Educational Administration at Universities

Ebrahim Khashi Jamalzehi[1*], Zahra Khajeali Jahantighi[2], Hamideh Khashi Jamalzehi[3]

[1]PNU professor, Master in information science and knowledge studies, Zahedan university of Medical sciences,
[2]PNU professor, Master at PNU, Zahedan
[3]Teacher, Master in Biology, High school teacher in Saravan

ABSTRACT

The development of educational systems is one of the most important and specified aspects of our era. The training administrators are the ones who play roles in educational decisions and their behavior and actions directly affect the education process.

The necessity of education has become a natural issue. The development of organizations and institutions depends on improving the levels of knowledge, skills, behavior and vision in human resources. Accordingly, most of the organizations hold the educational courses for their staff inside and outside the country, and implementation of each course requires the heavy investment, thus the awareness about the level of effective educational courses and their efficiency is very important for administrators (Richard, 1998). The administration in educational organizations refers to the achievement of educational goals and effective promotion of teaching and learning.

The university is considered as one of the key elements of human development in any country. The higher education is in fact the investment in human resources and plays an undeniable role in the development of communities particularly the organizations.

This study seeks to investigate the importance and necessity of educational administration at universities.

It is concluded that we should take the advantage of expert and knowledgeable administrators in educational administration of universities in order to increase the quality of learning in outcomes of educational organization.

KEYWORDS: Educational administration, universities, administration, education

1- INTRODUCTION

The administration has long been included in education and most of the administration faculties have dealt with it with an academic and principled vision, but it has never been considered as an applied discipline at the macro level of our country.

Robbins suggests that the administrators should be well-educated before spending the specialized courses. They should be analyzers, with mental strength and finally with specialized skills. They should be able to think and understand and have the ability to understand the causal relationships, integrate and come to conclusion of experience, relations and logical thinking.

The educational administration should have broad and deep thinking. He should be able to find out all aspects and components of issues with broad vision. In addition to the specific knowledge, the administrator should be a knowledgeable and aware person. A good administrator should know the concepts and methods of planning, decision-making, organization, communication, motivation, leadership and guidance, evaluation and remuneration, monitoring and control, selection, coordination, etc and apply them in the workplace.

The educational administrators are the leaders of the huge and important education organization and are considered as the powerful executive arms in minister and other policy makers. None of the educational systems and policies is able to achieve the goals without the educational administrators' cooperation and assistance. In short, the educational administrators are responsible for three main tasks, delegation, monitoring and guiding. The educational administrator is the agent of respective educational system and thus monitors the implementation of affairs in the way of achieving the desired goals. Finally, the educational administrator shows the right path to people while facing with errors.

The importance of effective leadership in today's higher education is evident in the process of structural changes in higher education in the world.

The organizations seek to train, acquire and retain the successful administrators in the organization. Given the importance and necessity of training the administrators, various universities around the world have taught the administration discipline in various courses. There are not different courses of public, business, medical,

*Corresponding author:** Ebrahim Khashi Jamalzehi, PNU professor, Master in information science and knowledge studies, Zahedan university of Medical sciences, Khashi_198160@yahoo.com

industrial, military, general, educational administration, etc and the administration has its specialized aspects in each of these branches.

The study on the evolution of educational administration since the past indicates the changes in the type of human thinking. Someday the money, wealth and assets were considered as a kind of power, but now the philosophical thinking, new idea and the way of its application in the right direction. Someday the output and quantity were important, but now the human resources within the set, the administrators, teachers, students and the quality of students' learning. In a world, where the competition is very intensive in organizations, the use of advanced and modern technology and administration tools is the main condition of success in an organization including the educational organization. The educational organizations are considered as the most dynamic organizations due to dealing with human development. The development is also among the significant characteristics of this era. It is essential to educate the skills and knowledge to employees in order to make the organizations consistent with the global changes and their survival (Behrangi, 2001). There is a need for the administrator with philosophical mind and advanced knowledge in order to achieve this goal.

The educational administration as a field of study and practice is initially originated from the administration principles applied in the industry and commerce especially in America. The plan of theory (in administration) widely entered the administration sets by a variety of industrial models. When this issue was raised as an academic realm, the theorists and authorities began to create the alternative models at schools and universities based on observations and experiences. On the threshold of the twenty-first century, the educational theories have changed from the industrial models to particular implications for schools and universities (Tony Bush, 2006).The educational administration is to conduct the employees' activities in a learning organization in line with the employees' scientific and experimental development. The administrator should have the following skills in order to achieve his objectives:

1. Human skills: Creating the favorable environment for working through attracting the participation by human groups;
2. Technical skills: It includes providing the technical organization;
3. Cognitive skills: The ability to have the mental image of the whole affairs along with the details of its constituent inside the relevant position;
4. Practical skills: Theoretical concepts about understanding and gaining the sufficient information along with practical training in the field of three skills.

The local educational administrators have largely views based on the trial and error and away from the mandatory principles of educational administration. Despite the fact that there is the required mechanism for operating this discipline inside the country, its theoretical foundations have only taken into account in academic areas, but this discipline is very neglected in operational fields.

It would be better that the educational officials, authorities and administrators, from public education to higher education, help the current educational space, which was famous in the world, achieve its real position by a practical view based on the educational administration.

The necessity of education has become as a natural process. The development of organizations and institutions depend on promoting the levels of knowledge, skill, attitude and insight in human resources. The higher education is one of the key elements of human resources in any country. The higher education and relevant institutions have rapidly expanded in developing countries, including our country during the last four decades. In fact, the higher education represents an important type of investment in human resources which helps to develop the country by providing and promoting the knowledge, skills and attitudes required for the human resources. Therefore, the higher education plays the undeniable role in the progress of communities and especially the organizations. The educational service should be provided in a way under which the learners feel that they are in a safe environment, and thus their psychological readiness is provided for further learning. The administration has the special sensitivity in educational institutions because these organizations deal with human and are changing them to innovative, creative and knowledgeable ones who play the strategic roles in societies.

To achieve a good university and attract the student satisfaction, the offered service by the university should be properly provided and the university staff and officials pay more attention to the way of providing the service. In this regard, the educational administrators' tasks are classified into six categories. The six groups include the curriculum and teaching, student affairs, staff affairs, the relationship between the educational organization with community, the educational facilities and equipment, and administrative and financial affairs.

Godet (1994) has argued that the university should be as a social institution and perform the rational evaluation and analysis of current status in the society and set the goals for the integrated movement of future community. The university should have be pioneered in free promotion of national thoughts and unity in the community, help to analyze and solve the major problems of the whole society and play the role in explaining the globalization of phenomena as play an important fact.

On the threshold of the twenty-first century, the theories of educational field have changed from the industrial models to specific implications for schools and universities (Tony Bush, 2006). Since the creation of educational administration, it has been under the influence of other sciences and has undergone the fundamental

changes. Farhadirad has argued that the twentieth-century organizations, which had came to existence based on Taylor's measures and his scientific management and had developed during the industrial era, were more based on Newtonian paradigm. This paradigm considered the surrounding environment simple and the relations between the phenomena linear, and believed that everything was certain and predictable. Therefore, the organizations are seeking to help the organizations to achieve the target destination by the best way through measures such as planning, accurate control, identifying the main factors affecting the organization and such these efforts.

In recent years, the issue of applying the knowledge resulted from the administration has been challenged in the actual positions. (e.g. Allio, 2005)

The administration is an activity which is done in an organized position to coordinate and direct the affairs in line with certain objectives.

The educational administrators should:
1) provide the creative solutions;
2) take preventive measures;
3) be dynamic

Nowadays, the educational administrators:
1) only deal with minor issues;
2) are involved in administrative activities

the administration is now considered as a profession and job. The educational administration is one of the new branches of management and should be considered as a profession, and those who are responsible for managing the educational organizations should be trained in this field and pass the certain courses.

The educational administration is one of the newest scientific-research branches of management and its principles are largely resulted from the studies and research by administration experts in the field of industry and trade. The educational service administration at universities is one of the critical management, and its employees should provide the appropriate service for students by taking great efforts.

Considering the importance and necessity of training the administrators, different universities have provided the administration course in various branches in various areas. Nowadays, there are different fields of public, business, medical, industrial, military, general, educational, administration, etc. and each of these branches has specialized aspects.

The educational activities of each country can be considered as an investment of a generation for another. The human development is the main aim of this investment. In other words, the development of human potential abilities and awareness is the aim of educational activities. Furthermore, the educational system of each country has the highest proportion among the public organizations and agencies in terms of human resources and created jobs. The education system can be considered as one of the most complex social, economic and cultural sub-systems, According to the vast coverage of educational activities, the evaluation of educational institutions, program evaluation, personnel evaluation and assessment of their service can play the important roles in providing the high-quality education (Bazargan, 2005).

2- The necessity and importance of educational administration

The development of educational systems is one of the certain aspects of our era and it has become an important issue in developing countries particularly in recent decades. On the other hand, the demand for education has had the unprecedented growth, so that the establishment of new training centers and schools, employment of more teachers, and making more investment have been essential due to the increased number of students at different educational levels. Moreover, the need for changing the policy and decision making, improving the quality and creating the equal education opportunities for all have made the important role of educational system as a critical and difficult duty and responsibility.

The education process deals with human and since the human is complex, the education system and its students play the most difficult and demanding roles. The educational and leadership tasks of any rational educational system, which has the clear goals and plans, should be given to competent and qualified individuals.

The management knowledge helps the educational administrators to overcome the difficulties of their work by investigating the principles and theories and teaching the effective techniques and methods. The educational administration and leadership should not rely only on the past experience. The experience is critical and the administrators need it, but another thing, which is enthusiasm and interest is needed. It refers to understanding the relationship between the education and society.

The formal training for educational administrators is only a part of effort which is taken to achieve such this vision. Another part is the educational administrators' efforts to use the work experience effectively, self-study and acquisition of professional qualifications in the field of work.

3- Educational administration

The administration refers to the activity which is done in an organized position to coordinate and conduct the affairs for certain objectives. The administration is an action which is based on the scientific knowledge and

findings, artistic ability, technical skills and social morality. In other words, an administrator is the one who artistically utilizes his scientific principles and findings and technical skills according to the ethical standards based on the situation in the workplace, solves the problems and achieve the aim.

For such this management, the administrator should know the learning and educational goals and processes, the educational organizations and their formal and informal relationships, create the appropriate organizational climate for employees' tasks and activities, utilizes the existing human and material resources sufficiently, create the unity and coordination among the components of organization, motivates his partners and colleagues to work effectively, evaluate and criticize the performance of organization and finally, manage and lead his own and subordinates' collaboration in carrying out the affairs.

The educational administrators are involved in educational decisions; and their behavior and actions directly affect the education flow. In addition to the knowledge about the education and psychology and mastery over the scientific methods and skills, the educational administrators should have enough educational background in order to properly understand his main mission and problems. Furthermore, they should be talented and committed to the ethical principles in terms of personality in order to prevent the deviations in learning environment.

4- Socio-cultural context of educational system administration

The effective administration in any organization especially the educational organization requires an understanding of its various and complex aspects. Understanding the processes of organizational administration will be difficult without distinguishing these aspects. The socio-cultural context, which is often neglected in administration units, is one of the most important aspects.

Nowadays, the institutional guidance and control of centralized educational systems is directly performed through the governmental and educational institutions and in other words by legislative bodies, the government, the Ministry of Education and other relevant governmental organizations. The institutional guidance and control of uncentralized educational systems is performed through the legislative bodies, selected public councils and trustees.

5- Unique features of educational administration

The similarities of administration in different organizations can be mainly found in the field of administrative duties and responsibilities. It should be acknowledged that the administrators often deal with four major functions and changing them from an organization to another is nothing more than the relative emphasis (Lazarsfeld, 1963).

These tasks are as follows:

1- The administration should achieve the organizational goals.
2- The administrator should achieve the goals by utilizing other individuals, not as the administrative cases, but by motivating them to work creativity.
3- The administrator should retain the desirable and pleasant human aspects of work in order to make the staff satisfied. Under this situation, there is the spirit under which the favorable conditions are created for working.
4- The administrator should apply the measures for growth, innovation, and change. In an evolving and changing world, the individuals and organizations should be able to cope with changes.

The difference between the educational administration and other types of administration should be searched in the field of institutional and technical issues. On the one hand, the differences refer to the role and function of education in the society and on the other hand to the nature of education or on the other hand, the unique features of educational administration do not originates from the administration aspect, but primarily from its education aspect.

In order to indicate the unique features of organization and organizational administration and their difference from other types of organization and management, we summarize the issue under three concepts of goals, functions, and arrangements:

The goals are as follows: The final conditions which the organization seeks to fulfill by taking efforts.

The functions or duties refer to the activities by which the goals are achieved.

The arrangements are the mechanisms which arrange the activities.

6- Theories of organization and administration

Like most of the scientific disciplines, the administration is a set of traditional and historical ideas, concepts and principles called the classical theory. This theory emerged by administration discipline pioneers in the first decades of twentieth century.

The creation of classical ideas is done at three stages

1- Classical scientific management which was considered and accepted in the early 1910s.
2- Administrative management (classical theory of organization) which became famous in the early 1930s.

3- Human relation which was famous in the late 1930s (This theory is called not as a new theory, but also as a neo-classical theory because of compliance with the form and structure of classical theory by emphasis on the human dimension of management).

Scientific management: In terms of this theory, the organization is considered as the construction or machine for mobilizing the human physical force in order to perform their duties effectively. Frederick Taylor, the founder of scientific management theory, provided the suggestions for making the organizations effective by considering the efficiency of production and the human limited physical abilities. The efficiency refers to enhancing the level of productivity and maximizing the efficiency with lowest costs.

Administrative management (classical theory of organization)

Among the industrial managers and state and administrative officials, who have sought to described their experiences by insight and awareness, Henri Fayol who was a French theorist, became famous, and his analysis of organizational activity and management process has had a stable impact on the intellectual domain of management.

7- Educational administration means the skills in making the group relations:

The educational administrator should be able to create the situations in which the individuals perform developmental affairs by cooperation. Obviously, the participation in other individuals' experiences will lead to the personal growth and thus learning is done through the experience renewal. The experiences will be renewed when the individuals are connected to the other people's views, perspectives, experiences and mental reserves.

8- New Systems of educational administration

In this regard, the numerous educational institutions and companies, which work in business world, have designed the complex and huge applications and are offered to e-learning users with a wide range of topics such as the educational management systems, training management system, supervisory system of educational activity, integrated education system, etc. The e-learning technologies such as the Web city, Moodle, Sakai and Blackboard are the latest and most popular learning management systems which are utilized in teaching and learning processes.

9- RESEARCH LITERATURE

In analyzing the official organizations, Parsons (1958) has hierarchically classified their duties and responsibilities into three systems or levels, institutional (socio-cultural), administrative and technical. For instance, the educational and training processes are considered as the technical responsibilities in the educational system.

In the studies at universities of Australia and New Zealand, Ramsden (1998) provided a list of characteristics for good leadership and also a similar list for weak leadership of university from the perspective of 20 educational administrators and introduced the factors of effective educational leadership by 7 factors including the educational administration, research administration, appropriate and efficient administration, strategic administration and vision, transformational and interactivity leadership, development, and interpersonal skills.

Bazargan (1996) has considered the evaluation as one of the necessary functions of academic administration system or higher education and argued that it should not be taken into account as a separated activity, but as a part of management and planning circle, and thus the action and planning cannot be done without evaluation for constant improvement and promotion. In this research, Bazargan refers to the fact of academic evaluation system and its respective quality. The evaluation and supervision in higher education should be done in a way that it covers the infrastructural and input components which provide the comprehensive image.

Bahatt (2002) has provided the five-step process of knowledge acquisition, consolidation, creation, transfer and application. The knowledge acquisition includes a set of activities such as the members' participation in scientific forums and their participation in training courses, the cooperation of organization with universities and other scientific centers, and providing the knowledge for organization.

According to Bridges (1989), the academic educational programs for administrators are less able to prepare the students in decision-making, effective communication and assessment of employees' tasks, and this is among the restrictions of university-based or academic education.

In this context, Naneri (1993) argues that the development will not created in education when there are the restrictive traditional methods such as the curse system, full theoretical content, final assessment and traditional methods in preparing the managers.

In this regard, Murphy (1993) suggests that the theories and theoretical approaches should be ignored in training the administrators and instead we should take steps towards the other approaches such as the artificial and experimental simulation (playing the role, pretending, case study, etc.) which can lead to the cognitive, emotional and thinking development.

The studies by Saint Germain (1999) indicate that numerous efforts have been taken at big universities including the universities of Stanford, Utah, and New Mexico in resent decade for changing the traditional

educational programs for administrators and its compatibility with needs and expectations of this profession. The major orientations in training the administrators are based on the reconstruction of education, renewal of content, and educational methods and strategies.

In the field of characteristics and skills required for school administrators, English (1992) has mentioned the connection with the local community and the ability to analyze the values, identification of dominant priorities and attitudes of society in addition to the skills and abilities of planning, budgeting and so on, He believes that the school principals should be able to develop their relationships with local community, understand the role of media, learn the conflict management and accept living with the contradictions and complexity of this profession.

10- New approaches

The content of educating the administrators is changed since the education is correlated with the human and based on the interactive processes and it requires the administrator's basic knowledge and skills; for instance, the educational content can be determined as the case study through investigating the professional events.

Saint Germain believes that the new and efficient programs for educating the administrators cannot be established without analyzing the administrators' experiences, considering the population attitudes towards the education, and its management and intrinsic values. The social and cultural effects on education, the teaching and learning processes, leadership and processes of management, the education policy, ethics and social aspects of education are some of the most important issues in this field.

According to the results of research by Silver (1975), the effective administrators have stronger conceptual bases and there is the positive correlation between the level of conceptual growth in administrators and their acquisition of management according to the school staff views.

According to Murphy and Hallinger's theory (1987), improving the content of educating the administrators does not refer to adding the content, but means its revision, renewal and validation for action.

11- Educational administration from the perspective of complexity theory

The administration issue is one of the controversial aspects of educational administration and its traditional method differs from the modern method. In describing the university administration as one of the educational institutions, Yamani has considered the oldest type of administration as the management with reduction or inhibition of complexity. According to his view, the organization has clear hierarchy with clear distribution of roles for elements; and the managers are powerful and the subordinates obey. The administrator's basic task is to limit the abilities of organizational behavior. According to Probst and Ulrich, the organization returns to the leadership classic vision by reducing the complexity of organization, and it limits the subordinates' behavior based on their desires and clear decisions, orders and inhibitors. (Yamani, 2003, p. 135)

In addition to criticizing the leadership characteristics in traditional management, the complexity theorists consider the complex leadership characteristics. McClellan argues that the traditional conceptualization of leadership, which was based on the power, governance, domination and control, is not removed and ineffective, and the demand is made for more ethical and participatory forms of leadership.

Morrison, who has largely applied the complexity theory for educational administration, believes that the complexity theory provides the possibility of managing a complex system with a few principles of leadership. The administration is responsible for micro management of policies and changing the school members' views from a competitive, mysteriously, isolated and project-oriented mentality to a collective, dependent, and team and group-oriented network through developing the decision-making along with the responsibility and accountability (Morrison, 2002, p. 35).

12- Categorization of researchers' views on the teachable administration

There are three views: The first two views are in the form of positive views, and the third one is called the negative view.

1- Positive views: The experts, who agree with the teachable administration, are classified into two categories: First, those who believe that the administration can be taught, but the teaching content and methods should be modified, and the second, those who consider this education applicable only for certain people.

2- Negative views: These views generally reject the possibility of teachable administration.

A: Investigation of positive views

1- The supportive theories of administration education: It agrees with the teachable administration with an emphasis on improving the content and method of educating some experts and researchers. According to Sternberg (2004), three factors namely the thinking, intelligence and creativity are essential for educational administration while they are coordinated and combined with each other, and then argues that these three factors are not intrinsic, but they can be "learned".

The experts, who believe in teachable administration, have considered the educational methods and contents. For instance, Elliott and Reynolds (2001) believe that the administration education is now in the context of an intense critical process especially compared to the educational methods and also the process of

administrators' measures is seriously questioned. They believe that this critical movement emphasizes on developing the organic mentality rather than the mechanical.

The experts, who support the teachable administration, have argued that the emotional intelligence can be taught and learned. As Goleman (2000) believes that the emphasis on the role of emotional intelligence in educating the administrator and administrators' efficiency are the experts' growing movements in the field of administration education. This group of experts considers the administration development originated in creation of emotional intelligence components in people. Goleman, Boyzatis & Mckee (2003) has classified the emotional intelligence into four main components of self-awareness, self-management, social awareness and relationship management, and then classified these four components into eighteen abilities and emphasized that these components are not intrinsic, but they can be developed in people. Goleman (2000) as argued about the emotional education that: "Unlike the IQ, which is slightly changed from the childhood, the emotional intelligence skills can be learned at any age. However, this requires the exercise, perseverance and commitment".

2- The supporting theories of management education for specific individuals

Conducting a four-year longitudinal research during a leadership training course with 401 subjects in military organization, Atwatester et al (1999) have concluded that the "personal difference" are the significant predictors of leadership education. Based on this research, the most important predictors are as follows: physical fitness, self-esteem, cognitive ability and experience about the ability to influence others.

B: The negative views on the teachable administration

From the perspective of this group of experts, it cannot be expected that the students will be immediately ready to accept the management posts only be spending the educational courses. Donaldson (1991) argues that we will not certainly teach a person how to lead, and Allio (2005) also criticizes the absolute majority of educational administration programs due to the failure in administrator's development and argues that "The conventional management training programs teach the theory, concepts and principles, and nine management skills". Furthermore, he argues that despite not teachable administration, it can be learned. He explains that the management is not a common profession which can be learned at school (university), but the people become the "administrator" when they gain the organizational experiences.

The reasons for opposition of this group of experts with teachable administration are as follows:
1) Doubt about the fact that the management is a "science";
2) The gap between the theory and practice

Wilson and White believe that "for considering the educational administration as a science, it should have the universal and public principles in order to pave the way for scientific causality and predictability (Mansourkia, 1992: p. 94).

According to Fiedler, the supporters of teachable administration believe in two assumptions:
1- If an administrator is successful in a position, he will be successful in other situations.
2- The administrators can take the advantage of cognitive abilities, analysis of task and skill.

13- Approaches of training the administrators

Furtan (1998),three views of administrators' education as follows:
1- Educational administration as a scientific field;
2- Educational administration as a practical field;
3- Educational administration as a field of recognizing the professional issues

In the first view, the educational administration is put in the science classification and is considered as a scientific course. Here, we emphasize on providing and teaching the concepts and theories, compiling the scientific papers, and training the researcher. The theory ends in practice in this approach. In other words, the professional practice uses the theoretical models in action.

Training the administrators focuses on teaching the theoretical models, and the issue of applying the knowledge is considered as the next activity which the learner is responsible for.

In the second view, the educational administration is considered as the scope of action and includes a set of specific activities. This perspective emphasizes on the acquisition of administration practices and operational models, and the obtained result leads from action to theory. The content of education is determined based on grouping the administration issues and doing the operations for solving them.

Based on the third view, the educational administration is raised as the area for analyzing the professional issues and emphasizes on acquisition of a professional action which is based on the personal scientific information and experiences. This view occurs due to the creation of mental relationship between the theory and practice. In other words, the administration student or new manager makes a connection between the theories and models which make up the subject of his action and his own managerial activities. This vision does not search for the explanatory or descriptive models of reality, but it pays attention to the administrators' interpretation and perceptions of reality.

Table (1): Mangers' educational administration based on three perspectives

Educational administration perspective	Scientific field	Practical field	Field of recognizing the professional issues
The relationship between theory and practice	Linear From theory to practice	Linear From practice to theory	Spiral From practice to theory From theory to practice
The approach raised in training the administrators	Teaching and acquiring the concepts and theories	Teaching and acquiring the specific operating models	Buffering and meta-cognitive process
The foundation of educational content	Disciplinary Multidisciplinary Interdisciplinary	Areas of specific functions	Interdisciplinary provision of complex issues
Target educational approaches	Lecture, reading books Case study of learning evaluation	Providing the practical knowledge related to the models and construction of and practical model	Analysis of issues, the objective of the Objective conceptualization and reorganization of conditions
Comment on the transfer	The use of concepts in a subsequent experience	Utilization of applied models in practice	Transferring the results of operation in training and reuse it in practice

The researchers believe that three above views do not indicate all educational administration programs, but they introduce the dominate programs in administrator training.

14 - Criticism about the administrator training programs

1) The structural inadequacy of administrator education programs at universities

Sanders (1987) believes that the university professors have insufficient information about what happens at schools in spite of their specialized knowledge, and the too much specialization in some of them prevents them to acquire an overall insight to understand the learners' needs.

Pittner (1987) believes that the universities are the appropriate places for acquiring the knowledge with intellectual and mental nature, but other types of knowledge should be learned in other places.

The academic courses are not enough to meet the knowledge-based needs and professional improvement.

According to the studies by Patterson and Finn (1988) on the survey of school principals, the administrators have found their academic education boring. They believe that this education has not make them fully ready for administration and coping with school issues, and in general, the educational programs of universities have not paid attention to the features of workplace and the enriching role of this environment on administrators' education.

2) Abstract education or inconsistency of theory and practice

Most of the researchers have agreed about the insufficient traditional programs for administrators. Some of the professors, who have participated in preparing these programs, believe that these programs have not been successful in administrators' professional growth. The inconsistency of course contents with the knowledge necessary for school management is one of the reasons for the criticism of programs. The school principal's tasks are complex, diverse and unique, and the received knowledge can slightly provide the infrastructure for applying the administration. Most of the criticisms in this area refer to the incompatibility of courses with reality.

According to another criticism, the lessons are often boring, have limited applicability and do not challenge the learner who works in a dynamic environment.

3) Inefficiency of methods

The methodological weaknesses are due to the structural weakness of administrators' education programs.

15 - Definition of educational organization

- The organization refers to the reasonable coordination of a number of people who continuously act through division of responsibilities and establishing the regular and rational relationships in order to achieve a common goal (Alagheband, 2005).
- The organization refers to the rational coordination in group activities in order to achieve the common goal or purpose through division of work and tasks and by the hierarchy and authority and legal responsibility (Jasbi, 1994).
- The organization refers to a group of people with different activities and features. They work with each other by existing tools at the light of certain methods, under the supervision and guidance of one or more managers, and with compliance of certain rules and regulations in order to achieve the pre-determined goal(s) (Sarmad, 1994).
- The educational center, institution and even the school all refer to a unit definition as the education. The educational organization is a place responsible for transferring the culture and its development, the individual's comprehensive growth, and training the skilled labor. The students go to these centers to spend the short, middle and long term courses. In general, the organization is a place where the "education" exists.

16- Educational administrators

Undoubtedly, the knowledgeable, informed and efficient administrator will bring the development for the learning quality of outcomes in educational organization and makes changes in addition to the consistency with changes. The organizational culture based on creativity and innovation is among the promoting elements of knowledge management. To develop the knowledge management in the organization, we should systematically encourage and support the changes which lead to the interaction or knowledge reconstruction.

To have the knowledge-based employees, the administrators should try to adapt themselves to the latest knowledge. The employees' knowledge is the most valuable resource of organization from the knowledge management perspective. In fact, it emphasizes on the employees' knowledge in any organization. Since the labor, processes and technology are three main elements of any organization, on the one hand, the knowledge management has a great emphasis on the human resources and organizational culture in order to create the spirit of knowledge sharing and its application, and on the other hand, focuses on the methods and processes for knowledge exploration, creation and sharing, and finally on the technology for knowledge storage and its applicability while group working. More importantly, there is no direct relationship between the people tendency and knowledge application for applied utilization. The administrator needs to pay attention to the change of this view that "the change is an opportunity" and realize it. He should help to create the effective scientific areas in the future through changing in the organization and preservation of this territory (French and Bill, 2003). Despite the fact that our educational institutions partially have the characteristics of open legal systems (compliance along with the discipline, the existence of power at the head of organization, the provided authority from the top to bottom, and the impersonal behavior based on the official rules), the education administrator should create this organizational culture under which the tendency towards the real and open nature in the organization will not end in the disruption of educational system, but will lead to the self confidence in employees in order to do their tasks better and become aware of the advantages of knowledge management and changes and thus increase the quality of learning-teaching process with is the ultimate goal of education (Scott, 2001).

17- Effective educational environment

The effective and conducive educational environment has the following characteristics. (Kimball Wiles, translated by Tousi, 1974)

❖ Everyone respects himself and others.
❖ Everyone's feelings and welfare are taken into account.
❖ Each member of educational environment has sense of belonging to his environment and group.
❖ People trust in each other.
❖ People participate in educational decisions.
❖ The information about the work becomes available for colleagues.
❖ The members' comments and views are taken into account.

18- Educational leader's duties

1- Motivating the staff in the educational environment in order to enhance the work effectiveness and performance;
2- Creating the conditions under which the employees are encouraged to take the responsibility and become accountable for its consequences;
3- Realistic and fair evaluation of employees' works;
4- Encouraging the employees to study, research and evaluate the educational fields such as the goals, methods, materials and textbooks.
5- Creating the conditions for administrators' innovation and encouraging the employees to innovate.

19- Strategies for implementation of educational administration at universities

1. Clear definition of the leadership role and specifying the management tasks. This requires the cooperation of senior management, understanding the governing culture and planning on this basis;
2. Identifying the gap between the existing and desired knowledge;
3. The administrator should first seek the quantity. Welcoming the quantity encourages the people to think about their favorite ideas;
4. The institutionalization of a sense of need and urgency for change. The administrators should not only make themselves and organization consistent with the changes, but also become pioneer in changing and create this feeling, which the change is an urgent need, among the staff;
5. Establishing a committee for identifying the active individuals and appreciation of their activities. They include not only those who share their knowledge, but also those who truly use the others' knowledge;
6. Creating an environment based on the trust for knowledge sharing between individuals;
7. Creating the conditions for short-term successes (Baghaeinia, 2007).

20- Conclusion

This paper investigates the concept of knowledge management and educational organizations and the role of knowledge management in promoting these organizations. According to this view, the knowledge

management requires determining the opportunities and threats of organization. Afterwards, the organizational knowledge gap (which indicates the gap between the existing and desired knowledge status for organization) is determined in order to specify the knowledge gap. Furthermore, it is necessary to select the appropriate procedures for eliminating or reducing this gap. Ensuring the balance between the explicit and implicit knowledge of organization is also among the factors and indices of success. Creating the commitment in administrators and employees to organizational vision and their efforts to make themselves the leader for sharing the knowledge will strengthen its function and facilitate the performance of teamwork as one of the main infrastructures of innovation.

However, due to the changes of society, the teachers and education officials should think about more efficient approaches for training the administrators. To develop this field, we should review the traditional programs and offer new contents and methods with new attitude. Investigating the administrator training programs in Canada, Furtan (1998) emphasizes that the professionals act should be considered as a complex and constantly constructing system. Therefore, the educators should pay more attention to the creative human than the created one, and enhance the process of change in managers instead of trying to change them.

REFERENCES

[1] Scott, R. (2001) "Organizations, legal, real and open systems", Mohammadreza Behrangi, Tehran: Kamal-e Tarbiat publications.

[2] Behrangi, M. (2001) "Educational and school management", Taban publications.

[3] Baghaeinia, M., (2007) "Knowledge management", Partoye Mellat, Bank Mellat magazine, Second year, No. 16.

[4] Alagheband, A. (2005) "General administration", Tehran: Ravan publications.

[5] French, and H. Bell, S. (2003) "Change management in organization", Mehdi Alvani and Hassan Danaeifard.

[6] McDonald, G. (2002) "Knowledge management", translated by Badri Nikfetrat, Tehran: quality and management.

[7] Wiles, K. (1998), "Educational leadership and administration" (Translated by: Muhammad-Ali Tousi), Tehran: Public Administration Training Centre, 1998.

[8] Siadat, Ali et al. (2005) "Higher education students and teachers' satisfaction with performance of educational service management performance at Isfahan University of Medical Sciences", Iranian Journal of Education in medical sciences. Fall and Winter; 5 (2).

[9] Farhadi-rad (2010) "Quantum university: A smart and self-organized network, http://management21.blogfa.com/post-7.aspx.

[10] Yamini Douzi Sorkhabi, M. (2003) "Academic development planning: Theories and experiences", Tehran: Shahid Beheshti University Press.

[11] Shahzadeh, R. (2010) "Investigating the assessment of local higher education in order to provide a conceptual framework", Quarterly journal of Research and Planning in Higher Education. No. 56, 41-60.

[12] Alagheband, A. (2000) "Theoretical foundations and principles of educational administration", Fourth edition, Tehran: Ravan Publication, 2000.

[13] Mirkamali, M. (1988) "Educational administration: Skills and characteristics of educational administration", educational sciences, February 1988, No. 53.

[14] Ekrami, M. (2001) "Explaining the educational leadership at state universities of Iran; management: management and development process", fall and winter 2001, Nos. 53 and 54.

[15] Ebrahimi- Manei, M. (2010) "Educational administration and developing the organizations", Monthly journal of standard, No. 222.

[16] Baron,A.(2000)"Behavior in organization",1st ed. New York: Allyn and Baron Inc. 2000.

[17] Gunter H.M. (2000)"Thinking Theory: The field of education management in England and

[18] Allio, R. (2005), "Leadership development: Teaching versus learning. management Decision",7(8),1071

[19] Bush,T.(2006)"Theories of Educational management, the National Council of the Professors of Educational Administration (NCPEA)",http://cnx.org/content/m13867/latest.

[20] Bazargan,Abbas(2006) "Constant Evaluation for promoting the university Quality: A Glance at a Decade of Experiences in Higher Education system Of Iran"; Presented Article in the 2nd seminar of Inner Evaluation for promoting in the university Quality Tehran: College of psychology and pedagogic science (in Persian)

[21] Soon, l. Sarrafzadeh, M. (2010)"preparing students for online group working in distance education. the second international conference on e-learning and e-teaching ICELET 2010;2010Dec 2;Tehran,Iran.Tehran:IEEE; 2010. pp. 40-48.

[22] Getzels, J.W. et al. (1968),"Educational Administration as a social process, New York, Harper & Row.

[23] Bahatt, N. (1996)"There is a price on your head: Managing intellectual capital interaction between technologies and people", Journal of knowledge management, vol.5, No.1, 68-75.

[24] Gartner, G. (1999) "White papers on knowledge management". Gartner Group, Stanford. C.T.

[25] Grover. Divennport, T.H. (2001) "General perspectives on knowledge management: fostering a research agenda". Journal of Management Information systems, Vol. 18, No. 5.

[26] Nonaka & Takeuchi. (1995) "The Knowledge-Creating Company" Oxford University Press.

[27] Godet, M. (1994)"From anticipation to action", UNESCO Publishing, 1987 &1994.

[28] Ramsden, P. (1998)"Learning in Higher Education, New York, Routledge.