharestan City. Thus, if a study is carried out on primary and secondary schools throughout the country, the result will be more reliable.

3- There is no doubt that there are many variables which may effect on participative management and effectiveness; therefore, given that only participative management components have been studied in the present research so the result will be more reliable if effectiveness components will be also studied in another research.

4- One of the factors which may create a type of one- way error in study results is the pretension of participants to application of participative management because of their anxiety about threatening of their occupational position. In this regard, the weak point in many researching questionnaire (including selection of public- satisfying choices) should not be ignored.

Similarly, it is suggested that:

1- Since statistical population of research is limited so that it is difficult to generalize the results to a larger population. Thus, it is advised to conduct a study under the same title on a greater population.

2- With respect to this fact that only participative management components have been analyzed in this study so it is suggested to analyze components of effectiveness in another research as well.

3- Due to the existing differences in other educational levels, it is recommended to conduct similar study in other degrees.

4- It is suggested to examine the effective factors and barriers in execution of participative management system in schools.

5- It is advised to review practical solutions to convert non- participative organizations into participative ones.

6- It is purposed to study on execution of school- oriented policy within schools.

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