

## Evaluating the School Administrators' Knowledge of Instructional Theories and Design and their Application in the Learning Environment in Lorestan Province in the School Year 1387-88

Tayebeh Saremiyan, Saeed Farahbakhsh

Researches Council, Education and Training Main Office of Lorestan Province, Lorestan, Iran

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### ABSTRACT

Conducting the teaching and learning process, especially facilitating the process of students' development, are the main roles of school administrators as a key pillar of institutions. This study has been conducted with the aim to examine the school administrators' knowledge of instructional theories and design and their application in the learning environment in Lorestan province in the school year 1387-88. For this purpose, 350 people were selected as the samples from the population of school administrators in Lorestan province by the stage random sampling method. This is a descriptive survey research method and the questionnaire, which is designed by the researcher, is as the collecting tool for measuring the administrators' knowledge of instructional theories and design and for measuring the amount of using them by administrators from the teachers' perspective. In this study, the descriptive statistics has been used as well as the inferential statistics for analyzing the findings. By reviewing the research findings, it has been obvious that the level of excellent school administrators' knowledge of instructional theories and design in Lorestan province has been less than average. In other words, the excellent administrators' average score of instructional theories and design test (11/10) has been less than the expected average (20). Moreover, there has not been any significant difference between the level of administrators' knowledge of instructional theories and design in terms of variables of educational degree, and years of service, but there has been a significant difference between their knowledge of instructional theories and design in terms of field of study.

**KEYWORDS:** instructional theories and design, applying in the educational environment, school administrators

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### INTRODUCTION

Management education, as an essential tool for achieving the goals of education which is the education of next generation of society, has various educational, training, and administrative tasks; and the school administrators' some of the educational and training tasks include their presence in the teachers' classroom, observing their method of teaching, guiding and counseling teachers in order to create a warm and friendly environment in the process of educating-learning, improving the education quality, and improving and developing the methods. Management in the education organization, which is one of the most important, complex, and extensive social systems and human and educating him is its central theme and activity, has a critical and vital role in achieving the goals of education; and the success of educational programs depends on their administrators' abilities and knowledge. According to the importance of educational administrator in guiding the teachers for better training, the purpose of this study is to evaluate the school administrators' knowledge level of instructional theories and design in Lorestan province using the scientific methods. Thus, after the approving the research proposal, the study of instructional theories and design and research related to them were conducted in order to classify the training theories. Therefore, different theories of learning and teaching were studied and three theories of learning "Bloom, Azobole, and Bruner", which based on the education science experts' view have a close relation with the education and the most application in school learning, were determined for study. Then based on the study of instructional theories and design, and their classification, two tools were developed in order to review the subject of study, first measuring test of instructional theories and design in order to measure the school administrators' knowledge of instructional theories and design, and then the questionnaire of applying level of instructional theories and design in order to evaluate the applying level of instructional theories and design by school administrators in the school environment. Each of these tools were offered to several education experts in order to consider them and apply the necessary reforms, then after doing the reforms the questionnaires were approved and the final tools were provided. A preliminary study was conducted on a part of statistical population for determining the validity and reliability of measuring tools and data collection, and the validity and reliability of tools were reviewed and determined. After determining the studied sample size, data collection tools were distributed among

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\* **Corresponding author** : Tayebeh Saremiyan, Researches Council, Education and Training Main Office of Lorestan Province, Lorestan, Iran. Email: saremiyan1389@yahoo.co.uk.

administrators and teachers (sample group), in this way the instructional theories and design measuring test was answered by school administrators and the questionnaire of applying the instructional theories and design by school administrators in school environment was answered by teachers of school. Finally, data were collected and based on the research questions and hypotheses were organized, classified and analyzed statistically and the following results were obtained.

1- School administrators' Knowledge of instructional theories and design in Lorestan province is low; 2- Level of applying the instructional theories and design by school administrators in Lorestan province is higher than the average; 3- There is no significant difference between the school administrators' knowledge of instructional theories and design with the education and years of service; 4- There is a significant difference between the school administrators' knowledge of instructional theories and design in terms of their field of study; 5- There is no significant difference between the school administrators' knowledge of instructional theories and design in terms of their educational degree. 6- There is a significant difference between the school administrators' knowledge of instructional theories and design in terms of their field of study and years of service.

### **Issue expression**

To what extent do the school administrators in Lorestan province have the knowledge of instructional theories and design? To what extent do they apply them in the educational environment?

Education system of each country is responsible for numerous missions and due to the public education, specialization of education in higher levels, diversity of training programs, and high expectations of this organization to grow and develop the society culturally, socially, and economically, the importance and necessity of organizing, leading and monitoring the educational affairs of management in the educational organizations has had the critical role in achieving the goals of education; and if it true to said that the success of training and education programs depends on the administrators' capabilities, their way of organizing, and their management. The importance and sensitivity of issues related to the education in the instructional systems is so serious so that it almost makes any kind of research in this area essential. Therefore, we are going to inform the education officials about the weaknesses, if there are in this field in the school administrators of Lorestan province, by research about the school administrators' knowledge of instructional theories and design, and show that where the critical points in the educational management are located and how we can help to solve them and improve the administrators' performance.

Until now, numerous studies have been conducted in the field of administrators' abilities and skills, for instance Keyvanfar (1383) showed in his study that the administrators' and deputies' knowledge of new patterns of teaching is low. Biranvand (1380) also indicated that the administrators' knowledge of educational objectives and learning areas has a weak relationship with the administrators' gender and educational degree, a moderate relationship with the administrators' field of study, and no relationship with their years of management and teaching. Moreover, Akbari (1386) indicated that generally there is a significant direct correlation between the administrators' knowledge of management functions and their professional success; Omrani (1373) also showed that the management has a significant direct effect on the students' learning process.

Since that no comprehensive study has been conducted in the field of school administrators' knowledge of instructional theories and design until now, we are going to evaluate the school administrators' knowledge of instructional theories in Lorestan province with regard to Kordnoghahi's classification (1386); who introduces three educational theories, Bloom, Azobole, and Bruner, in his book. In addition, we are going to review the school administrators' knowledge of instructional design in Lorestan province with regard to Mehrdad's classification (1382) who has considered the instructional design with four steps: 1- determining the overall targets, 2- Training analysis, 3- Selecting the content, methods and media, 4- and determining the assessment; and according to these instructional theories and design, the issue is that:

1- To what extent do the school administrators in Lorestan province have the knowledge of Bloom, Azobole and Bruner instructional theories? 2- To what extent do the school administrators in Lorestan province have the knowledge of instructional design? 3- To what extent do the school administrators in Lorestan province apply the instructional theories and design? 4- Is there a significant difference between the school administrators' knowledge of instructional theories and design with their application in a learning environment based on the variables such as education, field of study, and years of service?

### **Research objectives**

The overall objectives include: Understanding the school administrators' knowledge of instructional theories and design; understanding the level of applying the instructional theories and design in the learning environment by school administrators; and understanding the difference between the level of knowledge and applying the instructional theories and design by school administrators in terms of educational degree, field of study, and years of service. Minor objectives include: Understanding the school administrators' knowledge of Bloom, Azobole and Bruner educational theory; and understanding the level of applying the Bloom, Azobole and Bruner educational theory by school administrators in the learning environment.

### **Research questions or hypotheses**

1. To what extent is the school administrators' knowledge of instructional theories in Lorestan province?
  - 1-1 - To what extent is the school administrators' knowledge of instructional theory Bloom in Lorestan province?
  - 2-1 - To what extent is the school administrators' knowledge of instructional theory Azoble in Lorestan province?
  - 3-1 - To what extent is the school administrators' knowledge of instructional theory Bruner in Lorestan province?
- 2 - To what extent do the school administrators apply the instructional theories in the learning environment in Lorestan province?
  - 1-2 - To what extent do the school administrators apply the instructional theory Bloom in the learning environment in Lorestan province?
  - 2-2 - To what extent do the school administrators apply the instructional theory Azoble in the learning environment in Lorestan province?
  - 3-2 - To what extent do the school administrators apply the instructional theory Bruner in the learning environment in Lorestan province?
- 3 - To what extent do the school administrators apply the instructional design Bruner in Lorestan province?
- 4 - To what extent do the school administrators apply the instructional design in the learning environment in Lorestan province?
- 5 - Is there a difference between the school administrators' knowledge of instructional and theories design in terms of their educational degree?
- 6 - Is there a difference between the school administrators' knowledge of instructional and theories design in terms of their field of study?
- 7 - Is there a difference between the school administrators' knowledge of instructional and theories design in terms of their years of service?
- 8 - Is there a difference between the level of applying the instructional theories and design by administrators in educational environment in terms of their educational degree?
- 9 - Is there a difference between the level of applying the instructional theories and design by administrators in educational environment in terms of their field of study?
- 10 - Is there a difference between the level of applying the instructional theories and design by administrators in educational environment in terms of their years of service?

### **RESEARCH METHODOLOGY**

According to the key objectives and questions of this study, which seeks to review the school administrators' knowledge of instructional theories and design and their application in the learning environment" the present study is descriptive and survey.

#### **Statistical Population**

Statistical population of this study includes two groups of school administrators and teachers in Lorestan province.

A - All schools administrators in Lorestan province in the school year 87-88; their number is 2312 based on the brief statistics of training and administrative factors of research vice president department of design and plan, and planning and human resource of education organization in Lorestan province.

B - All school teachers in Lorestan province in the school year 87-88; their number is 18,679 based on the brief statistics of training and administrative factors of research vice president department of design and plan, and planning and human resource of education organization in Lorestan province.

#### **Sampling Method**

According to the distributed statistical population, the stage random sampling method was used in this study for selecting the people of sample group. Thus at the first stage 10 instructional districts were selected of the instructional districts in Lorestan province, including the instructional districts of cities Borujerd, Alashtar, Poldokhtar, Mamoulan, Aligudarz, Doroud, Koohdasht, Roomeshgan, and also both one and two districts were selected in Lorestan city. At the next stage, according to the sample size, which was 350 school administrators, 35 schools, including 15 primary schools, 10 secondary schools, and 10 high schools, were selected randomly.

#### **Data collection and measurement tools**

1 - Questionnaire designed by researcher for measuring the instructional theories and design; this questionnaire was answered by instructional administrators: Using this tool, the administrators' knowledge of instructional theories and design was evaluated. The method of designing this tool was as follows: After the study of instructional theories and design, 40 true and false four-choice questions were and designed in the form

instructional theories and design; it was shown to several educational experts, and necessary reforms about the questions were applied using their ideas.

2- Questionnaire designed by researcher for application level of instructional theories and design by school administrators in the school environment; this questionnaire was answered by school teachers: Using this tool, the level of applying the instructional theories and design by administrators in the learning environment was evaluated from the teachers' perspective. This questionnaire was also provided and compiled based on the instructional theories and design and the Likert scale. For this purpose, after the study of instructional theories and design, 40 questions, which examined the categories of applying the instructional theories and design in the educational environment, were designed and shown to several educational experts, and then the necessary reforms about the questions were applied using their ideas.

#### Validity of measuring tool

The formal-face and content validities were used in order to evaluate and determine the validity of measuring tool. For this purpose, after the initial preparation and compilation of data collection tools, (1- Measuring test of administrators' knowledge of instructional theories and design, 2- Questionnaire for applying the instructional theories and design), they were provide to several education experts in order to consider them and apply the necessary reforms, and then after doing the reforms, the questionnaire was approved.

#### Reliability of measuring tool

In order to determine the reliability of data collection tools, the following cases were performed:

A: Determining the reliability of researcher-made questionnaire for assessing the instructional theories and design: In order to calculate the reliability for assessing the instructional theories and design, the test was implemented for a group of 30 ones and the results were analyzed through halving, so its reliability was obtained " $r=0.8496$ " which showed a high reliability.

B: Determining the reliability of researcher-made questionnaire for applying the instructional theories and design: In order to calculate the reliability for applying the instructional theories and design, the test was implemented for a group of 30 ones and the results were analyzed through the Cronbach's alpha, so its reliability was obtained " $r=0.9842$ " which indicated a high reliability of measuring tool.

#### Discussion and Conclusion

Research Question 1: To what extent is the school administrators' knowledge of instructional theories in Lorestan province?

Data and information of research showed that 54 percent of selected administrators had low knowledge of instructional theories and 46 percent had average knowledge. In addition, the value obtained for the statistic  $t$  (26.41) with degrees of freedom 341 at the level 0.005 was higher than the value of  $t$  in table (2.57); it can be inferred that there is a significant difference between the administrators' average knowledge of instructional theories (11.10) and the expected average (20) with confidence 99%. Thus, it was concluded that the school administrators' knowledge of instructional theories in Lorestan province is less than the average.

**Table 1: Describing the frequency of selected administrators' knowledge of instructional theories**

Descriptive indicators	Frequency	Relative Percent	Cumulative percent
<b>Knowledge level</b>			
Low	183	53.5	53.5
Average	158	46.2	99.7
High	1	0.3	100.0
<b>Total</b>	342	100.0	

**Table 2: Comparing the administrators' knowledge of instructional theories of with an expected average**

Variable	Total	Average	Standard deviation	Theoretical average (Expected)	t-statistic	Degrees of freedom	Level Significant
<b>Statistic</b>							
Administrators' knowledge of instructional theories	342	11.10	6.23	20	26.41	341	$P<0.005$

Research Question 1-1: To what extent is the school administrators' knowledge of instructional theory "Bloom" in Lorestan province?

Data and information of research showed that 89 percent of selected administrators had low knowledge of instructional theory "Bloom", 10 percent had average knowledge, and about 1 percent had high knowledge. Moreover, because obtained value for statistic " $t$ " (43.1) with degrees of freedom 341 and at the level 0.005 is higher than the value of  $t$  in the table (2.57), it can be concluded that there is a significant difference between the administrators' knowledge of Bloom instructional theory (1.58) and the expected average (5) with confidence

99%. Thus it can be concluded that the school administrators' knowledge of Bloom instructional theory in Lorestan province is less than the average.

Research Question 2-1: To what extent is the school administrators' knowledge of instructional theory "Azoble" in Lorestan province?

Data and information of research showed that 53 percent of selected administrators had low knowledge of instructional theory "Azoble", 39 percent had average knowledge, and about 8 percent had high knowledge. Moreover, because obtained value for statistic "t" (13.43) with degrees of freedom 341 and at the level 0.005 is higher than the value of t in the table (2.57), it can be concluded that there is a significant difference between the administrators' knowledge of Azoble instructional theory (3.27) and the expected average (5) with confidence 99%. Thus it can be concluded that the school administrators' knowledge of Azoble instructional theory in Lorestan province is less than the average.

Research Question 3-1: To what extent is the school administrators' knowledge of instructional theory "Bruner" in Lorestan province?

Data and information of research showed that 72 percent of selected administrators had low knowledge of instructional theory "Bruner", 27 percent had average knowledge, and about 1 percent had high knowledge. Moreover, because obtained value for statistic "t" (27.35) with degrees of freedom 341 and at the level 0.005 is higher than the value of t in the table (2.57), it can be concluded that there is a significant difference between the administrators' knowledge of Bruner instructional theory (2.41) and the expected average (5) with confidence 99%. Thus it can be concluded that the school administrators' knowledge of Bruner instructional theory in Lorestan province is less than the average.

Research Question 3: To what extent is the school administrators' knowledge of instructional design in Lorestan province?

Data and information of research showed that 41 percent of selected administrators had low knowledge of instructional design, 49 percent had average knowledge, and about 10 percent had high knowledge. Moreover, because obtained value for statistic "t" (9.26) with degrees of freedom 341 and at the level 0.005 is higher than the value of t in the table (2.57), it can be concluded that there is a significant difference between the administrators' knowledge of instructional design (3.84) and the expected average (5) with confidence 99%. Thus it can be concluded that the school administrators' knowledge of instructional design in Lorestan province is less than the average.

In a research conducted by Shabani Varaki (1381) the teachers' knowledge of learning theories was less than the expected level; in addition Abedi (1379) evaluated that the primary school teachers' knowledge of social learning theories was low. Moreover, Asadi (1381) found that the primary and secondary school teachers' knowledge of social patterns was less than average; and Keyvanfar (1383) considered that the administrators' and deputies' knowledge of new patterns of teaching deputies was at the low level; and it seems that these are in coordinate with the results of this study. This point is because when answering a questionnaire, the administrators declared that they had forgotten the concepts and principles of theories due to the lack of study.

Research Question 2: To what extent is the instructional theories applied by the school administrators in Lorestan province?

Data and information of research showed that 3 percent of selected administrators applied the instructional theories at low level, 23 percent at average level, and about 75 percent at high level. Moreover, because obtained value for statistic "t" (46.70) with degrees of freedom 1019 and at the level 0.005 is higher than the value of t in the table (2.57), it can be concluded that there is a significant difference between applying the instructional theories by administrators (1.58) and the expected average (120) with confidence 99%. Thus it can be concluded that applying the instructional theories by administrators in Lorestan province is higher than the average.

Research Question 1-2: To what extent is the "Bloom" instructional theory applied by the school administrators in Lorestan province?

Data and information of research showed that 1 percent of selected administrators applied the "Bloom" instructional theory at low level, 18 percent at average level, and about 81 percent at high level. Moreover, because obtained value for statistic "t" (45.65) with degrees of freedom 1019 and at the level 0.005 is higher than the value of t in the table (2.57), it can be concluded that there is a significant difference between applying the "Bloom" instructional theory by administrators (41.01) and the expected average (30) with confidence 99%. Thus it can be concluded that applying the "Bloom" instructional theory by administrators in Lorestan province is higher than the average.

Research Question 2-2: To what extent is the "Azoble" instructional theory applied by the school administrators in Lorestan province?

Data and information of research showed that 1 percent of selected administrators applied the "Azoble" instructional theory at low level, 18 percent at average level, and about 81 percent at high level. Moreover, because obtained value for statistic "t" (44.37) with degrees of freedom 1019 and at the level 0.005 is higher than the value of t in the table (2.57), it can be concluded that there is a significant difference between applying the "Azoble" instructional theory by administrators (40.99) and the expected average (30) with confidence 99%.

Thus it can be concluded that applying the "Azoble" instructional theory by administrators in Lorestan province is higher than the average.

Research Question 3-2: To what extent is the "Bruner" instructional theory applied by the school administrators in Lorestan province?

Data and information of research showed that 1 percent of selected administrators applied the "Bruner" instructional theory at low level, 18 percent at average level, and about 81 percent at high level. Moreover, because obtained value for statistic "t" (42.59) with degrees of freedom 1019 and at the level 0.005 is higher than the value of t in the table (2.57), it can be concluded that there is a significant difference between applying the "Bruner" instructional theory by administrators (40.73) and the expected average (30) with confidence 99%. Thus it can be concluded that applying the "Bruner" instructional theory by administrators in Lorestan province is higher than the average.

Research Question 4: To what extent is the instructional design applied by the school administrators in the educational environment in Lorestan province?

Data and information of research showed that 1 percent of selected administrators applied the instructional design at low level, 18 percent at average level, and about 81 percent at high level. Moreover, because obtained value for statistic "t" (42.45) with degrees of freedom 1019 and at the level 0.005 is higher than the value of t in the table (2.57), it can be concluded that there is a significant difference between applying the instructional design by administrators (41.02) and the expected average (30) with confidence 99%. Thus it can be concluded that applying the instructional design by administrators in Lorestan province is higher than the average.

In a research conducted by Shabani Varaki (1381) and Abedi (1379) it was also pointed that the teachers in the sample group used the learning theories in their activities; so it seems consistent with the results of this study. This is perhaps because the instructional administrators have the implicit or informal knowledge during their service due to their experiences which they gain. Implicit knowledge cannot be expressed by the official language; it is individual and its roots lie in the individual's experience and involve the intangible factors such as the personal opinion, personal characteristics, and the system based on the value.

Research Question 5: Is there a difference between the administrators' knowledge of instructional theories and design based on their educational degree?

Data and information of research showed that 60 percent of selected administrators, who had diploma, had low knowledge of instructional theories, 40 percent had average one; 56 percent of administrators with associate degree had low knowledge and 44 percent had average one; 53 percent of administrators with bachelor degree had low knowledge and 47 percent had average one; and 46 percent of administrators with master degree had low knowledge and 54 percent had average one. Moreover, 40 percent of selected administrators with diploma had low knowledge of instructional design, 20 percent had average knowledge, and 20 percent had high knowledge; 43 percent of administrators with associate degree had low knowledge, 46 percent had average knowledge, and 11 percent had high knowledge; 42 percent of administrators with Bachelor degree had low knowledge, 50 percent had average knowledge, and 9 percent had high knowledge; and 23 percent of administrators with master degree had low knowledge, 58 percent had average knowledge, and 19 percent had high knowledge. Moreover, because calculated value for "F" (1.19) with degrees of freedom 3 and 335 at the level 0.005 is higher than the value of F in the table (2.60), it can be concluded that there is no significant difference between the schools administrators' knowledge of instructional theories and design with different educational degree.

Biranvand (1380) also noted that there was a weak relationship between the administrators' knowledge of educational objectives and learning areas with the administrators' educational degree. Akbari (1386) also noted that there was no significant difference based on the educational level and the administrators' knowledge of management functions; and this is coordinate with the results of this study. This point is perhaps because if the level of education is not in connection with the instructional affairs, it will not have any effect on the knowledge of instructional theories and design.

Research Question 6: Is there a difference between the administrators' knowledge of instructional theories and design based on their field of study?

Data and information of research showed that 44 percent of selected administrators with related degree had low knowledge of instructional theories, 55 percent had average knowledge, and 1 percent had high knowledge ; 64 percent of administrators with unrelated degree had low knowledge and 36 percent had average one; in addition, 33 percent of administrators' knowledge of instructional design with related degree had low knowledge, 55 percent had average one, and 12 percent had high knowledge ; and 49 percent of administrators with unrelated degree had low knowledge, 43 percent had average one, and 8 percent had high knowledge. Moreover, since the calculated statistic "t" (3.54) with degrees of freedom 329 at the level 0.005 is higher than the value of t in the table (2.57), it can be inferred that there is a significant difference between the administrators' knowledge of instructional theories and design based on their field of study. According to these cases and based on the obtained averages, the administrators' knowledge with degree related to the educational management is more than other administrators.

Biranvand (1380) also showed that the administrators' knowledge of educational objectives and learning areas had a moderate correlation with the field of study; and this seems coordinate with the results of this research. This point perhaps is because most of the topics related degrees are related to the education.

Research Question 7: Is there a difference between the administrators' knowledge of instructional theories and design based on years of service?

Data and information of research showed that 31 percent of selected administrators with less than 10 years of service had low knowledge of instructional theories, 65 percent had average knowledge, and 4 percent had high knowledge; 56 percent of administrators with 10 to 15 years of service had low knowledge and 44 percent had average knowledge; in addition, 52 percent of administrators with 16 to 20 years of service had low knowledge and 48 percent had average knowledge; and 56 percent of administrators with above 20 years of service had low knowledge and 45 percent had average knowledge. Moreover, 39 percent of administrators with less than 10 years of service had low knowledge of instructional design, 37 percent had average knowledge, and 27 percent had high knowledge; 47 percent of administrators with 10 to 15 years of service had low knowledge and 47 percent had average knowledge, and 6 percent had high knowledge; in addition, 34 percent of administrators with 16 to 20 years of service had low knowledge and 59 percent had average knowledge, and 7 percent had high knowledge; and 41 percent of administrators with above 20 years of service had low knowledge and 48 percent had average and 11 percent had high knowledge. Moreover, since the calculated statistic "F" (2.526) with degrees of freedom 3 and 315 at the level 0.005 is less than the value of F in the table (2.60), it can be concluded that there is no significant difference between the administrators' knowledge of instructional theories and design based on the various years of service.

Biranvand (1380) also showed that the administrators' knowledge of educational objectives and learning areas had no relationship with their years of service; Akbari (1386) also mentioned that there is no significant difference in the field of administrators' knowledge of management functions based on the management experience in. Keyvanfar (1383) also showed that there was no significant deference among the administrators' and deputies' level of knowledge of new patterns of teaching, and management and deputy experience. Abedi (1379) also noted that there was no significant deference among the primary school teachers' knowledge of learning theories and their years of experience in teaching; this seems consistent with the results of this study. It is perhaps because most of the instructional administrators consider that their post is as a staff, so they usually try to solve the school problems, and spend most of their time on implementing the directives, sending the reports, and connecting with the organization, but study less.

Research Question 8: Is there a difference between the application of instructional theories and design in the educational environment by administrators based on their educational degree?

Data and information of research showed that 40 percent of selected administrators, who had diploma, applied the instructional theories at average level and 60 percent applied them at high level; 5 percent of administrators with associate degree applied the instructional theories at low level, 24 percent at average level, and 71 percent at high level; 2 percent of administrators with bachelor degree applied the instructional theories at low level, 22 percent at average level, and 76 percent at high level; 4 percent of administrators with master degree applied the instructional theories at low level, 19 percent at average level, and 77 percent at high level. Moreover, 20 percent of selected administrators with diploma applied the instructional design at average level and 80 percent at high level; 24 percent of administrators with associate degree applied the instructional design at average level and 76 percent at high level; 1 percent of administrators with Bachelor degree applied the instructional design at low level, 17 percent at average level, and 82 percent at high level; and 4 percent of administrators with master degree applied the instructional design at low level, 8 percent at average level, and 88 percent had high knowledge. Moreover, because calculated value for "F" (0.728) with degrees of freedom 3 and 335 at the level 0.005 is lower than the value of F in the table (2.60), it can be concluded that there is no significant difference between the applying the instructional theories and design by schools administrators in the educational environment.

Asadi (1381) also noted that there was no difference between the educational degree and the level of applying four models of teaching; and it seems that it is consistent with the results of this study. Probably, it is because the level of applying depends on the individuals' tacit knowledge and is affected by their experiences, which they have gained during the service; in addition, the level of degree does not enhance the level of applying the instructional theories and design in the learning environment.

Research Question 9: Is there a difference between the level of applying the instructional theories and design by administrators in the educational environment based on their field of study?

Data and information of research showed that 2 percent of selected administrators with related degree applied the instructional theories at low level, 20 percent at average level, and 78 percent at high level; 3 percent of administrators with unrelated degree applied the instructional theories at low level, 26 percent at average level, and 71 percent at high level ; in addition, 17 percent of administrators with related degree applied the instructional design at average level, and 83 percent at high level; and 1 percent of administrators with unrelated degree applied the instructional design at low level, 20 percent at average level, and 79 percent at high level. Moreover, since the calculated statistic "t" (2.55) with degrees of freedom 329 at the level 0.005 is higher than

the value of  $t$  in the table (1.96), it can be inferred that there is a significant difference between applying the instructional theories and design by the administrators in the educational environment based on their field of study. According to these cases and based on the obtained averages, the level of applying the instructional theories and design by the administrators with degree related to the educational management is more than other administrators.

Abedi (1379) also noted that the level of familiarity and application of learning theories in the teaching process by teachers, educated in related fields of study, has been significantly higher than the teachers with unrelated fields of study. Probably, it is perhaps because the administrators with related fields of study have the tacit knowledge and believe more in applying the learning and instructional theories and design in the educational environment.

Research Question 10: Is there a difference between the level of applying the instructional theories and design by administrators in the educational environment based on their years of service?

Data and information of research showed that 4 percent of selected administrators with less than 10 years of service applied the instructional theories at low level, 54 percent at average level, and 42 percent at high level; 2 percent of administrators with 10 to 15 years of service applied the instructional theories at low level, 24 percent at average level, and 74 percent at high level ; in addition, 2 percent of administrators with 16 to 20 years of service applied the instructional theories at low level, 14 percent at average level, and 84 percent at high level ; and 3 percent of administrators with above 20 years of service applied the instructional theories at low level, 23 percent at average level, and 74 percent at high level. Moreover, 42 percent of administrators with less than 10 years of service applied the instructional design at average level, and 58 percent at high level; 18 percent of administrators with 10 to 15 years of service applied the instructional design at average level and 82 percent at high level; in addition, 2 percent of administrators with 16 to 20 years of service applied the instructional design at low level, 11 percent at average level, and 87 percent at high level; and 1 percent of administrators with above 20 years of service applied the instructional design at low level, 18 percent at average level, and 81 percent at high level. Moreover, since the calculated statistic "F" (4.786) with degrees of freedom 3 and 315 at the level 0.005 is higher than the value of F in the table (2.60), it can be concluded that there is a significant difference between the level of applying the instructional theories and design by administrators in the educational environment based on their various years of service.

Abedi (1379) also noted that there was a significant deference between the level of applying the learning theories in teaching by the primary school teachers and their years of experience in teaching; this seems consistent with the results of this study. It is perhaps because the more the administrators' year of service is increased, the more their tacit knowledge, experience and skill are increased.

## Suggestions

Based on the results of research question 1 and the results first, second and third part of research question 1, and also research question 3 it is suggested that: 1 - The essential actions should be done in order to train and familiarize the administrators with the instructional theories and design; in addition the job and professional should be explained for school administrators as well as providing the comprehensive programs continuously for training these skills including familiarizing with the instructional theories and design; moreover, the training, pre-service and during service trainings should be implemented by applying the education experts' view. 2- The scientific lectures should be held by education experts about the instructional theories and design and their applications in the educational environment by administrators; also preparing the educational pamphlets in the field of instructional theories and design and their applications in the educational environment and distributing them among the administrators can be helpful; 3- Since that the excellent research administrators have obtained the minimum score of Bloom's theory, educating the Bloom's theory to the administrators and teachers should be taken seriously into account thus all students can achieve the educational goals; 4- The scientific competitions in the field of instructional theories and design should be held among the managers in order to enhance the level of knowledge and make the field for developing the quality of educational management; 5- Since that the while the questionnaires were distributing, the administrators declared that they are as staff and do not have enough time for monitoring the teachers' training method or study, and because the training administrators are the operational managers and their technical skills should be high, and since the important task for instructional administrators is directing the training of educational process, especially facilitating the process of students' development, a brochure of statistics and percentage of administrators' knowledge of theories and design should be prepare and be available to them; 6- The statistics and percentage of administrators' knowledge of theories and design should be available to all administrators, therefore they will better understand their own situation in this field and take the research and study more into account.

According to the result of research questions 5 and 8, it is recommended to not consider just the high educational degree for educational management post and also consider the other options.

According to the result of research questions 7, it is recommended to create the high experienced administrators' motivation of study using the reward and encourage tools in order to enhance their knowledge.



According to the result of research questions 7, it is recommended to consider the schools administrators' years of service for appointing them, because the administrators with more years of service have the high skills and experience and this will lead to the students' educational achievement and teachers' enhanced performance.

According to the result of research questions 7, it is recommended to apply the administrators with related educational degree for appointing the educational management in order to better assist teachers in achieving their educational goals.

### **Suggestions for researchers**

According to the result of research questions 2 and the first, second, and third part of research questions 2 and also research questions 4, it is suggested that: 1- A research should be conducted about the effect of applying the instructional theories and design by the administrators at schools and the students' educational achievement; 2- A research should be conducted about the relationship between the administrators' knowledge of instructional theories and design and applying them in the educational environment by administrators with the level of teachers' performance and efficiency and the level of achieving the educational goals; 3- A research should be conducted about evaluating the administrators' performance and efficiency, with the educational management degree, with administrators who have an unrelated degree; 4- The subject of study should also be conducted in other provinces and they should be compared with the results of this research.

### **Appendix**

Alagheband, Ali, "Educational management arrangements", (Tehran: Ravan publication, 1377), p. 70

Safi, Ahmed, "Organization and Management in the Education", (Tehran: Arasbaran publication, 1381), p. 44

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