

Educational Administrators' Performance and Organizational Health: Key Factors for Sustainable Development in High Schools

Masoumeh Pourrajab, Maryam Mahdinezhad, Mohammad Sadegh Bijandi, Ramli Basri, and Khosrow Nazari

Abstract—The term organizational health has been widely discussed by administrators, employers and academic institutions in the past fifty years. The present article is a part of a correlation research which was been carried out to study the relationship between the performance of the educational administrators and the organizational health to obtain Sustainable Development in Iranian high schools in Tehran, Iran. The sampling method was cluster sampling and the sample size was 180 teachers. The research instrumentation consists of two questionnaires: the school organizational health and the administrator performance. The research data was analyzed in the quantitative level by using inferential and descriptive statistics, and for describing the variables the Pearson correlation coefficient and coefficient of determination were used. Findings show that there is positive and significant relationship between organizational health and the performance of the principals. The results of the study also indicate that there is a relationship between organizational health with the principal performance in the areas of education and teaching programs, student and staff affairs.

Index Terms—ducational Administrators, Principal Performance, Organizational Health, Sustainable Development

I. INTRODUCTION

The term “organizational health” is indicative of the domination of the mentality borrowed from psychology, which considers the organization as an organism which, like humans, follows a varied development from balance, health, sickness and finally to death. As a result, like a human being, organizations can be healthy and unhealthy [1]. It can also be defined as the ability of the organization in adaptation with the environment, preservation of concord between members, and achievement of goals successfully [2]. The management science as a modern area of human knowledge, impacts the organizational success, relates to the organizational success, and puts a great emphasis on the role of the educational leaders. Additionally, because of the social nature of the school organization, educational

management experts consider the position of the administrator as doubly effective and believe that schools are good fields to test, evaluate, and critique management theories, subject that might not be surveyed and measured in other organizations easily.

In fact, the performances of principals are affected by two factors. Firstly, the expectations of the society and the people outside the school and regulations, and secondly, the knowledge, expertise, and professional skills of the principals and having a close and friendly relationship with teachers and students, and the people inside the school generally, which are the most important factors on Education for Sustainable Development (ESD) [3].

ESD embraces not only learning about sustainable development, but also its furtherance through the adoption of (and thinking about) practices in our daily and professional lives, that contribute to more sustainable (or more accurately, perhaps, less unsustainable) development [4].

Based on UNESCO's documents, reports and programs [5-10]; sustainable development is a key responsibility for all and everyone has to play their part in making it a reality. Generally, the most commonly accepted definition of sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs [11]. ESD is a difficult concept to perform that requires systems thinking, the integration of considerations about economic, environmental and social factors. On this regards, ESD is the educational process of achieving human development in an inclusive, equitable and secure manner which includes education for poverty alleviation, human rights, gender equality, cultural diversity, international understanding [7] In line of this schools have a particularly important role to play.

Because ESD is fundamentally about values, with respect at the centre: respect for others, including those of present and future generations, for difference and diversity, for the environment, for the resources of the planet we inhabit.

It mirrors the concern for education of high quality as follow

- Interdisciplinary and holistic;
 - Values-driven;
 - Fostering critical thinking and problem solving;
 - Multi-method;
 - Participatory;
 - Applicable to daily life, whether personal or professional;
- and
- Locally relevant in terms of context.

Manuscript received July 26, 2011; revised September 21, 2011.

Masoumeh Pourrajab is with Educational Administration, University Putra Malaysia. (Email: mpourrajab@gmail.com)

Maryam Mahdinezhad is with Human Resource Development , Universiti Putra Malaysia (UPM). (Email: mahdinezhad.hrd@gmail.com)

Mohammad Sadegh Bijandi is with Educational Administration, University Putra Malaysia (UPM) (email : bijandi@usc.ac.ir) .

Dr. Ramli Basri is with Dept. of Education Foundation, Faculty of Education, Universiti Putra Malaysia (email: amlibasri@putra.upm.edu.my) .

Khosrow Nazari is with Educational Administration, University Putra Malaysia (email:nazarikhosrow@yahoo.com) .

Finally, it can be said that ESD is lifelong learning from childhood to adulthood in all potential spaces, whether formal, non-formal or informal. The range of learning opportunities within these spaces reflects the wide scope of ESD and the challenges for achieving sustainability in society and assessing progress [4]. Therefore As the concept of SD was discussed and formulated; it became apparent that education is a key to sustainability. In many countries, ESD is still being shaped by those outside the education community [12].

II. BACK GROUND OF THE STUDY

Educational administrator should apply the scientific principles, findings of the researches through the management technical skills in order to solve challenges inside the school to achieve the educational goals. Knowing the educational system's objectives and processes, being able to induce the proper organizational climate for the employees in carrying, their tasks and responsibilities, utilizing the available material and human resources as required, creating the needed integration and synchronicity between the elements and components of the organization and finally arousing his/her colleagues and subordinates to work and being active effectively are some basic requirements in educational administration [13].

Based on previous studies, although the role of other people in the educational system in attaining the educational goals cannot be ignored, but on the level of educational leadership, the abilities of administrators have a fundamental application and the impact of their performance in school cannot be denied [14-17]. Alagheband [13] delimited the responsibilities of the educational administrators to the following six titles:

- Planning for education and teaching
- Student's affairs
- Staff's affairs
- The interactions between school and society
- Facilities and equipment
- Administrative and financial affairs

The administrator's performance in each of these areas affected by the kind of relationship and the general environment that she/he has created and this forms his behavior towards others. In addition, the organizational health of schools can be measured by using the following seven variables:

- Institutional unity: it refers to the school's capability in adaptation with the environment, so that the integrity, concord, and totality of educational programs are preserved.
- The administrator's influence: administrator's ability to direct and to encourage to the solutions of school's problems.
- Considerateness: refers to the friendly and open behavior of the administrator based on mutual respect, trust and cooperation with the staff.
- Structuring: the professional relationship with the teachers, job expectations, performance standards, and procedures.
- Resource support: including providing the main educational facilities and equipment needed by the

teachers for effective teaching.

- Morale: which refers to an emotional state based on joy and satisfaction in the school staff and students or excitement-based behavior
- Scientific emphasis: desirability and interesting shown by students and staff to achieve cultural, educational, and scientific superiority in comparison with other schools [18].

Numerous research on ESD and organizational climate of schools show that the mutual commitment of the administrator and teachers to enhance the process of teaching-learning is only possible when the organizational health of the school is guaranteed [19]. The findings of a study which has been done by Roney, Coleman, & Schlichting [20] show that there is a significant relationship between a healthy organizational environment and the teachers' efficiency with the performance of the administrator. Mansouri [21] and Javadi [22] asserted that the competence of the administrator in the field of administrative and financial activities and in establishing an effective relationship between the schools with other social institutions can enhance organizational health. Murphy and Datnow [23] have also found out that the success of the proposed reforms by the administrator for inducing a healthy organizational environment depends on the establishment of a participatory relationship between the teachers and the administrator. Another research by Gronn [24] corroborates the results of the previous study, i.e. adoption of participatory strategies by the administrators leads to an enhancement in the individual and group performance of teachers. Additionally, different studies and researches have demonstrated that organizational health is an effective variable on many of the facets and dimensions of the educational system such as SD [25-28].

The aim of SD through educations is the transmission of knowledge, values and the skills needed to make development sustainable, in all parts of the world, especially among youth who take charge of the future. Education takes due account of the three pillars of sustainable development which are environmental protection, economic development and social development. UNESCO [10] proposed that the vision of education for sustainable development is a world where everyone has the opportunity to benefit from quality education and learn the values, behavior and lifestyles required for a sustainable future and for positive societal transformation [29]. Finally, before going to the next part the authors want to emphasize that the UN has designated the period 2005 to 2014 as the decade of ESD and the objective is to integrate the concept of SD in education processes around the world.

The governing approach for the current article is directed towards the study of the relationship between the performance of principal and the organizational health in the field of education. The present study be focusing on ESD has tried to examine the relationship between the three dimensions of the administrator's performance including, planning for education and teaching, student and staff affairs with the four variables measuring organizational health including, institutional unity, the influence of the administrator, considerateness and structuring in high

schools. To achieve the goals, one general and three detailed hypothesis were utilized as follows:

General Hypothesis: There is a significant relationship between the administrator's performance and organizational health in high schools.

Hypothesis 1: There is a significant relationship between the administrator's performance in planning for education and teaching and organizational health.

Hypothesis 2: There is a significant relationship between the administrator's performance in student affairs and organizational health.

Hypothesis 3: There is a significant relationship between the administrator's performance in staff affairs and organizational health.

III. RESEARCH METHODOLOGY

This is a correlation study that was carried out in Tehran, Iran to study the relationship between the performance of educational administrators and school organizational health. The sample includes 180 teachers who were selected using the cluster sampling method. First, all high schools in Tehran were divided into four geographical regions (North, South, East, and West). After determining the number of high schools in each region, 14 high schools and in each high school 13 teacher were selected at random. The research instruments, i.e. the administrator performance questionnaire and organizational health evaluation questionnaire, were made available to them. The organizational health questionnaire was prepared by Hoy and his colleagues with three different forms for use in elementary schools, junior high schools, and high schools to measure important dimensions of organizational health. This questionnaire consists of 44 items which were completed by the teachers. They were asked to complete the descriptive items as much as they are true for their schools based on the Likert scale. This scale involved a minimum score of 44 and a maximum score of 220 and a subsidiary dimension with a range of 1 to 5. In order to evaluate the performance of school administrators, 55 questions were prepared and delivered to the teachers of two schools in the studied population to evaluate the performance of the administrators. The initial results and evaluations led to the omission and modification of some of the items. The final questionnaire known as "Administrator Performance Questionnaire" was prepared with 44 closed-ended items and 4 open-ended questions.

To determine the reliability of the organizational health questionnaire, using the SPSS software, the Cronbach's alpha was calculated which was 0.78 and showed that the questionnaire had a high level of reliability. Also, the Cronbach's alpha for the administrator performance questionnaire was calculated as being 0.85 which is a quite satisfactory result. In addition, Pearson correlation coefficient was used in order to determine the extent of the relationship between administrator's performance and organizational health. Likewise, the results of the research showed that the relationship between variables were significant.

IV. CONCLUSION AND DISCUSSION

The demographic data shows that 78.3 percent of the teachers in the studied sample were married, and 65 percent were younger than 35 years and 85 percent were official (permanent) employees. Additionally, based on the distribution of their degrees, 80 percent of the participants had a bachelor's degree. The aforementioned data indicate that the participant teachers possessed the necessary capabilities to answer the research questionnaires in terms of social responsibility, familiarity with the organizational and employment structure of the educational system, and the needed expertise. The findings of this research concord with the findings of previous research on the relationship between the two factors of administrator performance and organizational health [25, 26, 28]. Based on the evaluation of the collected data and the sorting of the organizational health evaluation questionnaire scores, the average scores of the high schools studies are presented in Table I.

TABLE I: AVERAGE SCORES FOR THE ORGANIZATIONAL HEALTH OF THE RESEARCH SAMPLE HIGH SCHOOLS

High School No.	Score Average
1	160.44
2	148.48
3	196.67
4	166.83
5	167.5
6	163.42
7	165.77
8	163.06
9	163.53
10	149.30
11	143.32
12	170.71
13	159.64
14	168.17

The calculated average of the scores for the studied high schools is 161.41 which, if we consider this average as the criterion for the organizational health of schools, we can see that 9 high schools from among all the surveyed schools had an average higher than the total average, and 5 high schools had lower than the averages mean generally. It can generally be said that about two thirds of the schools in the surveyed population (64.28%) enjoy high levels of organizational health and 35.72 % have low levels of organizational health.

On this point, the study of the administrators' performance mentioned high schools based on the second questionnaire as filled out by teacher showed the average scores for the administrators is 151.75. If we consider this the criterion for evaluating the performance of the administrators, we find out that 10 high schools from among the 14 studied high schools have a higher average score than the total average and, according to the teachers, administrators performance in 4 high schools is lower than the total average. Table II shows the average scores for administrator performance.

The finding signifies that the majority of the schools enjoy a proper level of organizational health and can be explained and justified much better based on the research findings of Dastmalchian, Javidan, & Alam [30] and Madandar & Abasi [31].

TABLE II: THE AVERAGE SCORES FOR ADMINISTRATOR PERFORMANCE IN THE RESEARCH SAMPLE HIGH SCHOOLS

High School Number	Average Score
1	155.56
2	146.22
3	156.94
4	162.39
5	160.07
6	156.5
7	161.69
8	158.82
9	152.65
10	131.6
11	128.33
12	150.79
13	147.82
z	155.13

The results obtained from the analysis of data for testing the main research hypothesis demonstrate that there is a positive and significant relationship between the performance of educational administrators and organizational health in high schools. A summary of the results of statistical calculations necessary to test the hypothesis and to confirm or reject the null hypothesis is presented in table III.

TABLE III: SUMMARY OF INFORMATION ABOUT THE CORRELATION OF VARIABLES IN MAIN HYPOTHESIS

T	Coefficient of determination	a	N	df	rxy
8.92	30.8	0.10	180	178	0.555

The calculated correlation coefficient between the two variables of administrator performance and organizational health is $r=0.555$ which, according to the table prepared by Delavar [32], is at a medium level. The significance test of the above correlation coefficient shows that the absolute value of the observed t (8.92) is greater than the critical value of t at the 0.01 level ($\alpha=2.576$) with the degree of freedom of 178. It can be concluded that there is a significant relationship between administrators' performance and organizational health that lead to social development one of SD pillars.

Table IV displays the analysis of the correlation between variables in hypotheses one to three.

TABLE IV: SUMMARY OF INFORMATION ABOUT THE ANALYSIS OF CORRELATION BETWEEN THE VARIABLES IN HYPOTHESES ONE TO THREE

H. No.	t	Coefficient of determination	a	N	df	rxy
1	10.45	30	0.01	180	178	0.548
2	10.45	30	0.01	180	178	0.548
3	14.86	27.77	0.01	180	178	0.527

The first hypothesis sets out to test the relationship between the performance of school administrators in the field of educational and teaching program with organizational health. The obtained information shows that the calculated correlation coefficient between these two variables in the field of educational and teaching program is 0.548 and because the value the calculated t (10.54) is greater than the critical t ($t=2.576$) at the significance level of $\alpha=0.01$ with the degree of freedom of 178. According to these results it can be said that there is a significant relationship between organizational health and administrator performance in the field of educational and teaching

program and ESD. The calculation of the coefficient of determination indicates that %30 of the variation in organizational health and administrator performance in the field of educational and teaching program is under the influence of this relationship. Hypotheses two and three address the relationship between the performance of administrators in two fields (student affairs and staff affairs) with organizational health. The statistical results displayed in table IV indicate that the calculated t (for the three hypotheses respectively 10.45, 14.86) is greater than the tabular t at $\alpha=0.01$ with a degree of freedom of 178. Therefore, these hypotheses are confirmed with a confidence coefficient of %99. So, there are significant relationships between three dimensions of administrator's performance and organizational health, and with regarding the UNESCO's document improve SD in education especially in social development.

In summary, the findings of this study can be useful for educational leaders in improving SD and employing high school administrators with necessary administrative and managerial training and skills to develop a healthy organizational climate in high schools. The results of the present study also support the findings of the studies which have been done by Mansouri [21] and Javadi [22]. Finally, it can be concluded that regarding to SD, organizational health which includes planning for education and teaching, student and staff affairs have the significant relationship with variables measuring organizational health included, institutional unity, the influence of the administrator, considerateness and structuring in high schools.

REFERENCES

- [1] Glisson, C. and L.R. James, *The Cross Level Effects of Culture and Climate in Human Service Teams*. Journal of Organizational Behavior, 2002. **23**(6): p. 767-794.
- [2] Licata, J.W. and G.W. Harper, *Organizational Health and Robust School Vision*. Educational Administration Quarterly, 2001. **37**(1): p. 5.
- [3] Mirkamali, M., *Educational Administration and Leadership*. 2005, Tehran: Ramin Publishers.
- [4] United Nation, *Education for Sustainable Development in the UK in 2010*. 2011.
- [5] United Nations, *Earth Summit, Agenda 21*. 1992, UN Department of Economic and Social Affairs.
- [6] United Nations, *The World Programme of Action for Youth to the Year 2000 and Beyond*. 1995.
- [7] United Nations, *Decade of Education for Sustainable Development 2005-2014*. 2004, United Nations Paris.
- [8] United Nations, *World Youth Report 2005: Young People today, and in 2015*. 2005, UN, Department of Economic and Social Affairs.
- [9] United Nations, *Towards knowledge societies*. 2005, United Nations Educational.
- [10] United Nations, *Promotion of a global partnership for the UN Decade of Education for Sustainable Development (2005-2014)*. 2005, United Nations.
- [11] Gislason, R., C. Buckler, and H. Creech. *Education for Sustainable Development*. in *Choose the Future*. 2008. Winnipeg, Canada: MESDWG and IISD.
- [12] United Nations, *Education for Sustainable Development in Action Learning & Training Tools N1*. 2006, UNESCO Education Sector.
- [13] Alagheband, A., *Theoretical Foundation and Principles of Educational Administration*. 2nd ed. 2006, Tehran: Arasbaran Publishers.
- [14] Hallinger, P. and R.H. Heck, *Exploring the Principal's Contribution to School Effectiveness*. Educational Management, 2004. **9**(2): p. 215.
- [15] Lezotte, L., *The Nexus of Instructional Leadership and Effective Schools*. School Administrator, 1994. **51**(6): p. 20-23.
- [16] Sergiovanni, T.J., *Leadership as Pedagogy, Capital Development and School Effectiveness*. International Journal of Leadership in Education, 1998. **1**(1): p. 37-46.

- [17] Waters, T., R.J. Marzano, and B. McNulty, *Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement. A Working Paper*. 2003.
- [18] Hoy, W.K. and C.G. Miskel, *Educational Administration: Theory, Research, and Practice*. 8th ed. 2007: McGraw-Hill.
- [19] Schein, E.H., *Organizational Culture and Leadership*. 2010: Jossey-Bass.
- [20] Roney, K., H. Coleman, and K.A. Schlichting, *Linking the Organizational Health of Middle Grades Schools to Student Achievement*. NASSP Bulletin, 2007. **91**(4): p. 289.
- [21] Mansouri, F., *A Study of the Organizational Health of Junior High Schools in Tehran from the Viewpoint of Teachers with the Objective of Presenting some Suggestions Regarding Making Schools Healthy*, in *Faculty of Psychology and Education*. 2007, University of Tehran: Tehran.
- [22] Javadi, R., *A Study of the Organizational Health of High Schools and Pre-university Centers and the Management Style of their Administrators in Two Regions of Shahr Rey*, in *Faculty of educational planning and administration*. 2000, Tehran University: Tehran.
- [23] Murphy, J. and A. Datnow, *Leadership Lessons from Comprehensive School Reforms*. 2003: Corwin Pr.
- [24] Gronn, P., *The New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform*. 2003: Sage Publications Ltd.
- [25] Goddard, R.D., S.R. Sweetland, and W.K. Hoy, *Academic Emphasis of Urban Elementary Schools and Student Achievement in Reading and Mathematics: A Multilevel Analysis*. Educational Administration Quarterly, 2000. **36**(5): p. 683.
- [26] Hoy, W.K. and J.W. Hannum, *Middle School Climate: An Empirical Assessment of Organizational Health and Student Achievement*. Educational Administration Quarterly, 1997. **33**(3): p. 290.
- [27] Hoy, W.K. and D.J. Sabo, *Quality Middle Schools: Open and Healthy*. 1998: Corwin Press.
- [28] Hoy, W.K., C.J. Tarter, and R.B. Kottkamp, *Open Schools/Healthy Schools: Measuring Organizational Climate*. 1991, Newbury Park, CA: Sage.
- [29] Stella, A., O. Tony, and U. Chineze, *Incorporating Education for Sustainable Development into Strategic Planning of Higher Education Institutions in Lagos State of Nigeria*. Journal of Emerging Trends in Economics and Management Sciences (JETEMS), 2010. **1**(1): p. 46-50.
- [30] Dastmalchian, A., M. Javidan, and K. Alam, *Effective Leadership and Culture in Iran: An Empirical Study*. Applied Psychology, 2001. **50**(4): p. 532-558.
- [31] Madandar, A. and P. Abbasi, *A Comparative Study of Secondary School Teachers' Job Satisfaction in Relation to School Organizational Climate in Iran and India*. 2008, Amsterdam- New York: Rodopi.
- [32] Delavar, A., *An Introduction to Applied Probability and Statistics in Psychology and Education*. 3rd ed. 2001, Tehran: Roshd Publishers.



Masoumeh Pourrajab, was born in 1976 and raised in Iran, graduated high school in 1994. In 1998 she received associate diploma in mathematics from Zeinab Kobra Teacher Training Center, Iran. In 2003 received B.Sc in mathematics and in 2006 received M.A degree in Educational Administration from Islamic Azad University Iran. She started study PhD Educational Administration in 2008 at

Universiti Putra Malaysia (UPM).

She was serving as a math teacher at public secondary school From 1998 to 2003 in Koudasht, and from 2003 to 2008, in Khorramabad, Iran. During 2010 and 2011 she attending in 5 international conferences and present about 10 papers, the last one was ICTLE 2011 conference with paper title: "Applying TQM in Teaching and Learning Process".

Ms. Pourrajab was, head of the Math Teaching Council, Khorramabad, Iran from 2003 to 2008, Member of the Assessment Council for Selecting effective form guidance schools, 2005-6, Member of the Teaching-Learning of the General Teaching Councils in Lorestan. Distinguish Teacher as the top researcher teacher and Award was given in acknowledgements and money in 2005 and 2006, attending the Technology Festival, and presenting hand-made teaching aids, Lorestan and Award was given in acknowledgements in 2006. Being elected as the top guidance school teacher at the Teaching and Management Models Festival, Khoramabad, and Award was given in acknowledgements and money in 2005 and 2006. Attending the 6th and 7th call for Mehr Question by the Presidency and Award was given in acknowledgements in 2006 and 2007. Member of the group for improving the quality of teaching-learning

process at the General Teaching Councils of Lorestan. (Email: mpourajab@gmail.com)



Maryam Mahdinezhad, was born in 1974 and raised in Iran, graduated from high school in 1992. In 2001 received Degree of educational administration from Shahid Beheshti Universiti in Tehran-Iran, and in 2008 received M.A degree in educational administration from Al-Zahra Universiti in Tehran-Iran. She started PhD in Human Resource Development in December 2009 at Universiti Putra Malaysia (UPM).

She was serving as an EXPERT TRAINING From 2002 to 2007, Kala Resanan Asia Company, in Tehran-Iran and worked as a same occupation in Tadbir Nezam Gostar Company, in Tehran- Iran from 2007 to 2008. During 2010 and 2011 she attends in 5 international conferences and sent 8 papers for them, the last one was IEDRC 2011 conference with paper title: "Linking Age of Change and Revolution of Information to Role of Knowledge Management in Improving Operating Tasks in Universities". (Email: mahdinezhad.hrd@gmail.com)



Mohammad Sadegh Bijandi, was born in Iran in 1966. He is a lecturer in University of Science and Culture (USC) Tehran- Iran since of 1995 till present. Now, he is a PhD candidate in Educational Administration in University Putra Malaysia (UPM). His areas of interest are Education Administration, Higher Education and Leadership. He received his MSc degree in Educational Administration from Allameh Tabataei University Tehran, Iran in 2000. He was the EDUCATIONAL DIRECTOR (2000-2004) in USC then he became the PLANNING & DEVELOPMENT DIRECTOR from 2004 till 2008 in USC. During 2003 to 2008 he was also a PART TIME LECTURER Institute For Studies In Statistic and Computer institution in Tehran- Iran. By the way he was the FOUNDER and ADMINISTRATOR of Kashmar Higher Education Institution ACECR from 1990 to 1999. Mr. Bijandi has published two articles in international journals and presented more than 20 articles in national, regional and international conferences and congresses.

(E-mail : bijandi@usc.ac.ir and Bijandi110@gmail.com)



Dr. Ramli Basri is Senior Lecturer, Dept. of Education Foundation, Faculty of Education, Universiti Putra Malaysia. He received B.Sc (Applied Chemistry) Hatfield Polytechnic, University of Hertfordshire (UK), M.A. (International Comparative Education) Stanford (USA), Ph.D. (Educational Administration) National University of Malaysia.

He has a vast experience in education, having served the Ministry of Education Malaysia (MOE) for 21 years, both as a teacher and later as an administrator. He started his career as a chemistry teacher at Sekolah Tun Fatimah, Johor Bahru (1986 – 1992) and at Sekolah Alam Shah, Kuala Lumpur (1993). He later served as Assistant Director and later Unit Head for Policy Analysis at the Education Policy Planning and Research Division (EPRD), MOE (1993 – 2007). In his 14 year service at the MOE, Dr. Ramli Basri has been involved as a researcher for a number of studies and as a drafter for various educational laws, policy and programs as well as their implementation guidelines. He also served as the secretariat or a committee member to various macro education policy research, formulation, implementation and evaluation, and has developed expertise in areas of national education policy, administration and law. His work on educational laws are published in the federal government gazettes and others that relate to educational policy and programs are published in various MOE publications which includes MOE's professional circulars, program implementation guidebooks, policy statements, special publications. (email: amlibasri@putra.upm.edu.my)



Khosrow Nazari is currently a PhD candidate in Educational Administration in University Putra Malaysia. He received his MSc degree in curriculum development from Allameh Tabatabaie University Tehran, Iran. His research interests are in the areas of educational administration, strategic planning, organizational behavior, educational research and philosophy of education. He has published two books in Persian and has five conference papers in the area

of education. (email:nazarikhosrow@yahoo.com and nazarikey@gmail.com)