Identifing And Prioritizing The Dimensions And Components of Transformational Leadership In Education Based on Fundamental Change Document

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Abstract
This study was aimed to identify and prioritize the dimensions and components of transformational leadership based on Fundamental Change Documents. This research approach was a mixed method. The populations in qualitative section involved faculty members, expert principals and staffs of the educational organizations and school principals. the quantitative section included all school principals and teachers of West Azerbaijan province of Iran in the academic year of 2019-2020, which were about 26 thousand principals and teachers. Based on cluster sampling method, 378 principals and teachers were selected as a sample of study. The instruments in the qualitative part were semi-structured interviews; retesting and reliability between two coders were used to check the validity and reliability of the interviews and coding. The instruments in the quantitative part was a researcher-made questionnaire that its validity was confirmed by content. The reliability of the instrument was confirmed using Cronbach's alpha method. The grounded theory approach was used to analyze the data. One-sample t-test was used to analyze quantitative data. Findings revealed that; Dimensions of transformational educational leadership were classified into eight categories: Knowledge, attitude, personage, technical skills, ethical-value system, human relation skills, financial resource management, and social management. Also based on the opinion of principals and teachers, among the identified characteristics of transformational educational leaders, charismatic personality had the first priority, transformational attitude had the second priority and having managerial knowledge had the third priority.

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Introduction

Education as a socio-cultural organization plays an essential and irreplaceable role in the training of human resources, production of social and cultural values and in the process of growth and excellence of the country, so that the future of the country can be seen in the mirror of education today (Navid Adham, 2012). This organization is a system that is considered as a general model of institutions and official organizations of society and has played a constructive and fundamental role in the survival and continuity of human culture and civilization (Safi, 2021: 8-7).

Education was born as a modern institution in the age of modernism and in response to the needs of the industrial society and was transferred with minimal changes to other societies, including Iran. Therefore, from the very beginning, it has been incompatible with the indigenous culture and its consequences and outputs, in meeting the needs of society, and increasing its effectiveness and productivity has required micro and macro changes (Navid Adham, 2012). Getting rid of the existing shortcomings and inefficiencies and achieving dynamic, successful and effective education requires a deep and radical transformation in this vast and crucial institution so that by re-reading and reproducing all the effective and hidden factors of this system, we can use opportunities, resources and facilities, optimize resources and facilities and accelerate the realization of goals (Khanifar, 2010). So that in the last three decades, many efforts have been made by officials and those involved in the education system to improve and reform the country's education system, which has left positive and useful results (Supreme Council of the Cultural Revolution, 2012: 21) and led to compile a Fundamental Change Document in country's education. The Fundamental Change Document in education is in fact the strategic plan of education. It is one of the most extensive software designs that has been developed with emphasis on qualitative aspects, the relationship of system elements within and with the environment and structural issues. The scope of the document covers the areas of development, including economic, social and cultural, in education and assigns tasks to them. This document is the basis and guide for basic decisions to monitor and evaluate the formal public education system in order to achieve content and structural changes (Raanaii, 2014).

Successful change in any organization depends on the ability of the leaders in that organization to recognize the need for change and planning to achieve it, to manage alongside the workforce, with unity and integrity to achieve predetermined goals (Mirkamali and Zahedi, 2012). The role of leadership in an organization is not just an administrative and technical activity, but instead leads to develope the potential of employees' human resources to be creative and innovative. Each organization's effectiveness is greatly influenced by human behavior because it is an expected resource for all organizations. Organizational performance depends on individual performance, and leaders must have more than just knowledge in terms of determining individual performance (Latip et al, 2021).

For educational organizations, leadership has a vital and sensitive role in achieving educational goals, and it would not be an exaggeration to say that the success of educational programs depends on their ability and how they are organized and managed (Gholamhoseini, 2010). Leadership in education is often the focus of attention due to heavy responsibilities and areas of accountability in the workplace (Hitt and Tucker; 2016; and Leithwood and Jantzi, 2006). School leaders have significant potential in creating learning environments for students and teachers to enhance student learning outcomes by influencing teachers and organizational policies and processes (Hallinger & Heck, 2010; and Hitt & Tucker, 2016).

One of the most recent and contemporary leadership theories used across a range of

education settings is the Transformational Leadership theory, which is the ability of leaders to achieve results greater than the accomplishment of simple product or service transactions (Bass and Avolio, 1994; Bass et al, 2003).

Transformational leadership is one of the central and the most influential leadership models in the field of education administration (Bush, 2017). Educational administration scholars recognized the relevance of the theory to the contemporary challenges encountered by principals. The theory was rapidly adapted in the field of education, and embraced as an ideal model for school leadership (Leithwood, 1994). Since the early 1990s, Kenneth Leithwood, Doris Jantzi, and their colleagues demonstrated the advantages of these behaviors, which often coincide with more effective school leadership (e.g., Leithwood and Duke, 1999; Leithwood, Jantzi, and & Steinbach, 1999). Transformative leader is the one who is proactive, exudes positive charisma, leads by example and exalts workers above selfish aims through the avenues of idealized influence, inspiration, intellectual stimulation, and individualized consideration. It is hoped that application of transformational leadership in schools' management by principals will eliminate management challenges experienced and help turn them around (Northouse, 2016). Leithwood believes that transformational leadership has a positive effect on the ability of school leadership to make changes to restructuring schemes and is suitable for meeting the demands of schools in the 21st century. He recommends that the transformational leadership approach can be considered and used as a key component of leader training programs (Sun, Chen, & Zhang, 2017). Transformational educational leadership is a type of leadership that focuses on improving individual and collective problem-solving abilities in the school change process (Leithwood et al., (1994; quoted in Bush, 2016) and seeks to

motivate oneself through commitment to use employees' collective goals, increases their creativity and problem-solving ability by mentally encouraging colleagues, increases open and correct communication within the group, and encourages colleagues to explore and learn. Finally, transformational school leaders, through individual consideration, look at co-workers as a unique human being, take into account their individual differences, and cause them to show their true and core interests (Paffen, 2011). This theory focuses on developing the organization's capacity for innovation. Instead of focusing on coordinating, controlling, and directly supervising the curriculum, transformational leadership seeks to increase the organization's capacity to choose its goals and to support the development of changes in teaching and learning practices (Hallinger and Heck, 2010), improving both organizational and teacher learning (Silins, & Mulford, 2002).

Various studies have shown that many problems in education arise from the form and manner of its management. In Iran, most educational organizations, due to the use of traditional, centralized and inappropriate management style and bureaucracy, are opposed to innovation, which is an essential need of today's society (Izadi Yazdanabadi, 2014). Leadership and management styles that do not have a specific compliance with the upstream documents, especially Fundamental Change Document and are not able to change the unfavorable situation of the educational environment and do not facilitate the growth and excellence of education. Based on the goals of Iranian educational system stated in the Fundamental Change Document, the school principal has a special and important role in the school as an educational leader and achieving the goals of education. Achieving successful and efficient schools without competent and capable principals is an unattainable and unrealistic goal. Therefore, paying attention to, employing and

training competent and efficient teachers is one of the most necessary measures to reform the education management system (Bonyadi, Fani and Seyed Javadin, 2018). In the Fundamental Change Document, the transformation in the training and management leadership system in the form of change from administrative and control management to educational leadership based on the Islamic standard system, from centralism to participatory seeking and responsibility based on collective wisdom, from case and scattered planning to strategic and forward-looking planning, from the dominance of an island view in the executive spheres to emphasize processes and consequences based on the Islamic standard system and from the appointment of managers based on administrative criteria to meritocracy in management, (Supreme Council of the Cultural Revolution, Fundamentals, 2011: 416). It is also emphasized on strengthening the doctrinal, moral and professional competencies of principals and teachers and consolidating their model and effective role in educational programs and educational activities of schools and delegating the macro educational responsibility of the school (Ibid: 34). In addition to the above, this document, strategies to improve the quality of educational leadership, institutionalizing the core program at different levels of management, creating the necessary mechanisms for training and retaining managers and educational leaders, selecting managers based on merit and their leadership in divine and human values and scientific criteria, efficiency and belief in the goals of the formal education system (Ibid: 58).

Based on what has been said, educational administrators and leaders are considered as a factor of transformation, improvement and performance of organizations, and provide conditions for the excellence of schools. A type of educational leadership style that is less common in our education environment. Current leadership and management practices are one of the obstacles to the transformation, success and improvement of educational activities. Management practices that do not specifically comply with the upstream documents, especially the document of fundamental change in education. Management practices that are not able to change the unfavorable situation of the education environment and do not facilitate the growth and excellence of education. The present study will theoretically analyze the various dimensions of transformational leadership in education in the context of presenting a transformational leadership model, while further introducing this concept, will also provide the ground for its implementation. Certainly, presenting a successful model for transformational leadership will be able to be effective in realizing the menus of the document of fundamental change in the practical field by untying the question of how to have transformational leadership in education? The present study tries to examine the conceptual model of transformational educational leadership among education managers and seeks to answer the following questions:

1. What are the dimensions and components of transformational leadership in education based on Fundamental Change Document?

2. How is the priority of the dimensions and components of transformational leadership in education based on Fundamental Change Document?

Literature review

A leader is a person who sets goals for his/her people or teammates, and then leads or rallies them to achieve those goals. Both leader and Leadership are quite old terms (Malik & Azmat, 2019). Bass (2019) said, "The primary purpose and value of a leader and leadership practice is to inspire others, deemed followers, to willingly engage together to achieve a goal" (p. 1). Kesting et al. (2016) said that leadership was a process by which an individual motivated or influenced

others to achieve organizational goals. It is the process of enhancing and encouraging the self-esteem and motivation level of employees to achieve organizational tasks and goals. Bass (2019) said, "… leadership is a complex combination of human qualities and actions" (p. 1). Silva (2016) said, "Leadership is the process of interactive influence that occurs when, in a given context, some people accept someone as their leader to achieve common goals" (P.3). Bush & Glover (2003) propose three dimensions of leadership: (1) leadership is a process of influence to structure and organise the processes in the organisation, (2) leadership is related to organisational values and committing people to these values and (3) vision is an essential feature of effective leadership.

Seijts and Gandz (2018) showed in their research that a leader must have six basic characteristics in order to be able to create the process of change in the organization. These characters are: establishing a sense of urgency, creating a guiding coalition, developing a vision, communicating the vision, empowering others for broad-based action, generating short-term wins, anchoring new approaches in the culture.

The success of schools, sports teams, businesses, armies, governments, and nations depends on the performance of their leaders. Thus, leadership is one of the most consequential subjects in human affair (Hogan et al, 2018). The role of leadership in an organization is not just an administrative and technical activity, but instead leads to developing the potential of employees' human resources to be creative and innovative. Organizational performance depends on individual performance, and leaders must have more than just knowledge in terms of determining individual performance (Latip et al, 2021).

Leadership in education often stands in the spotlight, mostly because of growing responsibilities for school principals and the accountability-driven context they work in (Hitt & Tucker, 2016; Leithwood, 2010) and is a process of influencing teachers and other stakeholders and is not necessarily limited to a single person. The process of influence ideally leads to an effective learning climate which all stakeholders (such as pupils, teachers, parents, society) experience as an added value and keeps all the organisational processes in the school (among others, monitoring the instructional process, managing personnel and allocating resources) running smoothly (Daniëls, Hondeghem, and Dochy, 2019).

Bush & Glover propose a definition of school leadership and recap school leadership as follows: Leadership can be understood as a process of influence based on clear values and beliefs and leading to a 'vision' for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the dream of a better future for the school, its students and stakeholders. (Bush & Glover, 2003, p. 31). School leaders have significant potential in creating learning environments for students and teachers to enhance student learning outcomes by influencing teachers and organizational policies and processes (Hallinger & Heck, 2010; and Hitt & Tucker, 2016). Grissom, Loeb, & Master (2013) describe effective school leaders as leaders who manage to combine and understand the instructional needs of the school, have the ability to allocate resources where they are needed, hire and manage qualitative personnel and keep the school running.

Thus, effective leadership has become a topic of concern in applied settings. From a research perspective, the goal of most studies is to identify the characteristics, traits, behaviors, techniques, strategies, attitudes, and/or values that distinguish effective leaders from those who are less effective at assisting the individuals within their achievement context to reach the desired outcome goals. Over the past decades, researchers in the leadership effectiveness area have developed and used a number of theoretical frameworks to

conduct their work. These include trait theories, behaviorally based theories, motivation-oriented theories, among many others (Bryman, Collinson, Grint, Jackson, & Uhl-Bien, 2011; Day & Antonakis, 2012; Northouse, 2016). One of the more recent and contemporary leadership theories used across a range of achievement settings (e.g., business/marketplace and education) is the Transformational Leadership theory, which is the ability of leaders to achieve results greater than the accomplishment of simple product or service transactions (Bass and Avolio, 1994; Bass et al, 2003).

The Transformational Leadership theory can be traced back to James Burns's work on political leaders. In time, the theory was extended by Bernard Bass and Bruce Avolio to describe the behaviors of business leaders. Transformational leaders are said to focus on inspiring followers to "commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support" (Bass and Riggo, 2006, p. 4). Transformational leadership is the new paradigm of leadership which gives more priority to the charismatic and the affective portion of leadership. This leadership approach is based more on leader's shifting the values, beliefs, and needs of their followers (Luthans, 2011).

The Theory of Transformational Burns (1978)

The theory of transformational Burns is one of the earliest in psychological methodology in understanding and explaining the leadership itself. Burns explains the leadership, not only is power in influencing another person but also as a development of moral values in influencing others. The goal of the theory of transformational Burns is to increase the value of the moral and motivation of followers to the extent subordinated can think about contributions to the organisation. Burns explains that leaders have

charismatic properties also have the characteristics of behaviour in mind as a leader. Burns related to the difficulty in differentiation between management and leadership. Burns claimed that the differences are in characteristics and behaviours. He established two concepts: "transforming leadership" and "transactional leadership". According to Burns, the transforming approach creates significant change in the life of people and also organizations. It redesigns perceptions and values, and changes expectations and aspirations of employees (Tengi, Mansor and Hashim, 2017).

The Theory of Transformational Bass (1985)

According to Bass, transformational leaders display transformational behaviors in their day-to-day interactions with employees or subordinates. These behaviors are idealized influence, inspirational motivation, intellectual stimulation, individualized consideration (Pokharel, 2014; Jackson, 2016). Idealized influence encompasses behaviors that instill pride in followers for being associated with the leader—often connoted or synonymous to charisma. Inspirational motivation is when a leader exudes and communicates excellence, and takes the time to honestly and with integrity, focus on the value of the self, the other person, and the task at hand. Individualized consideration is the extent to which a leader attends to each follower's needs and is a mentor, coach or guide to the follower. This leader listens to the concerns and needs of each follower and provides support and is empathic of each person' situation and background. Intellectual stimulation is defined as having a leader who encourages innovation and creativity, as well as critical thinking and problem-solving (Anderson, 2017).

The Theory of Transformational Podsakoff et al. (1990)

Podsakoff et al. (1990) reviewed the extant literature and suggested that there are at least six

key behaviors associated with transformational leaders:

Identifying and Articulating a Vision-Behavior on the part of the leader aimed at identifying new opportunities for his or her unit/division/company, and developing, articulating, and inspiring others with his or her vision of the future.

Providing an Appropriate Model-Behavior on the part of the leader that sets an example for employees to follow that is consistent with the values the leader espouses.

Fostering the Acceptance of Group Goals-Behavior on the part of the leader aimed at promoting cooperation among employees and getting them to work together toward a common goal.

High Performance Expectations-Behavior that demonstrates the leader's expectations for excellence, quality, and/or high performance on the part of followers.

Providing Individualized Support-Behavior on the part of the leader that indicates that he/she respects followers and is concerned about their personal feelings and needs.

Intellectual Stimulation-Behavior on the part of the leader that challenges followers to re-examine some of their assumptions about their work and rethink how it can be performed.

The Theory of Transformational Leithwood (1994)

Leithwood leadership model (1994) explains about the components of leadership transformational through the dimensions build the vision and goals of the school, provides intellectual stimulation, offer support individually, be exemplary to the important values of the organization, indicating high work performance, build creative school culture and developing structures and encourage involvement in the decision-making process.

Identifies and articulates a vision: Behaviours on part of the leader aimed at identifying new

opportunities for his or her school. The leaders also will try to develop (often collaboratively), articulating and aspiring others with a vision of their school future.

Fosters the acceptance of group goals: Behaviours on the part of the leader aimed at promoting cooperation among staffs. Leaders also will assist their followers to work together towards common goals.

Conveys high-performance expectations: These behaviours demonstrate the leader's expectations. A leader wants excellence, quality and high performances on the part of their staffs.

Provides appropriate models: The leader will set a good example for staff to follow. The followers will be consistent with the values exposed by the leader.

Provides intellectual stimulation: The leaders will challenge staffs to re-examine some of the assumptions about their work. Followers will have to rethink how it can be performed.

Provides individualized support: The leaders will indicate respect for individual members of staffs. They concern about their followers personal feelings and needs.

The Theory of Transformational Slocum and Hellriegel (2007)

Slocum & Hellriegel (2007) making Bass model as basis in the review of transformational leadership. Transformational leadership according to Slocum & Hellriegel is divided into four main dimensions. The dimension is made up an attitude that shows consideration of individual-based, build intellectual stimulation, stimulate motivation and nurture an ideal influence among his followers.

Inspired Motivation: Transformational leaders will guide his followers by providing them on awareness of the challenges and the meaning of whatever is done. They often involve followers in the aspiration to achieve the goals.

Provides Intellectual Stimulation: Practicing leadership leaders encourage followers to think

transformational abnormalities to be more innovative and creative. With this transformational, a leader dare question any assumptions by exploring ideas and new methods as well as cope with any situation with a new way.

Fostering an Ideal Influence: Transformational leader shows the level of moral and ethical in it's leadership. The leader of the transformational does not manipulate power in maximum but they use all power sources for cooperating individual. The influence builds by the charisma of the leader of the transformational itself. This leader showed willingness to share risk in order to achieve the objectives of the organization. Selfless attitude of personal interest and wise use of its powers in mobilizing individuals and working groups in the organisation strives to achieve that aspired making transformational leaders admired, respected and trusted.

Consideration of individual: Consideration on the basis of an individual means a person that is a leader transformational leader, focused specifically to each member organization as an individual, especially in the aspect of the need to achieved success. This shows a leader transformational the attention personally to his followers.

The Theory of Transformational Northouse (2007)

Northouse (2007) identifies five basic approaches to leadership models, as follows:

Model the Way: Leaders must be clear in their own values and philosophy which they need to share and express with others. They must follow their commitments and affirm the common values.

Inspire a Shared Vision: Transformational leaders must compel the visions and lead followers by showing them a visual of positive outcomes which were going to achieve in future through communicating with them. Leaders must show how the dreams can be achieved among followers.

Challenge the Process: Transformational leaders must have a willingness to change the status quo; they must be innovative and accept the improving process as well as they must be always ready to face the risk for organizational change.

Enable others to Act: Leaders must be effective while working with followers; they must build trust and beliefs with each other which promote collaborative work. Leaders must create the environments of teamwork and cooperation as well as such an atmosphere where followers can feel dignity, respect and good about their work.

Encourage the Heart: Leaders must support and recognize followers as well as encourage them by rewarding when they accomplish their tasks. These activities lead the collective identity and team spirit as the great outcomes in the organization.

Crossan et al. (2017) have identified the dimensions and characteristics of effective and transformational leaders, which include:

1. Transcendence (appreciative, inspired, purposive, future-oriented, optimistic, creative)
2. Drive (passionate, vigorous, results-oriented, demonstrates initiative, strives for excellence)
3. Collaboration (cooperative, collegial, open-minded, flexible, interconnected)
4. Humanity (considerate, empathetic, compassionate, magnanimous, forgiving)
5. Humility (self-aware, modest, reflective, continuous learner)
6. Integrity (authentic, candid, transparent, principled, consistent)
7. Temperance (patient, calm, composed, self-controlled, prudent)
8. Justice (fair, equitable, proportionate, even-handed, socially responsible)
9. Accountability (takes ownership, accepts consequences, conscientious, responsible)
10. Courage (brave, determined, tenacious, resilient, confident)
11. Judgment (situationally aware, cognitively complex, analytical, decisive,

critical thinker, intuitive, insightful, pragmatic, adaptable)

Griffin (2013) termed the transformative leadership as the process of leadership that goes beyond the ordinary expectations by stimulating and inspiring followers to think in innovative ways to achieve the mission of the organizations. Thus, the transformational leadership influences the followers by its ideal values for initiating change process in the school as an organization.

Transformational Leadership refers to an innovative style of leadership in which leaders' promote individual attention, give empowerment to followers, have intellectual stimulation, exert idealized influence, stimulate growth and used inspirational motivation (Jung et al., 2003). Hemsworth, Mutera, and Baregheh (2013) posited Bass (1985) defined a transformational leader as a person who posses characteristics which motivate employees to move beyond their self-interest and commit themselves to their employer's goals and objectives.

The goal of transformational leadership is to strengthen capacity building and higher personal commitments to organizational goals that lead to increased effort and productivity (Bass and Avolio, 1994; Daniëls, Hondeghem, and Dochy, 2019).

According to Murphy and Ansher (2008), transformational leaders achieve purposeful change because of the characteristics of: "strategic visioning and communication behavior, sensitivity to the environment, unconventional behavior, personal risk sensitivity to organizational members' needs and deviation from the status quo." Hersey and Blanchard (2018) believe that transformational leaders motivate their subordinates to work harder than originally expected, and they achieve this in three ways: raising subordinates' awareness of the importance and value of personalized results and ways to achieve them. They are forcing subordinates to go beyond individual interests for the sake of a larger team,

organization, or system, and to elevate subordinates' needs to higher related needs, such as self-discovery or expanding their set of needs. Simola, Barling and Turner (2010) believe that "transforming, motivating and strengthening the moral actions and ideals of the followers are the characteristics of this kind of leaders. Characteristics of transformational leadership based on the findings of Eskandari (2014) include: long-term insight, empowerment, coaching, development of others and cultural challenge to change.

The theory of Transformational leadership was rapidly adapted in the field of education, and embraced as an ideal model for school leadership (Leithwood, 1994). Since the early 1990s, Kenneth Leithwood, Doris Jantzi, and their colleagues demonstrated the advantages of these behaviors, which often coincide with more effective school leadership (e.g., Leithwood and Duke, 1999; Leithwood, Jantzi, and & Steinbach, 1999).

In this regard, Quin, Deris, Bischoff, & Johnson (2015); Tschannen-Moran & Gareis (2015) explain that the transformational leadership role of the principal aims to provide an ideal influence so that followers run an organization that is relevant to the interests of followers in addition to the interests of the overall organizational progress. Therefore, leaders work in a democratic and participatory manner. It aims to motivate and inspire followers by showing empathy and optimism, involving members in implementing character education strengthening programs that include; personal development activities, character learning activities, activities in the school environment, and the community. Besides, it aims to stimulate intellectuality through harmonious interaction between leaders and members and encourage followers to explore creative ways of solving inequality problems in the education system. Furthermore, it aims to concern individuals to understand and respect individual differences (equality), stimulating

followers by delegating responsibilities, communicating individually to understand the various needs, skills, and ambitions of followers (Litz & Scott, 2017).

Leithwood (1992) adapted the transformational educational leadership model from the general transformational leadership model. This model consists of seven components: individual support, shared goals and vision, intellectual stimulation, culture building, rewards, high expectations and modeling (Leithwood and Jantzi, 2000).

Leithwood, Jantzi, and Steinbach (1999) developed a comprehensive transformational educational leadership model based on six dimensions of leadership and four dimensions of management. Dimensions of leadership include: building school vision and goals, providing intellectual stimulation, offering individualized support, modelling best practices and important organizational values, demonstrating high performance expectations, and developing structures to foster participation in school decisions. Managerial dimensions are: Staffing, instructional support, monitoring school activities and community focus.

Hess and Kelly (2007) identified the characteristics of transformational educational leaders in seven categories: managing results, managing personnel, technical knowledge, external leadership, norms and values, managing classroom and leadership and schools culture.

After reviewing the researches over the past two decades, Sun and leithwood (2012) identified the components of developing people, redesigning the organization, setting directions, and improving the instructional programs for transformational educational leaders.

According to the findings of Li and Shi (2008), transformational leadership includes: moral modeling, charisma, articulate vision and individualized consideration.

Leithwood et al (1994; quoted in Bush, 2016) transformational leadership based on eight

dimensions; building school vision, establishing school goals, providing intellectual stimulation, offering individualized support, modelling best practices and important organizational values, demonstrating high performance expectations, creating a productive school culture, developing structures to foster participation in school decisions.

Kouzes and Posner (2002, 2003 and 2007, citing Litz & Scott, 2017) have defined five components for transformational educational leaders; modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart.

Pokharel (2014) in his research to develop transformational leadership in school have identified patterns. These patterns include 360-degree feedback, executive coaching, networks, monitoring, action learning, and job assignment.

Kositpimanvach et al. (2021) conducted a study to identify the transformational leadership model in Thai schools and identified the following components as the components of transformational leaders in schools. The transformational leadership models of private schools are: Ideological influence, inspiration, intellectual stimulation, individual consideration, and information technology advancement.

McKinney, Labat, & Labat (2015) explain that transformational leadership is perceived to be sensitive to organization building, developing a shared vision, distributing leadership, and building school culture necessary to current restructuring efforts in schools.

Bagheri, Hanifi, and Taghi Imani (2021) presented a conceptual model of transformational leadership for primary school principals. Their conceptual model included: school identity factor (school dynamics, school synergy), school organizational structure (lack of transparency in the formulation of administrative rules and regulations, education inflexibility), organizational motivation (meeting the material and spiritual needs of teachers, dissemination of

value behaviors and dissemination of moral behaviors), organizational communication (having leadership qualities, support for education, having mental and educational abilities, having innovative decisions), the cultural factor (behavioral skills, humanism, scientific orientation), the education development factor (strategic thinking, reformability of education, ethical promotion of education, and functional growth of education).

It is commonly believed that school leaders are also an important factor in the change process, as transformational leadership can create the right conditions for a shared school culture and motivate teachers to develop and improve their skills. The importance of educational leadership in educational change processes is widely acknowledged. Numerous reviews and meta analyses confirm its relevance. Theoretical models that describe the impact of leadership emphasize its indirect nature (Bossert et al., 1982; Geijsel et al., 2009; and Leithwood & Sun, 2012). Leithwood believes that transformational leadership has a positive effect on the ability of school leadership to make changes to restructuring schemes and is suitable for meeting the demands of schools in the 21st century. He recommends that the transformational leadership approach can be considered and used as a key component of leader training programs (Sun, Chen, & Zhang, 2017). Transformational educational leadership is a type of leadership that focuses on improving individual and collective problem-solving abilities in the school change process (Leithwood et al., (1994; quoted in Bush, 2016) and seeks to motivate oneself through commitment to use employees' collective goals, increases their creativity and problem-solving ability by mentally encouraging colleagues, increases open and correct communication within the group, and encourages colleagues to explore and learn. Finally, transformational school leaders, through individual consideration, look at co-workers as a unique human being, take into

account their individual differences, and cause them to show their true and core interests (Paffen, 2011). This kind of educational leadership style focuses on developing the organization's capacity for innovation. Instead of focusing on coordinating, controlling, and directly supervising the curriculum, transformational leadership seeks to increase the organization's capacity to choose its goals and to support the development of changes in teaching and learning practices (Hallinger and Heck, 2010). Silins, & Mulford (2002) stated that transformational leadership improves both organizational and teacher learning. Marks & Printy (2003) emphasize that transformational school principals motivate teachers and students by raising awareness of organizational goals. Northouse (2016) notes that a transformative leader is the one who is proactive, exudes positive charisma, leads by example and exalts workers above selfish aims through the avenues of idealized influence, inspiration, intellectual stimulation, and individualized consideration. It is hoped that application of transformational leadership in schools' management by principals will eliminate management challenges experienced and help turn them around.

Based on what was presented in the literature on the subject and background of the research, transformational leadership in different contexts and influenced by the philosophical and value system governing each country has been explained with different concepts and components. There are different views on the dimensions and components of transformational leadership. The model of transformational leadership presented by foreign researchers is not applicable to the educational system of our country because most of these researchers have a non-spiritual view and is far from the standard Islamic and indigenous system of our country. There is little internal research into providing a transformational leadership model in education. Research that has not been specifically conducted

in the context of the country's education based on the Fundamental Transformation Document, which reflects Iranian-Islamic values.

Research Methodology

This research was a mixed exploratory research in terms of research approach. In fact, firstly, through qualitative research method, the required information about the dimensions and components of transformational educational leadership was collected and using the qualitative research strategy and grounded theory, the phenomenon of transformational educational leadership was carefully scrutinized. In the qualitative data analysis method, open coding method, production of basic concepts, production of major categories, axial coding and selective coding process were used. After this stage, the researcher used t-test to prioritize the dimensions and components. The reason for using qualitative methods is the weaknesses on theoretical and experimental background of the research and also the lack of consensus of researchers towards transformational educational leadership.

The population of qualitative section involved faculty members, school principals and expert principals and staffs of the education organization. The sampling method was purposeful and theoretical. Sampling for selecting experts in this study continued until the process of exploration and analysis reached the point of theoretical saturation.

Table 1. Characteristics of Delphi panel members

Trait	N
faculty members	4
expert principals and staffs	4
school principals	4
Total	12

The population of quantitative section involved all school principals and teachers of West Azerbaijan province during academic year 2019-2020, which were about 26 thousand principals and teachers, according to Cochran's formula, 380 principals and teachers were selected as a sample of study.

The sampling method was cluster sampling. The education regions of West Azerbaijan province are divided into two clusters: the first cluster; North, south, center, west and east of the provincial capital and the second cluster; Subordinate cities were divided and from the first cluster, two regions and from the second cluster, three cities were selected for sampling.

Sampling was performed according to the first and second education regions of West Azerbaijan province in a stratified-relative manner. Due to being unresponsive or incomplete response of some participants, 400 questionnaires were distributed among participants, from them, 378 usable questionnaires were obtained (response rate 94.5%).

Response rate=378/400=94/5%

In this study, according to the criteria provided by Creswell (2007) to ensure the mixed research validity and in order to ensure the accuracy of the findings from the researcher, research participants or readers's point of view, the retest reliability and the reliability between the two coders were calculated.

Reliability percentage=Agreement number/total codes*100

In the present study, among conducted interviews, 3 interviews were selected to calculate the reliability of the retest and each of

them was coded twice at a time interval of ten days. The coding results were shown in Table 2.

Table 2. Calculation of retest reliability

Row	Interview title	Total codes	Agreement number	Non-Agreement number	Retest reliability
1	4m	27	10	6	74
2	7m	35	13	5	74
3	10m	26	11	8	84
total		88	34	19	77

According to the above tables, the total reliability of the retest is 77; since reliability above 60% is acceptable (Hooman, 2014). Therefore, it can be concluded that the conducted coding had good reliability. In order to calculate the reliability of the interview by the intra-subject agreement method of two coders, one of the holders of the doctoral degree in educational management familiar with the analysis of interviews was asked to participate in the research as a secondary coder. The results of these coding are shown in Table 3.

Table 3: Calculation of reliability between two encoders

Row	Interview title	Total codes	Agreement number	Non-Agreement number	Retest reliability
1	4m	27	11	4	**81**
2	7m	35	15	8	**85**
3	10m	26	11	6	**84**
total		88	37	18	**83**

According to the above table, the results indicate that the reliability of all three interviews is higher than 60%, so it can be concluded that the performed coding have acceptable reliability.

The instrument in the quantitative part was a researcher-made questionnaire. It is worth mentioning that qualitative research, like quantitative research, is based on a series of criteria, many of which are equivalent to evaluation criteria in quantitative research. For qualitative research, Guba & Lincoln (1989) equate the credibility with internal validity, transferability with external validity, dependability with reliability, and confirm ability with objectivity in quantitative research. In addition to these criteria, they consider the authenticity as one of the other criteria for evaluating qualitative research (Noori, & Mehrmohammadi, 2011).

Table 4. Dimensions of transformational educational leadership, its components and items

	Dimensions	Items
1	Knowledge	1) Familiar with the Fundamental Change Document 2) Professional nowledge and expertise 3) Related job experience & records
2	Attitude	4) Willing Transformation attitude 5) The spirit of participation 6) High performance expectations
3	Ethical-value system	7) Ethical Beliefs and values 8) Religious beliefs 9) Responsibility and commitment
4	personage	10) Charismatic personality 11) Individual support and consideration 12) Strong insight
5	Human skills	13) Human resource management 14) Create a common vision 15) The ability to establish human relationships
6	Technical skills	16)Familiar with the technical principles of work 17) Ability to analyze issues 18) Performance monitoring and evaluation
7	Financial	19) Attracting and optimal use of school financial resources
8	Social	20) Communication with governmental and non-governmental institutions 21) Communication with stakeholders (parents and board of trustees)

Regarding the validity or reliability of the questionnaire used in this study, the content validity method was used to start the work. After confirming the content validity of the research tool, in order to ensure the reliability of the questionnaire, it was performed among 15 subjects and Cronbach's alpha was calculated and confirmed. Qualitative data were analyzed through the foundation data approach with three methods of open, axial and selective coding. The method of data analysis in the quantitative part was the use of t-test using SPSS software.

Findings

1. What are the dimensions and components of transformational leadership in education based on Fundamental Change Document?

In order to answer this research question, a qualitative research method and a semi-structured interview with experts were used. Therefore, in order to identify the dimensions and components of transformational educational leadership based on Fundamental Change Document, people were asked questions in the interview sessions. During the interview process, whenever there was any ambiguity, people were asked follow-up questions to provide more and clearer explanations. Experts in a dozen interviews have noted a relatively wide range of aspects of transformational educational leadership. In order to summarize and identify the main components, in other words, the transformational educational leadership model, the codes (concepts) identified in Table 5 are presented and in the next step, the main components are identified.

Table 5. Identified codes from interviews with experts related to the first research question

interviews	Codes
1	Knowledge and information, reasoning ability, knowledge on Fundamental Change Document, professional expertise and competence
2	Tact, related work experience, education, justice and fairness, attention to the special needs of students, attention to teachers and school staff, philosophy and perspective of principals, non-bias and personal bias, transformational attitude, Job interest ,belief and believe in change, high-performance expectations, charismatic personality, attention to personal needs of employees and support of employees, moral-oriented, believer
3	Considering students as a main pillar of school, motivating teachers and staff, effective communication with parents, board of trustees, awareness of the teachings of the Fundamental Change Document, school vision and mission
4	Beliefs and values, non-bias, responsibility, criticism of, decision-making, majesty and attractiveness, problem solving for school and students, experience and expertise of principal, personal characteristics of principals, ethical role model, transformational attitude, belief in change, influential and insightful, innovation and creativity, supportive of employees and achieve the goals of the organization, social skills
5	Material resources, fundraising, financial resources, budget, impact on the community economy, deep religious beliefs, responsibility and commitment, manager's experience and expertise, decision making and problem solving, Continuous monitoring
6	bureaucracy style , human resource management, planning, decision making, team management, performance appraisal, culture, being critical, upstream documents, culture and macro attitude in the field of self-evaluation in school, school cultural values, maintaining order, justice and equal opportunities, high-performance expectations
7	Decision making, adherence to moral values, managerial knowledge and competence, emotional intelligence, classical intelligence, cultural intelligence, manager tact, manager foresight, self-confidence, self-fulfillment, religious perceptions, intelligence, desire to change
8	Familiar with the technical principles of work, the ability to analyze issues, review strategies, staff management, performance monitoring and evaluation, attracting donors
9	Motivation, self-efficacy, creativity, courage, grandeur, scientific acceptance, heart popularity, program-oriented, drawing roadmap
10	Charisma and charismatic personality, honesty ethics and behavior model, with a spirit of self-sacrifice, creative, active and hard-working, desire for change, participation
11	Human resource management, personal support, goal setting, planning, monitoring and evaluation, high social relations, collective decision making, motivation, common goal setting, evaluating performance, solving school educational and disciplinary problems
12	No gap between school education and students' real life, attention to local context, culture of group and teamwork in school, knowledge sharing, government agencies, communication with other institutions, creating an effective communication network with the outside education system, attracting support and financial aid, managing human and financial resources

As can be seen in Table 5, broad dimensions were identified in relation to the first research question. Therefore, in order to answer the first question of research and using the results of semi-structured interviews during two stages of coding and also inspired by the research background, the identified concepts are classified into eight categories. Table 6 presents the categories.

Table 6. Classification of identified concepts in the form of main categories of first question

Experts	The main category	Related identified concepts
M1, M2 M3, M7, M8	Knowledge	Familiar with the Fundamental Change Document, professional knowledge and expertise, related job experience and records, professional expertise and competence
M2, M4, M5, M7, M10	Ethical-value	Ethical beliefs and values, ethics model, no prejudice, tradition and religion, religious beliefs, responsibility and commitment, faithful
M11, M3, M4, M9, M4, M7, M6	Human skills	The ability to establish human relationships, human resource management, good relationship with students, co-workers, parents, members of the parents and teachers association, and board of trustees parent-teacher association, collective decision making, create a common vision
M12, M5, M8	Financial	Make appropriate investments and create wealth, optimal use of school financial resource, being influenced by the economy of society, budget
M12, M6, M2, M3, M4, M5	Social	Attracting the support of governmental and non-governmental institutions, Attracting the support of stakeholders (parents and board of trustees)
M2, M5, M6, M7, M11, M8	Technical	Familiar with the technical principles of work, ability to analyze issues, review of solutions, performance monitoring and evaluation
M2, M3, M4, M9, M10, M11	Personage	Charisma and charismatic personality, Support and consideration of colleagues, strong insight, honesty, justice and fairness, critical, dedication and self-sacrifice, active and hardworking, self-confidence, creative
M2, M10, M6, M7, M4, M12	Attitude	High job interest, motivation and passion for change, foresight, change-seeking attitude, belief in change, high performance expectations, participatory attitude

Table 7. The main components and sub-components of transformational educational leadership

Main components	Sub-component	Main components	Sub-component
Knowledge	Familiar with the Fundamental Change Document, professional knowledge and expertise, related job experience & records	Social	Attracting the support of governmental and non-governmental institutions, Attracting the support of stakeholders (parents and board of trustees)
Attitude	Willing Transformation attitude, participatory attitude, high performance expectations	Ethical-value	Ethical beliefs and values, religious beliefs, responsibility and commitment
Personage	Charismatic personality, individual support and consideration Strong insight	Human skills	Human resource management, create a common vision, the ability to establish human relationships
Technical	Familiar with the technical principles of work, ability to analyze issues, performance monitoring and evaluation	Financial	Attracting and optimal use of school financial resources

2. How is the priority of the dimensions and components of transformational leadership in education based on Fundamental Change Document?

As previously noted, transformational educational leadership had 8 dimensions and 21 items. one-sample t-test results in Table 8 show that from the perspective of the sample, the mean

charismatic personality is 4.2351, the value of t is 49.719 and the significance level is 0.001 (p <0.01). Considering the positive and significant value of t, it can be said that from participants

point of view, the status of charismatic personality is significantly higher than average. For other items, the results of t-test are presented in the table.

Table 8. Status of dimensions and components of transformational educational leadership and their prioritization

	Items	N	M	SD	T test	Priority	df	Sig
1	Human relations skills	328	4.2209	.604	36.59	Eighteenth	327	0.000
2	Related work records	328	4.3163	.604	39.43	Fourteenth	327	0.000
3	Familiarity with the Fundamental Change Document	328	4.2309	.621	35.88	twenty first	327	0.000
4	Strong insight	328	4.2399	.598	37.55	fifteenth	327	0.000
5	Create a shared vision	328	4.3143	.590	40.30	twelfth	327	0.000
6	Charismatic personality	328	4.2351	.449	49.71	First	327	0.000
7	Ideas and values of the educational director	328	4.3064	.573	41.27	ninth	327	0.000
8	religious beliefs	328	4.1519	.564	36.96	nineteenth	327	0.000
9	High performance expectations	328	4.2091	.532	41.09	tenth	327	0.000
10	Familiarity with the technical principles of work	328	4.1315	.555	36.92	seventeenth	327	0.000
11	Ability to analyze issues	328	4.1287	.559	36.53	Twentieth	327	0.000
12	Attracting the support of governmental and non-governmental institutions	328	4.0963	.536	37.01	Sixteenth	327	0.000
13	knowledge	328	4.3192	.490	48.67	Second	327	0.000
14	individual support and consideration	328	4.2395	.526	42.62	Eighth	327	0.000
15	participatory attitude	328	4.2932	.521	44.90	Fifth	327	0.000
16	transformation attitude	328	4.2214	.486	45.43	Third	327	0.000
17	Attract and manage school finances	328	4.2103	.505	43.33	Seventh	327	0.000
18	Monitoring and evaluating performance	328	4.1008	.497	40.07	Thirteenth	327	0.000
19	commitment and responsibility	328	4.1924	.489	44.13	sixth	327	0.000
20	human resource management	328	4.3951	.562	44.94	Fourth	327	0.000
21	Communication with stakeholders (parents and board of trustees)	328	4.1885	.531	4.49	Eleventh	327	0.000

Dimension prioritization is also based on the values of t in the table. As can be seen in Table 8, charismatic personality items with first priority and items with managerial knowledge, transformation attitude, human resource management, participatory attitude, commitment and responsibility, attracting and managing financial resources, individual support and consideration, manager's ideas and values and expectations high performance is the second to tenth priorities.

Discussion And Conclusion

Based on the results of the present study, the analysis of the interviews showed that the transformational educational leader includes components of knowledge, attitude, personage,

ethical-value system, technical skills, social management, human skills and financial resource management and each of the identified components includes subcomponents.

The knowledge component included professional knowledge and expertise, work experience, and familiarity with the provisions of the Fundamental Change Document. Researchers have considered having professional knowledge and expertise as one of the characteristics of transformational leaders. Socrates believes that a leader has characteristics, especially technical or professional knowledge, which depends on the situation and is not transferable (Saqib Khan et al., 2015). Hess and Kelly (2007) showed in their research that in order to be a transformational leader, one must have specialized leadership

knowledge. Also, the possession of knowledge and expertise by education managers and educators is emphasized in Fundamental Change Document of education, as emphasized on the optimal and intelligent use of technology and distance and virtual education by educators within the Islamic criterion. The present study's results also confirmed the above results and showed that one of the requirements of transformational educational leader is to have managerial knowledge.

Related experience and job records were also identified as one of the sub-components of knowledge component in this study. Abdollahi (2013) in his research concluded that effective management of educational organizations requires sufficient knowledge and experience and so-called professional competence. The results of the present study in this field are in line with Abdollahi (2013). As a result, it can be said that a manager is successful and can transform his collection that has management knowledge and expertise together; because experience and expertise complement each other and will help the educational leader in transformation.

Another sub-component of knowledge component from the perspective of experts was the familiarity of managers with the provisions of Fundamental Change Document. Since the purpose of this study was to identify the components of transformational leaders based on the teachings of the Fundamental Change Document. Experts stressed that educational leaders should be deeply acquainted with the principles and provisions of Fundamental Change Document, because Fundamental Change Document is a type of cultural revolution that is accompanied by changes in theoretical foundations and intellectual foundations. Concepts such as good life, identity excellence, basic competencies, educational fields, contributing and effective pillars, competent school, etc., which have not been common among managers and experts in previous documents and

education literature. Therefore, managers, as front line soldiers of transformation, must have the necessary professional knowledge in this field.

Another component that was identified in the present study as the characteristics of transformational educational leaders was attitude, which included the three sub-components of having a transformational attitude, having a participatory attitude, and having high performance expectations. Regarding the transformational nature of educational leaders, previous research suggests that transformational leaders should begin to transform themselves. For example, Tichy, & DeVanna (1990) believe that transformational leaders as the founders and main initiators of change will seek to make the continuation of the status quo harmful and unbearable for the members of organization. Spreitzer et al. (2005) showed that transformational leadership questions the status quo and suggests new ways to develop the organization and fulfill its missions. Senge (2006) believes that the ability of management to clearly describe the program of change, the manager must clearly state the goals of the organization for change to all people who are involved or affected by change. Turani (2009) believes that fundamental change is not a forced change and instruction, but the desire for change should become the culture and organizational ruler. The results of the present study also confirmed the above findings and are consistent with the above findings.

Another sub-component of attitude in the present study was participatory attitude. Leithwood et al. (1994 quoted in Bush, 2016) showed that transformational educational leaders contribute to the organizational effectiveness of school by creating participatory cultures and structures for teacher and parent participation in school decisions. Slocum and Hellriegel (2007), Kelly (2003), and Eskandari (2014), in their research have pointed out the importance of the

spirit of participation of transformational leaders and believe that transformational leaders involve followers in decisions. The results of the present study also showed that one of the characteristics of transformational leaders is the creation of participatory structures by managers and educational leaders, which is in line with the above findings.

In The Fundamental Change Document of education also emphasizes the creation of participatory structures by the educational leader. In the educational leadership and management subsystem, the Fundamental Change Document of education emphasizes the shift from centralism in the management process to participation and responsibility based on collective wisdom. So that school management should be based on a liquidity and participation approach. Also in the system of teacher training and human resources, changing the view from a closed organizational culture (confining teachers in a closed space) to seeking scientific participation and transfer of experiences at different levels (school, local, national and international) is emphasized in Fundamental Change Document. The Strategy 6-8 also emphasizes strengthening the professional and doctrinal competence of principals and teachers and providing executive mechanisms for their active and effective participation in educational programs and educational activities of schools.

One of the other sub-components of attitude was "expectations of high performance". The results of the present study are consistent with the findings of Bass (1985), Leithwood et al (1994), Eskandari (2014), Sun and Leithwood (2012), Hersey and Blanchard (2018). The above researchers have considered high performance expectations as one of the requirements of transformational leaders. Based on the results of the present study, it can be said that transformational leaders can use behavioral characteristics to lead their followers to perform more than expected.

The personage component was identified as another characteristic of transformational educational leaders, which included three sub-components of charismatic personality, individual support and consideration, and strong insight.

In various studies, charismatic personality has been emphasized as one of the components of transformational leadership. According to Burns (1978), the transformational leader is a role model for his followers, and followers see the greatness of the leader at work because the leader is an ideal and charismatic person and has a prominent personality. Bass (quoted by Pounder, 2006) believes that a transformational leader creates pride, respect, and increases optimism. Leithwood et al. (1994; quoted in Bush, 2016) believe that being a charismatic transformational leader can make a difference in the organization of school and also create a space for communication between the leader and the teacher. Acarr & Braun (2007:3) consider transformational leadership as the kind of leadership that has divine grace and provides spiritual motivation and special attention for their followers and guides them by influencing their hearts. The Fundamental Change Document also emphasizes the role of the educator as a guide and a trustworthy and insightful model in the process of education and the most effective element in fulfilling the missions of formal public education system (Supreme Council of the Cultural Revolution, 2011: 16). As observed in the comments of some experts; for our educational leaders to be successful, they must have two basic characteristics; one is the intellectual and scientific acceptance and the other is the popularity of the heart for the followers.

The results of present study also indicate that in order for the educational leaders of our country's education system to be able to create change based on the teachings of the Fundamental Change Document, they must be compassionate and have a charismatic

personality that confirms and agrees with the above findings.

Another identified sub-component of personage was individual support and consideration. By reviewing the theories and researches of transformational leadership, individual support and consideration is one of the main characteristics of transformational leaders.

Individualized consideration is the extent to which a leader attends to each follower's needs and is a mentor, coach or guide to the follower. This leader listens to the concerns and needs of each follower and provides support and is empathic of each person' situation and background. Intellectual stimulation is defined as having a leader who encourages innovation and creativity, as well as critical thinking and problem-solving (Bass, 1985, quoted by Eskandari, 2014). Also, Burns (1987), Leithwood et al. (1994), Slocum and Hellriegel (2007), Eskandari (2014), Sun and Leithwood (2012), in their studies, Showed that transformational leaders support their followers and respond to their needs.

The Fundamental Change Document also emphasizes material and spiritual support for creative, innovative, and entrepreneurial principals, educators, and students. The result of present study also confirmed the above findings in this regard and is consistent with them.

Another identified sub-component of personage was having strong insight as a characteristic of transformational educational leaders. Leithwood et al. (1994; quoted in Bush, 2016), Bass & Avolio (1994), and. Eskandari (2014) consider identifying and creating insight as one of the characteristics of transformational leaders. The results of present study also consider having strong insight as one of the requirements of transformational leadership, which is consistent with the above findings.

The Fundamental Change Document also emphasizes the role of the instructor as a guide and a trustworthy and insightful role model in the education process and the most effective element in fulfilling the missions of the public formal education system (Supreme Council of the Cultural Revolution, 2011: 34).

It can be said that management in a large and extensive organization such as education, and leadership of fundamental change in the sense of deep and radical change, comprehensive, systematic and future-oriented, is not possible without insight. Educational leadership must, with a deep understanding of philosophical concepts and theoretical foundations of Fundamental Change Document, and with an understanding of regional, national and global developments, identify strengths and weaknesses, opportunities and threats, and identify resources and facilities, obstacles, driving forces, deterrents, describe how to achieve these goals.

Another component was "the technical skills of manager", which included three sub-components familiar with the technical principles of work, the ability to analyze issues and monitor and evaluate performance. Hess and Kelly (2007) and Saqib Khan et al. (2014) believe that a leader should have leadership skills, especially technical knowledge. Jahanian (2012) considers technical skills as one of the essential skills of educational administrators, knows the rules and regulations of schools, evaluation of staff performance, supervision and guidance of education and technology, etc. The results of the study are consistent with the above findings in this regard.

It is obvious that educational administrators, first of all, as managers of supervisory categories, can make a change if they have considerable technical skills. Because their duties often require them to guide, educate their subordinates, be familiar with the administrative, financial, and logistical techniques of education, know the rules and regulations of education system well, and have the ability to analyze issues. It is also mentioned that education managers and educators have technical knowledge and skills in

the Fundamental Change Document of education, for example, in solution 1-17 of Fundamental Change Document emphasizes the optimal and intelligent use of technology by instructors and distance and virtual training within the framework of the Islamic standard system.

Another identified component was the social dimension, which included two sub-components of attracting the support of governmental and non-governmental institutions and attracting the support of stakeholders including parents, members of parents and teachers association, board of trustees members, etc.

Researchers have shown in their studies that the relationship of an educational leader with factors outside and inside the school can help him or her transform. For example, Hess and Kelly (2007) consider the relationship of educational leader with factors outside of school, communication with parents, and in general, external leadership as the characteristics of educational leaders. Pokharel (2014) found in his research that creating a network of educational leaders with people with different disciplines and specialties is one of the components of transformational leadership. Sun and Leithwood (2012) consider the active encouragement of parents to participate in school educational activities as one of the characteristics of transformational educational leaders.

Also, according to the provisions of the Fundamental Change Document, one of the prevailing values is "strengthening the governance status of public formal education system in the dimensions of policy-making, planning, support and monitoring and evaluation, while participating and reducing unnecessary ownership." The implementation dimension is in accordance with the principle of justice "and one of the major strategies is to" strengthen and institutionalize effective participation and responsibility of people, families and economic institutions, urban and rural management and public welfare foundations in the formal public

education system has been appointed. In addition, in the eighth chapter of Fundamental Change Document of education, the participation and cooperation of all institutions and agencies has been emphasized and approved (Supreme Council of the Cultural Revolution, 2011). In order to achieve the desired goals of transformation, attracting the participation of institutions and agencies such as family, scientific and research centers and influential ministries by the director of education seems necessary (Navid Adham, 2012).

According to the interviewees, the mutual connection of transformational educational leader with governmental and non-governmental institutions and stakeholders such as parents, members of the parents and educators association, etc. is one of the characteristics of educational leaders that can be said harmonious with the findings of the above research and the teachings of Fundamental change Document.

Ethical-value component is another characteristic of transformational educational leadership from the point of view of interviewees and included the sub-components of ethical beliefs and values, religious beliefs, commitment and responsibility. Previous research has emphasized the importance of these components in relation to transformational educational leaders having ethical and value models, responsibility and commitment. Burns (1978), for example, sees transformational leadership as a process in which leaders and followers participate in another act of promotion to higher levels of morality and motivation. Sun and Leithwood (2012) consider providing role models for ethical behavior, injecting pride, respect and trust among employees as the characteristics of transformational leaders. Kouzes and Posner (2007, cited in Litz & Scott, 2017) argue that transformational school leaders need to share personal and professional values with employees, serve as role models, and plan and establish the moral rhythm of the organization. About

responsibility and Commitment of transformational leaders, Burns (1987) argues that transformational leaders share responsibility with others. Bass (1985, quoting Anderson, 2017) suggests that transformational leaders have a full commitment to vision and mission. Amirkabiri et al. (2015) in their research concluded that the transformational leader himself is a role model and increases the levels of commitment in followers. As a result, the findings of present study in this field are consistent with the above findings.

In addition, in the Fundamental Change Document of education is emphasized on the possession of education managers and educators with a set of desirable and deep values, religious beliefs, responsibility and commitment. As mentioned in the document, schools should have educators with moral virtues and professional competencies with a unified monotheistic identity based on the Islamic standard system. Also, one of the goals of field of religious, devotional and moral education in the Fundamental Change Document is to constantly strive for self-improvement and reform of others based on the Islamic standard system by controlling natural instincts, modifying emotions and desires, strengthening will and self-control, maintaining dignity and self-esteem. Moral attributes and virtues are the prevention of development of moral attributes and vices and enjoining the good and forbidding the evil, which oversees the existence of moral values and virtues by educators. Elsewhere in the document, it is stated that managers and educators must be believers in moral virtues, agents of righteous deeds, exalted and transformative, revolutionary, forward-thinking, wise, committed, honest, insightful and righteous (Supreme Council of the Cultural Revolution, 2011: 21). Under the system of educational leadership and management, the rotation of centralism in the management process is emphasized on responsibility based on collective wisdom, and in paragraphs 7-4 of the

document, it is stated that the teacher is a creative, committed, responsible teacher, educational leader, resourceful and etc. In this regard, the findings of present study are in line with the teachings of Fundamental Change Document.

According to the interviewees, another component of transformational educational leadership based on the Fundamental Change Document was having human skills, which included the sub-components of human resource management, creating a shared vision, and the ability to establish human relationships. Findings from previous research have emphasized the importance of human resource management dimension as one of the characteristics of transformational leadership. Grissom, Loeb & Master (2013), Hess and Kelly (2007) and Leithwood & Jantzi (2000) consider the ability to employ and manage employees as one of the characteristics of transformational leaders. Para-González, Jiménez-Jiménez, and Martínez-Lorente (2018) in their research showed that transformational leaders are expanding human resource management systems in the organization. Wang and Howell (2010) found that transformational leaders seek to understand and enhance the abilities, skills, and needs of employees.

Another sub-component identified as the human skills of transformational educational leaders is the creation of a shared vision by the manager for the group under his / her leadership. The results of previous research in this field have shown that this component can be considered as one of the dimensions of transformational leadership. For example, Tichy and DeVanna (1990), Hay and Hodgkinson (2005), Leithwood et al. (1994; quoted in Bush, 2016), Leithwood & Jantzi and Steinbach (1999) and Anderson (2017) concluded in their research, transformational leaders draw a common and ideal vision and strive to achieve it.

Another sub-component of the human skill dimension was the ability to establish human

relationships. Murphy and Ensher (2008) consider communication behavior as one of the characteristics of transformational leaders. Pokharel (2014) in his research showed that the transformational leader interacts and maintains open communication channels. Eskandari (2014) in expressing the characteristics of transformational leaders has stated that these leaders have effective relationships. Leithwood et al. (1994; quoted in Bush, 2016) believe that transformational leaders increase open and correct communication within the group. The results of present study also confirmed the results of above findings and are consistent with their findings.

In the Fundamental Change Document and in the sub-system of teacher training and providing human resources emphasizes on changing the view of educators and states that the teacher should be an educational model and organizer of various educational opportunities, decision maker in the planning process, scientific and educational personality. Look at the education system as a productive human resources system.

In addition, in the Fundamental Change Document, the ideal vision is drawn and it is mentioned that education on the horizon, representing the developed Iran with the position of 1404 Islamic system, should be focused on the vision that in the first clear horizon of economic, scientific; Technology at the regional level with an Islamic identity, revolutionary, inspiring the Islamic world with constructive and effective interaction in the international arena, and based on this perspective, the school on the horizon of 1404 has effective interaction with other institutions and has an effective relationship with issues. Society is on a local, regional and national scale with the presence of social life (Haji Babaei, 2012). Therefore, a manager can create a transformation that considers the transformation document as his roadmap so that the view of employees is the view of the coach and training leader, in order to achieve the ideal vision and

have effective communication with experts, specialists and other factors.

The last component from the interviewees' point of view was the component of financial resource management, which included the sub-components of attracting financial resources and optimal use of financial resources. Previous research has identified the acquisition and management of financial resources as one of the characteristics of transformational leaders. Sarmad (2010) considers effective school management as the proper use of material and human resources in order to achieve the goals of institute. Hess and Kelly (2007) consider one of the sub-components of transformational educational leadership as attracting capital to school and marketing. Findings of Sabwami, Areba, & Abenga (2020) showed that transformational leadership practices of principals have a significant effect on the management of school financial resources. Teneg (2020) in his research concluded that transformational leaders in educational organizations, by maintaining the current financial situation, make appropriate investments and create wealth. The findings of the present study also showed that create wealth and use of v resources is one of the characteristics of transformational leaders and is in line with the results of the above research.

Another aim of the present study was to prioritize the dimensions of transformational educational leadership from the perspective of principals and teachers. Based on the findings, among the 21 identified characteristics, charismatic personality had the first priority, transformational attitude had the second priority, and having managerial knowledge had the third priority. Regarding the charismatic personality as a requirement of transformational leadership, the vast majority of researchers in this field have considered the charismatic personality as a characteristic of this type of leader. For example, Leithwood et al. (1994; quoted in Bush, 2016),

Sun and Leithwood (2012), Burns (1978), Bass (1985), Murphy and Ensher (2008), Pokharel (2014) and Chun et al. (2009) have said that the transformational leader is an ideal and charismatic person and has a prominent personality. The Fundamental Change Document also emphasizes the role of educator as a guide, trustworthy and insightful role model in the education process and the most effective element in fulfilling the missions of formal public education system (Supreme Council of the Cultural Revolution, 2011, 16).

Regarding the second priority, which will be the attitude of transformation. Researchers such as Tichy and DeVanna (1990) and Spreitzer, Perttula, and Xin (2005) have identified Transformation attitude as one of the characteristics of transformational leaders.

Obviously, having change in any organization requires that the leader of the organization has the motivation and enthusiasm for the change, explain the need for change in the training system to employees, and the leader is a practical model of change for the group under his management. As it was observed in the present study, from the perspective of principals and teachers, the transformational attitude of the educational leader has a fundamental priority.

From the perspective of principals and teachers, having educational knowledge and expertise of educational leaders was the next priority. Since the foundation of our society's education system is the teachings of the Fundamental Change Document, therefore, familiarity with the six areas and the goals, missions and activities mentioned in this document is a roadmap for education officials. Our country operates, and in this regard, the transformational educational leader must have sufficient knowledge and nobility in this field to be a good guide for teachers and other school staff. In addition, knowledge and expertise are very important; a manager is successful and can make a difference by bringing both together;

because knowledge and expertise are complementary, and a transformational educational leader must have both.

In the end, it can be said that the researcher based on previous studies and documents and opinion polls of experts and specialists and reference the Fundamental Change Document achieved a new and local framework and model of transformational educational leadership and seems to be comprehensive compared to previous models. It should be more complete, because the frameworks are clear in this document, and this transparency has helped to enrich the interviews as much as possible, and has prevented the discussion from going astray and focusing on the margins instead of the important and fundamental issues.

Finally, based on the results of t present study, the following suggestions can be made regarding the dimensions of transformational educational leadership: 1) Pay attention to the special personality traits of educational administrators and try to select managers among people with charismatic and popular personalities. 2) Educational leaders of schools should have knowledge, expertise and useful experience in the field of educational management and be familiar with Fundamental Change Document. For this purpose, it is necessary that the officials of education departments and districts provide the full text of the transformation document to all school principals. Put in place and hold meetings to resolve ambiguities. 3) To select educational leaders, pay attention to leaders requirements such as; attention to change and transformation, ethics, communication and social skills, technical and professional skills, participatory attitude, human and financial resource management, and commitment and responsibility.

Ethical Considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the

subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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Conflict of interest

According to the authors of the present article, there was no conflict of interest.

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